



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

Attendance Team	The attendance team plays a crucial role in ensuring that students attend school consistently, supporting both academic performance and overall well-being. • Jeanette Stevenson (Attendance and Welfare Manager) • Claire Forsyth (Attendance administrator) • attendance@howdenschool.net														
Head of Year	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. <table border="1"> <tr> <td>Academic Progress Lead</td><td>Charlotte Scott</td></tr> <tr> <td>Deputy Progress Lead</td><td>Sarah Donaldson</td></tr> <tr> <td>Year 7</td><td>Jo Lewis</td></tr> <tr> <td>Year 8</td><td>Louise Dunn</td></tr> <tr> <td>Year 9</td><td>Debbie Taylor</td></tr> <tr> <td>Year 10</td><td>Donna Markham</td></tr> <tr> <td>Year 11</td><td>Rachael McEwan</td></tr> </table> • hs-ks3pastoral@howdenschool.net • hs-ks4pastoral@howdenschool.net	Academic Progress Lead	Charlotte Scott	Deputy Progress Lead	Sarah Donaldson	Year 7	Jo Lewis	Year 8	Louise Dunn	Year 9	Debbie Taylor	Year 10	Donna Markham	Year 11	Rachael McEwan
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Safeguarding Team	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. • Rachel Southorn (Designated safeguarding Lead) • Jennie Doyle (Deputy safeguarding Lead and Deputy Headteacher for behaviour and attendance)														

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 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.

8.40-9.05	ACE period
9.05-10.05	Period 1
10.05-11.05	Period 2
11.05-11.25	Break
11.25-12.25	Period 3
12.25-13.25	Period 4
13.25-14.00	Lunch
14.00-15.00	Period 5

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 'on site out of site' and mobiles should be switched off and placed in bags
- 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 support their happiness, safety and wellbeing. Through our ACE values, we embed the importance of attendance across our school community and maintain high expectations for attendance and punctuality for all students. Staff are professionally curious and actively promote the benefits of regular attendance for learning, achievement, wellbeing and future opportunities. We recognise that regular attendance fosters a strong sense of belonging, helping students to build positive relationships, feel connected to their peers and staff, develop confidence and actively participate in the wider life of the school. By improving attendance, we aim to improve life chances, broaden horizons, strengthen students' sense of belonging and secure better outcomes for every student. Our approach is underpinned by high expectations, strong relationships, early support and shared responsibility.	We will build on our strong existing partnerships, recognising that improving attendance is a shared responsibility and requires a whole-school and multi-agency approach. In line with <i>Working Together to Improve School Attendance</i>, we will work collaboratively with students, families, the Local Authority and relevant external agencies to identify and understand barriers to attendance, provide appropriate support and promote consistent expectations. We recognise the important relationship between attendance, safeguarding, wellbeing and belonging. Regular attendance enables students to access education, build positive relationships and benefit from the pastoral, safeguarding and wider support available through school. Where barriers to attendance emerge, we will work with families and appropriate services to help students access the support they need and re-engage with education.
3. Continuous improvement and appropriate support	4. Clarity and Consistency

Our attendance policies and practices are evidence-informed and regularly reviewed to ensure they remain effective and responsive to the needs of our students and families. Our graduated approach uses attendance data, patterns of absence and individual circumstances to identify concerns early, understand barriers and provide the right support at the right time. Attendance thresholds help guide our response but do not replace professional judgement or consideration of the individual child. Our actions will always be child-centred, supportive and proportionate, with support reviewed and adapted as needs change.	<i>Working Together to Improve School Attendance</i> provides the statutory foundation for our approach, alongside relevant evidence and research-informed practice. We will ensure that expectations, procedures and responsibilities are clear, understood and applied consistently across the school. Communication with students and families will be timely, accessible and consistent, ensuring that families understand both our high expectations for attendance and the support available to help achieve them. A consistent whole-school approach ensures that attendance is understood as everyone's business, while individual circumstances are considered and responses remain appropriate and proportionate.
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When attendance becomes a concern

We recognise that attendance is individual. A percentage alone does not always explain what is happening for a child.

We therefore look at patterns of absence as well as overall attendance and consider each student's individual circumstances.

Where concerns emerge, we will seek to:

1. **Notice** – identify changes and patterns in attendance early.
2. **Listen** – hear the views of the student and their family.
3. **Understand** – identify the barriers affecting attendance.
4. **Support** – agree practical actions and appropriate support.
5. **Review** – consider what is improving and what may need to change.
6. **Escalate where necessary** – use formal attendance procedures where support has not resulted in improvement, has not been engaged with, or where formal intervention is otherwise appropriate.

This means families should understand both **the support available and the expectations that remain**. Please refer to Page 9

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.

Verbal Recognition	
Communication	FULL HOUSE 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
	Focussed 5 The “ Focussed 5 ” is awarded to students that are on time and receive no behaviour incidents during period 5
	ACE Period Within the tutor period attendance is regularly discussed around three main focusses. • Understanding the importance • Safety / Well being • Sense of belonging Students are given attendance engagement points for each lesson
Rewards and Certificates	
Weekly/Half Termly	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 daily, weekly, half termly 100% attendance. We will also reward students for improved attendance. • Learner engagement points are rewarded for each lesson • Weekly/Half termly ARBOR communication to parents for most improved or 100% attendance • Weekly/Half termly individual and whole school rewards

Lateness and punctuality

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

Lateness	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. • Late to School will result in a sanction
Punctuality	Students’ punctuality is monitored daily, lesson by lesson. Students will receive a sanction for the following • ACE punctuality • Lesson punctuality
Truancy	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 - Graduated Attendance Response

Aligned to Working Together to Improve School Attendance - July 2026

EXPECT → MONITOR → LISTEN & UNDERSTAND → FACILITATE SUPPORT → FORMALISE SUPPORT → ENFORCE

Attendance percentages are indicators within Howden's graduated response and do not operate as automatic thresholds. The school will consider patterns of absence, individual circumstances, identified barriers, **students** and family engagement, safeguarding concerns and the impact of support when determining the appropriate response. Support may be offered at any stage regardless of a student's overall attendance percentage.

Stage	WTTISA principle	Indicative level / trigger	Provision and support	Assessment, recording & monitoring	Oversight R – Review A – Accountable C – Consulted I – Informed
1 Universal Support	EXPECT & MONITOR	All students Typically, 96-100%	• High expectations and positive culture • Excellent curriculum; safe, welcoming routines • ACE/tutor work: importance, safety/wellbeing and belonging • Positive relationships and clear family communication • Recognition of good and improving attendance	• Daily registration • Whole-school and cohort monitoring • Punctuality and absence patterns • Movement between attendance bands	Attendance is everyone's business.
2 Early Support	MONITOR → LISTEN & UNDERSTAND	Emerging concern Typically, 94-95%; rapid decline, patterns of absence/lateness, or pupil/family concern	• Early relational contact with family • Student voice and pastoral/tutor check-in • Understand barriers and agree initial actions • Consider SEND, safeguarding, wellbeing and family circumstances	• Arbor/CPOMS as appropriate • Pattern analysis • Review attendance and impact of agreed actions	R - AWM/Year Team A - SLT Attendance Lead C - DSL/SENCO as required I - Tutor/teachers
3 Facilitate Support	LISTEN & UNDERSTAND → FACILITATE SUPPORT	Typically, 90-93%; concerns persist; family requests support; significant barrier identified	• Problem-solving meeting • Voluntary Attendance Action / Whole-Family Plan • Targeted pastoral/SEND support and reasonable adjustments where appropriate • Family Help/external agency support • Home visit or reintegration support where appropriate	• CPOMS • Family/agency meetings • Agreed actions, responsibilities and review dates recorded	R - SLT Attendance Lead/AWM A - SLT Attendance Lead/ HT C - DSL/SENCO/EWO/agencies I - HOY/Tutor/Curriculum Leads
4 Formalise Support	FORMALISE SUPPORT	Absence persists despite appropriate voluntary support; support is not achieving sufficient improvement or is not being engaged with	• Explain concerns and consequences clearly • Formal Attendance Action / Whole-Family Plan • Attendance Contract • Consider Education Supervision Order • Consider Notice to Improve where appropriate • Targeted support continues	• Formal chronology of support, engagement, barriers, actions, reviews and outcomes • TSM/EWO involvement	R - SLT Attendance Lead/AWM A - SLT Attendance Lead/ HT C - EWO/DSL/SENCO/LA I - HOY/Tutor/Curriculum Leads
5 Statutory Intervention	ENFORCE	Support/formalisation has not secured improvement, is not engaged with, or enforcement is otherwise appropriate; statutory criteria met	• Notice to Improve where required/appropriate • Penalty Notice in line with National Framework and LA Code of Conduct • Education Supervision Order where appropriate • Prosecution as a last resort • Appropriate support continues alongside enforcement	• Evidence chronology and attendance records • Support offered and engagement • Contracts/plans and reviews • LA/EWO consultation and statutory documentation	R - SLT Attendance Lead/AWM/EWO A - HT/LA as applicable C - DSL/SENCO/relevant agencies I - HOY/Tutor/Curriculum Leads

Formalisation checkpoint

Support may move from voluntary to formalised where absence continues despite appropriate support being offered, agreed actions are not resulting in sufficient improvement, support is not being engaged with, or the level/pattern of absence requires a more formal response. Decisions will consider the individual circumstances of the child and family, the barriers identified, support already provided and engagement with that support, rather than attendance percentage alone.

Important: Formal measures are not an automatic sequential ladder. The appropriate response will depend on individual circumstances, statutory requirements and the Local Authority Code of Conduct. Safeguarding or support responses such as Family Help, health services, reintegration planning and welfare checks should be recorded as support/safeguarding activity rather than enforcement measures

Appendix A – School Contacts

Name	Role	Email
Jennie Doyle	Deputy Headteacher SLT Attendance Lead	jdoyle@howdenschool.net
Sarah Rennicks	Assistant Head teacher of Inclusion	srennicks@howdenschool.net
Rachel Southorn	Designated Safeguarding Lead	rsouthorn@howdenschool.net
Jeanette Stevenson	Attendance and Welfare Manager	attendance@howdenschool.net
Charlotte Scott	Academic Progress Lead	hs-ks3pastoral@howdenschool.net hs-ks4pastoral@howdenschool.net
Rebecca Laws	Education Welfare Officer	
East Riding Attendance information	Website - School attendance	
East Riding School Admissions	Website - School admissions schooladmissions@eastriding.gov.uk 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



Illness/Absence

Reported each day before 8.30am.

Telephone Tel 01430 430448.
attendance@howdenschool.net
ARBOR Request Absence on APP



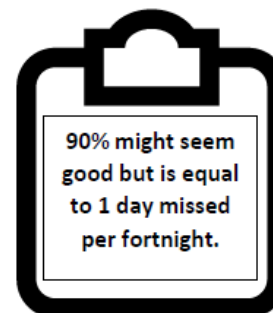
Family Holidays

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



Attendance and Punctuality

