Inspiring Futures through Learning

IFtL Core Values Attendance Policy

September 2026 to September 2027

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Date to be reviewed:	September 2027 *This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.*
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Key:

**** Publication on website:***

IFtL website		**School website**	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate
     - *Approved by school / department governance bodies.*

IFtL Core Values Attendance Policy

Attendance Vision

Inspiring Futures through Learning (IFtL) believes that excellent attendance is fundamental to safeguarding, wellbeing, educational achievement and enabling every child to thrive.

Every child has the right to access a full-time education in a safe, inclusive and supportive environment. Regular attendance enables children and young people to develop academically, socially and emotionally whilst promoting positive relationships, belonging and future life opportunities.

IFtL is committed to promoting a culture where excellent attendance is everyone's responsibility. IFtL schools will work in partnership with children, families, professionals and external agencies to remove barriers to attendance and ensure that support is provided at the earliest opportunity.

Attendance will always be considered alongside safeguarding, SEND, equality duties and children's individual circumstances.

Attendance culture

IFtL schools will promote a positive culture of attendance where children feel safe, welcome, included and supported to attend. Attendance improvement is most effective where strong relationships exist between schools, children and families and where barriers are addressed through understanding, support and partnership.

Attendance Principles

Across IFtL schools we believe:

- every child should be supported to attend school every day;
- attendance is everyone's responsibility;
- good attendance is central to safeguarding and educational success;
- positive relationships underpin improved attendance;
- barriers to attendance should be identified and addressed at the earliest opportunity;
- support should always be considered before formal intervention;
- children with additional needs, disabilities or vulnerabilities may require reasonable adjustments and tailored support;

- attendance decisions will always be lawful, fair, proportionate and centred on the child's best interests.

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Legal Framework

This policy has due regard to:

- Education Act 1996
- Education Act 2002
- School Attendance (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance
- Keeping Children Safe in Education 2026
- Children Missing Education: Statutory Guidance for Local Authorities and Schools
- Working Together to Safeguard Children
- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- SEND Code of Practice

Roles and Responsibilities

Promoting excellent attendance is a shared responsibility. Everyone within the IFtL community has an important role to play in ensuring that children attend school regularly, arrive on time, and receive the support they need to overcome barriers to attendance.

All IFtL schools will work collaboratively with pupils, families, Trustees, Governors, Local Authorities and other relevant agencies to promote a culture where good attendance is valued, expected and supported.

Board of Trustees

The Board of Trustees has strategic responsibility for ensuring that effective attendance arrangements are in place across all IFtL schools.

Trustees will:

- promote a Trust-wide culture which recognises attendance as fundamental to safeguarding, wellbeing and educational achievement;
- ensure this policy is implemented consistently across all IFtL schools;
- monitor Trust-wide attendance, persistent absence and severe absence data;

- review attendance trends and any disproportionality affecting vulnerable groups;
- seek assurance that schools are meeting their statutory duties relating to attendance, safeguarding, equality and inclusion;
- ensure sufficient resources, training and support are available to enable schools to fulfil their attendance responsibilities;
- provide appropriate challenge and support to school leaders where attendance outcomes require improvement; and
- ensure attendance arrangements remain compliant with current legislation and statutory guidance.

Local Governing Bodies

Local Governing Bodies provide support and challenge to school leaders regarding attendance and monitor the effectiveness of attendance arrangements within their individual schools.

Governors will:

- promote high expectations for attendance across the school community;
- receive regular attendance reports from school leaders;
- monitor attendance, persistent absence and severe absence data;
- review attendance information for vulnerable groups, including pupils with SEND, disadvantaged pupils, Children Looked After, Previously Looked After Children, children with a Social Worker and other vulnerable cohorts;
- seek assurance that schools are applying this policy consistently, fairly and lawfully;
- ensure attendance practices support inclusion and comply with the Equality Act 2010; and
- challenge school leaders where attendance outcomes indicate the need for improvement.

Chief Executive Officer (CEO)

The Chief Executive Officer has overall responsibility for ensuring that attendance remains a strategic priority across the Trust.

The CEO will:

- promote a culture where excellent attendance is recognised as everyone's responsibility;
- ensure attendance remains central to Trust improvement planning;
- hold Executive Leaders and Headteachers accountable for attendance outcomes;
- ensure appropriate Trust systems are in place to monitor attendance performance;
- support collaboration between schools to improve attendance; and
- ensure the Trust responds effectively to national changes in attendance legislation and guidance.

Executive Leaders

Executive Leaders will provide strategic leadership, support and challenge to schools to promote consistently high standards of attendance.

Executive Leaders will:

- support Headteachers in implementing this policy;
- monitor attendance performance across schools;
- identify emerging attendance trends across the Trust;
- promote consistency of practice;
- quality assure attendance systems and procedures;
- support schools where attendance requires improvement;
- facilitate the sharing of effective practice across IFtL; and
- ensure attendance remains closely linked with safeguarding, inclusion and school improvement.

Headteachers

Headteachers are responsible for the day-to-day implementation of this policy within their school.

Headteachers will:

- promote a positive culture of attendance throughout the school;
- ensure attendance is prioritised alongside safeguarding and educational achievement;

- ensure accurate attendance recording in accordance with statutory requirements;
- ensure attendance concerns are identified early;
- ensure appropriate support is offered to children and families experiencing barriers to attendance;
- ensure attendance procedures are applied fairly, consistently and proportionately;
- oversee decisions regarding leave of absence requests in accordance with current legislation;
- work collaboratively with Local Authorities and external agencies where appropriate;
- ensure attendance information is monitored regularly to identify trends and vulnerable pupils; and
- ensure staff receive appropriate attendance training.

Attendance Leads/wider attendance teams

Each IFtL school will identify a senior leader as the school's Attendance Champion. The Attendance Champion will provide strategic oversight of attendance and may be supported by an Attendance Lead or wider attendance team responsible for operational delivery, support and monitoring attendance outcomes

.Attendance Leads will:

- monitor attendance daily and identify emerging concerns;
- coordinate first-day response procedures and follow-up actions;
- work proactively with pupils and families to improve attendance;
- coordinate attendance support plans where appropriate;
- liaise with school leaders, safeguarding staff and external agencies;
- maintain accurate attendance records;
- ensure attendance interventions are appropriately recorded;
- contribute to attendance analysis and reporting; and
- promote positive attendance across the school community.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead has responsibility for ensuring attendance concerns are considered alongside safeguarding information.

The DSL will:

- ensure attendance information forms part of safeguarding risk assessment;
- identify where poor attendance may indicate abuse, neglect, exploitation, child-on-child abuse, mental ill health or other safeguarding concerns;
- ensure attendance concerns are shared appropriately with safeguarding partners;
- work collaboratively with Attendance Leads and pastoral staff;
- coordinate multi-agency responses where required;
- ensure children missing education procedures are followed; and
- ensure safeguarding action is never delayed because attendance procedures are being followed.

All Staff

Every member of staff has a role in promoting positive attendance.

Staff will:

- promote the importance of good attendance through positive relationships with pupils and families;
- accurately complete attendance registers in accordance with statutory requirements;
- identify and report attendance concerns promptly;
- contribute to early identification of barriers to attendance;
- work collaboratively with colleagues to support pupils experiencing attendance difficulties;
- implement agreed attendance support strategies consistently; and
- share safeguarding concerns in accordance with the school's safeguarding procedures.

Parents and Carers

Parents and carers have a legal responsibility to ensure that children of compulsory school age receive a suitable full-time education and attend school regularly.

Parents and carers are expected to:

- ensure their child attends school every day it is open unless a statutory reason for absence applies;
- ensure their child arrives punctually and is ready to learn;
- notify the school promptly of any absence in accordance with school procedures;
- provide information or evidence where requested to support absence;
- work collaboratively with the school to address attendance concerns;
- attend meetings when requested to discuss attendance;
- engage with support offered by the school or external agencies where appropriate; and
- avoid arranging holidays or other leave during term time unless exceptional circumstances apply.

IFtL schools will communicate attendance expectations clearly to parents and carers through local attendance procedures and home-school communications. Parents and carers remain responsible for ensuring that their child attends school regularly and for engaging with support where attendance concerns arise.

Pupils

Pupils are encouraged and supported to take responsibility for their own attendance and punctuality appropriate to their age and stage of development.

Pupils will be encouraged to:

- attend school every day unless they are unable to do so for a legitimate reason;
- arrive punctually and prepared to learn;
- speak to a trusted adult if they are worried about attending school;
- engage positively with attendance support where required; and
- contribute to creating a positive school culture where attendance is valued and everyone feels safe, included and able to succeed.

Attendance and Safeguarding

IFtL recognises that attendance is a fundamental safeguarding responsibility. Regular school attendance supports children's safety, wellbeing, educational achievement and wider development. IFtL schools will promote a culture where attendance is viewed as an essential part of safeguarding every child.

IFtL schools will work proactively with children, families and partner agencies to identify and remove barriers to attendance at the earliest opportunity. Attendance concerns will always be considered alongside wider safeguarding information to ensure children receive appropriate support and protection.

Poor attendance may be an indicator that a child is experiencing harm, neglect, exploitation, mental ill health, unmet special educational needs, bullying, abuse, family adversity or other safeguarding concerns. IFtL schools will consider attendance alongside wider safeguarding information and will respond promptly where concerns are identified. Attendance interventions will never replace safeguarding action where there is reason to believe that a child may be at risk of harm.

IFtL schools will ensure that attendance information contributes to safeguarding assessments, early help arrangements and multi-agency working where appropriate. Concerns will be shared in accordance with the school's safeguarding procedures and statutory guidance.

Children with a Social Worker

Schools recognise that children with a Social Worker are among those at greatest risk of poor educational outcomes. IFtL schools will work collaboratively with allocated Social Workers, Virtual School Heads and other relevant professionals to monitor attendance, identify barriers and coordinate support.

Attendance concerns relating to children with a Social Worker will be discussed promptly with relevant professionals to ensure that educational attendance forms part of wider safeguarding and care planning. IFtL schools will recognise that good attendance supports both educational progress and safeguarding outcomes.

Looked After and Previously Looked After Children

Schools recognise the importance of maintaining excellent attendance for Looked After Children and Previously Looked After Children.

IFtL schools will work collaboratively with carers, parents, Virtual School Heads and other professionals to ensure that attendance forms part of wider education and care planning. Attendance support will be personalised to meet the child's individual needs and promote stability, wellbeing and educational achievement.

Children Missing Education

IFtL schools will comply with their statutory responsibilities relating to Children Missing Education (CME) and will work collaboratively with Local Authorities to identify, investigate and respond to unexplained absence or children whose whereabouts become unknown.

Where a child is absent and their whereabouts cannot be established, IFtL schools will undertake reasonable enquiries, maintain accurate records and make referrals to the Local Authority in accordance with statutory guidance. IFtL schools will ensure that Children Missing Education procedures are implemented promptly whenever concerns arise.

Elective Home Education

Where parents choose to educate their child otherwise than at school, they must notify the school of their intention in writing. IFtL schools will comply with all statutory duties relating to Elective Home Education (EHE). Where required, IFtL schools will notify the Local Authority and work collaboratively with families to ensure appropriate transition arrangements are in place. IFtL schools will remain mindful of safeguarding responsibilities throughout the process and will follow Children Missing Education procedures where concerns arise.

Wellbeing and Early Support

Schools recognise the significant relationship between attendance, emotional wellbeing and mental health. Where attendance concerns arise, IFtL schools will seek to understand the underlying reasons for absence and will work collaboratively with children, families and relevant professionals to provide timely, appropriate and proportionate support.

Support will be child-centred, relational and focused on helping children overcome barriers to attendance while promoting inclusion, belonging and educational success. Individual circumstances, safeguarding needs, SEND, disabilities and responsibilities under the Equality Act 2010 will always be considered when determining appropriate support.

Home Visits and Welfare Checks

Schools may undertake home visits or welfare checks where this is considered necessary to safeguard children, establish contact with families, understand barriers to attendance or provide appropriate support.

Home visits are not undertaken solely where safeguarding concerns exist. They may also be used to promote attendance, support family wellbeing and strengthen relationships with children and parents.

The decision to undertake a home visit, including its timing, will always be based on professional judgement, taking account of the child's individual circumstances, vulnerability, previous attendance patterns, known safeguarding information and the family's needs.

All home visits will be appropriately recorded in accordance with school procedures and safeguarding requirements.

Attendance Expectations

Across all IFtL schools, children are expected to attend school every day that it is open unless a statutory reason for absence applies. IFtL schools will promote high expectations for attendance whilst working collaboratively with children, families and partner agencies to identify and remove barriers to attendance. Expectations will be implemented fairly, consistently and in accordance with safeguarding, SEND, equality and attendance legislation.

Recording Attendance

IFtL schools will maintain accurate admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and Department for Education statutory guidance. Any additions to or deletions from the admission register will be managed in accordance with statutory requirements and, where required, notified to the Local Authority.

Attendance registers will:

- be completed accurately at the beginning of each morning and afternoon session;
- record attendance using the appropriate statutory attendance and absence codes;
- distinguish clearly between authorised and unauthorised absence;
- comply with all statutory registration requirements; and
- be monitored regularly to identify attendance concerns, emerging patterns and any safeguarding risks.

Attendance information will be analysed routinely to support early identification of pupils who may require additional support and to inform appropriate interventions.

Authorised and Unauthorised Absence

IFtL schools will determine whether an absence should be authorised or unauthorised in accordance with current legislation and Department for Education guidance.

A pupil may only be absent from school where a statutory reason applies. IFtL schools will consider each request individually, taking account of the child's circumstances, any supporting evidence and relevant legal requirements.

Leave of absence during term time will only be authorised in exceptional circumstances where permitted by legislation. Decisions will be made by the Headteacher (or delegated senior leader where appropriate) and communicated in accordance with the school's local procedures.

Where attendance concerns arise, IFtL schools will prioritise understanding the reasons for absence and offering appropriate support before considering formal attendance processes, except where immediate statutory action is required.

Illness and Medical Appointments

Schools recognise that children will occasionally be unable to attend due to genuine illness or medical appointments.

Parents and carers should notify the school as soon as reasonably practicable if their child is unable to attend due to illness.

Where absence due to illness becomes frequent or prolonged, IFtL schools will work collaboratively with families and, where appropriate, health professionals and external agencies to understand any underlying barriers and identify suitable support.

Routine medical, dental and other appointments should, wherever possible, be arranged outside the school day. Where appointments during school hours are unavoidable, pupils should attend school for as much of the day as possible.

Punctuality

Good punctuality is an important part of regular attendance and enables children to access the full curriculum, establish positive routines and engage successfully in school life.

IFtL schools will promote high expectations for punctuality and will monitor patterns of lateness to identify any emerging concerns or barriers.

Where persistent lateness is identified, IFtL schools will work with pupils and families to understand the underlying reasons and provide appropriate support. Persistent lateness will be addressed through the school's graduated attendance response where appropriate.

School Attendance Procedures

Each IFtL school will publish a local Attendance Policy and Procedures document which reflects this Trust Core Values Policy and includes school-specific operational arrangements.

Attendance Support and Removing Barriers

IFtL believes that promoting excellent attendance is achieved through positive relationships, early identification of barriers and timely, appropriate support. In accordance with the Department for Education's *Working Together to Improve School Attendance*, IFtL schools will adopt a support-first, whole-school approach, recognising that attendance improves most effectively when barriers are identified early and addressed collaboratively with children, families and relevant professionals.

IFtL schools will promote a culture where attendance is everyone's responsibility and will work proactively with pupils, parents, carers and partner agencies to remove barriers to attendance before concerns become entrenched or formal intervention becomes necessary.

Early Identification

IFtL schools will routinely monitor, analyse and evaluate attendance information regularly to identify emerging concerns at the earliest opportunity.

Early identification may include consideration of:

- patterns of absence;
- persistent lateness;
- repeated illness;
- frequent absence on particular days;
- declining attendance over time;
- safeguarding concerns;
- changes in presentation or behaviour;
- known vulnerabilities; and
- information shared by pupils, families or partner agencies.

IFtL schools will seek to understand the underlying reasons for absence and will work proactively with families to prevent attendance concerns from becoming established.

Attendance Support

Where attendance concerns are identified, IFtL schools will work collaboratively with pupils and families to understand barriers to attendance and agree appropriate support. All support will be child-centred, proportionate and responsive to individual circumstances, whilst taking account of safeguarding responsibilities, SEND, disabilities, medical needs and duties under the Equality Act 2010.

Support may include:

- discussions with parents, carers and pupils;

- pastoral support;
- attendance reviews;
- individual attendance support plans;
- mentoring or emotional wellbeing support;
- reasonable adjustments for pupils with SEND or disabilities;
- referrals to Early Help or other support services where appropriate;
- adjustments to reintegration arrangements following absence;
- home visits where appropriate; and
- signposting to external services.

Where attendance concerns continue despite initial support, schools may implement increasingly targeted interventions in line with statutory guidance. This may include:

- structured attendance meetings with parents or carers;
- attendance contracts or support agreements;
- multi-agency meetings;
- Early Help assessments;
- Team Around the Family meetings;
- referrals to Local Authority attendance services;
- engagement with health professionals where appropriate;
- support from Children's Social Care where required; and
- regular review of attendance improvement plans.

IFtL schools will ensure that support remains collaborative, focused on improving attendance outcomes and regularly reviewed to ensure it remains effective and responsive to the child's changing needs. Attendance interventions will seek to build positive relationships, promote inclusion and remove barriers to learning before formal attendance measures are considered.

Working with Partner Agencies

Schools recognise that improving attendance is a shared responsibility.

Where appropriate, IFtL schools will work collaboratively with:

- Local Authorities;

- Early Help services;
- Children's Social Care;
- health professionals;
- school nursing services;
- Child and Adolescent Mental Health Services (CAMHS) or other mental health services;
- Virtual School Heads;
- Social Workers;
- youth services;
- SEND professionals; and
- any other agencies involved in supporting the child and family.

Information sharing will be undertaken lawfully and in accordance with safeguarding and data protection requirements.

Additional Support for Vulnerable Pupils

IFtL recognises that some children face additional barriers to achieving regular attendance and may require tailored, flexible and coordinated support to enable them to access education successfully. IFtL schools will work proactively to identify barriers to attendance and provide support that is child-centred, proportionate and responsive to individual needs. Attendance support will be fully integrated with safeguarding, pastoral care, SEND provision and wider inclusion practices.

Children with Special Educational Needs and Disabilities (SEND)

Schools recognise that pupils with SEND, including those with Education, Health and Care Plans (EHCPs), may experience additional barriers to attendance. IFtL schools will work closely with pupils, families and relevant professionals to understand these barriers and make reasonable adjustments where appropriate. Attendance concerns will always be considered alongside a child's identified needs, support plans and statutory entitlements.

Medical Needs and Mental Health

Schools recognise that physical health, medical conditions and mental health can significantly affect a child's attendance. Where attendance is affected by medical or mental health needs, IFtL schools will work collaboratively with families, health professionals and other agencies to support the child's engagement with education.

IFtL schools will consider reasonable adjustments, phased reintegration, alternative arrangements and appropriate pastoral support where required and will seek to promote early intervention wherever possible.

Attendance Difficulties Linked to Emotional Factors

Schools recognise that some children may experience attendance difficulties linked to anxiety, emotional wellbeing, mental health needs or other underlying factors. These difficulties may sometimes be described as Emotionally Based School Avoidance (EBSA) or Emotionally Based School Non-Attendance (EBSNA).

Where such difficulties are identified, IFtL schools will seek to understand the barriers affecting attendance and will work collaboratively with pupils, parents, carers and relevant professionals to identify appropriate support. Such support may include reasonable adjustments, pastoral support, phased reintegration, SEND support, multi-agency working or other individualised interventions as appropriate.

Young Carers

Schools recognise that Young Carers may experience additional responsibilities that impact upon attendance, punctuality or engagement with school. IFtL schools will seek to identify Young Carers sensitively and work with families and relevant services to minimise barriers to attendance whilst ensuring children receive appropriate support.

Pupils in Alternative Provision

Schools retain responsibility for promoting and monitoring the attendance of pupils who access Alternative Provision or other commissioned education.

IFtL schools will work collaboratively with Alternative Provision providers, Local Authorities and other professionals to monitor attendance, maintain oversight of educational engagement and ensure that pupils continue to receive appropriate safeguarding and pastoral support.

Persistent and Severe Absence

Where attendance concerns remain despite school intervention, IFtL schools will continue to review barriers to attendance and work with families and relevant agencies to secure sustained improvement.

IFtL schools will ensure that:

- support is regularly reviewed and adapted to meet the child's changing needs;
- safeguarding concerns are considered alongside attendance information;
- vulnerable pupils receive coordinated support;

- reasonable adjustments continue to be considered where appropriate;
- attendance forms part of wider safeguarding, Early Help or Child in Need planning where applicable; and
- statutory attendance interventions are only considered where appropriate, proportionate and in accordance with current legislation and Department for Education guidance.

Legal Intervention

Whilst IFtL schools will always seek to improve attendance through support and partnership, there may be circumstances where legal intervention is appropriate.

Where support has not secured sufficient improvement, and where statutory thresholds are met, schools may work with the Local Authority to consider formal attendance intervention in accordance with current legislation and the Department for Education's *Working Together to Improve School Attendance* guidance.

Any enforcement action will be proportionate, lawful and take account of the child's individual circumstances, safeguarding needs, SEND, disabilities and the Equality Act 2010.

Leave of Absence

IFtL recognises the importance of maintaining regular school attendance and expects that children will attend school whenever it is open, unless a statutory reason for absence applies.

IFtL schools will consider requests for leave of absence in accordance with current legislation, the Department for Education's *Working Together to Improve School Attendance* guidance and the School Attendance (Pupil Registration) (England) Regulations.

Leave of absence during term time will only be authorised where the Headteacher (or delegated senior leader where appropriate) is satisfied that **exceptional circumstances** apply. Each request will be considered individually, taking account of the specific facts, the child's educational needs, previous attendance, safeguarding considerations and any other relevant circumstances.

Schools recognise that exceptional circumstances are determined on a case-by-case basis and that no single factor will automatically justify the authorisation of leave.

Parents and carers should not assume that leave will be authorised and should be aware that unauthorised leave may result in statutory attendance interventions, including Penalty Notices, where the relevant legal thresholds are met.

IFtL schools will communicate decisions regarding leave requests clearly and will ensure that all decisions are lawful, reasonable, evidence-based and consistent with current statutory guidance.

Exceptional Circumstances

When considering requests for leave of absence, IFtL schools will exercise professional judgement and will take account of the individual circumstances of the child and family.

In reaching a decision, schools may consider factors including, but not limited to:

- the reason for the request;
- the child's attendance history and pattern of attendance;
- the child's educational progress;
- the potential impact on learning and wellbeing;
- any safeguarding considerations;
- medical needs or disabilities;
- any SEND or Education, Health and Care Plan (EHCP);
- family circumstances; and
- any relevant legal or statutory considerations.

IFtL schools will ensure that decisions are fair, proportionate and consistent with their duties under the Equality Act 2010, the Children and Families Act 2014 and safeguarding legislation.

Support and Communication

IFtL schools will work collaboratively with parents and carers to promote regular attendance and will provide clear information regarding leave of absence arrangements through their local Attendance Policy and Procedures.

Where requests cannot be authorised, IFtL schools will explain the reasons for the decision and, where appropriate, discuss alternative ways of supporting the family.

School-Level Procedures

Each IFtL school will publish local procedures detailing:

- how leave of absence requests should be submitted;
- timescales for making requests;
- how decisions will be communicated;
- local arrangements relating to Penalty Notices and statutory attendance processes; and
- any supporting documentation required in accordance with local procedures.

Attendance Monitoring, Quality Assurance and Governance

Attendance Monitoring

IFtL is committed to promoting a culture of continuous improvement through the effective monitoring and evaluation of attendance. IFtL schools will use attendance information proactively to identify emerging concerns, evaluate the effectiveness of attendance strategies and ensure that all children receive timely and appropriate support.

In accordance with the Department for Education's *Working Together to Improve School Attendance*, IFtL schools will maintain robust systems for monitoring attendance, identifying barriers to attendance at the earliest opportunity and implementing appropriate interventions to improve outcomes.

Attendance information will be used alongside safeguarding, pastoral and inclusion information to ensure that children receive coordinated support and that no child is disadvantaged through unmet need or delayed intervention.

Quality Assurance

IFtL schools will regularly review the effectiveness of their attendance arrangements to ensure that attendance procedures are implemented consistently, fairly and in accordance with statutory guidance.

Attendance information will be analysed to identify:

- attendance trends across the school;
- persistent and severe absence;
- patterns of absence or punctuality concerns;
- emerging safeguarding concerns;
- the effectiveness of attendance interventions;
- barriers to attendance experienced by individual pupils or groups; and

- any disproportionality affecting vulnerable pupils or those with protected characteristics.

Where analysis identifies concerns or disproportionality, IFtL schools will review attendance arrangements, safeguarding responses, reasonable adjustments and support strategies to ensure that attendance practices remain lawful, inclusive, proportionate and effective.

Monitoring Vulnerable Groups

IFtL schools will analyse attendance information to ensure that all children have equitable access to education and that no group is placed at a disproportionate disadvantage.

Monitoring should include, where appropriate:

- year groups and key stages;
- gender;
- pupils with Special Educational Needs and Disabilities (SEND);
- pupils with Education, Health and Care Plans (EHCPs);
- disadvantaged pupils, including those eligible for Pupil Premium;
- ethnicity;
- Children Looked After and Previously Looked After Children;
- children with a Social Worker;
- Young Carers;
- pupils accessing Alternative Provision;
- pupils with medical or mental health needs;
- suspensions or other periods of authorised educational absence where relevant; and
- any other vulnerable groups identified by the school.

IFtL schools will ensure that attendance information is considered alongside safeguarding, behaviour and wellbeing information to provide a comprehensive understanding of children's needs.

Governance and Accountability

Attendance is a strategic priority across IFtL. IFtL schools will report attendance information through established governance and quality assurance arrangements to ensure that attendance remains central to safeguarding, inclusion and educational achievement.

The Board of Trustees, Local Governing Bodies and Trust leaders will use attendance information to provide support, challenge and assurance that schools are fulfilling their statutory attendance duties, implementing this policy effectively and securing positive attendance outcomes for all pupils

Continuous Improvement

IFtL schools will regularly evaluate the impact of their attendance strategies and will use attendance information to inform school improvement planning, safeguarding arrangements, staff development and wider inclusion practices.

The Trust will support schools through quality assurance, collaboration and the sharing of effective practice to promote consistently high standards of attendance across all IFtL schools.

Equality and Inclusion

IFtL is committed to ensuring that attendance arrangements are implemented fairly, consistently and without discrimination.

IFtL schools will fulfil their duties under the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice and all relevant safeguarding legislation when implementing attendance procedures.

Attendance decisions will always take account of:

- the individual circumstances of the child;
- any Special Educational Needs and Disabilities (SEND);
- disabilities and medical needs;
- the requirement to make reasonable adjustments where appropriate;
- safeguarding concerns;
- mental health and emotional wellbeing;
- protected characteristics under the Equality Act 2010; and
- the child's best interests.

IFtL schools will ensure that attendance support is inclusive, proportionate and responsive to individual need. No child will be disadvantaged through the application of attendance procedures because of disability, additional needs or other protected characteristics.

Where attendance concerns relate to vulnerable pupils, IFtL schools will work collaboratively with families and relevant professionals to ensure that support is coordinated, barriers are understood and statutory duties are fulfilled.

School Requirements

This Attendance Core Values Policy establishes the Trust's expectations and principles for promoting excellent attendance across all IFtL schools.

Each IFtL school will adopt this Attendance Core Values Policy through its own **local Attendance Policy and Procedures**, ensuring that local arrangements reflect the principles and expectations set out within this Trust policy whilst meeting the specific operational needs of the school community.

Local attendance policies and procedures must comply with current legislation, Department for Education statutory guidance and this Trust Core Values Policy.

As a minimum, each school's local Attendance Policy and Procedures will include:

- school opening and closing times;
- registration arrangements and statutory attendance recording procedures;
- attendance reporting arrangements and attendance contact details;
- first-day response procedures;
- home visit and welfare check procedures;
- local attendance support pathways and graduated responses;
- arrangements for working with the Local Authority and external agencies;
- leave of absence procedures;
- statutory attendance processes, including Penalty Notices where applicable;
- procedures for supporting pupils with medical needs, SEND and other vulnerabilities;
- arrangements for reintegration following periods of absence;
- attendance recognition and promotion strategies;
- local forms, templates and appendices; and
- any additional operational procedures required to meet local needs.

Headteachers are responsible for ensuring that their school's Attendance Policy and Procedures are reviewed regularly, communicated effectively to staff, pupils and families, and implemented consistently.

The Trust will provide guidance, quality assurance and oversight to support schools in maintaining high-quality attendance arrangements that are consistent with this policy and current statutory guidance.

Policy Review

This policy will be reviewed annually, or sooner where changes in legislation, statutory guidance or Trust priorities require. Each IFtL school will review its local Attendance Policy and Procedures to ensure ongoing compliance with this IFtL Core Values Policy and current statutory requirements.