



## **Attendance Policy – School-Based Procedures**

This document is written in conjunction with the following Consortium Academy Trust policies, which are available on the Trust website [The Consortium Academy Trust - Policies](#):

- Attendance Policy
- Behaviour Policy
- Home Visits Policy

### **School based roles**

<b>Attendance Team</b>	<p>The attendance team plays a crucial role in ensuring that students attend school consistently, supporting both academic performance and overall well-being.</p> <ul style="list-style-type: none"> <li>• Jeanette Stevenson (Attendance and Welfare Officer)</li> <li>• Claire Forsyth (Attendance administrator)</li> <li>• <a href="mailto:attendance@howdenschool.net">attendance@howdenschool.net</a></li> </ul>														
<b>Head of Year</b>	<p>The pastoral team at Howden School plays a central role in supporting the social, emotional, and behavioural well-being of students, creating a positive and inclusive school environment that promotes personal growth and resilience.</p> <table border="1"> <tr> <td>Head of KS3 Progress</td><td>Cheryl Roberts</td></tr> <tr> <td>Year 7</td><td>Jo Lewis</td></tr> <tr> <td>Year 8</td><td>Debbie Taylor</td></tr> <tr> <td>Year 9</td><td>Donna Markham</td></tr> <tr> <td>Head of KS4 Progress</td><td>Charlotte Scott</td></tr> <tr> <td>Year 10</td><td>Sarah Donaldson</td></tr> <tr> <td>Year 11</td><td>Rachael McEwan</td></tr> </table> <ul style="list-style-type: none"> <li>• <a href="mailto:hs-ks3pastoral@howdenschool.net">hs-ks3pastoral@howdenschool.net</a></li> <li>• <a href="mailto:hs-ks4pastoral@howdenschool.net">hs-ks4pastoral@howdenschool.net</a></li> </ul>	Head of KS3 Progress	Cheryl Roberts	Year 7	Jo Lewis	Year 8	Debbie Taylor	Year 9	Donna Markham	Head of KS4 Progress	Charlotte Scott	Year 10	Sarah Donaldson	Year 11	Rachael McEwan
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<b>Safeguarding Team</b>	<p>The safeguarding team at Howden school is dedicated to ensuring the safety, welfare, and protection of all students. The attendance team and pastoral teams are part of the wider safeguarding team. The role within this team is to create a secure environment where students are safe, have a sense of belonging and are happy.</p> <ul style="list-style-type: none"> <li>• Rachel Southorn (Designated safeguarding Lead)</li> <li>• Jennie Doyle (Deputy safeguarding Lead and Deputy Headteacher for behaviour and attendance)</li> </ul>														

**Please refer to Appendix A for further school contact details**



## Howden Absence Procedure

### Communication of unplanned absence:

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am by calling, emailing the school [attendance@howdenschool.net](mailto:attendance@howdenschool.net) or ARBOR Request Absence.

### Communication of planned absence:

The headteacher will only grant a leave of absence to learners during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the learner is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

An 'Exceptional Absence Request Form' can be requested from the school and should be submitted at least 21 days before the absence. The school will require evidence to support any request for leave of absence.

[Exceptional Circumstances Absence Request Form](#)

**Please refer to Appendix C for the Howden Absence procedures**

### Registers

Students are expected to arrive on school site by 8.30am. The school day starts at 8.40am until 3pm.

<b>8.40-9.05</b>	Period 1 ACE period
<b>9.05-10.05</b>	Period 2
<b>10.05-11.05</b>	Period 3
<b>11.05-11.25</b>	<b>Break</b>
<b>11.25-12.25</b>	Period 4
<b>12.25-13.00</b>	<b>Lunch</b>
<b>13.00-14.00</b>	Period 5
<b>14.00-15.00</b>	Period 6

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will receive a mark to show that they are on site but will count as an absence so will affect their attendance

### Late Arrivals

When a student arrives late:

- Students are asked to report to reception to sign in
- A conversation will be had to support the young person and encourage time keeping
- Students who are actively late will receive a sanction



## Leaving the school site during the day

### Medical Appointments

- Students should leave site through the main reception and sign out
- Medical evidence is required and should be provided 10 days before the medical appointment

### Illness

- If a student feels ill during the school day, they should report to the main reception
- Students should **NOT** ring parents themselves
- A member of the year team or attendance team will support the student and offer any assistance in welfare concerns
- The reception team will contact home to see if any medicine can be brought into school to support or written consent from parents/carers for school to administer
- If the student continues to feel unwell, parents and carers will be contacted.

### Reintegration timetables

A reintegration timetable, or a phased return to school, is used when a student is returning to school after a period of absence due to various reasons, such as medical conditions, prolonged absences, mental health, or other support needs. The timetable helps the student gradually adjust back to the school environment and routine.

### School-wide strategy for promoting attendance

Core Principles	
1. School	2. Individual and Collective responsibilities
We recognise that school is the best place for most young people to access an effective education and secure their happiness, safety, and wellbeing. We strive to embed the discussion of attendance in all aspects of the school community through our ACE values. Staff are professionally curious and actively discuss the benefits of good attendance for outcomes and social and emotional wellbeing. By increasing attendance, we will improve life chances, broaden outlooks, and ensure better outcomes all stakeholders.	We will use and build onto our strong, existing partnerships recognising that attendance is everyone's business. Working with all agencies using the same key language of the importance of attendance to support the emotional well-being of all students. If they are in the building students can access support.
3. Continuous improvement and appropriate support	4. Clarity and Consistency
Policies and practise are evidence based and reviewed and updated. An attendance threshold sets out our graduated approach to support which is child centred in terms of decisions and actions.	<i>'Working together to improve school Attendance'</i> is the foundation for this strategy along with key research-based tools. Clarity of the clear policy procedures and practises well consistently ensure best practise.



## **Rewards and sanctions**

Our school recognises and rewards students who consistently demonstrate our values and exhibit positive attitudes and learning habits when attending school. By implementing a diverse range of rewards for attendance aligning this with our school values allows students to feel recognised and motivated.

### **Aspiration:**

Aspirations and attendance in school are closely linked, as students' goals and future aspirations often influence their motivation to attend regularly. When students have clear aspirations—whether academic, personal, or career-related—they are more likely to recognise the importance of attending school consistently as a step toward achieving those goals.

- When a school promotes a culture that celebrates goals, dreams, and achievements, students feel supported in setting their own aspirations and are more likely to see school attendance as valuable.
- Regular attendance helps build students' sense of self-efficacy, or their belief in their own abilities. When students attend consistently and experience growth and progress, they are more likely to believe they can achieve their aspirations.
- When families understand the connection between their child's attendance and their aspirations, they are more likely to encourage regular attendance and help overcome barriers.

### **Courtesy:**

Courtesy and attendance in schools are mutually reinforcing values. Courtesy builds a respectful, supportive environment that encourages students to feel connected and engaged, while regular attendance strengthens this connection by promoting accountability and consistency. Schools that emphasise courtesy as part of their culture create a positive learning atmosphere where students feel valued, which supports both social well-being and consistent attendance.

- Courtesy encourages students to interact positively, helping them build friendships and peer support networks. This social connection increases students' likelihood of attending school regularly, as they feel a sense of belonging.
- When students miss school, courteous check-ins from teachers or staff members demonstrate that they are cared for and missed. Personal, respectful communication encourages students to return.

### **Excellence:**

Excellence and attendance are deeply connected in schools, as consistent attendance lays the groundwork for achieving high standards in academics, personal growth, and school culture.

- When schools promote a culture of excellence, they often set high expectations for both academic performance and attendance. Regular attendance becomes a shared value that is seen as a standard of excellence, reinforcing commitment and accountability.



- Regular attendance cultivates character traits like integrity and reliability, which are essential for excellence. Students learn that showing up and being present are indicators of respect for their education and commitment to their goals.

Our rewards are determined by our school senate and will range from prizes, certificates and privileges and incentives to encourage excellent attendance.

The adaptability of our attendance rewards (eg challenge 100, streaks, premier league interform competition, golden ticket and spin the wheel) reflects schools' commitment to fostering a positive, supportive, and inclusive environment for all students. By keeping rewards relevant and responsive to Howden students, we can continue to make attendance incentives both effective and meaningful.

<b>Verbal Recognition</b>	
<b>Communication</b>	<b>FULL HOUSE</b> Within the classroom if all students are present staff will celebrate this by championing the importance of attendance and rewarding all students with point awards on ARBOR
	<b>ACE Period</b> Within the tutor period attendance is regularly discussed around three main focusses. <ul style="list-style-type: none"> <li>• Understanding the importance</li> <li>• Safety</li> <li>• Sense of belonging</li> </ul> Students are given attendance engagement points for each lesson
<b>Rewards and Certificates</b>	
<b>Weekly/Half Termly</b>	Our rewards for individual students and large cohorts are disseminated across different periods of time to allow for a greater distribution of celebration. Students will be rewarded for weekly, half termly 100% attendance. We will also reward students for improved attendance. <ul style="list-style-type: none"> <li>• <b>Learner engagement points are rewarded for each lesson</b></li> <li>• <b>Weekly/Half termly ARBOR communication to parents for most improved or 100% attendance</b></li> <li>• <b>Weekly/Half termly individual and whole school rewards</b></li> </ul>

### **Lateness and punctuality**

The expectation is all students arrive to school on time and are punctual to all lessons.

<b>Lateness</b>	Lateness to school will be monitored by the attendance and year teams. It is important that we work with families to support lateness should this be a barrier. <ul style="list-style-type: none"> <li>• Late to School will result in a sanction</li> </ul>
<b>Punctuality</b>	Students' punctuality is monitored daily, lesson by lesson. Students will receive a sanction for the following <ul style="list-style-type: none"> <li>• ACE punctuality</li> </ul>



	<ul style="list-style-type: none"><li>• Lesson punctuality</li></ul>
<b>Truancy</b>	Internal truancy students will be removed from circulation and parents/carers will be informed of an afterschool detention for the same day

**Parents and carers will be notified via ARBOR email each Friday of the number of times late to a lesson and the accumulative minutes.**



## Howden School

Stage	Group	Provision and Support	Assessment, Recording and Monitoring Systems	Monitoring Arrangements R – Review A – Accountable C – Consulted I - Informed
<b>1</b> <b>Universal support</b>	96-100% or proactive parent engagement	<ul style="list-style-type: none"> <li>Positive culture and excellent curriculum</li> <li>Policy and procedures, communication strategy</li> <li>Clear morning routines with safe and positive learning environment</li> <li>Record in planners</li> <li>Positive relationships</li> <li>Rewards and incentives</li> </ul>	Regular whole school attendance monitoring	Attendance is everybody's business
<b>2</b> <b>Early family support</b>	94-95% or responsive parent engagement	<ul style="list-style-type: none"> <li>Parents/Carers are informed that learner's attendance has fallen below 96%</li> <li>Pastoral check in</li> <li>Monitor patterns</li> </ul>	Weekly AWO/pastoral meeting QA 2-week threshold of <95% letter	R - AWO A - SLT attendance Lead C – DSL, Safeguarding Team I - Tutor team, teachers
<b>3</b> <b>Facilitate additional family support</b>	90-93% or parents seeking support or unresponsive parents	<ul style="list-style-type: none"> <li>Problem Solving meeting with SLT to create attendance support plan</li> <li>Formalised Attendance Action Plan</li> <li>Pastoral check in</li> <li>Home Visits to aid support</li> </ul>	CPOMS Agency Meeting Parental Meeting Home visits Weekly AWO/pastoral meeting	R - SLT attendance lead A - HT C- AWO, DSL, SENCO I - Safeguarding Team
<b>4</b> <b>Formalise family support</b>	Below 90% or parents offered support	<ul style="list-style-type: none"> <li>Parents/Carers are informed that learner's attendance has fallen below 90% and that their child is now persistently absent</li> <li>Formalised Attendance Action Plan</li> <li>Attendance Contract</li> <li>Potential Reintegration plan</li> <li>Support through agencies</li> </ul>	CPOMS Agency Meeting Targeted Support Meeting (TSM) with EWO Parental Meeting Home visits	R - SLT attendance lead A - HT C – AWO, EWO, DSL, SENCO I - Safeguarding Team
<b>5</b> <b>Statutory Intervention</b>	Below 85% or parents declining support	Referral to LA educational welfare, CAMHS, Early Help <ul style="list-style-type: none"> <li>Police Welfare checks</li> <li>Invite GP to attend a meeting if appropriate</li> <li>Penalty Notice may be issued</li> <li>Potential bespoke Reintegration plan</li> </ul>	CPOMS Agency Meeting Targeted Support Meeting (TSM) with EWO Daily monitoring Home Visits	R - SLT attendance lead, AWO A - HT C – DSL, EWO, External Agencies, SENCO I - Safeguarding Team, External Agencies



## Appendix A – School Contacts

Name	Role	Email
Jennie Doyle	Deputy Headteacher SLT Attendance Lead	<a href="mailto:jdoyle@howdenschool.net">jdoyle@howdenschool.net</a>
Rachel Southorn	Designated Safeguarding Lead	<a href="mailto:rsouthorn@howdenschool.net">rsouthorn@howdenschool.net</a>
Jeanette Stevenson	Attendance and Welfare Officer	<a href="mailto:attendance@howdenschool.net">attendance@howdenschool.net</a>
Cheryl Roberts	Head of KS3 Progress	<a href="mailto:hs-ks3pastoral@howdenschool.net">hs-ks3pastoral@howdenschool.net</a>
Charlotte Scott	Head of KS4 Progress	<a href="mailto:hs-ks4pastoral@howdenschool.net">hs-ks4pastoral@howdenschool.net</a>
	KS3 Pastoral Manger	<a href="mailto:hs-ks3pastoral@howdenschool.net">hs-ks3pastoral@howdenschool.net</a>
	KS4 Pastoral Manger	<a href="mailto:hs-ks4pastoral@howdenschool.net">hs-ks4pastoral@howdenschool.net</a>
	Education Welfare Officer	
East Riding Attendance information	Website - <a href="#">School attendance</a>	
East Riding School Admissions	Website - <a href="#">School admissions</a> <a href="mailto:schooladmissions@eastriding.gov.uk">schooladmissions@eastriding.gov.uk</a> 01482 392100	

## Appendix B – Abbreviations

SLT – Senior Leadership team

DSL – Designated Safeguarding Lead

SENCO – Special Educational Needs Coordinator

HT/DHT – Headteacher/Deputy Headteacher

AWO – Attendance and Welfare Officer

CPOMS – Child Protection Online Management System

TSM – Targeted Support Meeting

EWO – Education Welfare Officer

## Appendix C - Howden School Absence Procedures





# Attending school every day and being on time gives YOU the BEST CHANCE OF SUCCESS

**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

## EVERYDAY COUNTS



Regular school attendance can facilitate positive peer relationships, which is a **protective factor** for mental health and wellbeing.



In a YEAR



In SCHOOL



HOLIDAYS

Evidence shows that students who **attend** school **regularly** make **better progress** both academically and socially: it is vital for students to achieve their full educational potential.



### Medical appointments

Where possible, book them outside of school hours. The school will require medical evidence sent to [attendance@howdenschool.net](mailto:attendance@howdenschool.net)



### Illness/Absence

**Reported** each day before 8.30am.

Telephone Tel 01430 430448.  
[attendance@howdenschool.net](mailto:attendance@howdenschool.net)  
ARBOR Request Absence on APP



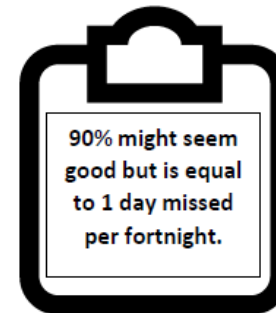
### Family Holidays

There are 175 days in a year when students are not in school



### Absence in exceptional circumstance

Request form can be obtained from the school website or by emailing the attendance team [attendance@howdenschool.net](mailto:attendance@howdenschool.net)



### Attendance and Punctuality



LESS CHANCE OF SUCCESS

SERIOUS IMPACT ON EDUCATION AND REDUCED LIFE CHANCES