



Policy: Attendance

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education’s (DfE’s) statutory guidance on working together to improve school attendance (applies from 19 September 2026), through our whole- school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance at Stage Ed and their School
- Reducing absence, including persistent and severe absence
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend Stage Ed & school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from September 2026) and school attendance parental responsibility measures also at Stage Ed. 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
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- <https://www.legislation.gov.uk/uksi/2006/1751/contents>. The Education (Penalty Notices)

(England) (Amendment) Regulations 2013 and the 2024 amendment

- <https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made> also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Principal

The Principal is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - o Making sure Stage Ed informs the school the pupil attends promptly each morning for the schools records attendance accurately for them to share the required information with the DfE and local authority
 - o Making sure Stage Ed works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
 - Recognising and promoting the importance of school attendance across the school's policies and ethos

- Making sure the school’s attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils’ individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the Stage Ed’s processes and improvement efforts to make sure they are meeting pupils needs
- Where Stage Ed is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - o The importance of good attendance
 - o That absence is almost always a symptom of wider issues
 - o The school’s legal requirements for keeping registers
 - o The school’s strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
 - Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
 - Holding the Stage Ed Principal & Schoolsheadteacher to account for the implementation of this policy

3.2 The Principal

The Principal is responsible for:

- The implementation of this policy at the Stage Ed
- Monitoring school-level absence data and reporting it to Schools
- Supporting Pupils school with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil’s needs
- Communicating the school’s high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader 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 informing the pupils School.
- Liaising with pupils, parents/carers and schools, 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 and school
- Delivering targeted intervention and support to pupils and families
- The designated senior leader responsible for attendance is Emma Hobbis and can be contacted via email on emma@stageed.com.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Supporting the headteacher regarding fixed-penalty notices
- The attendance officer is Emma Hobbis and can be contacted via email on emma@stageed.com

3.5 School admin staff

School admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system and inform School.

3.6 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every Friday on time
- Call the school to report their child's absence before 9.30 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the school who can find the right support.

3.7 Pupils

Pupils are expected to:

- Attend school every Friday, on time
- Attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register. We will take our attendance register at the start of the first session of each Friday and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England)

Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

The school day starts at 8:30am and ends at 4:30pm.

Pupils must arrive by 8:30am on each Friday.

The register for the first session will be taken on arrival and will be kept open until 9.30 am. The register for the second session will be taken at 1.20 pm and will be kept open until 1.30 pm.

4.2 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 9.30 am, or as soon as practically possible, by calling the school admin staff.

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.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies Stage Ed in advance of the appointment. This should be requested by calling the school admin staff.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, Stage Ed will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If Stage Ed cannot reach any of the pupil's emergency contacts, Stage Ed will contact the pupils school to continue their usual procedures.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via from the school website and office. The headteacher may require evidence to support any request for leave of absence.

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

5.2 Sanctions

Our school will make use of the full range of 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.

Stage Ed also recognises that some students are more likely to require additional support to attain good attendance, for example, those students with special educational needs, those with physical or mental health needs, and looked after children. The school will implement a range of strategies to support improved attendance. Strategies used will include:

- Understanding the individual needs of the pupil and family
- Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.
- Discussion with parents and students to understand the individual needs of the pupil and family and aim to remove any barriers
- Attendance Contracts
- Referrals to support agencies
- Student Voice activities
- PSHE
- Reward systems
- Time limited part time time-tables
- Additional learning support
- Behaviour support

- Reintegration support packages
- Work in partnership with the student and family, local authority and external agencies to put in- school support in place

Support offered to families will be child centred and planned in discussion and agreement with both parents and pupils.

Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Abbey View will consider the use of legal sanctions.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to mental or physical ill health or SEND

It is noted that some pupils at Stage Ed may have high numbers of these appointments because of their complex needs. If a pupil is an irregular attendee, the parent/carer must provide the school with a copy of an appointment card/record or medical letter confirming the appointment. Office staff will keep a record of pupils leaving or returning to the site via the signing-in/out system in case of an emergency.

Appendix 1: attendance codes

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

/ Present (am) Pupil is present at morning registration

\ Present (pm) Pupil is present at afternoon registration

Pupil arrives late before register has closed

L Late arrival