KING EDWARD VI FOUNDATION BIRMINGHAM

Educational excellence for our City

KING EDWARD VI ACADEMY TRUST BIRMINGHAM

Attendance Policy

Responsible Board/Committee	Academy Trust and Foundation Board
Policy Type	Hybrid Policy
Policy Owner	Education
Statutory	Yes
Publish Online	Yes
Last Review Date	July 2026
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	July 2027
Version	3

School	King Edward VI Camp Hill School for Girls
School Policy Owner	Lyndsey Maginnis
SGB Approval Date	19th October 2026

CONTENTS

1	Purpose	1
2	Roles and responsibilities	2
3	Procedures	5
	Registration	5
	Late arrival	6
	Reasons for absence and how to report or request authorisation	6
	Addressing poor attendance and punctuality	8
4	Legislation and guidance	10

1 Purpose

Aim of this policy

1.1 To support excellent levels of attendance for all students to enable the fulfilment of their potential at King Edward Vi Camp Hill School for Girls.

1.2 This policy has been prepared in accordance with the School's statutory duties relating to attendance, including those outlined in the Department for Education's statutory guidance, entitled Working Together to Improve School Attendance (2024), which is referred to in this policy as the "DfE Attendance Guidance".

1.3 The Schools of King Edward VI Birmingham will also comply with the Birmingham City Council and Keeping Children Safe in Education guidance on Elective Home Education (EHE) and involve services such as the Birmingham Special Educational Needs Assessment & Review Service (SENAR); Birmingham Children's Trust; Birmingham Education Safeguarding Team, and Birmingham Education Legal Intervention Team.

Key Principles

1.4 High levels of attendance and punctuality are promoted and rewarded.

1.5 It is the responsibility of everybody in the School to improve attendance and punctuality.

1.6 Where attendance or punctuality falls short of expected standards, steps will be taken to address this, and sanctions may be applied in accordance with the relational behaviour policy.

1,7 Whilst every pupil has the right to a full-time education, high attendance expectations should be set for all pupils. The School considers the specific needs of certain pupils and pupil cohorts. The policy should be applied fairly and consistently, but in doing so, we always consider the individual needs of pupils and their families, who may have specific barriers to attendance. Some students find it harder than others to attend School. The School will work with students, parents/carers and other local partners to remove any barriers to attendance.

1.8 In the development and implementation of the policy, we recognise our obligations under the Equality Act 2010 and consider the provisions under the UN Convention on the Rights of the Child. We seek to work in partnership with pupils and parents/carers to remove barriers to attendance. The Equality Act 2010 states that it is unlawful to discriminate against people because of the protected characteristics: age; disability; gender reassignment; marriage & civil partnership; pregnancy & maternity; race; religion or belief; sex; sexual orientation.

1.9 In implementing this policy, the School is mindful of both conscious and unconscious bias. This means in dealing with attendance, the School will:

- Take the time to consider decisions, listening to and considering the issues that are raised.
- Justify and document decisions, including the reasoning behind them.

- Ensure clear guidance is provided on reporting concerns related to prejudice.
- Promote positive behaviours.
- Encourage engagement from a wide range of pupils, parents/carers, and interested parties.

1.10 Subject to the terms of this policy, any day-to-day attendance issues that parents/carers or students have should be discussed with their Head of Year. Where more detailed support around attendance is required, parents/carers and students should contact Lyndsey Maginnis, Head of School.

2 Roles and responsibilities

2.1 The School

Good attendance starts with close and productive relationships with parents/carers and pupils. The School treats pupils and parents/carers with dignity and adopts a positive approach to attendance, recognising that this helps to challenge parents/carers' misconceptions about what constitutes good attendance.

2.1.1 The School will:

- Develop and maintain a whole-academy culture that promotes the benefit of regular attendance, celebrating good attendance through a variety of ways as highlighted within Appendix 1 and 2.
- Work with students and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance.
- Investigate unexplained or unjustified absence, applying sanctions where appropriate.
- Take into account individual needs when implementing this policy, including having regard to the School's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Share information, including returns information required to be shared in accordance with regulations[1] and the DfE Attendance Guidance, and work collaboratively with the local authority, other schools in the area, and other partners, including, where required, making appropriate referrals in accordance with local procedures, legislation, and guidance.
- Regularly monitor, review, and analyse attendance and absence data, including identifying pupils or cohorts that require attendance support and setting targets for the future.

[1] School Attendance (Pupil Registration) (England) Regulations 2024

- Ensure that all students can access full-time education, putting strategies in place where there is evidence to suggest that this is not the case.
- Ensure that governors and the School's leadership team work together to monitor attendance levels and the effectiveness of this policy.
- Ensure that all legislation and guidance are complied with and reflected in our policies and procedures, including the DfE Attendance Guidance.
- Have in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance 'Keeping Children Safe in Education' (please refer to our Child Protection Policy – [here])
- Provide information requested by the Secretary of State, including termly absence data collected by the Department for Education.
- Regularly inform parents/carers about their child's attendance and absence levels.
- Support students who are returning to education following long-term absence.
- Ensure that effective systems are in place to record and report attendance data, including the accurate completion of admission and attendance registers, utilising an electronic management information system.
- Assign overall responsibility for championing and improving attendance at the School to a designated senior leader, known as the Senior Attendance Champion.
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education (Summary table of responsibilities for school attendance (applies from 19 August 2024) (publishing.service.gov.uk) to the extent not covered above or elsewhere in this policy.

2.2 **Parents and carers**

We expect parents and carers to:

- Ensure that their child arrives at the School on time, wearing the correct uniform, and with the necessary equipment.
- Promote the importance of regular attendance at home.
- Follow the correct procedure for reporting the absence of their child from the School (see section 0 below).
- Avoid unnecessary absences.

- Keep the School informed of any circumstances which may affect their child's attendance.
- Not take their child out of education for holidays during term time (see section 0 below).

Inform the School in advance of any proposed change of address for their child(ren), along with the name of the parents/carers with whom the child shall live.

- Observe and fulfil their responsibilities set out in the guidance issued by the Department for Education (Summary table of responsibilities for school attendance (applies from 19 August 2024) (publishing.service.gov.uk).

2.3 **Students**

We expect students to:

- Attend the School regularly and on time.
- Be punctual for all lessons.
- Follow the correct procedure if they arrive at the School late (see sections 0 and 0 below).

2.4 **Senior Attendance Champion**

2.4.1 The Senior Attendance Champion ("SAC") at the School is Lyndsey Maginnis

2.4.2 The SAC has overall responsibility for championing and improving attendance at the School and will:

- Set a clear vision for improving and maintaining good attendance.
- Establish and maintain effective systems for addressing absence, ensuring that all staff consistently follow these procedures.
- Evaluate and monitor attendance expectations and processes.
- Have a strong grasp of absence data to focus the collective efforts of the School.
- Ensure that key attendance messages are communicated to parents/carerss and students.
- Provide data and reports to support the work of the board of trustees (see below).

2.5 **The board of trustees / the board of governors**

The board of trustees/governors will:

- Take an active role in improving attendance, recognise the importance of school attendance, and promote it across the trust, aligning with the School's ethos and policies.

- Ensure the School's leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss and challenge trends, and help School leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure School staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance.
- Share effective practice on attendance management and improvement across its academies.
- Work with other trusts, academies and local authorities to promote effective attendance management practice ad help to develop a consistent, sector-wide understanding of best practice.
- Hold termly attendance review meetings with the School.
- Require the School to report to the trustees on the School's attendance at regular intervals.
- Have a dedicated attendance lead who will drive improvement across the trust, assess and evaluate variation of practice, act as a central point for academies with attendance queries and provide more intensive support to individual academies when required.

3 Procedures

Registration

3.1 The School maintains an attendance register and uses this to record each student's attendance at the start of the school day and again in the afternoon. Registers are taken at the same time across school.

Registration session	Start time	End time
Morning	[0850]	[0900]
Afternoon	[1335]	[1345]

3.2 Students who arrive after the start of a registration session but before the end of the registration session will be marked as late [between 0900 and 0915, and between 1345 and 1400]. Where students arrive after the end of a registration session, the process set out in section 0 applies.

3.3 The register is marked using the national statutory attendance and absence codes, which can be found in the DfE Attendance Guidance.

3.4 Where a student attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter, in accordance with the behaviour policy, and engage parents/carerss where necessary.

Late arrival

3.5 If a student arrives at the School after the relevant registration period has ended but within the relevant session, they must immediately go to the School office to sign in and provide a reason for the lateness, to enable the School to establish the appropriate attendance or absence code. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence.

3.6 Persistent lateness will be treated as a disciplinary matter and will be addressed in accordance with the relational behaviour policy.

Reasons for absence and how to report or request authorisation

3.7 ***Authorised absence*** – absence will only be authorised where the School has given approval in advance for a student to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the School can authorise an absence.

3.8 ***Unauthorised absence*** – absence will be marked as unauthorised where the School is not satisfied with the reasons given for the absence.

3.9 **Reporting absence from the School**

i. Where a student is to be absent from the School without prior permission, the parent/carer should inform the School by reporting on Studybugs on the morning of the day of the first absence and let the School know when they expect the student to return. If the return date is not confirmed on the first day of absence, parents/carers must contact the School on each day of absence.

ii. On the day of return to the School, parents/carers must also provide written confirmation of the reason(s) for the full period of absence.

iii. Any unexplained absence will be followed up by the School promptly as outlined in Appendic 1.

iv. In individual cases where the School requires clarification to accurately record an absence in the attendance register, parents/carers may be asked to provide the School with medical evidence, such as a note from the child's doctor, to support an absence due to illness. If satisfactory evidence is not provided, the absence may be marked as unauthorised. Where there are prolonged or repeated patterns of illness, medical evidence may also be requested to support the school's understanding of a pupil/student's health needs and to ensure that appropriate support and/or adjustments are put in place (please refer to our policy on supporting pupils/students with medical needs).[add link to policy here]

3.10 **Appointments**

v. Medical, dental, and other essential appointments for a student should take place outside of school hours, where this is reasonably possible.

vi. Where an appointment must take place during school time, the student should attend the School for as much of the day as possible, and as much prior notice as possible should be given to enquiries@chg.kevibham.org with at least 3 days' notice given.

3.11 **Leave of absence (including holidays during term time)**

vii. The School will grant permission for a student to be absent from School in the circumstances described in paragraph 36 of the DfE Attendance Guidance, which can be summarised as follows:

- Taking part in a regulated performance or employment abroad.
- Attendance at an interview for entry into another educational setting or future employment.
- Study leave for public examinations.
- Temporary, time-limited part-time timetable.
- Other exceptional circumstances, which will be decided upon based on the individual merits of each case.

viii. Parents/carers should make every effort to avoid taking students out of education for holidays or other extended leave during term time.

ix. To request a leave of absence, parents/carers must make the request in advance and in writing addressed to the Headteacher/Head of School and, wherever possible, at least 4 school weeks ahead of the planned leave.

x. Where a leave of absence is requested as above, the Headteacher/Head of School will consider the specific facts and circumstances relating to the request. The decision:

- Will be confirmed in writing.
- Is solely at the Headteacher/Head of School's discretion.
- Is final.

xi. Where permission is granted, the Headteacher/Head of School will confirm the number of days and dates of absence which are authorised.

xii. If permission is not granted and the parents/carers proceed to take their child out of the School, the absence will be marked as unauthorised, and parents/carers may be issued with a penalty notice or be subject to prosecution by the local authority (see section 0 below).

3.12 **Religious observance**

xiii. We recognise that students of certain faiths may need to participate in days of religious observance. Absence from the School will be authorised where a day of religious observance:

- Falls during school time.
- Has been exclusively set apart for religious observance by the religious body to which the student belongs.

xiv. We ask that parents/carers notify the School by writing to enquiries@chg.kevibham.org with at least 3 days' notice given.

xv. in advance where absence is required due to religious observance.

Addressing poor attendance and punctuality

3.13 The School recognises that poor attendance is habitual, and therefore, early identification, intervention, and prevention are crucial. The School regularly analyses data to both identify and provide immediate support to pupils or pupil cohorts that need it. The School will use data to target attendance improvement efforts to the students or groups of students who need it most. In doing so, the School, led by the SAC, will:

- Monitor and analyse attendance patterns, proactively using data to identify pupils at risk of poor attendance.
- Particular attention will be given to vulnerable cohorts, including but not limited to; young carers, children eligible for pupil premium and pupils with special educational needs and disabilities (SEND)
- Provide regular attendance reports to class teachers and relevant leaders.
- Identify students who need support from wider partners as soon as possible and deliver this support in a targeted manner.
- Conduct a thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Benchmark School attendance data at each level against local, regional, and national levels.
- Monitor the impact of School strategies and actions on improving attendance for specific pupils and groups.
- Work with the local authority and other local partners to identify groups.
- Hold regular meetings with the parents or carers of students who the School and/or local authority consider to be vulnerable

3.14 Our procedures for managing unexplained absences can be found in Appendix 2

3.15 Where absence or punctuality is a cause for concern, for example, because there is:

- a pattern of unauthorised absence;
- a question over the reasons provided for a particular absence or late arrival;

- persistent truancy or lateness;

we will make contact with the parents/carers with a view to working together to support improved attendance and/or punctuality.

3.16 In cases where the School has been unable to establish a clear reason for absence and/or has welfare concerns about the student, a home welfare check may be carried out.

3.17 Failure to attend or arrive at lessons on time may also be dealt with as a disciplinary matter in accordance with the relational behaviour policy.

3.18 Absence will be classed as 'persistent' where it falls below 90% across the academic year and 'severe' when a pupil is absent from School for 50% or more of their possible sessions. Absence at this level is likely to significantly hinder educational prospects, and we expect full parental cooperation and support to urgently address these cases. As absence is often a symptom of wider issues a family is facing, the School seeks to work with local partners to understand the barriers to attendance and provide support. Where that is not successful or not engaged with, the law protects a pupil's right to education, with a range of legal interventions to formalise attendance improvement efforts. Intervention steps may include implementing an attendance action plan, referring to other agencies, and/or establishing an attendance contract. Where out of school barrier to attendance are identified, the school will signpost and support access to any additional services.

3.19 The School follows the Birmingham City Council (BCC) Fast-Track approach to attendance. The School uses the national threshold for considering when a penalty notice is appropriate and will refer to the BCC Education Legal Intervention (ELIT) team as appropriate.

3.20 Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the School, and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. A penalty notice is a financial penalty (£80 if paid within 21 days; £160 if paid within 28 days) imposed on parents/carers, which is intended to change behaviour without the need for criminal prosecution.

3.21 When considering whether to issue a penalty notice, we will have regard to:

- The National Framework for penalty notices as set out in paragraphs 179-205 of the DfE Attendance Guidance.
- The local authority's code of conduct for issuing penalty notices.

3.22 If a penalty notice is issued but not paid within 28 days, the local authority will decide whether to proceed with prosecution. The local authority also has separate powers to prosecute parents/carers if their child of compulsory school age fails to attend School regularly.

4. **Legislation and guidance**

4.1 This policy is based on Working Together to Improve School Attendance (2026), which is referred to in this policy as the “DfE Attendance Guidance”.

Appendix 1: Promoting Good Attendance

At KECHG we:

- Listen to and understand students' and parents/carers' concerns about potential barriers to attendance;
- Work with partners to mitigate the impact of barriers beyond the school's control;
- Utilise the escalation of support processes for students at risk of becoming severely or persistently absent;
- Conduct home visits where there are concerns about attendance for vulnerable students as a means to support improving their attendance;
- Access Early Help when appropriate;
- Champion and model good attendance through House Points, Post cards home, Good Egg awards, shout outs in assemblies and letters home;
- Utilise the process for escalation to legal enforcement where necessary;
- Communicate the importance of good attendance to all students, parents/carers and staff;
- Where applicable, make use of pupil premium funding to improve attendance;
- Visibly demonstrate the benefits of good attendance and share the weekly attendance by year group in the Pastoral corridor and on the Today Notice Board;
- Escalate safeguarding concerns that may be flagged by poor attendance where needed, these include, but are not limited to: neglect, sexual abuse and child sexual and criminal exploitation;
- Follow up all absences with conversations between the Form Tutor and student, recording that the conversation has taken place on Arbor (and following up any concerns/possible emotional school based avoidance/early intervention required, with their Head of Year).
- Promote and celebrate good attendance through a positive House Point system.

Appendix 2: Management of absence at KECHG:

Details of school procedures at KECHG for:

- Managing lateness:

o Main School: Students' punctuality is monitored weekly via the Form Tutor and if a student receives 3 lates within one half term they are placed onto Form Tutor Report. If punctuality does not improve they are placed onto Head of Year report and/or use of the Senior Leadership Team detention after school will be utilised. All details of punctuality are shared with students and parents/carers and can be found on our website;

o Sixth Form: Following two late marks in a half-term, students will be issued with a notification. Upon the third late they will be placed in an after-school detention with a member of the Senior Leadership Team. If lateness remains an issue parents/carers will be asked to meet to discuss punctuality with the Head of Sixth Form / Head of Year;

- Studybugs will notify parents/carers each day if their child has not arrived in school to determine the reason for this. Absence from school is monitored by Heads of Year and followed up by Pastoral Support Officers and/Heads of Year;

- Parents/carers are contacted via Studybugs and/phone calls on the first day of unexpected absence at 9.30am. This is for safeguarding purposes and to ensure that parents/carers are aware of the location of their child. On the very rare occasion KECHG has concerns for whereabouts of a child, pastoral or safeguarding staff may also contact parents/carers;

- Attendance Leads update registers to ensure correct coding usually within the same session. Unexplained absences must be updated no later than 5 working days after the session;

- Using Arbor parents/carers are able to see, in an understandable way, their child's attendance and absence levels of their child by day, academic year and by individual subject;

- Senior Leaders and/Heads of Year hold regular meetings with the parents/carers of students considered vulnerable or persistently or severely absent;

- There is timely identification of students in need of further support through fortnightly meetings in Line Management between Heads of Year and Senior Leaders as well as daily reports sent from Arbor to all pastoral leaders for patterns in attendance;

- KECHG supports students back into school following a lengthy or unavoidable absence through an initial reintegration meeting between the Head of Year and family;

- Any students who are dual registered or attending alternative provision have daily attendance shared with the school;

- All students in school are on a register for all periods of the day for lesson by lesson attendance monitoring; no student has a period of the school day that is not monitored through Studybugs and Arbor.

Details of how we use data to improve attendance and punctuality at KECHG:

- Arbor and Studybugs provide effective and efficient monitoring of attendance analysing weekly attendance patterns in order for pastoral leaders to deliver intervention;

- Studybugs provides regular attendance reports to Senior Leaders to facilitate early discussion of attendance and are shared with appropriate staff members;

- Studybugs identifies individual students at risk of severe or persistent absence on a daily basis informing the relevant pastoral leaders in order to put intervention in place;

- The SAC analyses and evaluates data half-termly, termly and yearly to identify patterns and trends among students and cohorts using data provided by Studybugs and the school Data Manager, broken down by cohorts and subgroups sharing with Governors on a termly basis;

- The SAC benchmarks attendance data against local, regional and national levels to identify areas of focus as well as comparing year-on-year trends;

- The SAC in conjunction with other Senior Leaders, monitors the impact of interventions and strategies to improve attendance;

- The SAC in support of other Senior Leaders, identifies student cohorts for monitoring;

- Data comparison of attendance is discussed at termly Governing Body meetings in order to ensure appropriate action is being taken, where needed, and reviewing the impact of strategies. In addition to this, the comparison with other similar schools in the Academy Trust, and collaboration through the Attendance group, to share best practice is reported to Governors to ensure that KECHG data is in line with Trust and Foundation data;

- Using Studybugs and Arbor, Heads of Year and Senior Leaders are able to monitor lesson attendance within sessions to identify patterns of absence within the school day and deal with any students who are on site but not attending lessons through pastoral and special educational needs or disability support or relational behaviour policy.

Attendance strategy at KECHG to reduce persistent absence:

Attendance/punctuality level		**Expectation**
95% and above	Green	At expected level of attendance; on target
90 – 95%	Amber	Intervention required through informal attendance monitoring process

Below 90%	Red	Formal attendance monitoring process

As written in the Relational Behaviour Policy and outlined above in Appendix 1, KECHG views rewards and recognition as an integral part of the learning process of students, including attendance.

Rewards and praise for attendance at 95% and above may include:

- Verbal praise
- House Points
- Phone calls
- Letters sent home
- Email or text message
- Effort and Achievement Letters at the end of term (Head of Year)
- Form Tutor phone calls/House Points/Postcards

Amber (90 – 95%) – early identification

- Notification of attendance via Studybugs
- Half termly letter by HoY;
- FT following up via conversations (recorded on Arbor) and raise concerns with HoY through weekly Pastoral meetings if concerned (NB: parents can see comments)

Red (<90%) – Persistent Absentees

Stage 1 –HoY identifying barriers to coming to school; support put in place (CBT process/documents to support) & monitor for 4 weeks through LM. If stable/improves – reward via FT (Arbor) & email home.

If no further improvement:

Stage 2 – Parental meeting in school (SARM) with clear targets & support put in place. Meeting with parents/carers, student & HoY; monitor for 4 weeks via LM. If stable/improves – reward via FT (Arbor) & email home. Record conversations on MyC.

If no further improvement:

Stage 3 – Meeting with DSL/HoS & HoY with parents/carers and student; targets set, notification to LA (possible fining, if appropriate), liaise with Health, CASS as required. Monitor for 4 weeks via LM. If stable/improves – reward via FT (Arbor) & email home. If in Sixth Form, path/options in Sixth Form discussed.

Exemptions – likely to be Severe Absentees

These students would have medical grounds to not follow this formal process as bespoke support is put in place (PTTT for example):

- Serious Health concerns
- EHCP determines an alternative TT for the individual

Appendix 3: Issuing Fixed Penalty notices

Full details of the guidance from the DfE regarding the National Framework for penalty notices can be found in the Working Together to Improve School Attendance (July 2026) found here (paragraphs 176 – 185).

From August 19th 2024, any leave of absence during term time for anything other than exceptional circumstances is not able to be authorised by the school. Under this updated guidance a holiday is not deemed exceptional circumstances (paragraph 18).

In line with Birmingham City Council's fixed penalty code of conduct if a student is absent for 5 or more school days (10 sessions) within 10 school weeks the school may be obliged to inform the Local Authority, who may issue a fixed penalty notice.

At KECHG we work in partnership with parents/carers to enable all children to access their education and understand that, at times, medical appointments in term time cannot be avoided. Medical evidence may be requested by the school (this may be in the form of medical appointment cards, screenshots of appointments, appointment letters, letters provided by the medical team etc.).