

HORIZONS EDUCATION TRUST

Attendance Policy

September 2026

POLICY ISSUE CONTROL

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1.0 PURPOSE & SCOPE

- 1.1 This policy sets out how Horizons Education Trust and its academies will promote, secure, record and improve pupil attendance. It applies to all pupils on an academy admission register, whether or not they are of compulsory school age, and to all staff, trustees, local governors, parents and carers.
- 1.2 In this policy, “parent” has the meaning used in education law. It includes natural parents, whether married or not; anyone with parental responsibility; and anyone who has day-to-day care of the pupil.
- 1.3 Academy-specific procedures must follow this policy. Where a local procedure conflicts with this policy or current law, current law and this policy take precedence.

2.0 LEGAL FRAMEWORK

- 2.1 The Trust has regard to the Department for Education’s statutory guidance Working Together to Improve School Attendance (July 2026). This policy should be read with the following legislation and statutory guidance:
 - Education Act 1996 and Education Act 2002
 - School Attendance (Pupil Registration) (England) Regulations 2024
 - Education (Penalty Notices) (England) Regulations 2007, as amended
 - Children Act 1989 and Children Act 2004
 - Children and Families Act 2014
 - Equality Act 2010, including the Public Sector Equality Duty
 - Human Rights Act 1998 and the United Nations Convention on the Rights of the Child
 - Keeping Children Safe in Education 2026
 - Working Together to Safeguard Children 2026
 - Children Missing Education; Supporting pupils at school with medical conditions; and Arranging education for children who cannot attend school because of health needs
 - Suspensions and permanent exclusions; Alternative provision; Elective home education; and Providing remote education
- 2.2 Every child of compulsory school age is entitled to an efficient, suitable, full-time education. Parents must ensure that their child receives that education either through regular attendance at school or otherwise. Where a child is registered at an academy, the parent must ensure regular attendance.
- 2.3 The Trust and its academies must have regard to the statutory guidance. The Trust Board is ultimately responsible for ensuring that academies comply with attendance law and fulfil the expectations placed on academy trusts.

3.0 PRINCIPLES & EXPECTATIONS

- 3.1 Improving attendance is everyone’s responsibility. Attendance is closely connected with education, welfare and safeguarding and cannot be treated as the work of one member of staff.
- 3.2 Every academy will follow the graduated approach below:
 - **Expect:** Set and communicate high expectations for attendance and punctuality.
 - **Monitor:** Use attendance data to identify emerging patterns at pupil, cohort, academy and Trust level.

- **Listen and understand:** Talk with pupils and parents to understand barriers and their causes.
 - **Facilitate support:** Remove in-school barriers and help families access suitable support.
 - **Formalise support:** Use formal meetings, attendance contracts, local-authority support or education supervision orders when voluntary support is ineffective or not engaged with.
 - **Enforce:** Use statutory intervention only where support is inappropriate, unsuccessful or not engaged with, and in accordance with law and the local authority code of conduct.
- 3.3 The same high ambition applies to all pupils. Implementation will be fair and consistent while taking account of individual needs, disability, health, SEND, safeguarding circumstances and the duties in the Equality Act 2010.
- 3.4 Attendance means attending every session for its full duration unless a statutory reason applies. Remote education does not count as attendance at school.

4.0 ACADEMY DAY, PUNCTUALITY & REGISTERS

- 4.1 Each academy's published opening, closing and register times are in Appendix 1. The morning register will be taken at the start of the morning session and the afternoon register once during the afternoon session, at the same time for all registered pupils, including pupils with part-time timetables.
- 4.2 Registers will remain open for the same length of time in each session and never for more than 30 minutes. A pupil absent when the register starts but arriving before it closes will receive code L. A pupil arriving after closure will receive code U unless another absence code more accurately records the reason.
- 4.3 The admission and attendance registers will be kept electronically. The appropriate national code will be entered for every registered pupil in every required session. The academy will establish and record the primary reason why a pupil is not present.
- 4.4 Registers are legal records. Every entry will be preserved for six years from the date it was made. An amendment will show the original entry, amended entry, reason, date and the name of the person making it. An attendance entry will be amended only where necessary to correct or complete the record.
- 4.5 The academy will actively manage lateness and examine recurring patterns. Delays caused by local-authority transport will be recorded accurately and raised promptly with the transport provider and local authority; patterns will be reviewed with the pupil and family.

5.0 REPORTING & FOLLOWING UP ABSENCE

- 5.1 Parents must notify the academy using the route and deadline in Appendix 1 on the first day of unexpected absence, give the reason and expected return date, and update the academy on each subsequent day unless another arrangement is agreed.
- 5.2 For planned absence, parents must contact the academy as early as possible and provide relevant details. Medical and dental appointments should be arranged outside academy hours where reasonably possible. Pupils should attend before and after an appointment unless this is not reasonably practicable.
- 5.3 For each session, the academy will identify unexplained absence and make timely contact with parents and, where appropriate, foster carers, social workers or youth offending team workers. The correct code will be entered as soon as the reason is established and no later than five working days after the session. If the reason remains unknown, code O will replace temporary code N after five working days.
- 5.4 Where contact is not made, the academy will use the pupil's emergency contacts and assess what further safeguarding action is required. This may include contact with professionals, a home visit or a request for a welfare check. The timing and level of response will be based on the pupil's known risks; pupils at greater risk may require action on the first day or following each absence.
- 5.5 The academy will hold more than one emergency contact number wherever reasonably possible. Parents must keep contact details current.

6.0 AUTHORISED & UNAUTHORISED ABSENCE

- 6.1 The headteacher may grant leave only where permitted by law. Absence will be authorised only when the statutory criteria for the relevant code are met. Examples include illness, a medical or dental appointment, religious observance, an agreed temporary part-time timetable, an approved performance or employment, an interview, study leave for public examinations, or exceptional circumstances approved in advance.
- 6.2 Illness includes physical and mental ill health. A parent's notification will normally be accepted. The academy will not routinely require medical evidence and will not apply an automatic evidence rule based on the length or frequency of absence.
- 6.3 Reasonable evidence may be requested where there is genuine and reasonable doubt about authenticity, or to understand and support prolonged, frequent or recurring illness. Staff will first discuss the circumstances with the parent and pupil where appropriate. Evidence may include prescriptions, medication, appointment information or relevant clinical correspondence. The academy will consider alternative reasonable evidence and avoid unnecessary demands on health services.
- 6.4 Where illness is prolonged or recurring, the academy will work with the family, local authority and relevant services to identify barriers, make reasonable adjustments and secure suitable education. A sickness return will be made when there are reasonable grounds to believe that a compulsory-school-age pupil will miss 15 school days consecutively or cumulatively in the school year because of sickness.
- 6.5 Absence will be unauthorised where no acceptable reason is established or permission has not been granted. This includes unauthorised holidays, unjustified lateness after register closure and absence for leisure, protest activity during

academy hours, caring or translation duties where no statutory reason applies, or truancy.

7.0 LEAVE OF ABSENCE

- 7.1 A parent with whom the pupil normally lives must request leave in advance. The headteacher will consider each request individually, taking account of the facts, circumstances and relevant background. The academy will not use blanket rules that automatically grant leave for a particular event or circumstance.
- 7.2 Holidays and other leisure or recreational absence are not normally exceptional circumstances and will not be authorised. Where exceptional leave is granted, the headteacher will determine its duration.
- 7.3 For a pupil over compulsory school age, leave may be requested or agreed by the pupil or a parent with whom the pupil normally lives.

8.0 SAFEGUARDING AND CHILDREN MISSING EDUCATION

- 8.1 Repeated, unexplained, persistent or severe absence and children missing education can be warning signs of neglect, abuse, exploitation, serious violence, bullying, harmful sexual behaviour, mental ill health or other unmet need. Attendance concerns will be considered alongside safeguarding information and will not be treated only as an administrative matter.
- 8.2 Where a pupil has a social worker or youth offending team worker, the academy will inform them of unexplained absence and involve them in planning support. Relevant professionals will be told before any proposed deletion from the admission register.
- 8.3 The academy will make all required enquiries and referrals under its child protection and children-missing-education procedures. A pupil will not be described as a child missing education or removed from roll solely because a set number of days has elapsed.
- 8.4 A pupil's name may be deleted from the admission register only where a ground in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is fully met. Admission and attendance register entries will be deleted at the same time.
- 8.5 Where a compulsory-school-age pupil is registered at a special academy under arrangements made by a local authority, the pupil's name will not be deleted without the local authority's consent unless a specific statutory exception applies. Any permanent-exclusion deletion will await completion of the relevant reinstatement and independent-review process.

9.0 PROMOTING ATTENDANCE AND WORKING WITH FAMILIES

- 9.1 Academies will maintain a calm, safe, supportive environment in which pupils want and are able to attend. Attendance will be connected with curriculum, behaviour, anti-bullying work, SEND provision, safeguarding, pastoral care, mental health and the use of pupil premium.
- 9.2 Expectations will be communicated regularly through induction, the website, direct contact, curriculum or tutor time and accessible pupil- and parent-facing

information. Communication will explain both time missed and its effect on education and wellbeing, rather than relying only on percentages.

0 days	=	100%	=	Full attendance
about 2 days	=	99%	=	Very high
about 6 days	=	97%	=	High
about 10 days	=	95%	=	10 days missed
about 19 days	=	90%	=	Persistent absence
about 29 days	=	85%	=	29 days missed

Illustrative calculation based on a 190-day school year

- 9.3 Staff will listen to pupils and parents, treat families with dignity and seek to keep a consistent lead professional. At minimum, pupils at risk of persistent or severe absence and their parents will be offered a meeting to identify barriers, agree actions, name responsible people and set review dates.
- 9.4 Praise or rewards will be used sensitively, fairly and without discrimination. They may recognise improved attendance, engagement and individual progress. Pupils will not be disadvantaged because of unavoidable absence linked to disability, health, religious observance or another protected or authorised reason.
- 9.5 Following lengthy or unavoidable absence, the academy will plan support to rebuild confidence, address learning gaps and sustain reintegration.

10.0 MONITORING, ANALYSIS & INFORMATION SHARING

- 10.1 The Attendance Champion in each academy will monitor and analyse attendance and punctuality weekly. Analysis will identify early change at individual, cohort and year-group level and will not be confined to pupils who have already reached persistent or severe absence thresholds.
- 10.2 Thorough analysis will be completed half-termly, termly and annually. As relevant to academy context, it will examine:
- individual pupils and year groups;
 - persistent and severe absence, emerging absence and punctuality;
 - patterns by session, day, absence code and, where relevant, lesson or subject;
 - SEND, pupils with EHCPs, long-term health conditions and disability;
 - pupils with a social worker, looked-after and previously looked-after pupils;
 - young carers; pupils eligible for free school meals or pupil premium;
 - sex and any locally relevant background or protected-characteristic group with lower or historically lower attendance;
 - impact of specific attendance strategies and interventions.
- 10.3 Data will be compared with other Trust academies where appropriate, similar schools, the local authority, region and national position. Findings will inform

specific priorities, actions and resource decisions. Regular reports will be provided to teachers or tutors, DSLs, senior leaders, the Trust Director of Safeguarding and Attendance and trustees as appropriate.

- 10.4 Academies will participate in regular local-authority Targeting Support Meetings and work with other schools, statutory services, health, police and voluntary or community organisations where this benefits pupils and families.
- 10.5 Academies will make statutory new-pupil and deletion returns; attendance returns for pupils who fail to attend regularly or have ten continuous school days recorded using unauthorised codes G, N, O and/or U; sickness returns; and any other required returns.
- 10.6 Information will be shared lawfully, proportionately and securely. Safeguarding and attendance information will follow the pupil when they transfer.

11.0 PERSISTENT & SEVERE ABSENCE

- 11.1 Persistent absence means missing 10% or more of possible sessions. Severe absence means missing 50% or more. Both include authorised and unauthorised absence.
- 11.2 The academy will act before thresholds are reached. Support will increase as absence increases and will follow Appendix 3. The academy will seek to understand the cause, remove barriers within its control, make appropriate adjustments and help families access wider support.
- 11.3 Where needs are individual, support may include mentoring, pastoral or therapeutic support, careers advice, tuition, alternative provision, an EHCP review or other personalised provision. Where needs affect the family, an early-help assessment or whole-family plan may be appropriate.
- 11.4 If an external service is delayed, the academy and partners will consider interim support. The effect of every intervention will be monitored. If an approach does not work, staff and partners will review why and adjust it.
- 11.5 Where voluntary support is unsuccessful or not engaged with, the academy will work with the local authority to formalise support. Severe absence will trigger intensified multi-agency consideration, including children's social care where safeguarding thresholds are met.

12.0 PUPILS WITH ADDITIONAL NEEDS & VULNERABILITIES

- 12.1 All pupils attending the Trust's academies have SEND. Attendance ambition remains high, but support and procedures must respond to the pupil's needs, communication, disability, health, EHCP provision and family circumstances.
- 12.2 Staff will work with pupils and parents to identify and remove barriers. Adjustments may relate to transport, arrival routines, uniform, sensory needs, communication, access to support, lunchtime arrangements, curriculum, medical appointments or pastoral care. Adjustments will be agreed and reviewed regularly with the pupil and parent and recorded where appropriate.
- 12.3 Where attendance falls or a barrier relates to a pupil's needs, the academy will inform the local authority and seek to ensure that EHCP provision is accessible. Where necessary, it will ask the local authority to review or amend the EHCP or support package.

- 12.4 The academy will monitor pupils with long-term illness and SEND through academy and Trust governance and local-authority Targeting Support Meetings so that additional support can be secured.
- 12.5 Young carers will be recorded in the school census. Where caring responsibilities contribute to absence, the academy will agree support with the pupil and family and seek early help or relevant community support. Where a young carer appears to need support, or requests it, the academy will support referral for a local-authority young-carer's needs assessment under section 17ZA of the Children Act 1989.
- 12.6 The academy will give particular attention to pupils with social workers, looked-after and previously looked-after pupils, pupils affected by housing or poverty, and other pupils facing entrenched barriers. Relevant professionals will be involved without delay.

13.0 REMOTE EDUCATION

- 13.1 Remote education may be considered only as a last resort, after reasonable adjustments have been considered, and as part of a wider plan supporting the pupil's return to school or access to suitable education.
- 13.2 A pupil receiving remote education while absent from school will be recorded absent using the code that accurately describes the reason. Remote engagement is not recorded as attendance in the statutory register. The academy will separately monitor engagement, welfare and progress and regularly review the reintegration plan.

14.0 PART-TIME TIMETABLES

- 14.1 All pupils of compulsory school age are entitled to full-time education. A temporary part-time timetable will be used only in very exceptional circumstances, where it is in the pupil's best interests and is needed to meet individual needs. It will never be used to manage behaviour or as an informal exclusion.
- 14.2 **The timetable must:**
 - be agreed by the headteacher and a parent with whom the pupil normally lives;
 - have a clear purpose and ambition and form part of a wider support, healthcare or reintegration plan;
 - state the sessions the pupil is expected to attend, the appropriate codes, safeguarding responsibilities and education provided during other sessions;
 - include the pupil's views and appropriate risk assessment;
 - have regular review dates involving the pupil and parent and relevant professionals;
 - have a proposed end date, after which full-time education at school or suitable alternative provision is expected;
 - remain in place for the shortest time needed.
- 14.3 The academy will notify and consult the local authority in accordance with local procedures. The timetable will be discussed with the local authority case worker promptly so the EHCP and support package can be reviewed. Social workers that are involved with the pupil will be kept informed and involved.
- 14.4 Reviews of part time timetables will normally be held at least fortnightly. Six weeks is the Trust's formal escalation point, not a statutory maximum. Any continuation beyond six weeks requires written review with the Director of Safeguarding and Attendance or the Director of Education. A longer arrangement may be justified for

a long-term health condition, but only through regular review and clear evidence that it remains in the pupil's best interests.

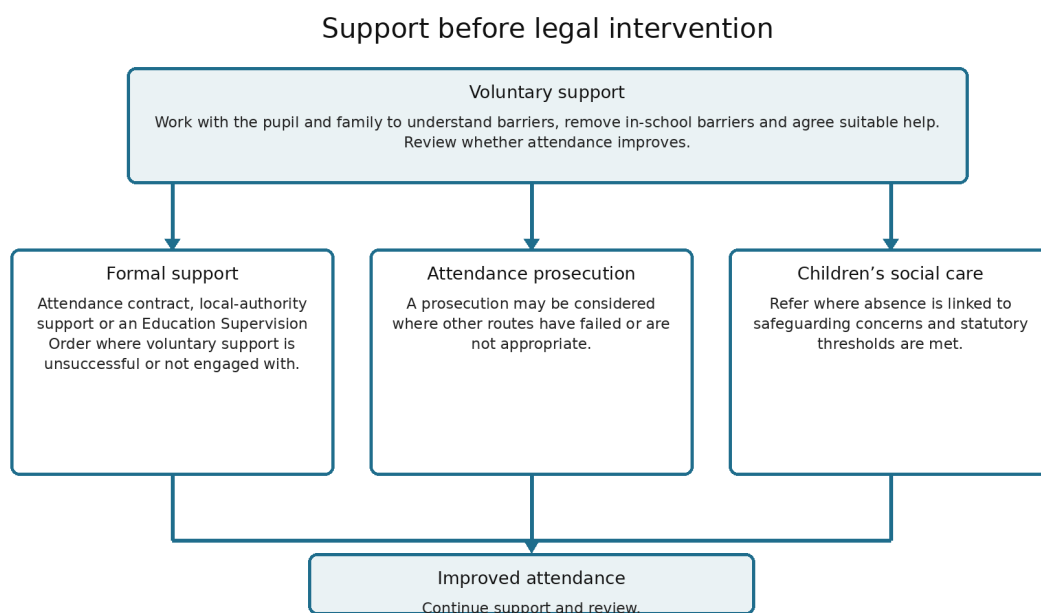
- 14.5 Code C2 will be used only for leave under an agreed temporary part-time timetable. It will not be used where a pupil receives full-time education across the academy and another setting; the code describing the other education must be used.

15.0 ALTERNATIVE PROVISION & EDUCATION OFF SITE

- 15.1 The academy remains responsible for safeguarding, welfare, attendance and educational oversight when it commissions alternative provision or approves off-site education.
- 15.2 A pupil will be recorded as attending an approved educational activity only where the statutory conditions for the relevant code are met. The activity must be educational, approved by the academy and physically supervised by a person whom the academy considers to have suitable skills, training, experience and knowledge.
- 15.3 Written arrangements will require the provider to report attendance and absence promptly for each session. The academy will follow up absence, use the appropriate code and quality assure the provision.

16.0 LEGAL INTERVENTION & PENALTY NOTICES

- 16.1 Legal intervention will be considered where support is inappropriate, unsuccessful or not engaged with. Decisions will be individual, fair, consistent and informed by the Equality Act 2010, reasonable adjustments and the relevant local authority Code of Conduct.
- 16.2 Available measures include an attendance contract, education supervision order, Notice to Improve, penalty notice, prosecution and, following conviction, a parenting order. The local authority decides whether to prosecute.



16.3 Attendance contracts

- 16.3.1 An attendance contract is a formal written agreement between a parent and the academy or local authority. It is not legally binding, but records agreed support and

requirements and may be used when voluntary support has not secured improvement. Non-compliance may inform further action.

16.4 National penalty-notice framework

16.4.1 A penalty notice may be considered when a compulsory-school-age pupil has 10 sessions of unauthorised absence in a rolling period of 10 school weeks. The sessions may be consecutive or non-consecutive, may combine different unauthorised codes and may span terms or school years. Each eligible parent may receive a notice.

16.4.2 Reaching the threshold triggers consideration; it does not require automatic issue. Consideration must be given to whether support has been provided or would be appropriate, whether a notice is likely to change parental behaviour, equalities obligations and the local authority's view. A notice may be considered below the threshold where the local Code of Conduct permits it.

16.5 Notices to Improve

16.5.1 Where support is appropriate but has not worked or been engaged with, a Notice to Improve will normally give a final opportunity to improve. It will follow a set improvement period of three to six weeks, specify the required improvement and warn of possible penalty or prosecution. It is not required where support is inappropriate, as is usually the case for unauthorised term-time holiday, or where it is unlikely to affect behaviour.

16.6 Charges and repeat offences

Occurrence within rolling three years	Charge and consequence
First notice to the parent for the pupil	£160, reduced to £80 if paid within 21 days; payment due within 28 days.
Second notice to the same parent for the same pupil	£160 payable within 28 days; no reduced rate.
Third or subsequent offence	A third notice cannot be issued within three years of the first. Alternative action, often prosecution, will be considered.

16.7 The headteacher, the academy attendance champion, or other authorised member of the senior leadership team, the local authority or police may issue a penalty notice. Anyone other than the local authority must check with it first and send it a copy. There is no right of appeal. Non-payment may lead to prosecution for the original offence.

16.8 A separate penalty notice may apply where a parent allows an excluded pupil to be in a public place without reasonable justification during the first five school days after the required written notification. The charge is £120, reduced to £60 if paid within 21 days.

17.0 ROLES & RESPONSIBILITIES

17.1 Trust Board & committee

- promote attendance across Trust ethos, strategy and policy;
- ensure academies fulfil statutory duties, publish accessible policies and share required data;

- review recent and historic trends and benchmark academies against Trust, similar-school, local, regional and national data;
- focus challenge on relevant cohorts, including SEND, long-term illness, social workers, young carers and disadvantaged pupils;
- ensure adequate staffing, resources, induction and continuing professional development;
- set improvement priorities and hold the CEO and headteachers to account;
- identify common barriers and variation across academies and share effective practice and resources.

17.2 Chief Executive Officer & Director of Safeguarding & Attendance

- maintain the Trust policy, assurance framework and strategic overview;
- monitor Trust-wide patterns, variation and academy action;
- provide challenge, support, professional advice and escalation;
- coordinate Trust reporting, quality assurance and work with external partners;
- report to trustees and ensure actions arising from scrutiny are completed.

17.3 Headteacher

- implement and publicise this policy and maintain accurate academy information;
- appoint a senior attendance champion from the leadership team;
- ensure registers, follow-up, data returns and safeguarding procedures are lawful and effective;
- ensure attendance support is properly resourced and evaluated;
- authorise leave, part-time timetables and any academy request for legal intervention;
- report to the Trust and local governance arrangements.

17.4 Senior attendance champion

- set the academy vision and maintain effective systems;
- have a strong grasp of pupil, cohort and academy data;
- coordinate early support, formal meetings, reintegration and multi-agency work;
- ensure responsibilities are understood and followed consistently;
- monitor and evaluate strategies and report to leaders and governors;
- act as the academy's senior contact for families and the local authority.

17.5 Attendance staff & office staff

- complete and check registers and code absence accurately;
- undertake first-day and session-by-session follow-up;
- maintain contact records and coordinate welfare checks or home visits;
- monitor data and bring emerging concerns to relevant staff;
- make or support statutory returns and local-authority referrals;
- give parents clear day-to-day advice and refer them for more detailed support.

17.6 Teachers, tutors & all staff

- take registers accurately and on time where assigned;
- promote attendance consistently and avoid discriminatory assumptions;
- notice patterns, listen to pupils and report concerns promptly;
- implement agreed adjustments, support and reintegration actions;
- treat absence as a possible indicator of safeguarding or unmet need.

17.7 Parents

- ensure regular, punctual attendance;

- report absence by the academy deadline and provide accurate information;
- keep at least two emergency contacts current wherever reasonably possible;
- arrange appointments outside academy hours where possible;
- request leave in advance and only where exceptional circumstances apply;
- work with the academy and services to address barriers and attend review meetings.

17.8 Pupils

- attend every required session on time;
- take part in education and agreed support;
- tell a trusted adult about barriers, worries or circumstances affecting attendance.

18.0 TRAINING, GOVERNANCE & REVIEW

- 18.1 Attendance will be included in Trust and academy induction and continuing professional development for teaching and non-teaching staff. Training will cover why attendance matters, legal registers and codes, academy procedures, working with families, reasonable adjustments, safeguarding and role-specific responsibilities.
- 18.2 The senior attendance champion and staff with specialist responsibilities will receive training appropriate to their role and updates when law, guidance or local processes change.
- 18.3 Trustees will receive sufficient information and development to scrutinise attendance. The Teaching, Learning and Welfare Committee will review Trust and academy data at agreed intervals and report assurance or concerns to the Board.
- 18.4 The policy will be published on Trust and academy websites, publicised regularly and made available in accessible formats. It will be reviewed at least annually and sooner following material change to law, DfE guidance, local authority procedures or Trust arrangements.

APPENDIX 1: ACADEMY-SPECIFIC INFORMATION

Each academy must complete and publish its section. Named contacts and times must be checked at least termly and whenever staffing or the academy day changes. The Senior Attendance Champion must be a member of the academy leadership team.

Riverside Meadows Academy - Wisbech Green site

Local item	Academy information
Published start and end time	Start 9am finish 3pm
Morning register opens / closes	Open 9am/closes 9.30am
Afternoon register opens / closes	Open 1.30pm/Closes 2pm
Absence reporting deadline and route	Absences reported by 9am 01354 754 241 or email office@riversidemeadows.cambs.sch.uk
Senior Attendance Champion	Rebecca Grapper, Attendance and Inclusion Champion, rgrapper@riversidemeadows.cambs.sch.uk
Day-to-day attendance contact	Lucy Jacques office@riversidemeadows.cambs.sch.uk
Executive Headteacher	Kate Lovegrove klovegrove@riversidemeadows.cambs.sch.uk
DSL / safeguarding contact route	Summer Ali sali@riversidemeadows.cambs.sch.uk
Relevant local authority attendance service	NSA.Helpline@cambridgeshire.gov.uk - general enquiries

Riverside Meadows Academy - St Neots site

Local item	Academy information
Published start and end time	Start 9am and Finish 3pm
Morning register opens / closes	Opens 9am/Closes 9.30am
Afternoon register opens / closes	Opens 1.30pm/closes 2pm
Absence reporting deadline and route	Report by 9am. Tel 01223 471 791, email office@riversidemeadows.cambs.sch.uk
Senior Attendance Champion	Rebecca Grapper, Attendance and Inclusion Champion, rgrapper@riversidemeadows.cambs.sch.uk
Day-to-day attendance contact	Paula Maplesden office@riversidemeadows.cambs.sch.uk
Executive Headteacher	Kate Lovegrove klovegrove@riversidemeadows.cambs.sch.uk
DSL / safeguarding contact route	Harry Barrett hbarrett@riversidemeadows.cambs.sch.uk
Relevant local authority attendance service	NSA.Helpline@cambridgeshire.gov.uk - general enquiries

Spring Common Academy

Local item	Academy information
Published start and end time	09:00 – 15:05
Morning register opens / closes	09:00 / 09:30
Afternoon register opens / closes	13:00 / 13:30
Absence reporting deadline and route	01480 377403 / office@springcommon.cambs.sch.uk
Senior Attendance Champion	Alison Machin, Assistant Headteacher, amachin@springcommon.cambs.sch.uk
Day-to-day attendance contact	Nicole Askinazy Office@springcommon.cambs.sch.uk
Detailed family support contact	N/A
Headteacher	Leigh Aitken LAitken@springcommon.cambs.sch.uk
DSL / safeguarding contact route	Jo Ellingworth JEllingworth@springcommon.cambs.sch.uk
Relevant local authority attendance service	AIO Officer (Huntingdonshire) - tbc NSA.Helpline@cambridgeshire.gov.uk - general enquiries

Prestley Wood Academy

Local item	Academy information
Published start and end time	09:00- 15:05
Morning register opens / closes	09:00- 09:30
Afternoon register opens / closes	13:00-13:30
Absence reporting deadline and route	01480 710036 Parentmail
Senior Attendance Champion	Headteacher & Attendance Welfare admin role (contact to be confirmed when appointed)
Day-to-day attendance contact	Kayleigh Cook, Receptionist Office@prestleywood.org.uk
Detailed family support contact	N/A
Headteacher	Caroline Place HeadTeacher@prestleywood.org.uk
DSL / safeguarding contact route	Thomas Dougherty TDougherty@prestleywood.org.uk
Relevant local authority attendance service	South Cambridgeshire NSA (Non School Attendance service) Deborah Howard, allocated Attendance Improvement Officer NSA.Helpline@cambridgeshire.gov.uk - general enquiries

APPENDIX 2: ATTENDANCE AND ABSENCE CODES

The national codes in the School Attendance (Pupil Registration) (England) Regulations 2024 must be used. Staff must consult current DfE guidance where criteria are uncertain; this summary does not replace the Regulations.

Group	Codes	Summary
Present	/ \	Present during morning / afternoon registration.
Late	L	Arrived after registration began but before it closed.
Education elsewhere	K, B, D, P, V, W	Local-authority arranged education; other approved educational activity; dual registration; approved sporting activity; educational visit; work experience. Each code has specific conditions.
Leave of absence	C1, M, J1, S, C2, C	Regulated performance/employment abroad; medical/dental appointment; interview; study leave; agreed temporary part-time timetable; other exceptional circumstances.
Other authorised absence	T, R, I, E	Parent travelling for occupational purposes; religious observance; illness; suspended or permanently excluded with no alternative provision yet made.
Unable to attend because of unavoidable cause	Q, Y1-Y7	Access arrangements; transport; widespread travel disruption; site closure; detention; public-health restriction; unavoidable cause; other unavoidable cause.
Unauthorised absence	G, N, O, U	Holiday not granted; reason not yet established; other unauthorised absence; late after register closed.
Administrative	X, Z, #	Non-compulsory-age pupil not timetabled; prospective pupil not yet expected to attend; planned whole-school closure.

Code controls

- Code N is temporary and must be replaced with the correct code as soon as the reason is established and no later than five working days after the session.
- Code U applies after register closure only where no other absence code more accurately records the reason.
- Code D applies only where the pupil is registered at another school and scheduled to attend it for the session.
- Code B requires an educational activity approved by the academy and physical supervision by a suitable person.
- Code C2 applies only to absence under an agreed temporary part-time timetable.
- Remote education does not count as attendance; use the code describing why the pupil is absent.
- Where more than one code appears possible, staff must identify the primary reason and apply the precedence rules in regulation 10 and current DfE guidance.

APPENDIX 3: GRADUATED ATTENDANCE RESPONSE

Stage	Typical action	Evidence and review
Universal: expect and monitor	Clear routines; accurate registers; accessible communication; weekly monitoring; recognition used fairly.	Registers, weekly analysis, communications and staff training.
Emerging concern: listen and understand	Consistent staff member meets pupil and parent; identify school and external barriers; agree immediate actions and reasonable adjustments.	Meeting record, pupil voice, named actions, owner and review date.
At risk of PA / PA: facilitate support	Frequent review; targeted pastoral/SEND/health support; early help or referrals; reintegration plan where needed; local-authority discussion.	Support plan, referral record, intervention impact and revised actions.
Severe or escalating absence: intensify and formalise	Multi-agency meeting; Targeting Support Meeting; EHCP review where relevant; attendance contract or consideration of education supervision order; safeguarding threshold considered.	Formal plan, partner decisions, review cycle and senior oversight.
Enforcement	Notice to Improve, penalty notice or referral for prosecution when support is inappropriate, unsuccessful or not engaged with.	Individual decision record, equalities consideration, local Code of Conduct and impact review.

No percentage automatically determines a particular response. Staff will consider the pupil's pattern, reasons, risks, needs, previous support and rate of change. Action should begin before persistent absence becomes established.

APPENDIX 4: REFERENCES

Working Together to Improve School Attendance, July 2026:

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

School Attendance (Pupil Registration) (England) Regulations 2024:

<https://www.legislation.gov.uk/ukxi/2024/208/contents/made>

Children Missing Education: <https://www.gov.uk/government/publications/children-missing-education>

Supporting pupils at school with medical conditions:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Arranging education for children who cannot attend school because of health

needs: <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

Providing remote education: <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This policy should be read alongside the following documents:

- Cambridgeshire penalty-notice Code of Conduct
- Cambridgeshire attendance-support and Targeting Support Meeting arrangements
- Trust safeguarding, children missing education, alternative provision, supporting pupils with medical conditions and suspension/permanent exclusion policies