



All Saints Catholic College



We are His body, living and learning as one.

ATTENDANCE POLICY

BE INSPIRED. BE EXCELLENT. SUCCEED

Document Record

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1. Introduction

Regular school attendance is essential if pupils are to achieve their full potential. At All Saints Catholic College, we believe that good attendance supports pupils to access the full curriculum, develop positive relationships, and grow into confident, resilient and successful adults.

We are committed to building strong partnerships with parents and carers to ensure that all pupils are supported to attend school regularly. Where difficulties arise, we will work together to identify and address any barriers to attendance at an early stage.

Attendance is a shared responsibility. It is the responsibility of pupils, parents/carers, and all school staff to promote and maintain high levels of attendance. This policy should be read alongside other key school policies, including safeguarding, child protection, behaviour, anti-bullying and inclusion policies, as attendance is an essential part of keeping children safe and ensuring they achieve well.

This policy is informed by relevant legislation and statutory guidance, including the Education Acts and Department for Education guidance on improving school attendance.

Aims of this Policy

This policy aims to:

- promote high levels of attendance and punctuality for all pupils
- ensure every pupil can access the full-time education to which they are entitled
- identify and address emerging patterns of absence at an early stage
- reduce persistent and severe absence
- provide appropriate support to pupils and families where attendance is a concern

Our Approach

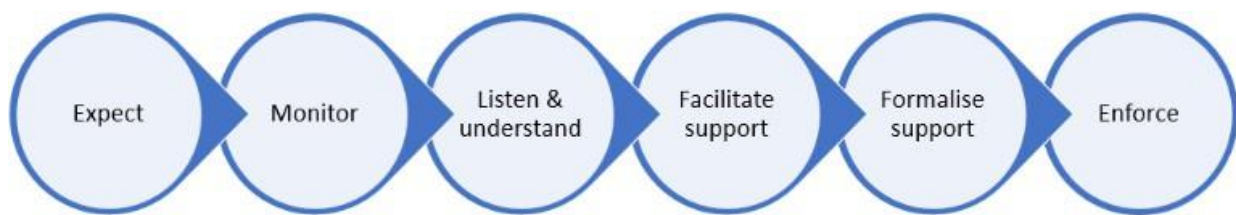
At All Saints Catholic College, we take a supportive and structured approach to improving attendance.

Consistent with our motto Quod Habeo Hoc Do ('What I Have, I Give'), we believe every school day matters and that excellent attendance enables pupils to flourish academically, spiritually and personally. We:

- expect high standards of attendance from all pupils
- monitor attendance data regularly
- listen to pupils and families to understand any barriers
- provide appropriate support to overcome challenges
- formalise support where needed
- use legal intervention only when all other options have been exhausted

The school seeks to achieve attendance that is at least in line with or above national averages

This graduated approach is illustrated below:



2. Legal Framework

This policy is based on current legislation and statutory guidance relating to school attendance. In particular, it reflects the Department for Education (DfE) guidance *Working Together to Improve School Attendance*.

The legal powers and duties that govern school attendance are set out in:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The Education (Penalty Notices) (England) Regulations 2013

The policy also takes account of DfE guidance on the school census, including the definition of persistent absence.

2.1 Parental Responsibility

Parents and carers have a legal duty to ensure that children of compulsory school age receive a suitable full-time education. This is usually achieved through regular attendance at school. If a child does not attend school regularly, parents/carers may be in breach of Section 444 of the Education Act 1996. This means that legal action may be taken where attendance does not improve.

The school will always aim to work in partnership with families and provide support to improve attendance before considering legal action.

2.2 Compulsory School Age

A child reaches compulsory school age at the beginning of the term following their fifth birthday and continues until the last Friday in June of the academic year in which they turn 16.

2.3 School Responsibilities

The school is required to:

- keep an accurate attendance register

- record attendance twice daily
- use the appropriate attendance codes
- identify and follow up absence promptly

Attendance registers must record whether a pupil is:

- present
- absent
- attending an approved educational activity
- unable to attend due to exceptional circumstances

2.4 Local Authority Role

The Local Authority has a statutory duty to ensure that children of compulsory school age are receiving a suitable education. Where necessary, it may take legal action to support improved attendance.

2.5 Supporting Attendance

The school is committed to working with families to improve attendance. This may include:

- early support and intervention
- meetings with parents/carers
- referrals to appropriate services
- attendance improvement plans or contracts

Attendance contracts are formal agreements designed to support improved attendance and prevent the need for legal action. They are not punitive but aim to work in partnership with families.

2.6 Legal Interventions

Where supportive strategies have not improved attendance, the school may request that the Local Authority consider legal action.

This may include:

Penalty Notices

These may be issued when the national threshold for unauthorised absence is met (currently 10 sessions within a rolling 10 school weeks).

Notice to Improve

Parents/carers may be formally notified that attendance must improve within a specified period.

Prosecution

In cases where attendance does not improve, the Local Authority may pursue legal proceedings under Section 444 of the Education Act 1996.

The school will always consider individual circumstances, including any support already provided, before requesting legal action.

2.7 Key Principle

Legal intervention is used as a last resort. The school's priority is always to work with families to address barriers to attendance and support pupils to attend school regularly.

3. Safeguarding

The safety and wellbeing of all pupils is the school's highest priority. All Saints Catholic College is committed to providing a safe, caring and supportive environment where every child can learn and thrive.

3.1 The Importance of Attendance to Safeguarding

Regular attendance plays a vital role in keeping children safe. When pupils are in school, staff are able to support their wellbeing, monitor their welfare and respond to any concerns promptly.

We recognise that difficulties with attendance or punctuality may be an indication that a child or family requires additional support. This may include situations where a child is experiencing challenges at home, in school or within the community.

Absence from education, particularly where it is prolonged or repeated, may be considered a safeguarding concern where there is a risk to a child's welfare.

Persistent absence, severe absence and sudden changes in attendance patterns may be indicators of safeguarding concerns and will be considered as part of the school's wider safeguarding response.

3.2 Safeguarding Response to Absence

The school has clear procedures in place to respond to pupil absence and to ensure that all children are safe.

Where a pupil is absent, the school will take appropriate steps to establish the reason for absence and confirm the pupil's safety and wellbeing. This may include:

- contacting parents or carers
- carrying out home visits
- requesting to see the pupil during a visit

Home visits may take place at an early stage where there are concerns, including where a pupil has been absent for a number of days or where the school has been unable to establish contact. Home visits will be undertaken by appropriately trained staff and recorded in line with safeguarding procedures.

Maintaining contact with a parent or carer does not replace the need for the school to be assured that a child is safe and well.

3.3 Where a Child Has Not Been Seen

Where a pupil has not been seen in school for a short period of time, the school will take further action to confirm their safety and wellbeing.

This may include:

- additional attempts to contact parents or carers
- repeated home visits at different times of the day
- contact with emergency contacts provided to the school

These situations are reviewed by the school's safeguarding team to ensure that appropriate action is taken.

Where a pupil's whereabouts become unknown, the school will follow Children Missing Education procedures and make reasonable enquiries in accordance with local authority guidance before considering deletion from roll.

3.4 Escalation of Safeguarding Concerns

If the school is unable to establish contact with a pupil or confirm that they are safe and well, this will be treated as a safeguarding concern.

In these circumstances:

- the case will be reviewed by the safeguarding team
- further checks and visits may be undertaken
- the school may seek advice or support from external agencies, including the local authority
- where appropriate, additional action may be taken to ensure the child's safety

3.5 Partnership with Parents and Carers

Parents and carers play a vital role in safeguarding. To support the school in keeping children safe, we ask that parents and carers:

- inform the school promptly of any absence
- keep contact details up to date, including emergency contacts
- respond to communication from the school
- inform the school of any changes in circumstances that may affect their child's wellbeing or attendance

3.6 Wider Safeguarding Responsibilities

Safeguarding is everyone's responsibility. Within the school, safeguarding includes a wide range of areas, including:

- attendance and punctuality
- behaviour and wellbeing
- protection from abuse and neglect
- online safety
- safeguarding against exploitation and harm

Further information can be found in the school's Safeguarding and Child Protection Policy.

3.7 Recording and Information Sharing

The school will keep appropriate records of all actions taken in relation to attendance and safeguarding, in line with statutory requirements.

Where necessary, information may be shared with partner agencies in order to protect a child's safety and wellbeing.

4. Attendance and Punctuality Expectations

4.1 Expectations for Pupils

All Saints Catholic College expects all pupils to attend school every day and to arrive on time, unless there is a genuine reason for absence.

Regular attendance is essential for pupils to achieve their full potential. Missing school, even occasionally, can have a significant impact on a pupil's learning, progress and overall wellbeing.

Attendance and punctuality are monitored closely, and we expect all pupils and families to work in partnership with the school to maintain high standards.

4.2 Understanding Attendance and Its Impact

Attendance is recorded as a percentage. This helps pupils and families understand how much learning time is lost over the course of a school year.

The table below shows how attendance percentages relate to the number of days and lessons missed, as well as how the school may respond at each stage.

Attendance %	School days missed per year	Number of lessons missed per year	Attendance grading	Possible actions
100%	0	0	Outstanding	
98%	4	20	Very good	
96%	7	35	Good	School monitoring
95%	10	50	Almost there	School support
94%	11	55	Improvement needed	School support

90%	20	100	Concern	External support / referrals
85%	29	145	Serious concern	External support / referrals / Penalty notices

4.3 School Response to Attendance Concerns

The school uses a graduated approach to supporting attendance:

95% and above – pupils are meeting expected levels of attendance

Below 95% – attendance may begin to cause concern and support may be offered

90% and below – attendance is a significant concern and further intervention will be required

Below 85% – attendance is considered a serious concern and may involve external support and formal processes

A pupil becomes persistently absent when attendance falls below 90%

As attendance declines, the level of support and intervention will increase. This may include:

- pastoral support within school
- meetings with parents/carers
- formal monitoring of attendance
- referrals to external services
- legal intervention where appropriate

The school will always aim to work with families to identify and remove barriers to attendance and provide support wherever possible.

4.4 Punctuality

Arriving on time is an important part of maintaining good attendance. Pupils who arrive late miss important parts of the school day, including learning, assemblies and key instructions.

Frequent lateness can have a significant impact over time. The table below shows how small amounts of lateness can quickly add up to lost learning across the year.

Minutes late per day	Academy days lost per year	Number of lessons lost per year
5 minutes	3	15
10 minutes	6	30
15 minutes	9	45

4.5 Addressing Lateness

To support punctuality and minimise disruption to learning, pupils who arrive late to school must hand their mobile phone to a member of staff at reception when signing in. The phone will be returned at the end of the school day in line with school procedures.

Parents/carers will be informed when their child arrives late to school. Pupils who arrive late without an acceptable reason may be issued with a same-day late detention. Persistent lateness will be monitored and may result in further support and intervention being implemented by the school.

5. The School Day

5.1 Structure of the School Day

The school day at All Saints Catholic College is structured to support pupils' learning and wellbeing. The table below sets out the timings of the school day, including registration periods.

Session	Time	Notes
Start of the academic day	08:40am	
Morning register begins	08:40am	Child receives a 'late' (L) mark if absent when the register starts but arrives before it closes
Morning register closes	09:10am	Child receives an unauthorised absence (U) if they arrive after the register closes
KS3 afternoon register begins	12:20pm	Child receives a 'late' (L) mark if absent when the register starts but arrives before it closes
KS3 afternoon register closes	12:50pm	Child receives an unauthorised absence (U) if they arrive after the register closes
KS4 afternoon register begins	13:00pm	Child receives a 'late' (L) mark if absent when the register starts but arrives before it closes
KS4 afternoon register closes	13:30pm	Child receives an unauthorised absence (U) if they arrive after the register closes
End of the school day	15:10pm	

5.2 Registration

The school is required to take an attendance register twice daily: once at the start of the morning session and once during the afternoon session.

- Pupils are expected to arrive on time for registration.
- Pupils who arrive after the register has started but before it closes will receive a late mark.
- Pupils who arrive after the register has closed will be recorded as absent for that session.
- Accurate registration is an important part of ensuring that all pupils are accounted for and safe.

5.3 Punctuality

Arriving on time ensures that pupils can access the full school day and all learning opportunities. Persistent lateness will be monitored, and the school will work with pupils and families to improve punctuality where needed.

6. Absence

6.1 Attendance Register

The school is required to keep an attendance register for all pupils.

The register is taken at the start of the morning session and once during the afternoon session each day. It records whether pupils are:

- present
- attending an approved off-site educational activity
- absent
- unable to attend due to exceptional circumstances

Any amendments made to the register will include:

- the original entry
- the amended entry
- the reason for the amendment
- the date the amendment was made
- the name and role of the person making the amendment

Attendance records are retained in line with statutory requirements.

6.2 Reporting Unplanned Absence

Parents and carers must notify the school on the first day of absence by 8:30am, or as soon as possible. Absences should be reported by telephone, and parents/carers should provide the expected date of return.

If no reason for absence is received, the school will contact parents/carers to establish the reason. This may include:

- phone calls
- text messages
- other communication methods

Absence due to illness will usually be authorised unless the school has reason to doubt its authenticity. Where appropriate, the school may request medical evidence, such as:

- a doctor's note
- prescription
- appointment card

Where the school is not satisfied with the explanation provided, the absence may be recorded as unauthorised.

6.3 Planned Absence

Parents and carers should notify the school in advance of planned absences wherever possible.

Medical and dental appointments will be authorised where prior notification is given. Parents/carers are encouraged to arrange appointments outside of the school day where possible.

Where this is not possible, pupils should:

- attend school for part of the day where possible
- return to school following the appointment

Requests for other types of absence during term time must be made in advance. Authorisation will only be granted in exceptional circumstances.

6.4 Lateness

Pupils who arrive late:

- after the register has started but before it closes will be marked as late
- after the register has closed will be recorded as absent for that session

Pupils arriving after the school gate has closed must:

- report to reception
- sign in

Lateness will only be authorised where there is a valid reason, such as a medical appointment. Where no appropriate reason is provided, the absence will be recorded as unauthorised.

Persistent lateness will be monitored and addressed. Where concerns continue:

- parents/carers may be contacted
- meetings may be arranged to support improvement

6.5 Following Up Absence

Where a pupil is absent and the school has not received a reason, or where concerns exist, the school will take appropriate action. This may include:

- contacting parents or carers to establish the reason for absence
- carrying out home visits where necessary
- requesting to see the pupil during a visit
- seeking advice or support from external agencies where appropriate

Where there are concerns about a pupil's safety or wellbeing, appropriate safeguarding action will be taken in line with Section 3 of this policy.

The school will also:

- confirm whether the absence is authorised or unauthorised
- record the correct attendance code

7. Categorising Absence

7.1 Authorised and Unauthorised Absence

All absences must be recorded accurately. Where a pupil of compulsory school age is absent, the school will record whether the absence is authorised or unauthorised.

Absence can only be authorised by the school and cannot be authorised by parents or carers. Absences will be recorded as unauthorised unless a satisfactory explanation has been provided and accepted.

Parents and carers must report absence by 8:30am on the day of absence using one of the following methods:

- telephone
- text message
- email
- school app

An expected return date should also be provided.

Where appropriate, the school may request medical evidence, such as:

- an appointment card
- prescription
- medical letter

7.2 Types of Authorised Absence

Absence may be authorised in the following circumstances:

Illness

Medical evidence will not routinely be requested but may be sought where:

- attendance is a concern,
- there are patterns of repeated absence,
- the authenticity of illness is in doubt.

Medical or Dental Appointments

Appointments will be authorised where advance notice is given. Parents and carers are encouraged to arrange appointments outside of school hours wherever possible.

Where this is not possible, pupils should:

- attend school for part of the day where possible
- return to school following the appointment

Other Exceptional Circumstances

Absence may be authorised in exceptional circumstances, such as:

- serious family illness
- bereavement

Each request will be considered on a case-by-case basis.

Suspension

Suspension from school is recorded as an authorised absence. The school will make arrangements for learning to continue.

Religious Observance

The school recognises the importance of religious observance. Absence may be authorised for this purpose, usually for up to two days per year.

Study Leave

Study leave may be granted to Year 11 pupils during examination periods. The school will provide support to ensure learning continues.

7.3 Traveller Absence

Traveller children are expected to attend school as regularly as possible, in line with all pupils.

The school recognises that some families travel for work purposes. In these cases:

- the school must be informed in advance of travel plans
- expected return dates must be provided

All Saints Catholic College will remain the pupil's base school where they normally attend outside of travelling periods.

Absence may be authorised where:

- the family is travelling for work or trade
- the school is satisfied that the pupil will return

Traveller pupils may be recorded as attending an approved educational activity where they are:

- attending another school
- accessing education through a Traveller Education Service
- completing supervised distance learning

The school will remain in contact with families to ensure continuity of education and safeguarding.

7.4 Lateness and Late Arrival

Registration begins at 8:40am and closes at 9:15am.

- Pupils arriving after 8:40am will be marked as late
- Pupils arriving after 9:15am will be recorded as absent for that session

Pupils arriving after the register has closed must report to reception to sign in.

Late arrival will only be authorised where there is a valid reason, such as a medical appointment. Otherwise, it will be recorded as an unauthorised absence.

7.5 Unauthorised Absence

Absence will not be authorised where there is no valid reason or where the explanation provided is not accepted by the school.

Examples of unauthorised absence include:

- birthdays or special occasions
- shopping trips
- haircuts
- caring for siblings
- “couldn’t get up”
- illness where the pupil is well enough to attend
- family holidays
- truancy

7.6 Leave of Absence

All requests for leave of absence must be made in advance and will be considered on an individual basis.

- requests must be made to the Headteacher
- a written response will be provided outlining the decision

The Headteacher may only authorise leave of absence in exceptional circumstances and each request will be considered individually. Family holidays during term time will not normally be authorised

If leave is not authorised and a pupil is taken out of school, the absence will be recorded as unauthorised. The school may request the Local Authority to issue a Penalty Notice or consider further legal action.

8. Deletions from the Register

In accordance with the Education (Pupil Registration) (England) Regulations 2016, a pupil may be removed from the school’s register where one of the following circumstances applies:

- the pupil has been taken onto the roll of another school
- a School Attendance Order has been replaced or revoked by the Local Authority
- the pupil has reached the end of compulsory school age
- the pupil has been permanently excluded and all procedures have been completed
- the pupil has transferred to another school
- the pupil has died
- the pupil has been withdrawn by parents to receive education outside the school system
- the pupil has failed to return from an extended absence and the school has made reasonable efforts to locate them
- the pupil is unable to attend due to a medical condition and is not expected to return before the end of compulsory school age
- the pupil has been in custody for a period of more than four months
- the pupil has been absent for 20 consecutive school days without authorisation and the school has made reasonable efforts to establish their whereabouts
- the pupil has left the school and their destination is unknown despite reasonable enquiries

The school will always make appropriate efforts to contact parents, carers and relevant agencies before removing a pupil from the register.

9. Roles and Responsibilities

9.1 The Governing Body

The governing body is responsible for:

- promoting the importance of school attendance across the school's policies and ethos
- ensuring that school leaders fulfil expectations and statutory duties
- regularly reviewing and challenging attendance data
- monitoring attendance figures across the school
- ensuring staff receive appropriate training
- holding the Headteacher to account for the implementation of this policy

9.2 The Headteacher

The Headteacher is responsible for:

- the implementation of this policy
- monitoring school-level attendance data and reporting to governors
- supporting staff in monitoring pupil attendance
- evaluating the impact of attendance strategies
- authorising legal interventions where appropriate

9.3 Senior Attendance Champion

The Senior Attendance Champion is responsible for:

- leading attendance across the school
- setting clear expectations for attendance improvement
- monitoring attendance systems and processes
- overseeing data analysis
- identifying and addressing patterns of absence
- working with families to improve attendance
- coordinating targeted support and intervention

The school's Senior Attendance Champion is the Assistant Headteacher responsible for attendance. The governing body will be informed of any changes to this role.

9.4 Attendance Team

The Attendance Team is responsible for:

- monitoring and analysing attendance data
- contacting parents/carers regarding absence
- arranging meetings to support attendance improvement
- undertaking home visits where appropriate
- reporting concerns to senior leaders

- working with external agencies to support pupils

9.5 Teaching Staff

All teaching staff are responsible for:

- recording attendance accurately at each session
- using the correct attendance codes
- submitting registers promptly
- identifying and reporting concerns about attendance

9.6 Pastoral Staff

Pastoral staff are responsible for:

- supporting the day-to-day management of attendance
- recording and responding to absence information
- identifying patterns of concern
- liaising with families and external services
- supporting home visits where required

9.7 School Office Staff

School office staff are responsible for:

- receiving calls and messages from parents/carers regarding absence
- ensuring information is passed to the appropriate staff members
- supporting the recording of attendance information

9.8 All School Staff

All school staff share responsibility for promoting good attendance and punctuality. This includes:

- reinforcing expectations with pupils
- supporting a positive attendance culture
- raising concerns where attendance may indicate a safeguarding issue

9.9 Parents and Carers

Parents and carers are expected to:

- ensure their child attends school every day and arrives on time
- report absence by 8:30am on each day of absence
- provide at least two emergency contact numbers
- ensure, where possible, that appointments are arranged outside of the school day
- take an active interest in their child's education and progress
- support routines that promote regular attendance
- inform the school of any changes in circumstances
- work in partnership with the school to support attendance
- contact the school if their child is experiencing difficulties

Parents and carers should not:

- keep children off school unnecessarily
- take holidays during term time except in exceptional circumstances
- allow absence for avoidable reasons such as shopping, appointments that could be outside school hours, or social events

10. Using Attendance Data

10.1 Monitoring Attendance

The school monitors attendance regularly to ensure that all pupils are attending well and to identify any concerns at an early stage.

Attendance data is reviewed:

- at an individual pupil level
- across different groups of pupils
- on a regular basis throughout the year

This enables the school to identify patterns of absence and provide appropriate support where needed.

Attendance data is analysed for vulnerable groups including disadvantaged pupils, pupils with SEND, children looked after, previously looked after children and pupils with a social worker

Attendance data is shared with the Department for Education as part of national data collections. The school will compare its attendance figures with local and national averages and report findings to the governing body.

10.2 Analysing Attendance

The school analyses attendance data to:

- identify pupils or groups who require additional support
- understand patterns and trends in absence
- identify emerging concerns early

This analysis is used to:

- put targeted support in place
- address barriers to attendance
- review the effectiveness of strategies

10.3 Using Data to Improve Attendance

The school uses attendance data to support improvement by:

- providing regular attendance information to pupils and parents/carers
- using data to support discussions and intervention planning
- monitoring the impact of support strategies

- adapting approaches where needed

10.4 Attendance Targets

The school expects all pupils to achieve high levels of attendance.

- the target for all pupils is 100% attendance
- the minimum expected attendance is 95%

The table below shows how attendance percentages relate to time missed from school.

Attendance	Equivalent days missed	Equivalent sessions	Equivalent weeks	Equivalent lessons missed
97%	4.5 days	9 sessions	1 week	24 lessons
95%	9.5 days	19 sessions	2 weeks	48 lessons
90%	19 days	38 sessions	4 weeks	95 lessons
85%	28.5 days	57 sessions	6 weeks	143 lessons
80%	38 days	76 sessions	8 weeks	190 lessons
75%	47.5 days	95 sessions	9.5 weeks	238 lessons
70%	57 days	114 sessions	11.5 weeks	285 lessons
65%	66.5 days	133 sessions	13.5 weeks	333 lessons

10.5 The Impact of Poor Attendance

Poor attendance can have a significant impact on a pupil's education.

Pupils with low attendance:

- miss important learning
- may find it difficult to catch up
- are at greater risk of underachievement

National evidence shows that pupils with lower attendance are less likely to achieve strong outcomes at GCSE level.

10.6 Reducing Persistent and Severe Absence

Persistent absence is defined as a pupil missing 10% or more of school.

Severe absence is where a pupil misses 50% or more of school.

The school will take steps to reduce absence by:

- identifying patterns and trends
- meeting with parents/carers where concerns arise
- providing targeted support
- working with external services where appropriate

The school's priority is to remove barriers to attendance and ensure that all pupils can access education fully.

Where persistent or severe absence is identified, attendance concerns will be considered alongside any safeguarding, SEND, wellbeing or family circumstances that may be contributing to non-attendance.

11. Support Systems

11.1 Understanding Barriers to Attendance

The school recognises that poor attendance may be an indication of difficulties in a child's life. These may relate to challenges at home, in school or within the wider community.

Parents and carers are encouraged to inform the school of any circumstances that may affect their child's attendance or wellbeing. This may include:

- bereavement
- family separation
- changes at home
- health or emotional wellbeing concerns

Sharing this information allows the school to identify appropriate support and respond at an early stage.

The school will work in partnership with pupils and families to understand barriers to attendance and identify suitable support strategies.

11.2 Supporting Pupils with Additional Needs

Some pupils may require additional support to achieve good attendance. This may include:

- pupils with special educational needs or disabilities
- pupils with physical or mental health needs
- children who are looked after or previously looked after
- pupils from vulnerable or disadvantaged backgrounds
- migrant or refugee pupils

The school is committed to providing inclusive support to meet the needs of all pupils.

11.3 Support Strategies

The school uses a range of strategies to support improved attendance. These may include:

- discussions with pupils and parents/carers to understand individual needs
- a graduated approach to attendance support
- attendance report cards
- parenting contracts and attendance agreements
- referrals to external support services such as Early Help or local support hubs
- pupil voice activities
- support for anxiety-based school avoidance
- trauma-informed approaches

- time-limited adapted timetables
- reintegration support packages
- access to inclusion resources
- attendance rewards and recognition

Support will be tailored to the individual needs of each pupil and reviewed regularly.

11.4 Escalation Where Support Is Not Effective

Where support has been offered and there is limited improvement, further action may be required. This may include:

- increased monitoring of attendance
- formal meetings with parents/carers
- involvement of external agencies
- consideration of legal interventions

The school will always aim to work in partnership with families and use supportive approaches first. Legal action will only be considered where necessary and in line with statutory guidance.

12. Supporting Pupils with Specific Needs

12.1 Emotional Wellbeing and Attendance

Some pupils may experience emotional or social difficulties that make attending school more challenging. These may include worries about friendships, schoolwork or changes in mood.

It is important that pupils continue to attend school where possible, as regular attendance can help address these concerns. Prolonged absence may increase anxiety and make returning to school more difficult.

The school will work with pupils and families to provide appropriate support and encourage regular attendance.

12.2 Pupils with Additional Needs

Some pupils face more complex barriers to attendance and may require additional support. This may include pupils with:

- long-term physical health conditions
- mental health needs
- special educational needs or disabilities

These pupils have the same entitlement to education as all others. The school will provide additional support to help them access education fully.

This may include:

- understanding the individual needs of the pupil and family
- working in partnership with parents, carers and external agencies

- putting in place appropriate in-school support
- regularly reviewing and adapting support strategies

12.3 Medical Needs and Extended Absence

Where a pupil is unable to attend school due to illness, the school will follow statutory guidance.

A referral to the local authority may be made where:

- a pupil is expected to miss 15 consecutive school days due to illness
- a pupil's total absence due to illness reaches or exceeds 15 days within an academic year

This ensures appropriate support is put in place to meet the pupil's educational needs.

12.4 Flexible and Phased Support

In some cases, a phased return to school or a time-limited adjusted timetable may be appropriate. This will be used to:

- support reintegration into school
- reduce anxiety related to attendance
- ensure pupils can gradually return to full-time education

Such arrangements will be regularly reviewed and kept time-limited.

12.5 Supporting Pupils with SEND

For pupils with SEND, the school will work closely with parents and carers to reduce barriers to attendance. This may include:

- reasonable adjustments within school
- support from specialist services
- collaboration with health and mental health professionals

Where a pupil has an Education, Health and Care Plan, the school will work with the local authority where attendance becomes a concern.

12.6 Supporting Vulnerable Pupils

Additional support will also be provided for pupils who may be vulnerable. This may include:

- children with a social worker
- looked after or previously looked after children
- young carers
- pupils experiencing social or economic disadvantage
- pupils facing housing or family instability

The school will work in partnership with pupils, families and external agencies to ensure appropriate support is in place.

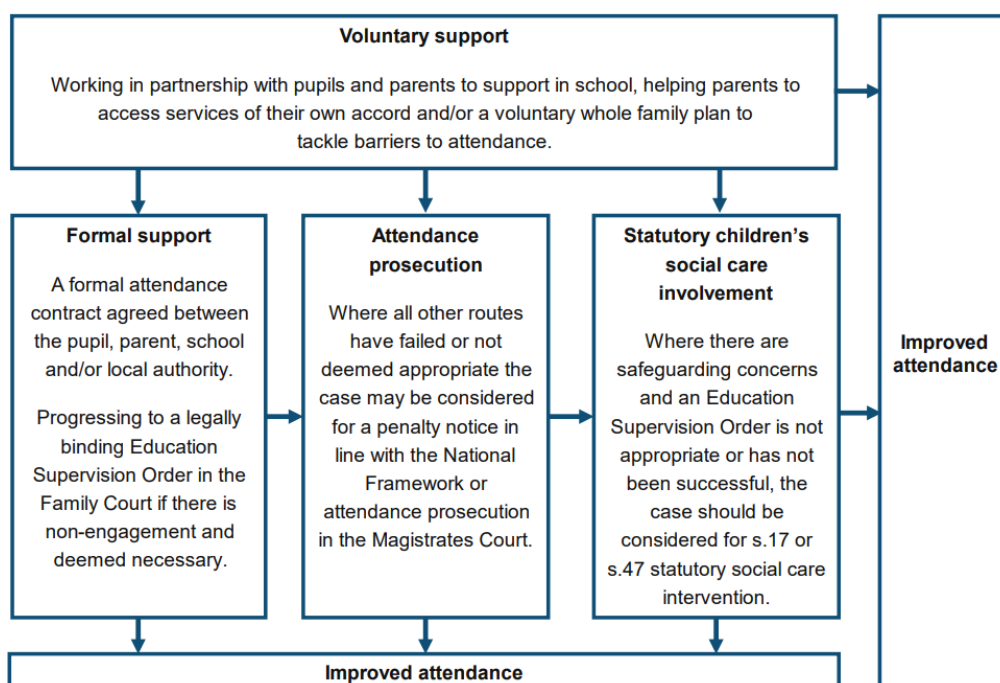
13. Legal Interventions

13.1 Overview

The school will always aim to support pupils and families to improve attendance. Legal intervention will only be considered where all appropriate support strategies have been offered and have not resulted in sufficient improvement.

In making any decision to pursue legal intervention, the school will consider the individual circumstances of each pupil and family.

The diagram illustrates the progression from voluntary support to formal intervention where attendance does not improve.



13.2 Penalty Notices

The Local Authority may issue a penalty notice for unauthorised absence where a pupil is of compulsory school age.

Before requesting a penalty notice, the school will consider:

- whether the national threshold has been met (10 sessions of unauthorised absence in a rolling 10 school weeks)
- whether a penalty notice is the most appropriate response
- whether appropriate support has been offered
- whether there are any obligations under the Equality Act 2010

A penalty notice may be issued to each parent responsible for the child.

Where issued:

- the payment must be made to the Local Authority
- payment is £80 if paid within 21 days
- payment increases to £160 if paid within 28 days

If a second penalty notice is issued for the same pupil, the cost will be £160.

A third penalty notice will not be issued within a three-year period. Alternative action will be considered instead.

If payment is not made, the Local Authority may decide to proceed with prosecution or withdraw the notice.

13.3 Notice to Improve

Where the threshold for intervention has been met and support is appropriate but has not been engaged with, a Notice to Improve may be issued.

This will:

- outline concerns regarding attendance
- set a monitoring period of up to six weeks
- make clear that further action may follow if attendance does not improve

Improvement will be assessed on a case-by-case basis.

13.4 Prosecution

Where all interventions have failed to secure an improvement in attendance, the Local Authority may take legal action.

In these cases:

- the school will provide evidence to support prosecution
- school staff may be required to attend court

Under Section 444 of the Education Act 1996, parents may be guilty of an offence if they fail to ensure regular attendance.

A parent found guilty may:

- receive a fine of up to £2,500
- receive a custodial sentence of up to three months

13.5 Alternative Legal Interventions

Before prosecution, alternative legal interventions may be considered. These include:

- attendance contracts

- penalty notices
- education supervision orders

13.6 Attendance Contracts

An attendance contract is a formal agreement between parents, the school and, where appropriate, the Local Authority.

Its purpose is to:

- support improved attendance
- address barriers
- prevent the need for legal action

Attendance contracts are:

- not legally binding
- based on partnership and support
- used where earlier support has not been successful

Parents cannot be required to enter into an attendance contract.

While not appropriate in all cases, attendance contracts will usually be considered before progressing to prosecution or an education supervision order.

14. Contacting the School Regarding Attendance

Parents and carers can contact the school regarding attendance using the details below.

For general enquiries:

- Telephone: 0161 338 2120
- Email: schooloffice@allsaintscatholiccollege.com

For attendance-related queries:

- Email: attendance@allsaintscatholiccollege.com

For safeguarding concerns:

- Email: safeguarding@allsaintscatholiccollege.com

Parents and carers are encouraged to contact the school as soon as possible if they have any concerns about attendance. The school will ensure that enquiries are directed to the most appropriate member of staff.

Appendix 1: Escalation of Attendance Interventions

Level	Attendance Range	Actions and Support
Green	100% – 95%	- Letter home recognising good/excellent attendance - Rewards through school systems - Certificates and recognition for strong attendance - Tutor/class teacher monitors attendance and records actions - Heads of Year and senior leaders review impact of interventions
Amber	94.9% – 90.1%	- Tutor/class teacher meets pupil to: - discuss reasons for absence - offer support - support catch-up work - Individual attendance target set - Review date agreed - If no improvement: - Letter sent to parents outlining concerns - Meeting arranged with parents/carers Possible outcomes: - Issues resolved - Early Help Assessment considered - Additional support or mentoring
Amber Red	90% – 80.1%	- Pastoral/middle leader meets pupil to: - identify barriers – review progress – plan support - Pastoral Support Plan implemented/reviewed - External agencies involved where needed - Attendance target set and monitored If no improvement: Formal meeting with parents/carers Possible outcomes: - Parenting contract - Monitoring period - External referrals Further escalation: - Attendance panel - Multi-agency support
Red	Below 80%	Persistent and severe absence level Pupils may be supported through targeted grouping, including: - SEND - Looked After Children - Young carers - Social/emotional needs Family or housing difficulties Actions include: - Designated staff lead - Review and escalation of previous actions - Regular parent contact - Personalised intervention plan - Multi-agency involvement - Home visits where appropriate - Consideration of statutory action Reviewed by senior leaders and reported to governors

