

Trust Education Group Ltd

Attendance Policy

Introduction

Trust-Education Group Ltd recognises that regular school attendance is not only a legal requirement but also a safeguarding priority and a vital foundation for pupils' academic achievement, social development, and emotional well-being.

For our pupils, who all present with Social, Emotional and Mental Health (SEMH) needs, attendance cannot be treated as a matter of compliance alone. Instead, it must be understood as part of a holistic system of care, protection, and personalised support.

This policy sets out our commitment to:

- Ensuring that all pupils attend regularly and punctually
- Identifying, understanding, and addressing barriers to attendance
- Working in partnership with pupils, parents/carers, and external agencies
- Embedding attendance within our safeguarding culture

Legal and Statutory Framework

This policy is informed by and complies with the following legislation and statutory guidance:

- Education Act 1996 and 2002
- Education (Pupil Registration) (England) Regulations 2024, which update requirements on admission and attendance registers
- Education (Penalty Notices) (England) Amendment Regulations 2024, which provide a new national framework for penalty notices
- Working Together to Improve School Attendance (statutory guidance from 19 August 2024)
- Keeping Children Safe in Education (KCSIE) 2025, which reinforces that attendance is a safeguarding issue
- Statutory guidance on Children Missing Education (CME)

Together, these require schools to:

- Record and monitor attendance accurately
- Intervene early where concerns arise
- Escalate concerns through welfare checks, home visits, and referrals
- Share data with local authorities and, where required, the Department for Education

Safeguarding and Attendance

Attendance is a safeguarding matter before it is anything else. Children who are not in school are more vulnerable to harm, exploitation, neglect, or abuse.

Concerns may arise when a pupil:

- Attends only sporadically
- Is persistently late
- Has a sudden or unexplained change in attendance patterns

All staff are required to:

- Monitor attendance carefully
- Raise concerns immediately
- Share information directly with the Designated Safeguarding Leads (DSLs: Melissa Wainman and Katie Everson)

Attendance is therefore not an isolated administrative duty, but an essential part of our safeguarding culture

Registration and Daily Procedures

- Registers are taken twice daily (morning and afternoon)
- Registers must be completed within the first ten minutes of each session
- Bromcom, our chosen MIS, is used to record attendance securely
- Staff must use the correct DfE codes at all times

If a pupil is absent without explanation:

1. The absence will be recorded as unauthorised until evidence is provided
2. Immediate contact will be made with parents/carers
3. If contact is unsuccessful, the school will escalate quickly to a home visit

Home Visits and Welfare Checks

Home visits are a central part of our attendance and safeguarding strategy. They enable staff to:

- Verify the child's safety
- Identify barriers to attendance
- Provide reassurance and practical support
- Escalate safeguarding concerns immediately where necessary

All visits are recorded and outcomes shared with DSLs

Persistent and Severe Absence

- Persistent Absence (PA): Missing 10% or more of sessions
- Severe Absence: Missing 50% or more of sessions

Trust-Education monitors these thresholds closely using Bromcom's reporting functions

Where thresholds are met or approached:

- An Individual Attendance Plan (IAP) will be created with parents/carers, pupils, and relevant professionals
- Plans will set out barriers, strategies, and expectations
- Regular reviews will be held
- Escalation (including LA referral or legal intervention) may follow if attendance does not improve

Our emphasis, however, is on early intervention and supportive approaches, not punitive measures

Lateness and Punctuality

- The school day runs 8.50am – 2:30 pm
- All lateness is recorded in Bromcom
- Persistent lateness may indicate safeguarding concerns such as neglect or chaotic routines
- Families will be contacted where lateness is an issue, and supportive solutions explored

Authorised and Unauthorised Absence

Authorised Absence may include:

- Illness

- Medical/dental appointments (unavoidable during school hours)
- Religious observance
- Exceptional circumstances approved by the Headteacher

Unauthorised Absence includes:

- Holidays taken in term time
- Absence without explanation or valid reason
- Lateness after registers have closed

Parents are expected to notify school on the first day of absence. Evidence may be requested

Children Missing Education (CME)

A pupil with no explanation of absence will be treated as CME. Steps include:

1. Telephone contact with family
2. Immediate home visit if contact fails
3. Referral to the local authority

If a pupil leaves school without a confirmed new placement, this will also be reported

Off-Site Provision

Trust-Education delivers part of its curriculum off-site (for example, angling, boxing, SECA Sport, rock climbing)

- Attendance at off-site sessions is monitored with the same rigour as classroom sessions
- External providers must complete registers and share data daily
- Safeguarding and attendance duties remain with Trust-Education Group Ltd

Data, Monitoring and Information Sharing

- Attendance data is analysed weekly by SLT to identify patterns and risks
- Reports are shared with the proprietor and local authority in line with statutory requirements
- Information is shared with safeguarding partners where a child may be at risk
- All records are held securely in line with data protection legislation

Supporting Pupils and Families

We recognise that pupils with SEMH needs often face complex barriers to attendance, such as:

- Anxiety or trauma
- Mental health difficulties
- Family instability
- Involvement with social care

Our approach is therefore:

- Supportive, not punitive
- Inclusive of mentoring, counselling, alternative timetables, and multi-agency support
- Focused on celebrating progress and improvements, not only perfect attendance

Legal Intervention

If voluntary support and school intervention do not lead to improvement, Trust-Education reserves the right to escalate cases in line with statutory powers:

- Referral to the Local Authority
- Penalty Notices under the 2024 Regulations
- Court proceedings under Section 444 Education Act 1996

Parents/carers will always be informed clearly of their obligations and the potential consequences of persistent unauthorised absence

Roles and Responsibilities

- All Staff: Monitor attendance, raise concerns, complete registers
- DSLs: Oversee safeguarding and attendance links, escalate concerns
- Senior Leadership Team: Analyse data, review interventions, report to proprietor
- Parents/Carers: Ensure children attend regularly and punctually, notify absences, engage with support
- Pupils: Attend regularly, arrive on time, engage with their learning

Communication and Engagement

- Attendance expectations are made clear at induction, in the parent handbook, and through ongoing communication
- Families are contacted promptly if concerns arise
- Meetings are arranged to explore barriers and support strategies

- Attendance is positively reinforced through celebration, recognition, and rewards

Training, Review and Accountability

- Staff receive regular training on attendance, safeguarding, and statutory updates
- The policy is reviewed annually, or sooner if legislation changes
- Attendance data and practice are monitored by SLT and reported to the proprietor
- Feedback from staff, families, and professionals informs continuous improvement

Conclusion

Trust-Education Group Ltd is committed to ensuring that every pupil attends regularly, punctually, and safely. Through accurate monitoring, early intervention, home visits, strong family partnerships, and a safeguarding-first approach, we will ensure that no pupil becomes invisible.

Attendance is everyone's responsibility. By working collaboratively and compassionately, we will help pupils overcome barriers, engage fully, and thrive.

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