



Myton School

Attendance Policy

2025/26

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Person responsible for overseeing the implementation: CEO and Director of Safeguarding

Chair of Trustees signature: *C. L. Chevassut*

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Statement of Intent

At Myton, our Vision is to equip students for lifelong success. We do this through our core principles of:

- Developing self-assured learners
- Removing Barriers
- Working together
- Investing in futures

We guide students to CARE, so all students can achieve lifelong success by being:

- Community Minded: always thinking of others
- Aspirational: having high standards for themselves, their futures, and for those around them
- Respectful: of themselves, their peers and their community
- Engaged: in their learning and the world around them

1. Policy statement

Philosophy

At Myton School, we believe that regular attendance is essential to students' academic success, personal growth and long-term prospects. As an inclusive community, we strive to create a strong sense of belonging where every child feels safe, valued and supported to attend every day. Our commitment to safeguarding, evidence-informed practice and shared responsibility underpins our approach, ensuring that all students can fully access high-quality education. We promote and celebrate excellent attendance because high attainment relies on it—and because every student deserves the opportunity to thrive and take full advantage of the educational opportunities available to them.

Objectives:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Build strong relationships with pupils and families, using the ATTEND framework to identify barriers to attendance and working together to remove them.
- Have a clear school attendance policy which all staff, students and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify students or cohorts that require support with their attendance and put effective strategies in place.

- Share information and work collaboratively with other schools in the area, local authorities and other partners such as Warwickshire Attendance Service when absence is at risk of becoming persistent or severe.
- Be proactive in identifying and supporting I or M pupils whose attendance may be affected by mental or physical ill health, special educational needs or disabilities, ensuring they receive timely and tailored support.

2. **Definitions**

In this policy there are some key definitions which will be used, we have referenced the meaning of these terms below for ease of understanding:

Persistent Absence - Where a student's attendance figure reaches 90% or below, they are deemed as 'persistently absent' from school.

Severe Absence - Where a student is absent from school more than they are present, therefore with an attendance figure of 50% or below, they are deemed as 'severely absent'.

Parents - For the purpose of this policy a parent means; All parents, whether they are married or not, any person who has parental responsibility for a child or young person and any person who has care of a child or young person (i.e. lives with and looks after the child).

Vulnerable students - For the purpose of this policy vulnerable students are those who;

Have a social worker or previously had a social worker;

Is a Child in Care or Previously in Care

Are Children with an Educational health care plan;

Are Children who are severely absent (their attendance in school is 50% or below).

Students who are classified as Pupil Premium or FSM6.

Co-vulnerabilities -refer to situations where a student faces multiple, overlapping factors that increase their risk of poor educational outcomes—such as special educational needs, social care involvement, mental or physical health needs, or socio-economic disadvantage.

Pupil Premium- Additional funding provided to state-funded schools in England to improve educational outcomes for disadvantaged pupils.

FSM6- Free School Meal eligibility refers to whether a student qualifies to receive free school meals based on their household's income or benefit status. An FSM6 pupil is a child who has been eligible for free school meals at any point in the past six years, based on recorded eligibility in school census data.

3. Statutory/Legal Guidance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school¹.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Education (Pupil Registration) (England) Regulations 2006 was amended by Education (Pupil Registration) (England) Regulations in 2013 only allowing Head Teachers to authorise leave of absence (for any purpose) in **exceptional circumstances. Holiday requests will not be granted.** Please see further details on page 12-13.

There are many factors which can impact on a child attending school:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

¹ The education Act 1996, part 1, section 7. Additional legal requirements may be found in *The Education [Pupil Registration] (England) Regulations 2006*.

Engagement, Motivation, and Academic Challenges:

A lack of engagement with school activities or difficulty seeing the relevance of the curriculum—combined with academic struggles or feeling overwhelmed by coursework—can reduce motivation and lead pupils to avoid attending school.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Bullying, Safety and Peer Influences:

Experiences of bullying, harassment or safety concerns along with peer pressure or social influences can discourage students from attending school. They may fear for their well-being or feel drawn to align with peers who avoid school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

If any of these are areas of concern, please use the following contact details to work with the school in supporting this:

4. Key Staff and Contacts

School-based contacts

Role	Contact Details
Headteacher	Liz Curtis (Interim Headteacher)
Designated Safeguarding Lead	Alice Grant
Attendance Champion (Senior Leader)	Yasmin Zahran
Attendance and Data Manager	Tara Adams
Attendance Officer	Aimee Durden
School Absence reporting line	01926 493805
Nominated Attendance link Governor	Mike Oldridge
All of the above can be contacted via the School office on 01926 493805	

Other useful contacts

Agency / Contact	Contact Details
Ranjit Samra-CEO Stowe Valley Multi-Academy Trust	01926 812560 Ranjit.Samra@stowevalley.com
Samantha Godfrey-Director of Safeguarding Stowe Valley Multi-Academy Trust	01926 812560 Godfrey.s@stowevalley.com
Assistant Headteacher SENDco	akram.s@myton.co.uk
Warwickshire Attendance Service	01926 476600
Access to Education team	01926 736323
Children's Social Care – Family Connect Warwickshire County Council	01926 414144

4.1 Responsibilities

The Local Governing Board and Trust Board take an active role in attendance improvement by:

- Supporting the school to prioritise attendance and work together with leaders to set whole school cultures.
- Ensuring school leaders fulfil expectations and statutory duties.
- Ensuring school staff receive training on school attendance.
- Regularly reviewing attendance data and helping school leaders focus support on the students who need it particularly those with co-vulnerabilities.

School Attendance Team will:

- Have a clear school attendance policy on the school website which all staff, students and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.

- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up explained and unexplained absence.
- Have a dedicated Senior Attendance Champion with overall responsibility for championing and improving attendance.
- Proactively use data to identify students at risk of poor attendance and work with them and their parents to address underlying causes, removing in-school barriers and providing targeted support where absence becomes persistent.
- Signpost and support access to required services or interventions when specific attendance barriers are identified and actively participate in multi-agency work with the Local Authority and other partners to support the student.
- Hold formal conversations with parents where engagement is limited, outlining the potential need for legal intervention and work with the Warwickshire Attendance Service on legal processes when support is ineffective or inappropriate.
- Escalating concerns to statutory children's social care and intensifying support where safeguarding issues are identified.
- Work with other schools in the local area and the Local Authority to share effective practice where there are common barriers to attendance.
- Co-ordinate closely with pastoral teams to provide any necessary support or adjustments—including individual healthcare plans and access to EHCP provision, making timely referrals to wider services and external partners for students with SEND or medical needs.
- If a student receives a suspension, this will be coded as an authorised absence.

Parents/Families will:

- Parents/Families should support the school by avoiding non-emergency medical/dental appointments for their child during school time. Where this is not possible, the student should only be out of school for the minimum amount of time necessary for the appointment and return to school.
- Parents/Families DO NOT have an automatic right to take their child out of the school for a holiday or any other period of extended leave during term time.
- Parents/Families should contact the school by 8.30am on each day their child is absent and where possible, indicate day of return. Parents/Families should respond promptly to absence texts received as this is a safeguarding concern and could trigger a home visit.
- All unexplained absences will be investigated by the Attendance and Pastoral Teams and Parents/Families will be kept informed about any attendance concerns

- Parents/families should communicate early with the pastoral and attendance teams about any barriers or concerns to prevent absenteeism and attend meetings to work with the school in addressing attendance issues.
 - The Attendance team may request correspondence that detail medical appointments made during the school day.

Students will:

- Students are expected to arrive to school site no later than 8.35am
- We expect students to show resilience by attending school regularly and aiming for 0 days of absence, while recognising occasional illness; as a guide, students should aim to miss no more than 3 days per year.
- We encourage students to communicate with parents/families, Tutor, Head of Year or a key adult if there is an issue that is making them not want to come to school so that the school can provide support and advice.
- Students are expected to remain in the school all day and will not be allowed to leave the school site without parental permissions.
- Truancy, whether on or off site, is taken seriously and parents/families will be informed at the earliest opportunity with appropriate sanctions followed up in line with the behaviour policy.
- Suspension from attending school is counted as an authorised absence.

Recording Absence and Attendance:

When marking our registers, we will apply the national codes as outlined and regulated by the Department of Education guidance to accurately record and report attendance.

5. Safeguarding

Knowing where children are during the school day is a vital safeguarding duty, as absence can signal abuse, neglect, exploitation or other risks. Keeping Children Safe in Education (2025) highlights that persistently or severely absent children are particularly vulnerable. We therefore monitor attendance closely and act promptly on any concerns.

We follow up all absences with parents/carers and require at least two up-to-date contact numbers which must be updated as soon as they change. Myton School recognises that authorising absence inappropriately can be as harmful as unauthorised absence, as it may suggest that any reason for non-attendance is acceptable and can increase a child's vulnerability. We will challenge the reasons for absence, encourage

families to keep time off to a minimum and may request evidence such as medical confirmation, before authorising an absence. The decision to authorise always rests with the school.

To maintain accurate attendance records and ensure the safety of all students, any student arriving late to school must report to Reception and sign in before attending lessons. Some students require additional supervision when arriving or leaving the site and staff will take immediate action if a student arrives without following signing-in procedures. The main vehicle gate is supervised to prevent students entering or leaving the site unsafely, with staff monitoring access throughout the day. Sixth Form students are permitted to leave the site only at lunchtime or at the end of the school day when supervision is in place. These arrangements support site security and safeguarding and the school appreciates parents' cooperation in reinforcing these expectations.

5.2 Children missing education and Children absent from education

In response to the guidance in Keeping Children Safe in Education leaders have ensured that:

1. Staff understand what to do when children do not attend regularly, causing the child to be 'absent from education'.
2. Appropriate policies, procedures and responses for students who go missing from education or are absent from education (especially on repeat occasions) are in place.
3. Staff know that travelling to conflict zones could be an indicator of FGM and forced marriage.
4. Procedures are in place to ensure that we always inform the local authority when we plan to take students off-roll or when they:
 - a. leave the school to be home educated
 - b. move away from the school location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or are permanently excluded

We will ensure that students who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a student leaves, we will record the name of the student's new School and their expected start date.

Staff will monitor unauthorised absence and take appropriate action including notifying the Local Authority, particularly where children are missing from education, are absent on repeated occasions and/or are absent for periods during the school day.

Myton School is required to inform the local authority where a pupil is absent for **10 days and the reasons are not known and/or coded as unauthorised** (G, N, O, and/or U).

5.3 Vulnerable Students

Myton School routinely monitors the attendance of vulnerable students. If we have concerns about students, we work closely with outside agencies to ensure parents understand the importance of good attendance and attendance procedures. There are a number of ways we may² monitor the attendance of vulnerable students in addition to the universal daily process of monitoring attendance for all:

- a. Red List - Vulnerable students are included on the school internal 'Red List', the attendance of these students is monitored on a lesson-by-lesson basis and absences are reported to the pastoral and safeguarding teams to ensure the students are located and that contact is made with parents/carers as needed.
- b. Daily school contact from the attendance team to parents/carers (and any external professionals such as social workers) for absences of vulnerable students or those at risk of persistent or severe absence.
- c. Dual Registration – Myton School maintains its responsibility to ensure that students who are dual registered are attending each day and progressing with their education.
- d. SEND – Students who have special education needs or disabilities who are poor attenders are monitored. At regular meetings, attendance is discussed and tracked and interventions are put into place by senior leaders.
- e. Severely absent students are allocated an attendance caseworker who ensures weekly contact is made with the student and family to remove barriers to attendance, with all actions recorded and monitored for impact.
- f. Senior Leaders linked to each year group check vulnerable students' morning attendance with Heads of Year and tutors, then report absence or concerns to the Pastoral Lead for follow-up calls and check-ins.

6. Day to Day Attendance Procedures

6.1 Registers

Registers are taken every lesson of the school day on BromCom within the first 10 minutes of the lesson. Non-attendance is identified each morning and afternoon as well as within every lesson through N code reporting.

² The way in which we monitor a vulnerable student will be on a case by case basis and these decisions are regularly reviewed between the attendance, safeguarding and pastoral teams in school.

6.2 Absence

Parents are required to contact the school as soon as possible to inform us if a child is to be absent or late on **EACH** day that the child is eligible to attend. Students are late if they are not in their first session by 8.40am

This can be done via:

1. **Using MCAS App** (Email parents@myton.co.uk if you require access to this app)
2. **Emailing** attendance@myton.co.uk
3. **Telephoning** 01926 493805 – press (1) for attendance

6.3 Punctuality

Punctuality is essential for safeguarding, learning and the smooth running of the school day. Arriving on time ensures students access the full curriculum, reduces disruption to teaching and helps establish strong routines that support long-term attainment and wellbeing. DfE guidance emphasises that good attendance and punctuality are key foundations of a calm, orderly and supportive school environment where pupils are ready to learn.

The pastoral and attendance teams will monitor lateness and punctuality using the following processes:

Emails, MCAS notifications, detentions, parental meetings, punctuality reports.

6.4 Explained Absence

Where parents are phoning in daily to report student absence the school will follow an 'Explained absence process'. At Myton School our explained absence process is:

Day 1-Record absence and reason

Day 2-Text/Phone call

Day 3- We miss you email

Day 5-Phone call to discuss ongoing absence

Day 6-Home visit

An explanation from a student's parent does not mean an absence becomes authorised. The decision whether or not to authorise an absence will always rest with the school.

If a student has an explained absence **from school for more than 5 consecutive days**, on the 6th day, the absence will automatically be unauthorised and the school

will arrange a meeting that day (or as close as possible) with parents to discuss the reason for absence and support them in overcoming any barriers to attendance.

A Connect Visit may also be conducted on the 6th day of an explained absence in order to ensure our safeguarding duties are fulfilled, where applicable medical evidence for an ongoing absence **may** be requested. Where there is long term explained absence the school will still continue to keep contact with the child through various means, such as Connect Visits, online meetings or through an external professionals. This will ensure the school can maintain their duty to safeguard and promote welfare of all children within the school and ensure the child has the relevant people working with them and the family.

6.5 Unexplained Absence

In the morning if the child has not arrived in school and we have not been informed of a reason the following actions will be taken;

- On the first day of absence an email will be sent to the parent/carers and/or a call will be made if no appropriate response is received
- A home visit will be completed on the 3rd day of the unexplained absence.

The DSL notifies Children’s Social Care if a child with a child protection plan is absent for more than two consecutive days without explanation.

The school will continue to make all reasonable steps to see the absent child and gather a reasonable absence. This may include working with relevant external agencies in the best interest of the child.

Daily Connect visits

If a student does not arrive at school in the morning, the attendance and pastoral teams will contact parents/carers to offer support in helping the student attend. With parental consent, Myton staff may visit the home between 11:00 and 11:30am to assist the student in returning to school by collecting them. If there is no response, staff—working alongside the pastoral team—may conduct a connect visit to explore and address any barriers to attendance, where appropriate.

7. Leave of Absence

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations:

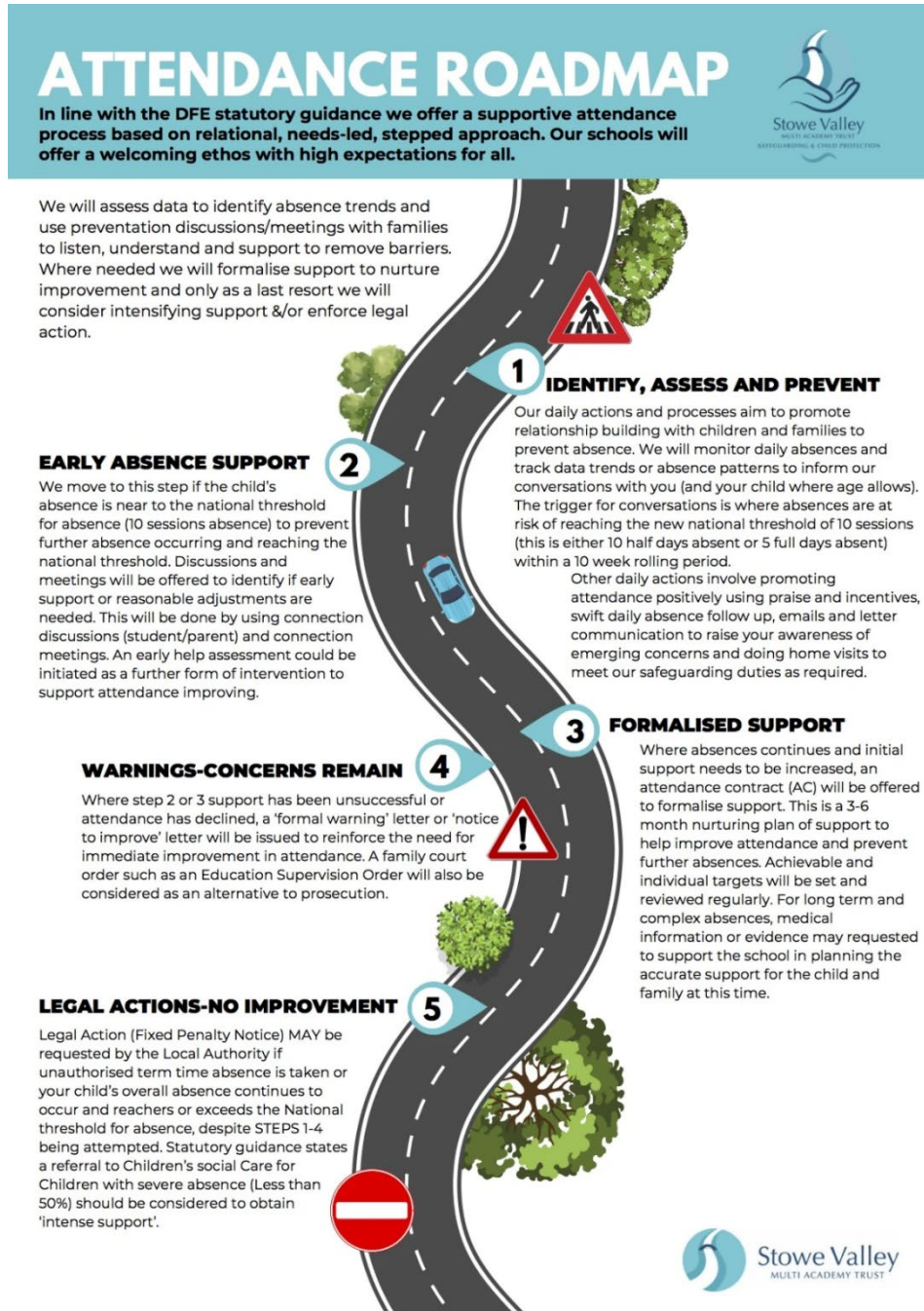
- A leave of absence may only be granted at the school's discretion by an authorised person and can only be considered when the application is made by the resident parent, the parent with whom the child normally lives.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
- Each request for leave of absence is considered individually, taking into account the specific circumstances and background; holidays or absences for leisure generally do not meet the threshold for exceptional circumstances. Where leave is approved, the school will decide the number of days the pupil may be absent.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.
- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

8. Attendance Intervention

In line with the DfE statutory guidance we offer a supportive attendance process, which we also refer to as connection, based on a relational, needs led, stepped approach utilising the Warwickshire Attend Framework. Our school offers a welcoming ethos with high expectations for all. We will assess data to identify absence trends and use preventative meetings/discussions with families to listen, understand, support and remove barriers. Where needed we will formalise support to nurture improvement with strategies such as attendance contracts and staged

letters. As a last resort we will consider intensifying support through Warwickshire Attendance Service and/or enforce legal sanctions.

Please see below examples of our attendance roadmap and attendance support procedures.



NB: This roadmap and flowchart is a guide and each case will be assessed and reviewed depending on each student's individual needs and which interventions will be most effective in supporting them to improve or maintain positive attendance. Early intervention will be sought so students can be supported meeting their attendance

targets. The nature of student absence is crucial when applying this approach and individual circumstances will be considered.

8.1 Attendance Incentives

Myton School promotes and incentivises good attendance on a continual cycle throughout the school year as we know it is vital to celebrate attendance on a regular basis. Examples of the way Myton School promotes good attendance includes:

- Messages to parents and students on the school website and newsletter.
- Praise postcards sent home for improved attendance.
- Assemblies celebrating individual, tutor or year group attendance.
- The Myton Loyalty Card with rewards, when target days are completed for pupils who are struggling with attendance.
- Automated achievement point for punctual attendance to form time daily.
- Afternoon tea with the Headteacher for 100% attendance.
- Prizes given to individuals, tutor groups or houses based on attendance. This is not based solely on the highest attendance, but may include the most improved attendance over a set period of time. Our key focus is on recognition of effort.
- Reward afternoons such as 'pizza party'.
- Stickers, stamps, postcards or other forms of recognition for excellent or improved attendance.