The Cardinal Wiseman Catholic School

Omnia Pro Christo – All Things for Christ

Attendance Policy 2026/27 (including Sixth Form)

Our Ethos

The Cardinal Wiseman Catholic School subscribes to the ethos and vision encapsulated by "All things for Christ" (Omnia Pro Christo).

Thus, our commitment to the development of human ecology, divine inspiration, Catholic Social Teaching, the counter-cultural element of our work and a constant quest for excellence inspire us daily. We want our students to flourish at Cardinal Wiseman in order that they will have the knowledge, skills, compassion and agency to make the world a better place.

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This is not a standalone policy and links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- The Equality Act 2010 and the UN Convention on the Rights of the Child

1. Aims

At Cardinal Wiseman School we are committed to safeguarding children and ensuring they attend school every day. We work in partnership with the parents, students, governors, Westminster Diocese and the Local Education Authority, to building a school which delivers on our vision and ethos "All Things for Christ".

School performance information regarding attendance is forwarded regularly to the Department for Children, Schools & Families and the Local Education Authority.

Cardinal Wiseman Catholic School (CWCS) believes that regular school attendance is crucial to allowing children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who can realise their full potential and make a positive contribution to their community.

CWCS values all students. As set out in this policy, we will work with families to early identify the reasons for poor attendance and try to resolve any difficulties.

CWCS believe attendance is a shared responsibility, involving the whole school community and local community; our Attendance Policy should not be viewed in isolation; it is a thread that runs through all aspects of school improvement, and is supported by our policies on safeguarding, anti-bullying, behaviour and inclusion policies. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

CWCS defines our key levels of attendance as:

Attendance	Description	Approx. days lost per year	Approx. weeks lost per year
98-100%	Excellent	0-4	Less than 1
95-98%	Good	5-9	1-2
93-95%	Below Average	10-13	2-3
90-93%	Unsatisfactory	14-28	3-5
Below 90%	Persistently Absent	More than 25	More than 5
Below 50%	Severely Absent	More than 90	19

Students whose attendance drops below 90% are classed as vulnerable students.

The Principles of the Policy

- All school staff, including governors, administrative and support staff understand the issues and procedures for attendance and punctuality.
- Clear procedures for supporting students to come to school.
- Parents/carers and students having the opportunity to raise concerns and share in addressing those concerns.
- Allocating resources e.g. time, people, space to support the policy.
- Rewarding students termly and annually who have good attendance and those who strive to improve their attendance.
- Identifying patterns of absence and intervening early. Research shows patterns of attendance are established early in a school career. Children who miss significant amounts of their education in primary schools are more likely to truant later. CWCS will work with the Local

Education Authority and the Education Welfare Officer using data to identify students early.

- Sanctions for failing to ensure regular attendance are fully understood by the whole school community and parents/carers.
- Good attendance is essential to safeguard all pupils; poor attendance can lead to poor behaviour, attainment and progress.

- Poor attendance can also lead to students being exposed to vulnerable situations such as CSE (Child Sexual Exploitation) and county lines, therefore it is of the upmost importance that all stakeholders ensure every measure is taken to maintain a good attendance for all pupils.

DFE (Department of Education) research to support strong attendance culture at Cardinal Wiseman

Poor attendance has a dramatic relationship with GCSE results.

- While 78% of all children who were rarely absent in both years passed at least 5 GCSEs including English and Maths, only 36% of children who were persistently absent in both years and just 5% of children who were severely absent in both years reached this same standard.
- When pupils' attendance improves, the likelihood of achieving qualifications at the end of school massively increases. More than half (54%) of pupils who were persistently absent in Year 10 and then rarely absent in Year 11 passed at least 5 GCSEs including English and Maths, compared to 36% of pupils who were persistently absent in both years.

Reference - https://assets.childrenscommissioner.gov.uk/wpuploads/2023/11/CC-REPORT-_-Attendance-and-Attainment-_-Oct-23.pdf

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance and School attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Maintained schools: Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and Responsibilities

3.1 **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

3.2 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
- Issuing fixed-penalty notices, where necessary
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Ms R Coughlan and can be contacted via coughlanr@wiseman.ealing.sch.uk

3.4 The Role of Attendance Administrator Officer

- Support Year teams each morning with students who arrive late.
- Contact absent students from '9:30 early callers' list & notify HOY's of any unexplained absences

- Every two weeks review missing sessions report (missed registers) and liaise with appropriate Deputy Head of Year (DHOY)/ Inclusion Co Ordinator
- Deal with all Leave of Absence request forms, liaise with Assistant Head teacher/ Inclusion Co-Ordinator 6th Form.
- Produce weekly attendance data reports.
- Update & maintain attendance on SIMs when in receipt of paper registers & during enforced school closures.
- Produce weekly data/unauthorised absences for deputy Head of Year/Inclusion Co-Ordinator 6th Form.
- Produce weekly missing registers report.
- Produce late detention list for KS3 (Key Stage 3) & KS4 and submit it to tutors every Monday for Years 7-11.
- Years 7-11 produce absent late detention list - text parents & notify Assistant Head teacher and year teams each Thursday.
- Generate punctuality letters.
- Produce half-termly attendance figures.

3.5 Role of Parents/Carers

- Talk to their son/daughter about school and their experiences whilst there. Take a positive interest in their child's work and educational progress.
- Instill the value of education and regular school attendance within the home.
- Encourage their child to look to the future and aspire.

- Contact the school if their child is absent to let them know the reason and the expected date of return via the school app. Follow this up with a note on the student's return to school. "Illness or unwell" are not appropriate reasons for absence. Parents should ensure that they are

specific about the reason for absence.

- Avoid unnecessary absences. Wherever possible make appointments for the doctors, dentists etc. outside of school hours.
- Ask the school for help if their son/daughter is experiencing difficulties or refuses to come into school.
- Inform the school of any change in circumstances that may impact on their son/daughter's attendance.
- Support the school; take every opportunity to get involved in their son/daughter's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.
- Encourage routine at home, for example, going to bed at an appropriate time, homework, preparing school bag and uniform the evening.
- Not keep their son/daughter off school to go shopping, to help at home or to look after other members of the family.
- Avoid taking their son/daughter on holiday during term-time – Schools are not legally permitted to authorise holidays in term time so please do not enquire.
- Provide the school with more than 1 emergency contact number for their child
- Keep to any attendance contracts that they make with the school and/or local authority

3.6 Role of the tutor

If a pupil is absent from school, tutors should adhere to the following guidelines.

- Take registers on time (no later than 08.50 am)
- Authorise absences on SIMs, on receipt of letters from parents/carers.
- Liaise with the Attendance Officer before authorising any absences for students whose attendance is below 90%.

- Children looked after absence should be brought to the attention of the Head of Year immediately. Social services (CLA (Children Looked After) team) to be notified on the day of absence by the Year team if the carer cannot be contacted.
- Mark students late if they arrive after the late bell (8:40am). Tutors are permitted to set a detention for 30 minutes (same day) for any tutees who were late and enter into diary.
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve.
- A positive learning climate is essential for promoting good attendance.
- Tutors must keep the HOY and DHOY informed of any attendance concerns.
- All tutors must use the official codes of absence (see appendix)

All tutors must foster a culture of safety and calm within their tutor groups. Building positive relationships is paramount, as it is more likely to lead to a climate of trust and openness, where pupils discuss problems associated with poor attendance. Tutors are the first step of attendance intervention via tutor coaching.

4. Recording Attendance

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise. A child is of Compulsory School Age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16. Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement. This responsibility is undertaken by Education Welfare.

The Education (Pupil Registration) (England) Regulations 2006, expect schools to take an attendance register twice a day, once at the start of the morning session (08.40-09.10) and then again during the afternoon session (13.20-14.20).

The electronic register must record whether the student was:

- present;
- absent;
- present at approved educational activity; or
- unable to attend due to exceptional circumstances

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Attendance (recorded electronically) must be recorded carefully and sent immediately. Where there are technical difficulties, tutors should provide a hard copy of the register for the attendance officer, before 8.50 am. This will allow for an effective flow of attendance data to tackle any truancy. Attendance information can be used to format accurate up to date data and communicate promptly to Parents, Heads of Year, Form Tutors, Classroom Teachers, Governors and the DCSF.

Attendance data and reports will be produced for Deputy Heads of Year on a weekly basis. Attendance Officer will review attendance on a fortnightly basis. Attendance data is produced for the DCSF on a termly basis.

Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 08.20 or as soon as practically possible, by recording the absence on the school app.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or

other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

Roles & responsibilities in the implementation of the policy

- Any student absence notified to the school on the dedicated absence e-mail will be updated in SIMS accordingly, by the relevant Attendance Administrator.
- If any other member of staff receives a message from a parent this should be forwarded to the relevant Attendance Administrator for action immediately.
- If a student is sent home due to illness/injury, the medical officer must notify the relevant Attendance Administrator at the time of departure. School Comms, the automated 'first day of absence' calling system that we use, is linked to SIMS therefore it is important that registers are taken accurately at the beginning of tutor time & all lessons.
- A.M. registers must be taken & sent before 9.10 a.m. A prompt is sent daily, at approximately 9.20am, to those teachers whose a.m. registers remain untaken.

Day one of absence:

- Message/Email alert sent to parent's/carer's if not present by 11 a.m. If a response is received from the family regarding a students' absence, SIMS is automatically updated.
- Attendance Admin Officer. Telephone parent/carer of all absent CLA/vulnerable pupils (10:30 a.m.) If no message received before then the Head of Year (HOY) will be notified. HOY notified daily of any absences of these students and reasons.
- Attendance admin officers make their best endeavours to call parents/carers of any child who is absent without reason.
- Head of Year to contact attached social worker where contact cannot be made and where appropriate.

Day two of absence:

- Second message/email alert sent to parent/carer if not present by 11 a.m. Attendance Admin Officer to notify HOY and AHT/DSL if no parental contact within two days. Follow up phone call to parent/carer.

Day three of absence:

- If no contact or authorisation for absence has been received, Attendance Admin Officer to notify relevant Attendance Officer. Appropriate action is taken by the Attendance Officer (A.O). This may include phone call, letter sent home or for vulnerable pupils/persistent attendance concerns, visit by A.O. & Safer Schools Police Officer (attached police officer).
- Where attendance is a persistent issue, the LEA attendance officer will be notified.

The 'Children Missing Education Team' must be informed of unexplained prolonged absences, where every effort has been made to identify the location & well-being of a child. The school may ask the Safer Schools Police Officer to conduct a home visit if we are concerned about the well-being of a child.

Appropriate letters are sent to the parent/carer. When the pupil returns to school, the tutor must see a note of authorisation from the parent/carer and amend register on SIM's.

5. Authorised and unauthorised absence

No parent can as of right demand leave of absence for their child. The school has a discretionary power to grant leave only in exceptional circumstances and where a written application is made in advance.

5.1 Approval for term-time absence

The Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable (in line with CMOE guidance)
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

The parent with whom the pupil normally resides must make the application at minimum two weeks before and discuss the matter well in advance with the school. Carefully consider why such leave is necessary and be prepared to offer documentation to support the application.

- Regulations have been amended (September 2013) to prohibit the Headteacher of a maintained school granting leave of absence to a pupil except where an application has been made in advance and they consider that there are exceptional circumstances relating to the application.
- The Department for Education discourages term-time absence. Term time absence is disruptive and affects the continuity of learning.
- Holidays which are taken because of availability of cheaper offers, the availability of desired accommodation, poor weather experienced in school holiday periods or an overlap with beginning of term do not qualify as exceptional.
- Tickets should not be booked prior to application. Prior purchase in no way validates the request.
- Where a return date is agreed, and the absence is extended, it will be regarded as unauthorised and you may also risk losing your place at the school.
- Leave of absence cannot be granted retrospectively. In the case of an

acute emergency, parents should contact the school at the earliest opportunity during the absence to explain the circumstances. They should keep the school fully informed as to an acceptable return date and offer documentation if requested towards justifying the nature of the emergency.

- The illness of a family member cannot be accepted as justification for a delayed return without showing the original tickets or travel documents that would have allowed a timely return.

Each request for absence will be considered individually in accordance with the policy made by the Governing Body of an individual school. Schools consider the following:

- The exceptional nature of the circumstances.
- The child's previous attendance history.
- The child's stage of education and progress.
- The time of year (assessments or exams).
- The length of the absence requested.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

Supporting pupils with poor attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

7.1 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

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

7.4 Penalty notices

The headteacher (or a deputy or assistant headteacher, authorised by the headteacher), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

6. Strategies for promoting attendance

The school attendance policy promotes regular attendance to give students full access to the teaching and learning opportunities offered by CWCS. The policy is understood by teachers, pupils and parents/carers and is consistently applied. The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

We value and recognise good attendance. Pupils who maintain excellent attendance records throughout the academic year are eligible for special rewards and recognition.

Some examples of this are:

- Via tutor coaching conversations
- Student of the week nominations via HOY & DHOY – students are then recognized in assembly
- Head Teacher Praise Cards
- Certificates for excellent attendance at achievement assemblies (termly)
- Tutor Attendance Awards

Cardinal Wiseman Catholic School (CWCS) believes that regular school attendance is crucial to allowing children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who can realise their full potential and make a positive contribution to their community.

CWCS values all students. As set out in this policy, we will work with families to early identify the reasons for poor attendance and try to resolve any difficulties.

7. Supporting pupils who are absent or returning to school

Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as it is for any other pupil but additional support may need to be provided. Staff are mindful of students own individual barriers to attending school. A strong and positive whole school culture supports students and their families to understand the importance of school attendance, attainment and safeguarding.

Meetings take place regularly with the Assistant Head teacher Pupil Care and Behaviour, SENCo, Inclusion Co-ordinator/ Director of 6th Form, Attendance Officer, Heads of Year and the support team to implement the appropriate

support for the student. The support may be long term or short term. The school will create a short term partial timetable to support students on a case to case basis.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority. If attendance continues to be a cause for concern, matters may be referred to The Legal Proceedings Panel at the London Borough of Ealing for consideration.

Potential barriers to strong attendance at school:

- Mental or physical ill health including EBSNA
- Academic challenges
- Disengagement
- Social and behavioural challenges
- Barriers from the home environment include Young Carers
- CLA
- Being known or previously known to social care
- Being disadvantaged
- External pressures
- Travel (distance from school)

Physical & Mental Health

In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil.

We will:

• Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue.

• Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a

disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.

• Consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.

• Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

SEND

For pupils with special educational needs and disabilities, schools are expected to:

• Work in partnership with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.

• Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.

• Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.

• Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.

• Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

Support Systems

Where there are persistent concerns regarding a student's attendance, all strategies should be explored, and the following support agencies/services can be utilized:

- Inclusion support
- Behavioral support
- Individulised support for those displaying signs of EBSNA
- Educational Therapist
- School Chaplain
- Connexions/Careers Department
- Mentoring Department
- SEN (Special Educational Needs) Department
- Homework Clubs
- Secondary Inclusions Team
- Multi –Agency Meetings
- Safer Schools Police Officer
- SAFE Adolescent Service
- Reintegration support packages including short term part time timetables where appropriate
- Use of alterative provision for re-engagement
- Common Assessment Framework

Partial timetables

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a us to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

A part-time timetable envolves:

• Have the agreement of both the school and the parent the pupil normally lives with.

• Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.

• Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.

• Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period

Children missing education (CME)

As defined in the Section 436A of the Education Act 1996, CME are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

This includes children who are awaiting a school place and children in receipt of unsuitable education, including those children's local authorities are supporting to place into suitable education.

Children missing education are:

- Children of compulsory school age, and
- Not on a school roll or in alternative suitable educational provision for more than 20 school days.

An elective home educated (EHE) child whose education is deemed unsuitable should be classified as CME. A separate release has been published relating to EHE.

Children who are on the roll of a school but persistently or severely absent are recorded in the school census. Information on these children can be found in Pupil absence in schools.

Female Genital Mutation (FGM)

Year teams and associated staff have an awareness of FGM, and the potential attendance indicators associated with it. These are likely to present themselves through non-attendance or parental Leave of Absence requests at the end of the summer term. Where a student has been subject to FGM, they may also suffer irregular attendance through ill heath at the start of the autumn term. Where suspicions arise, staff have a legal duty to call the Police on 101 and report their concerns.

Religious Observance

CWCS acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends, and this necessitates a consideration of authorised absence or special leave for religious observance.

It is reasonable for a parent/carer to request their children not to attend school on any day of religious observance if recognised by the parent's/carer's religious body.

Parents/cares are requested to give advanced notice to the school if they intend their son/daughter to be absent.

However, in the interests of fulfilling the academic requirements of the school and limiting the authorised absence rate of the school, it is identified as reasonable that no more than one day be designated for any individual occasion of religious observance/festival and no more than three days in total in any academic year. Any further absence will be categorised as unauthorised.

8. Attendance monitoring

All data regarding attendance is centralised using SIMS Registration system. It is the responsibility of the Assistant Head teacher, Pupil Care and Behaviour and the 6Th form Inclusion Co-ordinator alongside the Director of 6th Form to monitor attendance & punctuality, whilst being supported by the Attendance Administration Team (AAT) & 6th Form Administrator (6thFA).

Data is revised and appropriate decisions made. Data is forwarded daily, by the Attendance Officer/administrator, to the HOY's & their Deputy's.

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.1 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.2 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Provide regular attendance reports to form tutors to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.3 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available

- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Work with the LA on legal intervention where support is not working or being engaged with
- Intensify support through statutory children's social care, where there are safeguarding concerns
- Implement sanctions, where necessary (see 5,2)
- Send letters half termly to flag students on 90-93% for early intervention. A second letter is sent when a student falls under 90% explaining the impact and offering support. A third is sent if no improvement is seen where it is outlined about further support and interventions or potential need for an attendance contract or referral to Ealing referral team.

Where a pupil is severely absent, the school will take the approach above for persistently absent pupils **and** agree a joint approach with the local authority. The type of support the school and other partners can provide includes:

- A whole family plan
- An education, health and care (EHC) plan
- Alternative provision

8.4 The Role of the Deputy Head of Year (Years 7-11)

- Check tutor group attendance within their year on a weekly basis.
- Target & monitor students with attendance between 90-93% and record interventions on tracking spreadsheet.
- Initiate contact with parents/carers (letter/phone-call) of students whose attendance falls into 90-93% monitoring group to explore reasons for low attendance.
- Implement personalised interventions where appropriate, to improve attendance. This can be done by identifying barriers to attendance and finding patterns that can be addressed swiftly.

- Meet with Attendance Administrator regarding missing registers (fortnightly).
- Identify any pupils at risk of truancy and alert the Attendance Officer.
- Alert the Attendance Officer if there are major issues that may need to be communicated to school staff, support team and outside agencies.

8.5 The Role of the Head of Year

- Target & monitor students with attendance under 90% and record interventions on tracking spreadsheet.
- This can be done by identifying barriers to attendance and finding patterns that can be addressed swiftly. HOYs are expected to change interventions if previous intervention fails.
- Review/screen the 90% (95% 6th form) & below letters before being sent out by Attendance Officer i.e. where there may be concerns over sensitivity or vulnerable pupils. The HOY may choose not to send attendance warning letters.
- Be available to meet with parents/carers of students with persistent attendance issues, as required by Attendance Officer.
- Facilitate the access of internal & external support agencies.
- Notify the 'Children Missing Education' team if there is an unexplained absence & where attempts have been made to establish the location/address and well-being of a pupil.
- Follow up on school transfers and ensure the receiving school has a start date for incoming student. Where families fail to provide information or accurate information on where a student will transfer to, concerns should be logged with the 'Children Missing Education' team.
- Liase with Social Services where appropriate (LAC/vulnerable).

9. Punctuality Strategy (Yr. 7-11)

Daily procedures for students who are late:

- Students who arrive after the late bell, 8:40am, are directed by a member of the year team to the school canteen/ reception where they will receive a late stamp in their diary.
- If a student is on the school site, but arrives to tutor time after the 8.40 bell, they will be marked as late by their tutor and the tutor will write a 30 min detention in their diary.
- Detentions for daily lateness happen in the canteen (Mon-Thurs) and J200 Fridays
- A student receives a 30 mins after school detention on the same day this happens. Parents to be informed by electronic methods of communication or phone if necessary.
- Names of students will be recorded and entered onto SIMs as late by the administrative team.
- Students will be spoken to regarding their lateness.
- A second late in a week generates a 30 mins after school detention and in addition to this, a 1 hour after school detention in J200 on the coming friday.
- 3 late marks to lesson (buzzer for p4 or 5 mins after start of lesson) will be a 1 hr detention in J200 on the coming Friday

Procedures for dealing with persistent lateness:

- 5 'Lates': If a student is late 5 times or more, the parent/carer will be sent an initial warning letter which will be generated and sent by the administration team.
- 5 lates or more in a half term, results in Saturday detention.

The admin team will issue letters and attach to SIMs as evidence. The letter will warn that a failure to improve punctuality will lead to isolation from break & lunchtime until a meeting with the Head of Year has been arranged.

- 10+ 'Lates': If a student is late 10 or more times, he/she will be sent home with a letter informing the parent/carer that their son/daughter is continuing to arrive late to school.
- Once a student reaches 10+ lates, each subsequent daily late detention is now a 1hr daily detention rather than a 30 min detention.

The letter will be generated by the administration team and passed to the relevant HOY. The HOY will issue the letter to the student and a copy will also be posted home.

In cases where punctuality does not improve, the school will refer the case to the family Local Education Authority Welfare Officer. In extreme cases, the school may seek to fine parents or arrange a parenting contract order where non-compliance is evident.

Late Detention

Students will be issued with a late detention if they arrive to school late on 2 or more occasions in the previous week. Late detention will be conducted every Friday after school between 3:20 and 4:20pm for 1 hour. This detention will be split into Key Stage 3 and Key Stage 4.

Procedure

- AHT to compile late detention list each Friday afternoon and send it to tutors before am tutor on Monday.
- Students will be notified on Monday morning and no later than Tuesday pm tutor, to provide parents/carers with 24 hours' notice.
- Tutor to enter this into student planner.
- Late detention registers to be taken and submitted to AAT that

evening.

- AHT to notify year teams of non-attenders and text parents to inform them of rescheduled detention Friday 3:20pm.
- Rescheduled detention to be conducted by year teams on rota basis.

Punctuality Strategy (6th Form)

Daily procedures for students who are late:

- Students who arrive after the late bell should be recorded late on SIMS by their tutor or subject teacher.
- Daily check of students late by 6th Form Administrator.
- Students will have a lunch time detention on day of being late
- Students spoken to by a member of the 6th form team.

Procedures for dealing with persistent lateness (6th Form):

- Students late 15 times in a year receive a Saturday Detention.
- Letter home at 5 lates. Saturday detention if all 5 within ½ term.
- Letter home at 10 lates. 40 min detention for each subsequent late
- Parental meeting with HoY at 15 lates
- Letter home and meeting with Director of 6th form at 15 lates (and every 10 additional lates thereafter), and a Saturday detention issued.

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration

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

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

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2-LOA for exceptional circumstances

Application for Pupil Leave of Absence from School for Exceptional Circumstances

Term time leave can only be granted at the discretion of the Headteacher for **EXCEPTIONAL AND DOCUMENTED CIRCUMSTANCES**

Pupil Details		
Pupil Name	**Pupil Class or Form Group**	**Pupil address**

Absence Details		
First day of absence from school		
Date of return to school		
Total number of days absence		
Address/es where pupil/s will be staying during absence		
Name and contact details of person responsible for pupil's care during absence		
Reason for applying for exceptional leave:		
Evidence supporting reason for absence provided	**Yes ☐**	**No ☐**
Travel documents provided	**Yes ☐**	**No ☐**
Weekly contact during the absence is required for any leave to be considered. This is a standard safeguarding requirement. The staff member assigned to make contact must be able to see or speak to both the child/ren and the adult responsible for their care. Do you agree with this?	**Yes ☐**	**No ☐**
Date and time preferred for contact		

Parent and Contact Details			
	Parent/Carer	**Parent/Carer**	**Emergency contact in UK (required)**
Name			
Address			
Relationship to pupil			

Leave also requested for siblings in other schools		
Name of sibling	**School of sibling**	**Class/Form of sibling**

PLEASE NOTE THAT ABSENCE TAKEN WHICH HAS NOT BEEN AUTHORISED COULD BE LIABLE FOR A **FIXED PENALTY FINE BY THE LOCAL AUTHORITY** AND EXTENDED ABSENCES WITHOUT PERMISSION MAY PUT YOUR CHILD'S PLACE AT THIS SCHOOL AT RISK.

Parent/Carer Signature	**Date submitted to school**

School Use Only		
Current percentage attendance		
Have return travel tickets been booked and seen by the school?	**Yes ☐**	**No ☐**
Number of days of exceptional leave taken in this or previous academic year		
Number of days of unauthorised absence in this or previous academic year		
Does leave coincide with any significant academic or exam period?	**Yes ☐**	**No ☐**
Mitigating circumstances (including any ongoing issues)		
Aggravating circumstances (including any ongoing issues)		
Is absence authorised?	**Yes ☐**	**No ☐**
If authorised, what period of absence has been authorised (dates)?	/ / to / /	
If authorised, what contact schedule has been requested? **Parent must agree to a minimum of weekly contact for leave to be considered. This is a standard safeguarding requirement. The staff member assigned to make contact must be able to see or speak to both the child/ren and the adult responsible for their care**	**Parent agrees to weekly contact on the following day each week:**	
	Monday	**☐**
	Tuesday	**☐**
	Wednesday	**☐**
	Thursday	**☐**
	Friday	**☐**
	Contact will be made at:	**__:__ am/pm**
Register code to be used for this absence	**G – unauthorised holiday**	**☐**
	H – authorised holiday	**☐**
	C – authorised absence	**☐**
	O – unauthorised absence	**☐**

	M – medical	☐
	R – religious	☐
Signature of Headteacher		
Date		

Reply to Parent/Carers Application for Pupil Leave of Absence from School for Exceptional Circumstances		
Pupil Details		
Pupil Name	**Pupil Class or Form Group** **Pupil address**	
Absence Details		
First day of absence	**Date of return to school**	
Is absence authorised?	**Yes ☐**	**No ☐**
If authorised, what period of absence has been authorised (dates)?		
Start date of authorised absence	**Date pupil is required to return to school**	
Required Contact Schedule		
If authorised, what contact schedule has been agreed? **Parent must agree to a minimum of weekly contact for leave to be considered. This is a standard safeguarding requirement. The designated staff member making contact must be able to see or speak to both the child/ren and the adult responsible for their care**	**Weekly contact will be made on the following day each week:**	
	Monday	☐
	Tuesday	☐

	Wednesday	☐
	Thursday	☐
	Friday	☐
	Contact will be made at:	__:__ **am/pm**
Signature of Headteacher		
Date		
PLEASE NOTE THAT ABSENCE TAKEN WHICH HAS NOT BEEN AUTHORISED COULD BE LIABLE FOR A **FIXED PENALTY FINE BY THE LOCAL AUTHORITY** AND EXTENDED ABSENCES WITHOUT PERMISSION MAY PUT YOUR CHILD'S PLACE AT THIS SCHOOL AT RISK.		

Appendix 3 – NHS Guidance on illness

Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

There are government guidelines for schools and nurseries about managing specific infectious diseases at GOV.UK. These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

Other illnesses

Follow this advice for other illnesses:

Coughs and colds

It's fine to send your child to school with a minor cough or common cold. But if they have a fever, keep them off school until the fever goes.

Encourage your child to throw away any used tissues and to wash their hands regularly.

High temperature

If your child has a high temperature, keep them off school until it goes away.

Chickenpox

If your child has chickenpox, keep them off school until all the spots have crusted over.

This is usually about 5 days after the spots first appeared.

Cold sores

There's no need to keep your child off school if they have a cold sore.

Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.

Conjunctivitis

You don't need to keep your child away from school if they have conjunctivitis.

Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

COVID-19

If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school.

Your child should try to stay at home and avoid contact with other people if they have symptoms of COVID-19 and they either:

- have a high temperature
- do not feel well enough to go to school or do their normal activities

What to do if your child has tested positive

Your child is no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. But if your child has tested positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days after the day they took the test.

Ear infection

If your child has an ear infection and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

Hand, foot and mouth disease

If your child has hand, foot and mouth disease but seems well enough to go to school, there's no need to keep them off.

Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits

There's no need to keep your child off school if they have head lice.

You can treat head lice and nits without seeing a GP.

Impetigo

If your child has impetigo, they'll need treatment from a pharmacist or GP, often with antibiotics.

Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment.

Encourage your child to wash their hands regularly and not to share things like towels and cups with other children at school.

Measles

If your child has measles, they'll need to see a GP. Call the GP surgery before you go in, as measles can spread to others easily.

Keep your child off school for at least 4 days from when the rash first appears.

They should also avoid close contact with babies and anyone who is pregnant or has a weakened immune system.

Ringworm

If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see a GP.

It's fine for your child to go to school once they have started treatment.

Scarlet fever

If your child has scarlet fever, they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks.

Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious.

But let the school or teacher know if you think your child has slapped cheek syndrome.

Sore throat

You can still send your child to school if they have a sore throat. But if they also have a high temperature, they should stay at home until it goes away.

A sore throat and a high temperature can be symptoms of tonsillitis.

Threadworms

You don't need to keep your child off school if they have threadworms.

Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea

Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).

The Cardinal Wiseman Catholic School

All things for Christ

Attendance Policy 2025/2026

Proposed New Section 10

Sixth Form Students (Years 12 and 13)

How to use this document

This is drafting text for insertion into the school's existing Attendance Policy 2025/2026. It is written to sit within that policy rather than alongside it, and uses the policy's own numbering conventions.

Two insertions are required. The signpost paragraph at section 1 alerts the reader early in the policy that different rules apply to Years 12 and 13. The substantive section 10 follows section 9 (Punctuality Strategy) and precedes Appendix 1.

Section 3 of this document lists the consequential amendments needed elsewhere in the policy. Those amendments are not optional: without them the policy will contain provisions that contradict section 10, and in three places provisions that are not lawful as drafted.

All statements of law in the drafting text are sourced, with links, in the Sources list at the end of this document. Those links are for the drafter's benefit and need not appear in the published policy, although retaining them is good practice.

Part 1: Signpost paragraph for section 1

Insert the following at the end of section 1 (Aims), immediately after the statement of the Principles of the Policy. It alerts every reader to the different legal position of Sixth Form students before they reach the sanctions provisions in section 5.2.

Application to Sixth Form students

This policy applies to every student on the school roll, including students in Years 12 and 13. However, Sixth Form students are in almost all cases above compulsory school age, and a number of the legal duties and interventions described in this policy apply only to pupils of compulsory school age.

Section 10 sets out how this policy applies to students in Years 12 and 13, and identifies the provisions of this policy that do not apply to them. Where section 10 makes provision for Sixth Form students that differs from a provision elsewhere in this policy, section 10 prevails. Where section 10 is silent, the remainder of this policy applies in full.

Staff working with Sixth Form students must read section 10 before taking any attendance action in respect of a student in Year 12 or Year 13.

Part 2: Drafting text — Section 10

Insert as a new section 10, after section 9 (Punctuality Strategy) and before Appendix 1. Add to the Contents list.

10. Sixth Form Students (Years 12 and 13)

10.1 Our ambition

Our expectation of attendance in the Sixth Form is exactly the same as for every other year group: full attendance at every timetabled commitment, every day. Attendance is the strongest single predictor of Level 3 outcomes and of successful progression, and it is a safeguarding matter: Sixth Form students remain children in law until they are 18, and unexplained absence is a recognised indicator of risk. The provisions of this section exist to reflect the different legal framework that applies to students above compulsory school age. They do not reflect a lower expectation.

10.2 Compulsory school age and what follows from it

A student ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16. Students in Years 12 and 13 are therefore, in almost all cases, above compulsory school age, and remain registered pupils of the school on a voluntary basis.

The following provisions of this policy, and the legal duties and interventions they describe, apply only to pupils of compulsory school age and therefore do not apply to Sixth Form students:

Provision	Position for Sixth Form students
The parental duty under section 7 of the Education Act 1996 to secure regular attendance	Does not apply. Responsibility for attendance rests with the student, although the school continues to work in partnership with parents and carers as set out in 10.5 and 10.10.
Section 5.2 of this policy: penalty notices, the National Framework, the 10 sessions in 10 school weeks threshold, and notices to improve	Do not apply. No parent of a Sixth Form student may be issued with a penalty notice or a notice to improve, or prosecuted, in respect of that student's absence. Staff must not state or imply otherwise.
Referral to the Legal Proceedings Panel at the London Borough of Ealing, and attendance contracts or parenting contract orders made under compulsory school age powers	Do not apply.

Provision	Position for Sixth Form students
The Children Missing Education duty under section 436A of the Education Act 1996, and the 20 school day CME provisions in section 7 of this policy	Do not apply. A different notification duty arises instead, as set out in 10.4.
The attendance bands and thresholds in section 1 of this policy, and the letter thresholds in section 8.3	Replaced by the bands and thresholds in 10.3.
The monitoring and escalation roles of the Head of Year and Deputy Head of Year in sections 8.4 and 8.5, and the punctuality strategy for Years 7 to 11 in section 9	Replaced by the roles in 10.5 and the punctuality provisions in 10.9.

Registration is unaffected. The statutory duty to keep an accurate attendance register applies to every registered pupil, whatever their age. Registers are taken twice daily for Sixth Form students, and in every timetabled lesson, and every entry is preserved for six years beginning with the day the entry was made, in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

The duty to participate continues. Although compulsory schooling ends at 16, Part 1 of the Education and Skills Act 2008 requires young people in England to remain in education or training until at least their eighteenth birthday. Leaving the Sixth Form does not end that obligation, and the local authority holds duties to promote participation and to identify 16 and 17 year olds who are not participating, as set out in statutory guidance on the participation of young people in education, employment or training. Students and parents are told this at enrolment and at any exit meeting.

Students under 16. Where a student on the Sixth Form roll is still of compulsory school age, this section does not apply to them and the remainder of this policy applies in full.

10.3 Expectations, thresholds and monitoring

Attendance is expected at every timetabled commitment. For Sixth Form students this includes all taught lessons; morning and afternoon registration; tutorial and the personal development programme; assemblies; supervised private study; scheduled review meetings; internal assessment

and examinations; work experience; and any element of the Core Programme designated as compulsory for the student's study programme.

The published minimum threshold for the Sixth Form is 95%. This is a higher trigger point than that used in Years 7 to 11 because a Level 3 programme is delivered over fewer contact hours, so each missed session carries a greater cost. The following bands are used in all Sixth Form reporting and correspondence:

Attendance	Descriptor	Days lost	Response
98–100%	Excellent	0–4	Recognition and reward.
95–97.9%	Good	5–9	Monitored; noted at tutor review.
90–94.9%	Causing concern	10–19	Stage 1, then Stage 2 (10.6).
85–89.9%	Persistently absent	20–29	Stage 3: formal meeting and written plan.
Below 85%	Serious concern	30+	Stage 4: review of place on programme.
Below 50%	Severely absent	90+	Immediate Director of Sixth Form and DSL involvement.

A Sixth Form student whose attendance falls below 90% is treated as a vulnerable student for the purposes of monitoring, contact and safeguarding oversight, whatever the reason for the absence.

Sixth Form attendance is monitored at subject level as well as at registration level, because a whole-school percentage can conceal sustained absence from a single subject. Attendance below 90% in any individual subject triggers Stage 1 intervention for that subject, led by the relevant Head of Department, even where overall attendance is satisfactory. Sixth Form attendance data is reported to the Governing Body separately from whole-school data and benchmarked against local and national post-16 figures.

10.4 Reporting and following up absence

Sixth Form students report their own absence, by telephone or email to the Sixth Form absence line or inbox, by 8:30 on each day of absence, giving a specific reason. A parent or carer may report on the student's behalf where the student is too unwell to do so. A reason offered is not the same as an authorised absence: only the school authorises absence, and the school records that decision.

Day	Action
Day 1	Register reconciled against the absence line and inbox by 10:00. Text to the student and to parents or carers. Telephone call to the student, and to parents or carers, for every unexplained absence and for every looked-after or otherwise vulnerable student. Tutor notified.
Day 2	Second contact attempt. Where no contact has been made with anyone in two days, the Director of Sixth Form and the Designated Safeguarding Lead are informed. Any allocated social worker or Personal Adviser is contacted.
Day 3	Director of Sixth Form takes ownership. Letter home. Where the school is concerned for the student's welfare and cannot establish their whereabouts, a welfare check is arranged, which may include a home visit or, where there is a risk of harm, a request to the Safer Schools Police Officer. Where the student is 16 or 17, the local authority participation team is notified.
Day 5	Where the school has been unable to see or speak to the student for five consecutive school days and cannot establish that they are safe, the matter is referred to the Designated Safeguarding Lead as a safeguarding concern, whatever the student's age.
Day 10	Director of Sixth Form reviews the case and records the enquiries made. Where the student's intentions cannot be established, the process in 10.11 begins.

Because the Children Missing Education duty does not apply to this cohort, staff must not rely on a referral to the Children Missing Education team as the route for a missing Sixth Form student. The safeguarding referral in 10.4, and where applicable notification of the local authority participation team, are the correct routes.

Any Sixth Form student leaving the site during the day must sign out and sign back in at Sixth Form reception. A student who leaves without signing out is recorded as an unauthorised absence for the relevant sessions and dealt with under the Behaviour Policy.

10.5 Roles and responsibilities in the Sixth Form

The duties of the Governing Body and the Headteacher in section 3 of this policy apply to the Sixth Form in full. The Senior Attendance Champion retains strategic oversight of Sixth Form attendance and is responsible for the consistency of practice between the main school and the Sixth Form. In addition:

Role	Responsibility
Director of Sixth Form	Operational lead for this section. Weekly scrutiny of cohort, subject, group and individual data. Chairs Stage 3 and Stage 4 meetings. Decides, with the Headteacher, whether continuation on programme remains viable. Records the destination of every leaver.
Sixth Form Inclusion Co-ordinator	Leads Stage 2: barrier analysis, student meetings, referral to support. Drafts and reviews written attendance plans, phased returns and adjustments. Liaises with the SENCo, the DSL and external agencies.
Sixth Form Administrator	Monitors the absence line and inbox and updates the register by 10:00. Produces the daily unexplained absence and late lists, weekly attendance reports including subject-level reports, and the fortnightly missing registers report. Generates all letters and saves them to the student record. Maintains the intervention tracking record.
Sixth Form tutors	Take registration by 9:20. Know each tutee's current percentage and raise it in coaching conversations. Deliver Stage 1 intervention and record it. Escalate promptly. Tutors do not authorise absence; coding decisions rest with the Sixth Form Administrator and the Director of Sixth Form.
Subject teachers	Take a register in every lesson and submit it within the lesson. Follow up a first unexplained absence directly with the student. Alert the tutor and the Inclusion Co-ordinator after two consecutive missed lessons.
Students	Attend every timetabled commitment punctually; report their own absence; sign in and out; arrange appointments, driving lessons and employment outside taught time; apply in advance for planned absence; catch up on work missed; engage with attendance meetings and with the support offered.
Parents and carers	Reinforce the expectation of full attendance; share information affecting attendance, including ill health, caring responsibilities and bereavement; attend Stage 3 and Stage 4 meetings when invited; ask for help early.

10.6 Staged intervention

Our approach follows the sequence expected by the Department for Education: expect, monitor, listen and understand, facilitate support, and only then formalise support. Escalation is not a tariff. A student may be moved directly to a later stage where the pattern of absence or the level of concern warrants it, and moved back where attendance recovers. Every action is recorded on the Sixth Form

tracking record and on the student record. A safeguarding concern takes precedence at every stage and is referred to the Designated Safeguarding Lead immediately.

Stage	Trigger	Action
Stage 1 Tutor	90–94.9%, or below 90% in one subject	Coaching conversation within five school days, exploring the reasons behind the pattern. Attendance target agreed and recorded. First letter to the student and to parents or carers setting out the percentage, the sessions missed, the effect on the programme and the support available. Four-week review.
Stage 2 Inclusion Co-ordinator	85–89.9%, or no improvement at Stage 1	Structured meeting with the student using the barrier analysis at 10.7. Telephone contact with parents or carers. Referral to relevant support. Second letter explaining the impact on progression and examination entry and offering a meeting. Head of Department involved where the pattern is subject-specific. Four-week review.
Stage 3 Director of Sixth Form	Below 85%, or no improvement at Stage 2	Formal meeting with the student and their parents or carers, with the attendance record shared in writing in advance. A written attendance plan is agreed recording the barriers identified, the support the school will provide, any reasonable adjustments, the student's specific commitments, and a measurable target with a six-week review. Effect on any bursary explained. Risk to examination entry set out honestly in writing. DSL informed. Fortnightly review.
Stage 4 Director of Sixth Form with Headteacher or Deputy	Plan not effective despite support provided and adapted	Review of whether continuation on the current programme remains in the student's best interests. At least five school days' written notice, with the attendance record, the plan and its reviews, and a summary of the support provided. The student may be accompanied. Outcomes: a strengthened plan; a reduced programme; a repeat year; a supported managed move to alternative post-16 provision; or, as a last resort, withdrawal under 10.11. Outcome and reasons confirmed in writing within five school days, with the right to request a review by a panel of governors who have had no previous involvement.

10.7 Barriers to attendance and support

Some Sixth Form students face substantial barriers. Their right to education is the same as any other student's and our ambition for them is the same, but the support required is greater. Staff are not

expected to diagnose or treat health conditions; they are expected to work with the student, the family and other agencies to secure regular attendance. At Stage 2 and beyond, the Inclusion Co-ordinator works through the following barriers with the student rather than assuming the cause: mental ill health and emotionally based school avoidance; academic overwhelm or an unsuitable subject combination; disengagement or the wrong course; employment and financial pressure; caring responsibilities; physical health conditions and SEND; home circumstances including bereavement, family breakdown, housing instability and domestic abuse; and travel.

The following adjustments are available and are recorded in writing:

- A time-limited phased return following extended absence, with an agreed start point and review dates.
- A temporary reduction in programme, including reducing from four subjects to three, where this protects the student's capacity to complete.
- A temporary part-time timetable, agreed with the student and their parent or carer, forming part of a wider support, health care or reintegration plan, with regular review dates and a proposed end date after which full attendance is expected. Used only in the student's best interests and for the shortest time necessary.
- Reasonable adjustments under section 20 of the Equality Act 2010 where the student has a disability, including a long-term mental health condition, agreed with and regularly reviewed with the student.
- A named adult, a safe base and an agreed arrival route for students experiencing acute anxiety.
- Access to lesson materials during medically evidenced absence. This supplements attendance, never replaces it, and does not count as attendance.

Where a Sixth Form student has an education, health and care plan and their attendance falls, or barriers relating to their needs emerge, the school notifies the local authority. A sickness return is made to the local authority where a student is recorded absent under code I and will miss, or has missed, 15 school days or more in the year through illness.

10.8 Authorised and unauthorised absence in the Sixth Form

Section 5 of this policy applies, subject to the following. Normally authorised, on application in advance where the absence is foreseeable: illness including mental ill health; medical and dental appointments that cannot be arranged outside taught time; up to two university open days in each of Years 12 and 13; university, apprenticeship and employment interviews; external examinations; religious observance; bereavement and funerals; approved educational activity including work experience; and study leave granted under this section.

Not authorised: driving lessons and driving tests; part-time employment; oversleeping and transport difficulties within the student's reasonable control; term-time holiday; remaining at home to revise or complete coursework outside formally granted study leave; absence from an individual lesson while remaining on site; non-attendance at timetabled private study, tutorial or compulsory enrichment; and absence for which no reason, or no accepted reason, is given.

Study leave is a formal grant and not an entitlement. It is granted in writing by the Director of Sixth Form for a defined period during the public examination series only, is recorded using code S, and may be refused or withdrawn for an individual student where attendance, engagement or progress gives cause for concern. Students on study leave remain on roll and must attend on any day on which they have a timetabled examination or scheduled revision session.

Requests for leave of absence in term time are determined by the Headteacher under section 5.1 of this policy. For Sixth Form students the Headteacher will have particular regard to the proximity of assessments, mock examinations and public examinations, and to the fact that content missed at Level 3 is harder to recover. Evidence of illness will not be required routinely, and a student will not be asked to obtain a GP note solely to authorise an absence; where a pattern of short illness absence emerges the school may ask for proportionate supporting evidence such as an appointment card or prescription.

10.9 Punctuality in the Sixth Form

Students are in their registration room by 8:40. A student arriving after the late bell at 8:40 but before the register closes at 9:20 is recorded late using code L. A student arriving after 8.40 is recorded using code U, an unauthorised absence for that session, notwithstanding that they are present in school. Lateness to individual lessons is recorded by the subject teacher and reported to the Sixth Form team.

Lates	Consequence	Additional action
Each late	Same-day lunchtime detention.	Reason recorded and discussed with the student on the day; text home.
5 in a half term	Letter home; 40-minute after-school detention.	Tutor coaching conversation; punctuality target set and reviewed after four weeks.
10 in a term	Letter home; meeting with the Head of Year 12 or 13.	Target recorded on the tracking record; off-site study privileges suspended.
15 in a year	Meeting with the Director of Sixth Form and parents or carers; Saturday detention.	Formal written warning. Barrier analysis where lateness may indicate an underlying difficulty.

Lates	Consequence	Additional action
Every further 10	Repeat meeting; further Saturday detention.	Considered at Stage 4 where persistent lateness continues alongside poor attendance.

Detentions are issued on the same day notice and recorded on the student record, and one rescheduled date is offered where a student fails to attend. Where lateness arises from a documented travel difficulty, a caring responsibility, a disability or a health condition, escalation is paused and an adjustment is agreed instead. A Sixth Form student is never sent home for lateness or for poor attendance.

10.10 Information sharing where a student is 18 or over

Reaching 18 does not change a student's attendance obligations, and does not remove the school's legitimate interest in working with parents and carers where a student remains dependent and in full-time education. At enrolment, and again at the start of Year 13, every student is asked to sign a consent form confirming that the school may continue to discuss their attendance, progress and welfare with their named parents or carers after their eighteenth birthday. Consent is recorded on the student record.

Where a student aged 18 or over declines consent, the school will confirm the decision in writing to the student, continue to work directly with the student on attendance, and make clear that consent cannot be withheld in respect of information sharing that is necessary to safeguard the student or another person or where there is a risk to life. Declining consent does not exempt a student from the staged process in 10.6.

10.11 Removal from the admission register

Authorisation

No Sixth Form student may be removed from the admission register without the authorisation of the Director of Sixth Form and the Headteacher. Removal from roll is a legal act with prescribed grounds, not a discretionary or disciplinary decision.

Removal of a Sixth Form student from the admission register is governed by regulation 9(3) of the School Attendance (Pupil Registration) (England) Regulations 2024, which applies to pupils who are not of compulsory school age. The grounds differ from those applying to younger pupils, and deletion is mandatory once a ground is met. The grounds relevant to this school are:

Ground	Condition
9(3)(a)	The student is not a boarder and the proprietor does not have reasonable grounds to believe that they will attend the school again.
9(3)(c)	The student has been continuously absent for at least twenty school days; and was not absent with leave at any point during that period; and the proprietor does not have reasonable grounds to believe that the student is unable to attend because of sickness or an unavoidable cause; and the proprietor has made reasonable efforts to find out the student's location and circumstances but either has not succeeded, or has succeeded and has no reasonable grounds to believe that the student will attend again.
9(3)(e)	The student has been permanently excluded from the school.

Two differences from the process for pupils of compulsory school age must be understood. First, there is no requirement for the enquiries to be made jointly with the local authority, unlike the equivalent grounds for younger pupils. Second, the sickness and unavoidable cause limb of ground 9(3)(c) is decisive: where non-attendance arises from physical or mental ill health, including emotionally based school avoidance, that ground is not made out and the student remains on roll while support continues.

The school will not:

- Remove a student from roll as a sanction for poor attendance, poor punctuality or behaviour.
- Remove a student from roll in order to improve the school's published attendance or outcome data.
- Remove a student from roll where the absence is caused by illness, disability or a condition for which the school owes a duty to make reasonable adjustments.
- Tell a student or parent that their place is at risk unless a lawful ground under this section is genuinely in prospect, or use the loss of a place as leverage in an attendance conversation.
- Accept a withdrawal without a recorded conversation with the student, an offer of alternative options and independent careers guidance, and a confirmed or supported destination.
- Remove a student while a written attendance plan or a referral for support remains live, other than where the student has themselves confirmed that they are leaving.

Before any removal from roll, the Director of Sixth Form must be able to demonstrate on the student record: a full dated record of the enquiries made to establish the student's location, circumstances and intentions; evidence that the staged process at 10.6 was followed, or a recorded explanation of why the circumstances made that impossible; a written assessment of whether sickness or unavoidable cause explains the absence; confirmation that the Designated Safeguarding Lead has been consulted and has no outstanding concern requiring the student to remain on roll; a final letter to the student, and to parents or carers where consent permits, stating the ground relied on, the date removal will take effect and how the student may respond before that date; and a record of an exit conversation, unless the student cannot be contacted.

Following removal, the school will record the deletion and its ground in the management information system, notify the local authority, record the withdrawal date for funding purposes, and, where the student is 16 or 17, notify the local authority participation team so that the student is not lost from view.

Voluntary withdrawal. Where a student chooses to leave, the Director of Sixth Form holds an exit meeting with the student and, where possible, their parents or carers, to test whether the decision is settled and informed, to offer alternatives including a reduced programme or a managed move, and to arrange independent careers guidance. The decision and the destination are confirmed and recorded in writing. Withdrawal is confirmed in writing by the student, or by a parent or carer where the student is under 18.

Funding withdrawal is a separate matter. ESFA 16 to 19 funding regulations require a student on a full-time programme to be treated as withdrawn where they have not attended classes for at least four continuous weeks, excluding holidays, unless there is auditable evidence of an intention to return. The Sixth Form Administrator flags every student approaching four continuous weeks of non-attendance to the Director of Sixth Form, and any intention to return is recorded with its evidence. A funding withdrawal is an accounting act. It is not removal from roll, the two decisions are taken separately, and each must be justified on its own terms.

10.12 Bursary, recognition, references and examination entry

The 16 to 19 Bursary Fund guide permits bursary payments to be made conditional on the student meeting agreed standards of attendance and behaviour. The school's condition is attendance at or above 95%, disregarding authorised absence, together with adherence to the Sixth Form Student Agreement. Before any payment is withheld the Director of Sixth Form will consider the impact of illness, disability, caring responsibilities and other circumstances beyond the student's control, and will not withhold payment where doing so would remove the very support, such as travel costs, that enables the student to attend. Any decision to withhold is confirmed in writing with reasons and may be appealed to the Headteacher.

Attendance is recognised publicly and consistently, and improvement is recognised as well as sustained excellence: half-termly recognition in Sixth Form assembly for full attendance and for the

most improved attendance; Headteacher commendation for sustained attendance at or above 98%; and priority access to off-site study privileges, leadership positions and trips for students at or above 95%.

Attendance and punctuality are reported factually in all UCAS, apprenticeship and employment references, and students are told this at the start of Year 12. Where poor attendance means a student has not covered sufficient content or completed required non-examination assessment, the school may decline to enter them for a public examination or component. Any such decision is taken by the Director of Sixth Form with the relevant Head of Department, is preceded by a written warning giving a clear opportunity to remedy the position, and is confirmed in writing with reasons and with the alternatives available.