



**S T A F F O R D**

14-19 Partnership

# Attendance Policy

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Date: 27/11/2025

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## **CHANGE CONTROL**

Date	Issue	Details of Change
	1.0	Initial Approved Version Controlled Document
24.10.19	1.1	Changed logo and dates.
09.01.20	1.2	Replaced flow chart with intervention scenarios
03.05.2023	1.3	Changed attendance % in line with Learner Agreement and scenario 2 wording.
13.11.2025	1.4	Reduced register time from 20mins to 10mins. Update attendance expectation to 95% throughout.

# Attendance Policy

## Rationale

This attendance policy has been drawn up to clarify expectations of students in post-16 education within the Stafford 14-19 Partnership sixth forms.

Attendance is a safeguarding concern. High levels of attendance and excellent punctuality are both characteristics of students who achieve above or in-line with their potential. Research shows poor attendance and punctuality has a serious detrimental effect on outcomes. Attendance falling below 95% has been shown to result in an average reduction of one grade at A-Level per subject and increases to two grades when attendance falls below 90%.

For our students to take full advantage of the educational opportunities offered, it is vital students are at school, on time, every day the school is open, unless the reason for the absence is unavoidable. The routines students develop around attendance and punctuality within the sixth form are the same as the expectations of any future employer in the world of work. Attendance records are always requested on references. High attainment, confidence with peers and staff and future aspirations depend on good attendance.

As part of the student agreement for the Stafford Schools Sixth Form:

- It is an expectation that all Sixth Form students maintain a cumulative rate of attendance at 95% or above.
- Students are expected to attend tutorial and all timetabled lessons including enrichment.
- Students are expected to use their study periods to work independently either in the Sixth Form Study Centre, the Library (if not in use for lessons), or in departmental areas with the agreement of the Head of Subject. It is to be noted that these areas are work areas, not social areas.

## Promoting Good Attendance

The foundation for good attendance is a strong partnership between the school, parents, and the student. To support this focus we:

- Provide information about the importance of excellent attendance
- Report to parents and carers on how a student is performing in school and if their attendance rate is acceptable
- Celebrate good attendance and reward good or improving attendance
- Set individual attendance targets for students to help them focus on improving their attendance.

The pastoral teams in all the Partnership schools work alongside tutors and teachers to support students in achieving excellent attendance, and consistently monitor students' attendance and punctuality. If attendance falls below the expected levels, colleagues work with the young person and their family to help this improve (see Attendance Intervention Scenarios below).

A range of strategies are deployed to support improvements in attendance and include:

- Expectations of phone calls on the morning of any absences to the student's base school and any other providers with whom they have lessons that day
- First day absent calls to parents from students' base schools

- Communication between providers when students are absent from lessons
- In school support from pastoral teams
- Communication with parents/carers of students whose attendance is causing any concern.

## **Attendance Intervention Scenarios**

### **Scenario 1**

- Attendance concerns in 1 subject (Missed 2 Quads, triples or doubles, or the same single in a half term).
- Teacher to contact parent and notify tutor or head of sixth form.
- Students are then given 4 weeks to improve and catch up on work that has been missed.
- If improvements are made, then just further monitoring is required.
- If there is no improvement or attendance becomes worse, then further sanctions are imposed as a faculty, or through the tutor/head of sixth. (Likely to be compulsory catch up after school and in independent study periods, before then entering a contract for full time attendance) If this is faculty based sanction, tutors and the heads of sixth must be kept informed.

### **Scenario 2**

- Overall attendance drops below 95%
- Tutors/head of sixth speak to students and contact parents via a letter/phone call reminding them of the importance of attendance and the partnerships policy regarding attendance.
- Students are then given 4 weeks to improve and catch up on work that has been missed.
- If improvements are made, then just further monitoring is required.
- If there is no improvement or attendance becomes worse, then parents are invited in and students are placed on an attendance contract (Likely to be in school full time).
- If students continue to have poor attendance, then they will be informed that they will not be entered for examinations that academic year, as per the partnership learner agreement and this policy.

## **Responsibilities of Classroom Staff**

School registers are legal documents. We will ensure compliance with attendance regulations by keeping attendance records.

Ensure that all students are registered accurately using the school's electronic tracking system within the first 10 minutes of the lesson and again after any break period of 15 minutes or more i.e. between sessions 1 & 2 and 3 & 4.

- Record absences using the agreed marks i.e.:

/      present

N      absent

L      arrival after the register has been taken – include minutes late

Notes can be added to students' marks for comments related to attendance e.g. note received for ..... Any notes must be handed in to the relevant attendance officer in the centre where the lesson is taught

- Liaise with the attendance officers on matters of attendance and punctuality
- Communicate any concerns or underlying problems that may account for a student's absence

### **Responsibilities of Students**

- Attend every lesson unless they are ill or have an authorised absence
- Arrive in school on time
- Attend all their registrations and lessons on time
- Take responsibility for registering using the school's system if they are late or are leaving the school site during school hours. Students are reminded that it is their responsibility to sign in and out of school, as we must know where they are at all times
- Wear a lanyard containing photo ID at all times on all sites

### **Responsibilities of Centres**

- Ensure that students are fully aware of the systems for signing in and out of the centre
- Ensure all staff are briefed on the requirements of register systems and procedures for the sixth form
- Inform partner schools if they are aware of a base student's absence e.g. for illness/university interviews etc. using the SIMS system
- Regularly monitor base students' attendance across all subjects and challenge unauthorized absences and patterns of absence. Informing parents and carers where necessary
- Monitor attendance procedures in school
- Inform base schools of students who are absent from lessons.

### **Responsibilities of Parents and Carers**

- Inform the school and any other providers that their child will be attending on the day of absence by phone, text or email, on the first and subsequent days of absence, if their child is not in school and provide a reason for the absence
- Discuss with the base school any planned absences in advance
- Support their school and their child to aim for 100% attendance each year.
- Avoid taking their child out of school for non-urgent medical or dental appointments, driving lessons etc.
- Only request for leave of absence if it is for an exceptional circumstance

If attendance falls below 95% and the Partnership feels the student is not academically ready to progress then progression from Y12 into Y13 can be withheld and Y13 students may be withdrawn from exam entry for that academic year. They will be offered the opportunity to re-take the relevant year.