Catch22 Independent Schools Policy

Attendance Policy

Catch22 Include Wales

Contents

1. POLICY STATEMENT 5
2. AIMS 5
3. LEGAL AND REGULATORY FRAMEWORK 5
4. CHILDREN'S RIGHTS 6
5. PRINCIPLES 6
6. ROLES AND RESPONSIBILITIES 6
7. ATTENDANCE EXPECTATIONS 8
8. RECORDING ATTENDANCE 8
9. REPORTING ABSENCE 8
10. FIRST DAY CONTACT PROCEDURES 8
11. AUTHORISED AND UNAUTHORISED ABSENCE 9
12. PUNCTUALITY 9
13. ATTENDANCE AND SAFEGUARDING 9
14. PERSISTENT AND SEVERE ABSENCE 9
15. ADDITIONAL LEARNING NEEDS (ALN) 10
16. MEDICAL NEEDS 10
17. MENTAL HEALTH AND WELLBEING 10
18. PART-TIME TIMETABLES 10
19. LEARNER VOICE 11
20. EQUALITY AND INCLUSION 11
21. MONITORING AND QUALITY ASSURANCE 11
22. RELATED POLICIES 11

Appendices 13

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 2026
Date of next review:	September 2027
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?
Brilliant basics, magic moments • 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 **Relationships beat structures** • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓ 3.1.5 ✓ 3.1.9

Things about you, built with you, are for you • 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. **Unleash Greatness** • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment **Let robots be robots and humans be human** • 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. **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.	✓ 3.1.5; 3.1.9; 3.2 ✓ 3.1.5; 3.1.10 ✓ 3.1.5 ✓ 3.1.5; 3.1.10 ✓ throughout ✓3.1.8; 3.1.9 3.2; 3.3 ✓ 3.1.5;3.1.10 ✓ 3.1.1; 3.1.2; 3.1.9 ✓ 3.1.1 ✓ 3.1.5; 3.1.10; 3.2; 3.3

1. POLICY STATEMENT

Catch22 Include Wales Independent School is committed to promoting high levels of attendance, participation and engagement for all learners.

The school recognises that regular attendance is essential for educational achievement, wellbeing, safeguarding, personal development and future opportunities. We believe that every learner has the right to access education in a safe, supportive and inclusive environment and that attendance is fundamental to achieving positive outcomes.

The school adopts a nurturing, trauma-informed and relationship-based approach to attendance. We recognise that non-attendance is often linked to underlying barriers including anxiety, unmet learning needs, safeguarding concerns, family circumstances, health conditions or previous negative experiences of education.

Attendance concerns will therefore be addressed through support, partnership and early intervention wherever possible.

2. AIMS

The aims of this policy are to:

- Promote regular attendance and punctuality.
- Create a culture in which attendance and engagement are valued.
- Ensure all learners can access their right to education.
- Identify attendance concerns at the earliest opportunity.
- Remove barriers that prevent attendance.
- Promote learner wellbeing and inclusion.
- Fulfil safeguarding responsibilities.
- Work collaboratively with families and external agencies.
- Support learners to achieve positive educational outcomes.
- Ensure compliance with Welsh legislation and regulatory requirements.

3. LEGAL AND REGULATORY FRAMEWORK

This policy has been developed in accordance with:

- Independent School Standards (Wales) Regulations 2024.
- Education Act 1996.
- Education Act 2002.
- Human Rights Act 1998.
- Rights of Children and Young Persons (Wales) Measure 2011.
- United Nations Convention on the Rights of the Child (UNCRC).
- Equality Act 2010.
- Social Services and Well-being (Wales) Act 2014.
- Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Learner Travel (Wales) Measure 2008.
- Counter-Terrorism and Security Act 2015.
- Wales Safeguarding Procedures.
- Keeping Learners Safe (2022).

This policy supports compliance with Part 3 (Welfare, Health and Safety of Pupils) of the Independent School Standards (Wales) Regulations 2024. [legislation.gov.uk], [legislation.gov.uk]

4. CHILDREN'S RIGHTS

The school is committed to promoting and protecting children's rights as defined within the United Nations Convention on the Rights of the Child.

This policy particularly supports:

Article 2;

The right to protection from discrimination.

Article 3;

The right for decisions to be made in the best interests of the child.

Article 12;

The right to have views heard and taken seriously.

Article 19;

The right to be protected from harm.

Article 28;

The right to education.

Article 29;

The right to develop talents, abilities and personality to the fullest extent.

The school will ensure that attendance interventions are child-centred, proportionate and responsive to individual circumstances.

5. PRINCIPLES

The school believes that:

- Every learner can succeed when barriers to attendance are understood and addressed.
- Positive relationships are central to improving attendance.
- Attendance should be viewed through a safeguarding and wellbeing lens.
- Learners should be supported rather than penalised wherever possible.
- Families are key partners in promoting attendance.
- Early intervention is critical in preventing persistent absence.
- Attendance support should be personalised and proportionate.

6. ROLES AND RESPONSIBILITIES

6.1 Proprietor

The Proprietor will:

- Ensure compliance with statutory and regulatory requirements.
- Monitor attendance and engagement across the school.
- Hold school leaders accountable for attendance outcomes.
- Ensure sufficient resources are available to support attendance improvement.

6.2 Headteacher

The Headteacher will:

- Promote a culture of positive attendance.
- Ensure effective implementation of this policy.
- Monitor attendance data and trends.
- Oversee attendance interventions.
- Report significant concerns to the Proprietor.

6.3 Designated Safeguarding Person

The Designated Safeguarding Person will:

- Review attendance concerns from a safeguarding perspective.
- Monitor persistent and severe absence.
- Coordinate welfare checks where required.
- Liaise with external agencies.
- Ensure attendance concerns are considered within safeguarding plans.

6.4 Attendance Lead

The Attendance Lead will:

- Monitor attendance daily.
- Follow up unexplained absences.
- Maintain attendance records.
- Coordinate attendance improvement strategies.
- Support communication with families.

6.5 Staff

All staff will:

- Promote regular attendance.
- Record attendance accurately.
- Encourage engagement in learning.
- Raise concerns promptly.
- Contribute to attendance support plans.

6.6 Parents and Carers

Parents and carers are expected to:

- Ensure learners attend regularly and punctually.
- Notify the school of absence as soon as possible.
- Engage positively with attendance support arrangements.
- Attend meetings relating to attendance where required.

6.7 Learners

Learners are expected to:

- Attend school regularly.
- Arrive on time.
- Engage positively in learning.
- Discuss barriers to attendance honestly.
- Participate in attendance support planning.

7. ATTENDANCE EXPECTATIONS

The school expects learners to attend whenever they are fit and able to do so.

Our ambition is to maximise attendance, participation and engagement for every learner. However, the school recognises that some learners may require individualised attendance targets due to complex needs, health conditions, trauma or other barriers.

Attendance expectations will therefore be realistic, supportive and tailored to individual circumstances where appropriate.

8. RECORDING ATTENDANCE

Attendance registers will be completed at the start of each morning and afternoon session.

Attendance records form part of the school's safeguarding systems and may be used to identify learners requiring additional support.

Registers are legal documents and must be maintained accurately.

9. REPORTING ABSENCE

Parents and carers must notify the school on the first day of absence.

Information should include:

- Learner name.
- Reason for absence.
- Expected duration of absence.
- Any relevant medical information.

Where no reason is provided or evidence is insufficient, the school may record the absence as unauthorised.

10. FIRST DAY CONTACT PROCEDURES

Where a learner is absent without explanation, the school will:

Contact parents/carers by telephone.

Send text messages or emails where appropriate.

Contact emergency contacts if necessary.

Consider safeguarding concerns where contact cannot be established.

Record all actions taken.

Failure to establish contact may result in welfare checks or safeguarding referrals.

11. AUTHORISED AND UNAUTHORISED ABSENCE

Authorised Absence

Examples may include:

- Illness.
- Medical appointments.
- Exceptional family circumstances.
- Religious observance.
- Approved educational activities.
- Other exceptional circumstances authorised by the Headteacher.

Unauthorised Absence

Examples may include:

- No explanation provided.
- Explanation not accepted by the school.
- Absence without agreement.
- Unexplained patterns of absence.

12. PUNCTUALITY

Punctuality is important in supporting effective learning and positive routines.

Late arrival will be recorded and monitored. Where lateness becomes a concern, appropriate support and intervention will be implemented.

13. ATTENDANCE AND SAFEGUARDING

Attendance forms a core component of the school's safeguarding arrangements.

The school recognises that absence can be an indicator of:

- Neglect.
- Child exploitation.
- Child criminal exploitation.
- Child sexual exploitation.
- Mental health difficulties.
- Domestic abuse.
- Harmful behaviours.
- Radicalisation.
- Children missing education.

Attendance concerns will be managed in accordance with the Safeguarding and Child Protection Policy.

14. PERSISTENT AND SEVERE ABSENCE

The school will closely monitor attendance patterns.

Where concerns arise, interventions may include:

- Attendance meetings.

- Attendance support plans.
- Welfare checks.
- Home visits.
- Safeguarding assessments.
- Multi-agency meetings.
- Referral to local authority services.

15. ADDITIONAL LEARNING NEEDS (ALN)

The school recognises that learners with Additional Learning Needs may experience additional barriers to attendance.

Attendance support will:

- Be person-centred.
- Reflect identified needs.
- Consider sensory, communication and emotional factors.
- Link to individual support plans where appropriate.
- Include reasonable adjustments where required.

16. MEDICAL NEEDS

Where attendance is affected by illness or medical conditions, the school will work collaboratively with learners, families and professionals.

The school may:

- Request appropriate medical information.
- Develop attendance support plans.
- Agree reintegration arrangements.
- Make reasonable adjustments.

17. MENTAL HEALTH AND WELLBEING

The school recognises that emotional wellbeing and mental health can significantly affect attendance.

Support may include:

- Pastoral support.
- Wellbeing interventions.
- Risk assessments.
- Adjustments to provision.
- Referral to specialist services.

Attendance discussions will always be conducted sensitively and with regard to learner wellbeing.

18. PART-TIME TIMETABLES

Part-time timetables will be used only where necessary and in the best interests of the learner.

Any arrangement will:

- Have a clear rationale.

- Be agreed with parents/carers and the learner where appropriate.
- Be time limited.
- Be subject to regular review.
- Include a reintegration plan.

Reviews will take place at least every four weeks.

19. LEARNER VOICE

Learners will be actively involved in discussions regarding attendance, engagement and support needs.

The school will:

- Listen to learner views.
- Consider learner feedback.
- Involve learners in planning support.
- Encourage participation in decisions affecting their education.

20. EQUALITY AND INCLUSION

The school is committed to promoting equality, diversity and inclusion.

Attendance information will be monitored to identify any disproportionate impact on learners who may be vulnerable due to:

- Disability.
- Additional Learning Needs.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.
- Gender reassignment.
- Care experience.
- Socio-economic disadvantage.

21. MONITORING AND QUALITY ASSURANCE

Attendance information will be analysed at least termly.

Monitoring will include:

- Whole-school attendance.
- Persistent absence.
- Severe absence.
- Attendance of vulnerable groups.
- ALN attendance patterns.
- Safeguarding concerns.
- Equality monitoring.

Findings will inform school improvement planning and policy review.

22. RELATED POLICIES

This policy should be read alongside the following documents:

- Safeguarding and Child Protection Policy.
- Learner Wellbeing Policy.
- Additional Learning Needs Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- Equality, Diversity and Inclusion Policy.
- Online Safety Policy.
- Complaints Policy.

1. Appendices

Appendix 1 – Legislative Framework (Wales)

This policy has been developed in accordance with:

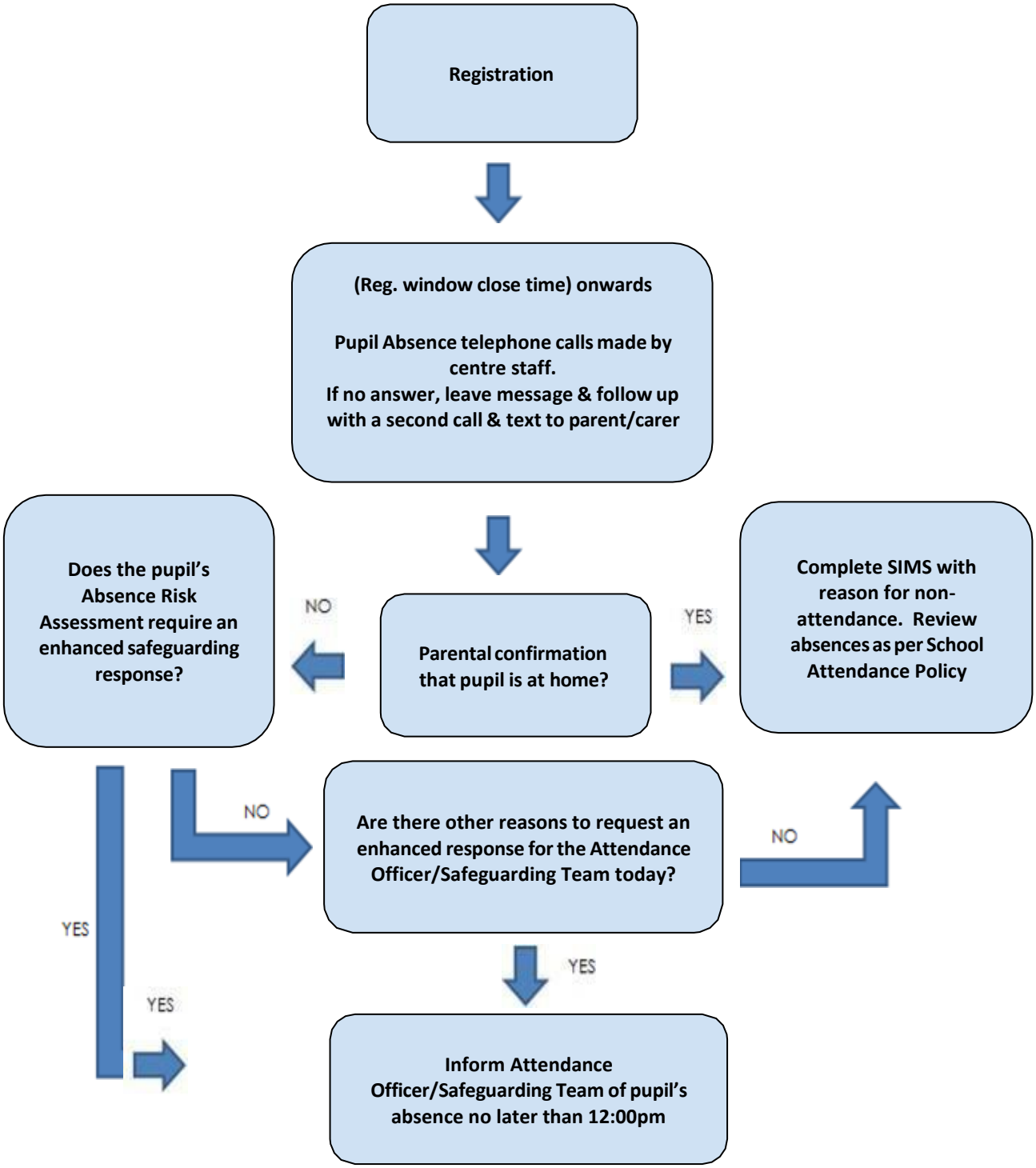
- Independent School Standards (Wales) Regulations 2024
- Education Act 1996
- Education Act 2002
- Human Rights Act 1998
- Rights of Children and Young Persons (Wales) Measure 2011
- United Nations Convention on the Rights of the Child
- Equality Act 2010
- Social Services and Well-being (Wales) Act 2014
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Learner Travel (Wales) Measure 2008
- Counter-Terrorism and Security Act 2015
- Wales Safeguarding Procedures
- Keeping Learners Safe (2022)

The parent of every child of compulsory school age is responsible for ensuring that the child receives efficient full-time education suitable to their age, ability, aptitude and Additional Learning Needs, either by regular attendance at school or otherwise.

The school recognises that attendance is a safeguarding matter and will work proactively with families, local authorities and partner agencies to remove barriers to attendance and promote learner wellbeing.

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 **Child In Need**?	**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**

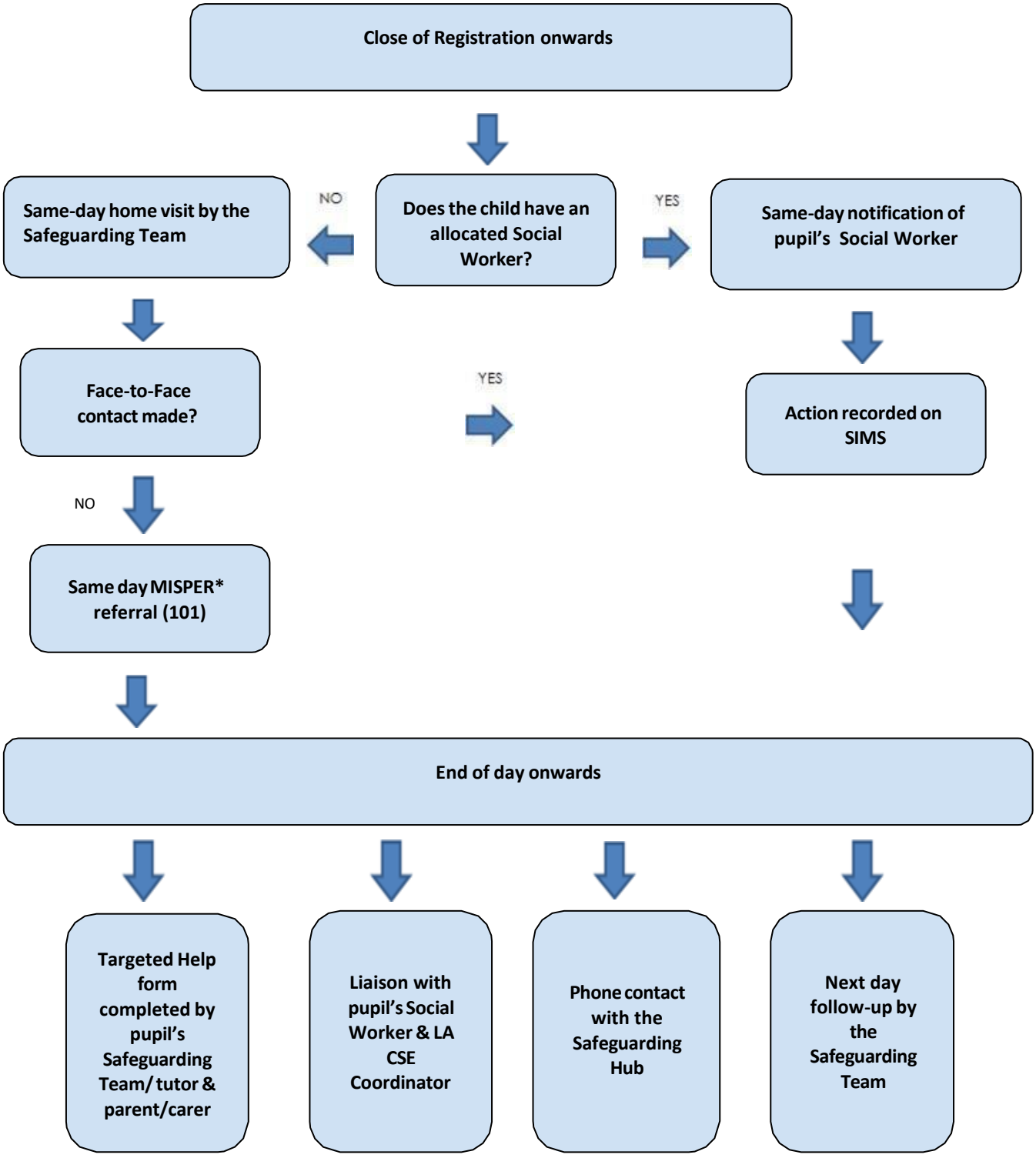
Tutor's view of pupil's' safety	
Additional relevant factors known to school (DSL)	

Does this child require an enhanced* safeguarding response in the event of any absence from school? *over and above the school's standard protocols for absence	**YES / NO**	
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 has been developed in accordance with Welsh legislation, safeguarding requirements and the regulatory framework for independent schools in Wales.

Legislation

This policy has been written with reference to:

- Independent School Standards (Wales) Regulations 2024. [legislation.gov.uk], [legislation.gov.uk]
- Education Act 1996. [legislation.gov.uk]
- Education Act 2002. [legislation.gov.uk]
- Human Rights Act 1998.
- Rights of Children and Young Persons (Wales) Measure 2011.
- Equality Act 2010. [legislation.gov.uk]
- Social Services and Well-being (Wales) Act 2014.
- Learner Travel (Wales) Measure 2008.
- Additional Learning Needs and Education Tribunal (Wales) Act 2018. [legislation.gov.uk]
- Counter-Terrorism and Security Act 2015.
- United Nations Convention on the Rights of the Child (UNCRC). [senedd.wales], [legislation.gov.uk]

Guidance

This policy has also been informed by:

- Keeping Learners Safe (2022). [estyn.gov.wales]
- Wales Safeguarding Procedures. [estyn.gov.wales]
- Working Together to Safeguard People: Volume 5 - Children at Risk.
- Welsh Government guidance relating to learner wellbeing, safeguarding, inclusion and attendance. [estyn.gov.wales], [gov.wales]

Independent School Standards

This policy supports compliance with Part 3 (Welfare, Health and Safety of Pupils) of the Independent School Standards (Wales) Regulations 2024, which require independent schools to promote the welfare, health, safety and safeguarding of learners through effective policies, procedures and practice. [legislation.gov.uk], [legislation.gov.uk]

Parental Responsibilities

Under Section 7 of the Education Act 1996, parents have a legal duty to ensure that their child receives an efficient full-time education suitable to their age, ability, aptitude and any Additional Learning Needs, either through regular attendance at school or otherwise. [legislation.gov.uk]

The school recognises that regular attendance is fundamental to educational achievement, wellbeing and safeguarding. We are committed to working collaboratively with learners, parents/carers, local authorities and partner agencies to identify and overcome barriers to attendance and engagement.

Attendance and Safeguarding

The school recognises that poor attendance may be an indicator of vulnerability or risk and will always be considered within the context of safeguarding and learner wellbeing. Attendance concerns may be associated with:

- Neglect.
- Child Criminal Exploitation (CCE).
- Child Sexual Exploitation (CSE).
- Mental health difficulties.
- Domestic abuse.
- Additional Learning Needs (ALN).
- Children Missing Education (CME).
- Other welfare or safeguarding concerns.

Attendance concerns will be managed in line with the school's Safeguarding and Child Protection Policy and the Wales Safeguarding Procedures. [estyn.gov.wales], [legislation.gov.uk]

Children's Rights

In line with the Rights of Children and Young Persons (Wales) Measure 2011 and the United Nations Convention on the Rights of the Child, the school is committed to ensuring that attendance procedures promote:

- The best interests of the child (Article 3).
- The child's right to express their views and have them considered (Article 12).
- Protection from harm (Article 19).
- The right to education (Article 28). [senedd.wales], [legislation.gov.uk]

Attendance interventions will therefore be child-centred, proportionate and focused on supporting learners to access education successfully.

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
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	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.
Disability 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?	☐	☒	☐	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.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	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.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	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.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or	☐	☒	☐	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	☐	☒	☐	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?	☐	☒	☐	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?	☐	☒	☐	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?	☐	☒	☐	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