Attendance Policy (Students)

The Grange School

Document Name	Attendance Policy (Students)
Version Number	AERBTSEPT26
Date	Autumn Term 2026
Document Owner	Deputy Head Pastoral Senior School Head of the Junior School
Next Review Date	Autumn Term 2027
Statutory/Non Statutory	Statutory

DRAFT

Attendance Policy (Students)

The Grange School

Contents

1. Policy statement
2. Aims
3. Registration arrangements
4. Roles and responsibilities
5. Reporting an absence
6. First day response procedures
7. Consecutive day absence
8. Attendance monitoring and thresholds
9. Punctuality
10. Medical appointments and illness
11. Holidays and other term time leave
12. Attendance support
13. Safeguarding
14. Monitoring and review

DRAFT

Attendance Policy (Students)

The Grange School

1. Policy statement

Regular attendance enables pupils to keep pace with learning, build relationships and take a full part in school life.

At The Grange School, attendance is also a safeguarding responsibility: staff need to know where pupils are and respond promptly when their whereabouts are uncertain.

This policy sets out expectations for pupils and parents, registration arrangements, absence reporting and the support offered when attendance becomes a concern.
The school works with families to understand barriers and agree practical steps towards regular attendance. Genuine illness, disability and individual circumstances are considered throughout.

This policy applies to **The Grange Junior & Senior School**. It should be read alongside the school's Safeguaridng and Child Protection, Behaviour Management and Pastoral Care Poicy and SEND Policy. Junior School arrangements are outside its scope.

Statutory and regulatory framework

The policy has regard to *Working Together to Improve School Attendance, Keeping Children Safe in Education* and *Children Missing Education* guidance, together with the *School Attendance (Pupil Registration) (England) Regulations 2024* and the *Education (Independent School Standards) Regulations 2014*.

Provisions are applied as relevant to an independent school.
The attendance penalty-notice arrangements for maintained schools and academies do not apply to The Grange School.

2. Aims

The school aims to promote regular attendance and punctuality, maintain accurate registers and follow up unexplained absence promptly. Weekly monitoring identifies emerging concerns and informs graduated support.

Communication with families should make both the impact of missed learning and the available help clear.

Excellent attendance and improvement will be recognised.

DRAFT

3. Registration arrangements

Session	Junior School	Senior School
AM	8:45am – 9:15am	8:45am -9:15am
PM	12:00pm – 12:30pm	12:00pm – 12:30pm

Staff complete morning, afternoon and lesson registers accurately in iSAMS.

The office checks missing or incomplete entries and corrects attendance records when verified information is received. Amendments must retain the system's audit trail.

Registrations are conducted as follows:

- Pupils arriving after gate closure sign in at main reception before going to their form or lesson.
- The office records their arrival time and updates the morning register.
- Arrival after registration begins but before 9.15am is recorded as late before closure(L);
- arrival at or after 9.15am is recorded as late after closure (U) unless another attendance code properly applies.
- The same distinction applies to afternoon registration.

iSAMS Tracking and Attendance Codes

The office checks that codes are appropriate, resolves unexplained entries promptly and follows up any entries that remain unresolved. Routine coding is checked daily, with recurring discrepancies reviewed by the Head of Year and Deputy Head Pastoral.

Staff use the current code guidance available in iSAMS; the full code list is not reproduced in this policy. An absence must not be marked as explained until its circumstances have been established.

A pupil missing from a lesson who was previously recorded present must be located promptly through the office and pastoral team.
Staff must not assume that an absent pupil is attending a music lesson, appointment, trip or other authorised activity without checking.

Immediate welfare concerns are referred directly to safeguarding staff, with this list both shared with colleagues and displayed around the school.

/ = Present (AM)
\ = Present (PM)
C = Authorised exceptional circumstances leave
G = Unauthorised holiday
I = Illness
L = Late before register closes

DRAFT

M = Medical/Dental appointment
O = Unauthorised absence (other/unknown)
R = Religious observance
U = Late after register closes
V = Educational visit or trip
W = Work experience

4. Roles and responsibilities

Parents and Carers:

Parents and carers must ensure that pupils attend regularly and arrive punctually, report absence every day by 9.00am and provide a specific reason and expected return date. They keep contact details current, seek permission for planned leave and engage with attendance meetings and agreed support.

Pupils:

Pupils attend registration and lessons punctually, sign in and out as required and take part in support intended to help them attend. They tell a trusted member of staff about difficulties affecting attendance or punctuality.

Staff:

Teaching staff complete registers within five minutes of lessons starting, check unexpected absence and pass concerns to the appropriate pastoral or safeguarding colleague.

Tutors review attendance and punctuality, discuss emerging concerns and lead the first targeted support cycle.

The office team receives absence reports, maintains accurate iSAMS records, checks registration discrepancies and carries out initial texts and telephone follow-up. It provides lateness records to pastoral colleagues and escalates unresolved absence within the times set out below.

Pastoral Team:

Heads of Year coordinate pastoral attendance support, follow up cases passed by the office and work with pupils, parents, tutors and relevant specialists.

Heads of Section oversee attendance patterns within their section and allocate attendance follow-up through Heads of Year to the relevant tutors or pastoral leads. Heads of Year coordinate delivery and check that agreed contact and actions have taken place.

The Deputy Head Pastoral oversees allocations, progress and senior intervention.

DRAFT

The Deputy Head Pastoral owns this policy, oversees the attendance strategy and senior intervention and decides requests for exceptional term-time leave. The safeguarding team assesses welfare concerns and directs safeguarding action. Attendance data and the impact of interventions are reported to governors as required.

5. Reporting an Absence

Parents must telephone or email the school office by 9.00am on every day their child is absent. They should give the pupil's full name, form, specific reason for absence, expected return date and a contact number.

If the expected return changes, parents must update the office.

Reporting an absence does not itself authorise it; the school determines the appropriate register entry.

The office records absence information and routine contact in iSAMS. Where an explanation is unclear, staff seek clarification.

Repeated absence, changing explanations or concerns about a pupil's safety are referred to pastoral or safeguarding colleagues. Safeguarding concerns and actions are recorded on CPOMS.

6. First Day Response Procedures

For each unexplained absence the office checks the register, absence messages and known authorised activities before contacting parents. The following are latest action times; staff act sooner where circumstances require.

By	Action
9.30am	Office sends a text requesting the pupil's whereabouts and reason for absence.
10.00am	If no satisfactory response has been received, office telephones parents and other appropriate listed contacts.
10.30am	If whereabouts or welfare remain unconfirmed, office passes the case and contact record to the Head of Year. The Head of Year coordinates further enquiries and involves the safeguarding team according to risk.

- An unanswered text or call must not be treated as confirmation that a pupil is safe.
- The office makes a direct handover and records who has taken responsibility.

- Immediate risk, a pupil missing after arriving at school or an existing safeguarding concern is referred directly to the safeguarding team without waiting for these deadlines. Emergency services are contacted where required.
- Contacts, explanations, times, decisions and the eventual outcome are recorded in iSAMS, with safeguarding concerns on CPOMS.
- The office updates the register when the circumstances have been established.
- The Attendance Procedures Document provides the office procedure and call script.

7. Consecutive Day Absence

Parents continue to report each day of absence.

The office and Head of Year monitor the duration, explanation and pupil's recent attendance pattern.

The Head of Year maintains appropriate contact with the family and considers pastoral, SEND, medical and safeguarding information together.

Where absence continues or the explanation raises concerns, the school agrees next steps with the family. These may include an attendance meeting, a written support plan, help with missed learning, a reintegration meeting, a considered home visit or referral to an appropriate external agency.

Medical evidence may be requested where there is genuine and reasonable doubt about illness; it is not required routinely for every illness absence.

The safeguarding team is involved whenever welfare remains uncertain. Staff do not wait for an attendance threshold or a fixed number of absent days before acting on a safeguarding concern.

8. Attendance Monitoring and Thresholds

Pastoral teams review attendance weekly and parents receive attendance information half-termly. Reviews consider attendance since the start of the academic year alongside recent patterns, repeated single days, recurring appointments and lateness. Both authorised and unauthorised absence can affect learning and trigger support.

Individual attendance communications must state the reporting period, attendance percentage and actual number of sessions missed, together with equivalent days where helpful. There are normally two attendance sessions in a school day. Any estimate of lessons missed must be clearly identified as an estimate; figures should help families understand the pupil's current missed learning rather than project a whole-year loss from a short period.

Before each term, the school reminds families of attendance expectations, reporting arrangements and punctuality. Heads of Year arrange targeted contact with families whose

DRAFT

children experienced attendance difficulties in the previous term, reviewing barriers and support needed for a successful return. Relevant reminders are reinforced through tutor time and assemblies.
The Attendance Ladder in Appendix A is reproduced unchanged. Its days and lessons missed illustrate a 185-day year with five lessons per day; figures are rounded estimates, not a pupil's exact loss of learning. The ladder's labels describe The Grange School concern levels. Nationally, persistent absence means missing 10% or more of possible sessions and severe absence means missing 50% or more; The Grange School label "Severe Concern" at 80% attendance is a local intervention level.

Attendance indicator	Response
97% and above	Excellent attendance; recognition arrangements to be confirmed.
Below 95%	Early monitoring, parent communication and discussion of emerging barriers.
Below 92%	Tutor-led targeted support cycle.
90% or below	Formal pastoral intervention and parental meeting; persistent absence.
Below 85%	Written attendance support plan led by pastoral staff.
Below 80%	Senior leadership review with safeguarding consideration.
70% or below	Intensive individual support and safeguarding review.

Attendance Review Process:

A threshold prompts review rather than an automatic sanction. The school may begin support earlier or move directly to a higher level according to need, recent deterioration or risk.

A short period of absence early in the year can produce a low percentage; staff consider the underlying circumstances rather than relying on the percentage alone.

Targeted support normally follows a five-week cycle with a ***named lead***, ***agreed actions*** and a ***review date***. The process is as follows:

- Attendance Procedure Document sets out the contact schedule. Improvement is judged against the agreed plan and recent attendance, recognising that cumulative attendance may recover slowly.
- At review, support may end, continue or escalate; safeguarding action takes place whenever needed.
- Heads of Section review support allocations with Heads of Year at the end of each cycle and half-term, under Deputy Head Pastoral oversight.

- Each pupil has a named lead and a recorded start and review date. Heads of Year check weekly that contact, agreed actions and records are complete and address missed actions promptly.
- Pupils may enter a cycle during a half-term where concerns emerge; support is not delayed until the next allocation review.
- When a cycle closes successfully, the tutor continues to review attendance weekly for the following half-term, with Head of Year oversight. The family is told that the cycle has ended and what support remains available.
- If attendance deteriorates again, the Head of Year reviews the barriers and restarts or adjusts support without requiring the pupil to repeat every earlier stage.

9. Punctuality

Pupils should be on site before the gate closes at 8.40am and ready for registration at 8.45am. They attend lessons on time and sign in at main reception if arriving late.

Pupils leaving during the school day must follow the school's sign-out arrangements and sign back in on return.

The office maintains late-arrival statistics and records. Repeated lateness is addressed through Tutor, Head of Year, Head of Section and Deputy Head Pastoral, in that order unless an earlier escalation is needed.

Staff discuss the cause, agree practical support and monitor improvement. Any further response follows the school's behaviour and pastoral policy and takes individual circumstances into account.

10. Medical appointments and illness

Appointments should be arranged outside school hours wherever possible. If an appointment must take place during the day, parents notify the office in advance and provide appointment information where requested. Pupils should attend before and after appointments where practicable, signing out and back in at reception.

Pupils should not attend when genuinely too unwell. Where medical or mental health needs affect attendance, pastoral staff work with the family and relevant professionals to agree appropriate support. Evidence requests must be proportionate and should not create unnecessary barriers to returning to school.

11. Holidays and other term time leave

The school's calendar provides substantial holiday periods and families are expected to arrange holidays outside term time. Term-time holidays will not normally be authorised.

DRAFT

Requests for exceptional leave must be submitted in advance to the Deputy Head Pastoral, explaining the circumstances, dates and impact on the pupil's education.

Each request is considered individually. Permission must not be assumed because a request has been made or travel booked. The decision and the agreed dates, where applicable, are recorded and communicated to parents. Leave taken without permission is recorded using the appropriate unauthorised absence code.

12. Attendance support

The starting point is a conversation with the pupil and family about what is making attendance difficult. Support may include pastoral mentoring, wellbeing support, SEND adjustments, family meetings, help with missed learning and a planned return following prolonged absence. Targets should be realistic, specific and reviewed with the pupil and parents.

A written plan identifies the barriers, actions for school and family, responsible staff, contact arrangements and review date. The school considers reasonable adjustments for disabled pupils and coordinates support with relevant professionals.

Pupils are supported to reconnect with lessons and wider school life without an unmanageable accumulation of catch-up work.

Any temporary part-time timetable is an exceptional, time-limited arrangement agreed with parents and overseen by senior pastoral and safeguarding staff. It must have a clear purpose, review dates and a planned return to full-time education; it must not be used simply to manage behaviour.

Attendance is recorded accurately for sessions the pupil is not expected to attend. Remote work does not itself constitute attendance at school and, where used, supports a planned reintegration.

Home visits may be considered as part of an individual pastoral or safeguarding response. The Deputy Head Pastoral and safeguarding team determine their purpose, appropriate staff and risk arrangements.

Please note, a visit does not replace urgent safeguarding referrals or emergency action.

13. Safeguarding

Absence may indicate unmet need, vulnerability or harm. Staff consider attendance alongside pastoral, behavioural, SEND and safeguarding information, including abrupt changes and absence patterns. The safeguarding team directs enquiries or referrals where a pupil's location or welfare cannot be established.

DRAFT

The school works with relevant local authorities and agencies where a pupil may be missing education or needs additional support. Staff follow the admission-register regulations and safeguarding procedures before any removal from roll. Prolonged absence or a parent's failure to respond is not, by itself, a reason to delete a pupil's name.

Information is recorded securely and shared with staff or agencies who need it for their role, in accordance with school data-protection and safeguarding arrangements. Routine attendance and intervention records are held in iSAMS; safeguarding concerns and actions are held on CPOMS.

14. Monitoring and Review

The Deputy Head Pastoral, Heads of Section, Heads of Year, office and safeguarding teams review the operation of this policy. Daily checks address unexplained absence and register completion; weekly reviews identify pupils needing support; half-termly reporting keeps parents informed.

Reviews consider trends by year group and relevant pupil groups, including pupils with SEND or known vulnerabilities, the impact of interventions, recurring absence days and register accuracy. Staff receive guidance on recording, follow-up and escalation. Governors receive attendance information as required, with individual details limited to what is necessary.

This policy is reviewed annually and sooner if procedures, legislation or guidance change. Arrangements for recognising excellent and improved attendance remain to be confirmed by the Deputy Head Pastoral.

DRAFT