

Catch22 Independent Schools Policy

Attendance Policy

Catch22 Include Wales

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher, Andrew Preedy
Queries to:	Headteacher, Andrew Preedy
Date created:	April 2018
Date of last review:	September 2025
Date of next review:	September 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Education staff

Catch22 Independent Schools

Education Intent Statement

Catch22’s Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
<p>Brilliant basics, magic moments</p> <ul style="list-style-type: none"> Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development 	<p>✓ 3.1.5</p> <p>✓ 3.1.9</p>
<p>Relationships beat structures</p> <ul style="list-style-type: none"> Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	

<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • Understand pupils’ unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils’ voices heard and harness participation to benefit pupils and help our schools to improve. 	<p>✓ 3.1.5; 3.1.9; 3.2</p> <p>✓ 3.1.5; 3.1.10</p> <p>✓ 3.1.5</p> <p>✓ 3.1.5; 3.1.10</p>
<p>Unleash Greatness</p> <ul style="list-style-type: none"> • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instill belief in pupils so they can progress and succeed in education, training and employment 	<p>✓ throughout ✓ 3.1.8; 3.1.9 3.2; 3.3</p>
<p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. 	<p>✓ 3.1.5;3.1.10</p> <p>✓ 3.1.1; 3.1.2; 3.1.9</p> <p>✓ 3.1.1</p>
<p>Incubate, accelerate, amplify Embrace the values of ‘Rights Respecting Schools’; helping pupils thrive as individuals both as members of their school and the wider community.</p>	<p>✓ 3.1.5; 3.1.10; 3.2; 3.3</p>

1. What is the policy about?

Catch22 is committed to providing a full effective and efficient education to all young people (The Education Act 1996 Part 1, Section 7) and embraces the concept of equal opportunities for all. We will endeavor to provide an environment where all pupils feel valued and welcome. This policy accords with “School attendance: Departmental advice for maintained schools, academies, independent schools and local authorities”.

For a young person to reach their full educational achievement a high level of attendance is essential. We will consistently work towards a goal of 100% attendance for all pupils. We create a purposeful learning environment and use every opportunity to convey to pupils and their parents or carers the importance of regular and punctual attendance.

We consider attendance and its recording and monitoring a Safeguarding issue and ensure accuracy and immediacy in its registration and administration.

This policy contains within it the procedures that the school will use to meet its attendance targets.

2. Who does this policy apply to?

All staff, parents, carers and governors.

3. Policy requirements

3.1 School Procedures

The academic day consists of two sessions - Morning and Afternoon. The whereabouts of all pupils during both sessions must be registered promptly (within the designated Registration window) and accurately (by the relevant registration code, see table 2).

Only the Headteacher or a member of staff acting on their behalf can authorise absence.

The designated member of staff for Registration and attendance calls is Karl Johansson.

3.1.1 Lateness

The registers will remain open for 30 minutes (see table 1).

. (Table 1)

Session	Open	Close
Morning	09:30	10:00
Afternoon	12:30	13:00

Pupils arriving after the start of the academic day but before the end of the registration period will be treated for statistical purposes, as present, but will be coded as late before registers close.

Pupils absent at the close of registration will be marked as absent using the correct code to represent the reason of their absence (table 2). If there is no known reason for the absence at registration, then the absence must be recorded in the first instance using the code 'N' which will be updated following pupils' absence procedures at the earliest opportunity

Where to find the new attendance codes		
Code	Description	Page
A	Present at registration	8
L	Late but arrived before the register closed	10
B	Educated off-site (not dual registration)	11
D	Dual registered (i.e. present at another school or at a PRU)	13
P	Approved sporting activity	14
V	Educational visit or trip	15
J	Interview	16
W	Work experience (not work based training)	17
C	Other authorised circumstances (not covered by another appropriate code/description)	18
F	Agreed extended family holiday	20
H	Agreed family holiday	22
I	Illness	23
M	Medical or dental appointment	24
S	Study leave	25
E	Excluded but no alternative provision made	26
R	Day set aside exclusively for religious observance	28
T	Traveller absence	29
N	No reason for the absence provided yet	30
O	Other unauthorised (not covered by other codes or descriptions)	31
G	Family holiday (not agreed or in excess of agreement)	32
U	Late and arrived after the register closed	33
X	Untimetabled sessions for non-compulsory school-age pupils	35
Y	Partial and forced closure	36
Z	Pupil not on roll yet	38
#	School closed to all pupils	39

(Table 2)

3.1.2 First Day Absence

Parents/Carers will be expected to inform the school regarding a pupil's reason for absence. If a call has not been received by 10.00am, a member of staff will contact the parent/carer to establish the reason for absence. This information will then be relayed to the person responsible for the register to record on to SIMS.

The school will risk assess absence for all pupils to determine the manner and time scale of response when a pupil is not at school without parental/carer contact (see appendix 3 for further guidance).

3.1.3 Absence notes

Comments regarding pupils' absence received from parents/carers and/or made by staff regarding absence should be recorded as 'notes' on SIMS. These notes will be used in reviews, proceedings and investigation as evidence.

3.1.4 Continuing Absence

Absence longer than a day without parental contact will be treated as a matter of concern and a potential safeguarding issue. Contact will be made by the school and external agencies will be involved where necessary and as directed by Absence risk Assessment. All absences longer than 3 days without contact with home or the pupil directly will be regarded a safeguarding concern and a Welfare call by the Police will be requested (see Appendix 2).

3.1.5 Frequent Absence and refusal

It is the responsibility of the Headteacher and delegated staff (Attendance Officer, Pastoral Site Lead) to identify patterns of absence.

We recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, physical or mental health needs, and looked after children. When the absence cannot be authorised (e.g., a doctor's note/medical certificate, photographic evidence of a doctor's appointment) we will offer child centered support to families and implement a range of strategies to support improved attendance.

Strategies used will include (list is not exhaustive):

- Discussion with parents and pupils.
- Attendance panels.
- Parenting contracts.
- Attendance report cards.
- Referrals to support agencies.
- Learning mentors.
- Pupil Voice activities.
- Reward systems.
- Time limited part time timetables.
- Behaviour support.
- Reintegration support packages.
- Off-site tuition.
- Referral to external agencies.

3.1.6 Legal Sanctions

We will consider Penalty Notices and Prosecution as a legal consequence to persistent non-attendance, where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs

. Legal sanctions will only be considered when other strategies to impact on attendance and continued non-engagement from parents and carers in this process have failed and/or when professional judgement suggests that non-attendance is a result of parental negligence rather than capacity.

3.1.7 Leave of Absence in Term-Time

Families do not have a right to take their children out of education for family holidays or trips abroad during term-time. Government guidance instructs Headteachers NOT to authorise leave of absence in term time except in the most exceptional circumstances. Requests for leave of absence during term-time should be made to the Headteacher in writing. Each request will be judged on a case-by-case basis.

3.1.8 High Needs

Identified pupils with specific medical, therapy or Additional Learning Needs, who have a high level of absence, will be supported by the following strategies:

- Weekly monitoring of attendance and absence.
- Recording absence as authorized.
- Working with the Local Authority to record such absences in the context of the pupil's individual capacity to avoid penalty and enable a support programme.
- Provide home visits where purposeful.

- Recognise that some pupils are not 'available for learning' (e.g. acute CPTSD, Mental Health needs that can't be met at school and manifest in repetitive harmful behaviour and presentation of risk to others and/or self) and work with the LA and other agencies to allocate appropriate provision which may not be within our school.

3.1.9 Part Time Timetable

All pupils of compulsory school age are entitled to a full-time education.

In exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package or when pupil's specific need mean they are not able to cope and/or learn on site. The decision and plan to educate a pupil on a part time timetable will be based on assessment and articulated professional judgement that will be approved by the Headteacher, as well as reviewed regularly (intervals that are not longer than 3 weeks).

In agreeing to a part-time timetable, a school has agreed to a pupil being absent for part of the week or day and therefore must record it as authorised absence. Local Authority guidance in regard to part timetables should be sought and adhered to as well as sharing accurate information of the pupils on them.

A school must get agreement from the pupil's parent/carer before implementing a part time timetable. This should be in the form of a signed agreement detailing proposed timetables and review periods.

3.1.10 A Welcome Back

It is important that on return from an absence, all pupils are made to feel welcome. This should include ensuring that the pupil is helped to adjust to school's daily routine; catch up on missed work and brought up to date on any information that has been passed to the other pupils.

3.2 Promoting Attendance

We will use opportunities as they arise remind parents/carers that it is their responsibility to ensure that their children receive their education. The school has systems to celebrate/reward excellent attendance which include; weekly certificates, individual rewards and group rewards.

3.3 Working in Partnership with Parents and Carers

Our aim is to work in partnership with parents and carers to remove pupils' barriers to attendance. We strive to establish good working relationships with the families of our young people through good communication and regular meetings to address on-going attendance concerns. If necessary, we signpost our families to specialist support services who can work with us in a multi-agency approach.

3.4 Attendance Targets - Recording and monitoring

The school will set attendance targets each year. A system for analysing performance towards the targets will be established and the Headteacher will be responsible for overseeing this work.

The school will use SIMS for keeping the attendance records and regular monitoring will be carried out by the Headteacher and designated staff. The Headteacher or designated staff member will provide regular updates to the executive Senior Leadership Team on a termly basis in the following areas:

- Punctuality.
- Attendance (including authorised & unauthorised absence);
- Vulnerable group attendance comparisons.
- Impacts of attendance and punctuality interventions undertaken by the school.

Once finalised, registration mark will be amended with the Director of Education for confirmation only.

4. Definitions

SIMS (Information Management System) - SIMS is a pupil information system currently developed by Capita.

5. Related policies

Welsh Government Guidance

<https://www.gov.wales/sites/default/files/publications/2018-03/guidance-on-school-attendance-codes.pdf>

[Children & Young People Missing education](#)

School SEF

School Improvement Plan

6. Appendices

Appendix 1 – The Law

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable-

[a] To their age, ability and aptitude and

[b] To any special needs they may have.

either by regular attendance at school or otherwise.

For educational purposes the term parent is used to include those that have parental responsibility and/or those that have the day to day care of the child.

The legislation that appertains to children who are of compulsory school age and are registered at school is contained within this Act.

Part V1 Section 444 contains the details of when an offence is committed if a child fails to attend school.

Register and Admission Roll keeping.

Legal requirements for school roll-keeping and safeguarding in Wales are primarily driven by Section 175 of the Education Act 2002, requiring governing bodies and local authorities to ensure schools promote child welfare. This is enforced through the Welsh Government's statutory guidance, "[Keeping Learners Safe](#)" (2021), which mandates robust record-keeping, staff training, and child protection procedures.

Categorisation of Absence

Any pupil who is on roll but not present in the school must be recorded within one of these categories.

1. Unauthorised absence

This is for those pupils where no reason has been provided, or whose absence is deemed to be without valid reason.

2. Authorised absence

This is for those pupils who are away from school for a reason that is deemed to be valid under the Education Act 1996.

3. Approved Educational Activity

This covers types of supervised educational activity undertaken off site but with the approval of the school.

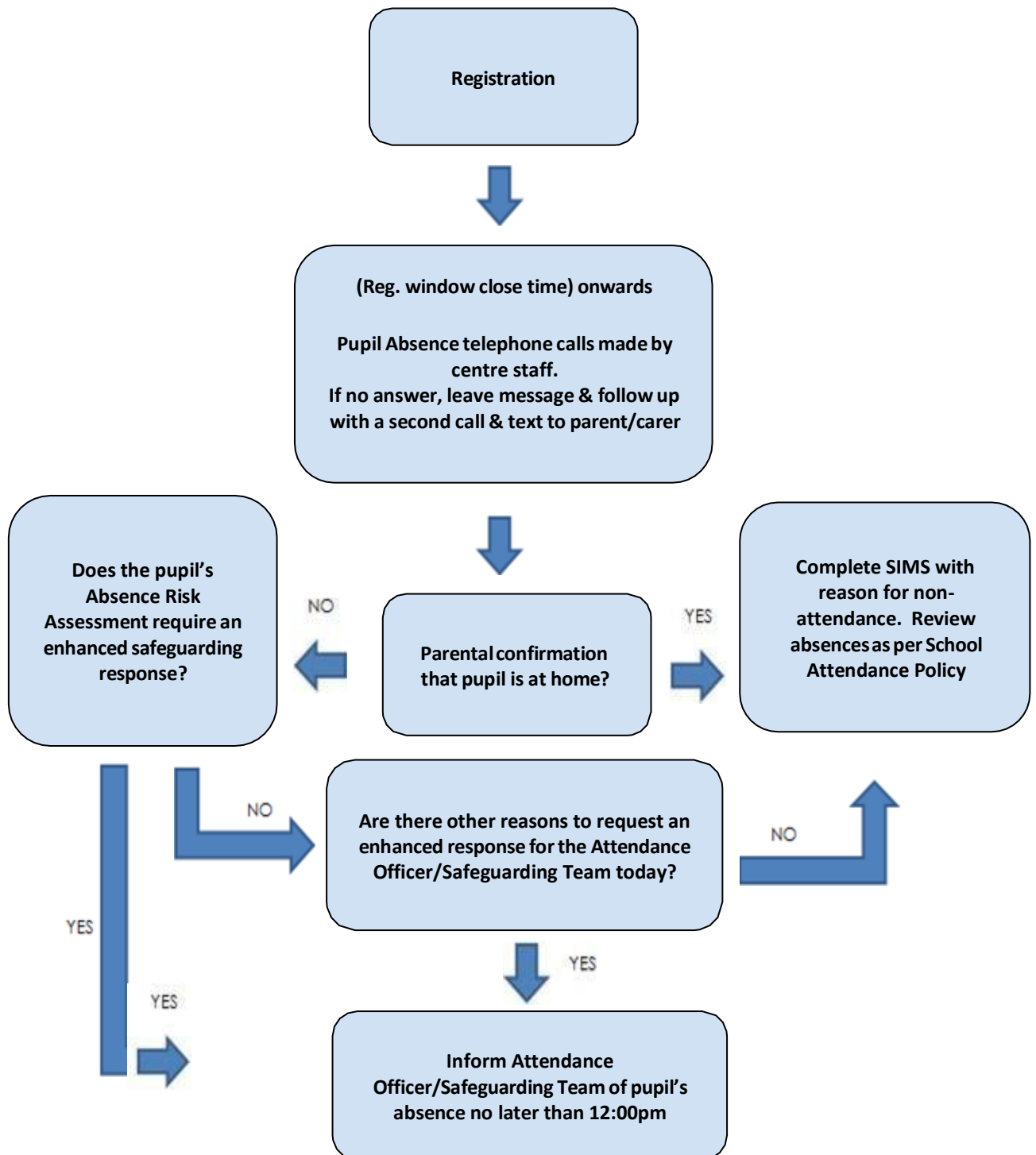
Pupils recorded in this category are deemed to be present for attendance returns purposes.

This would include:

- Work experience placements
- Field trips and educational visits
- Sporting activities
- Link courses or approved education off site
- Most types of dual registration

Appendix 2

2.1 Absence & Safeguarding Protocol



2.2 Absence Concern Assessment and Safety Plan

Pupil's Name	
Class/Year Group	
Date of Birth	
Address	
Medical conditions	
Agencies or professionals involved (incl. contact numbers)	

Name of Person with Parental Responsibility	
Parent/Carer's Home Tel. Number	
Parent/Carer's Mobile Tel. Number	

Is this child the subject of a Child Protection Plan ?	YES / NO
Is this a Care and support plan (CASP) ?	YES / NO
Is this child Looked-After ?	YES / NO
Does this child have learning difficulties or disabilities ?	YES / NO
Is this child at risk of self-harm or suicide ?	YES / NO
Is this child known to use drugs or alcohol ?	YES / NO
Is this child at risk of Child Sexual Exploitation ?	YES / NO
Are there any other factors which place this child at an increased risk of harm when absent from school?	YES / NO

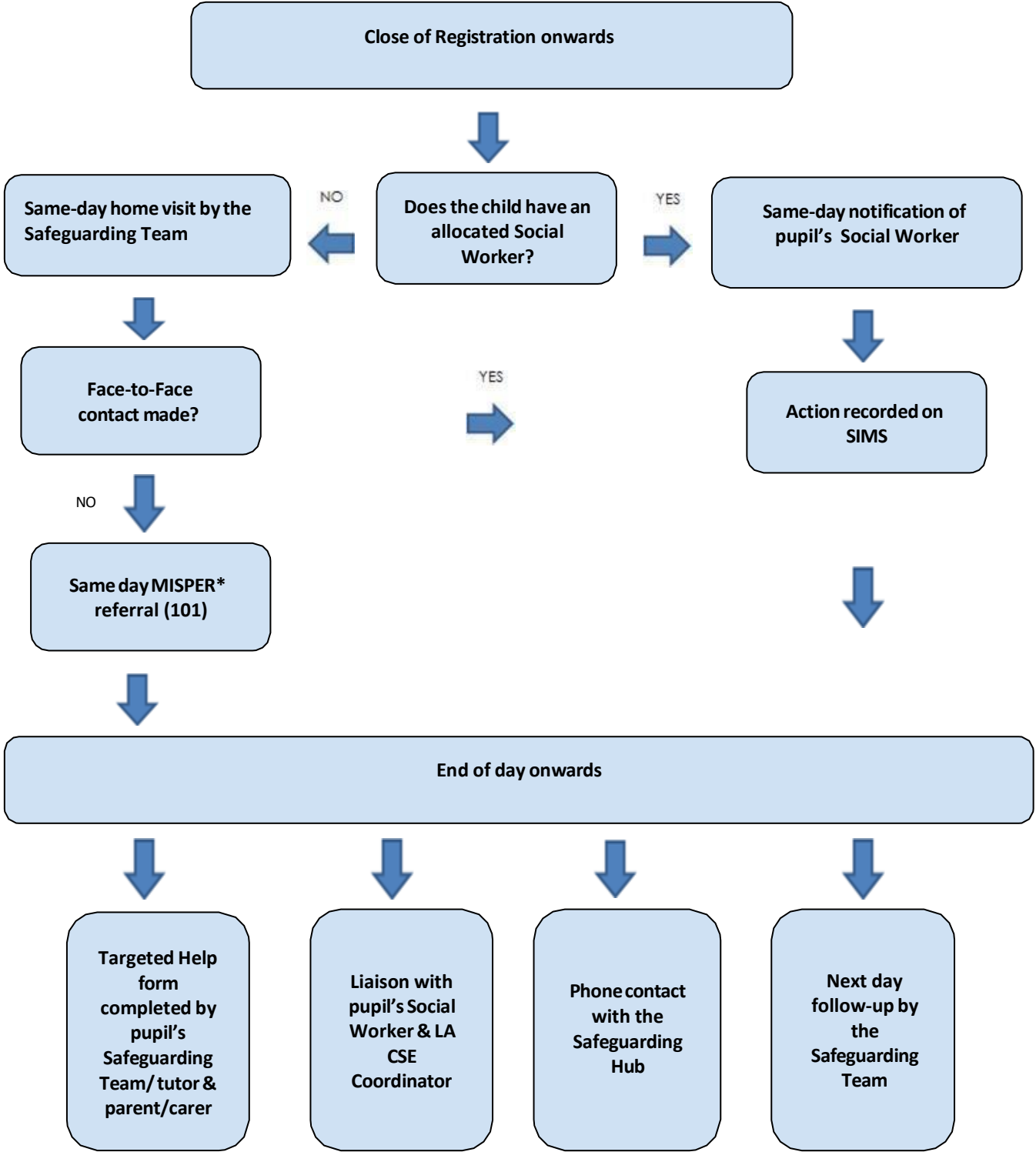
Tutor's view of pupil's' safety	
Additional relevant factors known to school (DSP)	

Does this child require an enhanced* safeguarding response in the event of any absence from school?	YES / NO
<small>*over and above the school's standard protocols for absence</small>	
What is the priority for hand-over to the Attendance Support Officer?	H M

Which of the following are required in the event of an unexplained absence?	
Same-day notification of the child's social worker	
Same-day notification of all professionals/agencies working with the child (contact details above)	
Same-day notification of the LA's CSE Coordinator	

Home visit by School staff	
Same-day reporting to police (Absent or MISPER) if face-to-face contact is not possible	

2.3 Enhanced Absence & Safeguarding Protocol



*The school can only report a child as a missing person (MISPER) if they attended and then left. If the child is not at home the parent must raise the report.

Appendix 3 – References

This policy meets the requirements of the [school attendance guidance](#) from the Welsh Government, and refers to statutory guidance on [school attendance](#). These documents are drawn from the following legislation setting out the legal duties that govern school attendance:

- [The Education Act 1996](#)
- [Keeping Learners Safe Under the Education Act 2002](#)

This policy also refers to the Welsh Governments guidance on the [school census](#), which explains the persistent absence threshold.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Attendance Policy
EIA completed by:	Head of Personal Development, Behaviour and Attitudes
Date of assessment:	September 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p>Disability</p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

in their maternity period following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

