



## **Telford Court**

### **Attendance Policy**

**2026-2027**

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### **Appendix A: Attendance Culture Pyramid**

## 1. Policy Compliance Statement

This Attendance Policy supports The Greenhouse's commitment to regular attendance, wellbeing, and learner engagement. As a small provision, staff maintain close relationships with students and carers, allowing daily monitoring and prompt responses to concerns.

The Greenhouse recognises that some students may join the provision with histories of disrupted education or periods of non-attendance. The policy therefore focuses on re-engagement with education, individual progress, and sustained improvement in attendance over time.

This policy aligns with Key 2026 Regulatory Framework:

- Education Act 1996
- Education and Inspections Act 2006
- School Attendance (Pupil Registration) Regulations 2024
- Working Together to Improve School Attendance 2024

## 2. Policy Aims

- Promote a culture where attendance and punctuality are valued
- Support students to maintain regular school attendance
- Support re-engagement with education for students with disrupted attendance histories
- Identify concerns early
- Work collaboratively with parents/carers and relevant professionals
- Maintain accurate attendance records

## 3. Attendance, Wellbeing & Engagement

Attendance is closely linked to wellbeing, engagement, and a sense of belonging.

The Greenhouse promotes attendance through a culture built on:

1. Safety and belonging
2. Engagement in learning
3. Monitoring and early support
4. Re-engagement and progress

➤ **See Appendix A: Attendance Culture Pyramid**

Staff prioritise building trust, emotional safety, and positive relationships to support consistent attendance. As a trauma-informed provision we focus on support rather than punishment.

Typical support approaches include:

- Phased returns
- Flexible timetables
- Safe spaces
- Wellbeing or counselling support
- Collaboration with parents/carers and external services

#### 4. Roles & Responsibilities

<b>Role</b>	<b>Responsibility</b>
Headteacher	Monitor attendance, ensure compliance, address concerns
Attendance Administrator	Complete registers and report issues to the Headteacher
Staff	Promptly notify the Attendance Administrator of any student who is absent from lessons, arrives late, or leaves school after the register has closed
Parents/Carers	Promote good attendance by encouraging a consistent sleep routine that supports regular school attendance. Make attending school the expectation and ensure the school is informed of any absences.
Students	Attend school, arrive on time, engage fully

## **5. Registration Procedures**

Due to students being on reduced and flexible timetables, registers are completed at the end of the morning and afternoon sessions using the Department for Education's national attendance codes.

### **Morning Registration**

- The register opens at the start of each session,
- The register closes 30 minutes after the start of the session.

### **Afternoon Registration**

- The register opens at the start of each session,
- The register closes 30 minutes after the start of the session.

### **Late arrivals**

Students arriving after the register opens but before it closes will be recorded as:

- L – Late (before register closes)
- Pupils arriving after the register has closed will be recorded as:  
U – Late after the register has closed (unauthorised absence) unless a valid reason is provided.

### **Daily Attendance Procedure**

- Between 9-9.30am, the Attendance Administrator calls all students' homes who are due in, for a verbal handover and a reminder of sessions planned for the day.
- The Attendance Administrator monitors attendance at the start of each teaching session and contacts carers for details of any unexplained absences.
- Morning registers are completed by 12.30pm.
- Afternoon registers are completed by 4.30pm.

### **Register Security**

School registers are legal records and therefore must:

- Be completed accurately and promptly by the Attendance Administrator.
- Be supported by information provided by teaching and support staff.
- Be stored securely within the school's internal SharePoint.
- Be retained in accordance with statutory record-keeping requirements.

## 6. Types of Absence and Attendance Codes

### School Attendance Codes (England)

#### 1. Present at School

Code	Description	Attendance Status
/	Present at school (AM session)	Present
\	Present at school (PM session)	Present
L	Late but present before register closes	Present

#### 2. Present at Approved Educational Activity

Code	Description	Attendance Status
B	Off-site educational activity approved by the school (e.g., Alternative Provision)	Present
D	Dual registered at another school or provision	Present
J	Interview (e.g., college or job interview)	Present
P	Approved sporting activity	Present
V	Educational visit or trip	Present
W	Work experience placement	Present
K	Education arranged by the local authority	Present

#### 3. Authorised Absence

Code	Description	Attendance Status
C	Authorised leave of absence (exceptional circumstances)	Authorised absence
E	Excluded (suspension or permanent exclusion)	Authorised absence
H	Authorised holiday	Authorised absence
I	Illness	Authorised absence
M	Medical or dental appointment	Authorised absence

<b>Code</b>	<b>Description</b>	<b>Attendance Status</b>
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
X	Non-compulsory school age absence	Authorised absence

#### **4. Unauthorised Absence**

<b>Code</b>	<b>Description</b>	<b>Attendance Status</b>
G	Holiday not authorised by the school	Unauthorised absence
N	Reason for absence not yet provided	Unauthorised absence (until explained)
O	Unauthorised absence	Unauthorised absence
U	Late after register closed	Unauthorised absence

#### **5. Administrative Codes**

<b>Code</b>	<b>Description</b>	<b>Attendance Status</b>
Z	Pupil not yet on admission register	Administrative
#	School closed to pupils	Administrative
Y	Unable to attend due to exceptional circumstances	Administrative

## **7. Monitoring and Reporting Attendance**

Attendance is monitored daily by the Headteacher.

Monitoring includes:

- Identifying patterns or repeated absence
- Early discussion with parents/carers where concerns arise
- Consideration of wellbeing or emotional factors affecting attendance
- Tracking improvement in attendance over time

Where students have experienced extended absence prior to admission, the school may monitor progress from individual baseline attendance levels alongside overall attendance percentages.

This approach ensures that monitoring reflects both safeguarding responsibilities and realistic expectations for students re-engaging with education.

### **School year and sessions**

We are open for:

- 190 school days per year (+5 INSET days)
- 380 sessions (half days)

Students attending The Greenhouse are able to access up to 18 hours of education per week. All timetables are person-centred and developed in response to the individual needs, wellbeing, and circumstances of each student.

In order to support engagement and remove barriers to learning, some students may initially follow a reduced or flexible timetable. This may include adjustments to the time of day students attend, for example afternoon sessions for students experiencing sleep difficulties or other wellbeing needs. The number of hours allocated therefore varies according to individual circumstances and is reviewed regularly to ensure the timetable remains appropriate and supportive.

Attendance is recorded for each scheduled session and is monitored closely by staff to identify patterns, barriers to engagement, or students who may require additional support. Attendance data is used as part of the provision's pastoral and safeguarding oversight.

Students' timetables are reviewed in line with their engagement and attendance levels. Where a student is consistently attending 80% or more of their personalised timetable, their hours may be gradually increased in order to support progression towards a fuller programme of education. Where attendance falls below this level, timetables may be temporarily reduced while targeted support is implemented by the Transition and Intervention Practitioner to address barriers and improve engagement.

### **Reporting to Parents and Carers**

Attendance is reported to parents and carers through termly school reports or sooner where concerns arise.

### **Reporting to School Proprietor and Directors**

Attendance is reported to The Greenhouse Directors through termly school Attendance and Engagement Reports created by the Headteacher.

### **Reporting to Virtual Schools and Local Authorities**

For students supported by Virtual Schools, attendance is recorded through both the Local Authority (LA) system and the school's internal system. Accurate attendance records are maintained at all times, and relevant attendance information is shared when requested. Persistent absence is reported to the appropriate authorities, and the Designated CLA Teacher participates in termly PEP review meetings where attendance is a key element of the student's support plan.

## **8. Attendance & Safeguarding**

Attendance forms an important part of the school's safeguarding arrangements.

Persistent or unexplained absences may indicate that a student requires additional support.

Where concerns arise:

- Attendance will be reviewed by the Headteacher and a support plan will be put in place
- Concerns will be shared with the Designated Safeguarding Lead where appropriate
- Further safeguarding procedures may be followed where necessary

### **Missing Pupils Escalation Procedure**

Where a student is absent and contact with a parent or carer cannot be established, or where the reason for absence raises concern, the following escalation procedure must be followed:

- Step 1 – Within 30 minutes of session start: The Attendance Administrator contacts all known numbers for the student's parent/carer and leaves a message if there is no answer.
- Step 2 – If no response within 1 hour: The Attendance Administrator informs the Headteacher and attempts to contact any emergency contacts on the student's record.

- Step 3 – If the student is a Child Looked After (CLA) or is subject to a Child Protection or Child in Need plan: The Designated Safeguarding Lead (DSL) is notified immediately and the relevant Virtual School or social worker is contacted without delay.
- Step 4 – If contact remains unestablished and welfare concern cannot be ruled out: The DSL follows the school’s safeguarding procedures, which may include a home visit, referral to Children’s Services, or contacting the police.

All attempts to make contact must be documented in the student’s record, including the time, method, and outcome of each attempt. The Attendance Administrator must update the register with the appropriate code once the reason for absence is confirmed.

## 9. Policy Review

This policy will be reviewed annually by the Headteacher and approved by The Business Director.

It may also be updated in response to:

- Changes in legislation
- Changes in school practice

## 10. Related Policies

This policy must be read in conjunction with the following related policies:

- Safeguarding and Child Protection Policy
- SEND Policy
- UK GDPR Policy and Procedure

**This policy has been written by Fiona Conde (Headteacher) and approved by Jonathon Simpson (Business Director).**

*Jonathon Simpson*

**Approval Date: June 2026**

**Review Date: June 2027**

**Appendix A: Attendance Culture Pyramid**



**ATTENDANCE CULTURE PYRAMID**



**RE-ENGAGEMENT & PROGRESS**

Mentoring • Personal Plans • Celebrate Success



**MONITORING & EARLY SUPPORT**

Attendance Tracking • Tutor Check-ins • Early Conversations



**ENGAGEMENT IN LEARNING**

Relevant Lessons • Student Voice • Future Pathways



**SAFETY & BELONGING**

Respect • Inclusion • Positive Relationships

**BE HERE • BE ENGAGED • ACHIEVE**