

## **Attendance Policy**

2025-2026

**Approved by:** Catriona Olsen

**Date:** October 2025

**Review date:** October 2026

## Policy Aims and School Vision

### The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent or carer*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, or college, obtaining an apprenticeship, or going into the workplace. Being part of **Inspired** allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

### Our vision and aims

Both King's InterHigh and Academy 21 welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high-quality, positive, and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

**Participation:** We believe educational success comes from students actively participating in learning through attending live classes or using lesson recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to the community that ultimately makes everyone's impact on the world a positive one.

**Holistic development:** In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep the school free from more negative instances that might occur in other settings such as bullying or disruption.

**Inclusivity and flexibility:** We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

## Policy Statement

This Attendance Policy is designed to establish clear expectations for student attendance in an online environment. Attendance and active participation are integral to achieving academic success and fostering a supportive learning community. King's InterHigh expects students to actively participate in their courses. This includes logging in regularly, accessing course materials, completing assignments and apply tasks, participating in discussion, and engaging with the learning content. Monitoring students' progress can be done through assessments, quizzes, assignments, apply tasks and termly reports. If a student consistently fails to meet the required standards, Head of Subject, Head of Year, Tutors and Teachers working with the Family Liaison team will initiate communication or interventions to help them get back on track.

As a default position, King's InterHigh expects that students will attend their lessons live and will aim for 100% attendance and punctuality, supported by their parents and carers. The school understands that due to the needs of our diverse school community, 100% attendance to live lessons is not always possible, and we have mechanisms in place for tracking, monitoring and supporting any non-attendance to live lessons.

We will maintain automated attendance registers and implement robust processes to address attendance and punctuality concerns. The school is committed to monitoring attendance data for safeguarding and operational purposes, ensuring compliance with all relevant regulations.

## Scope

This policy applies to all students, parents/guardians, and staff across all key stages of the online school. It encompasses live and asynchronous learning formats, as well as specific attendance expectations for flexible and library learners.

## Expectations

**Attendance in live lessons:** Students are required to attend all scheduled live lessons unless they are designated library learners. To ensure precise attendance tracking and uphold safeguarding standards, students are required to log into their lessons via the Student Hub using their official school email account

**Engagement:** If students are unable to attend a live lesson, they must watch the recorded session and complete all related tasks promptly.

**Punctuality:** Students must log into their lessons on time. Attendance is recorded automatically upon entry to live sessions.

## Roles and Responsibilities

### *Parents/Carers:*

- Ensure their child attends lessons regularly and punctually.
- Inform the school of absences via the Parent Hub on the first day of absence.
- Responds and engages with attendance concerns
- Maintain up-to-date contact information for emergency situations.

### *Teachers:*

- Monitor attendance through data dashboard and lesson reports
- Follow school process to raise concerns for continuous and persistent absences.
- Support students in catching up on missed work.

### *Attendance Administrators:*

- Update and maintain attendance records in the Longitudinal Attendance Dashboard.
- Track and report on attendance trends and concerns.

### *Designated Safeguarding Lead (DSL):*

- Address concerns related to unauthorised absences, including daily review and communication for vulnerable students.
- Escalate unresolved cases to local authorities when necessary.

### **Indications of Attendance**

The following sub-sections highlight sufficient and insufficient indications of attendance at King's InterHigh.

#### *Sufficient indications of attendance include:*

- Student submission of an apply task
- Student submission of a cycle test
- Recorded student participation in a lesson.
- A posting in the chat box or Q and A by the student showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student-initiated contact with a staff member to ask an academic question about a specific subject.

#### *Insufficient indications of attendance:*

Documenting that a student has logged into an online class is **not sufficient**, by itself, to demonstrate academic attendance by the student. Essentially, a student must be required to do more than just "log in" to be documented as having attended an online class.

For students who are unwell or unable to attend live lessons, their parents should log their absence via the Parent & Carer Hub > School Information > Absence Request.

Students should attend all the lessons at which they are required that day. The procedures in the following section highlight the school's processes regarding attendance.

### **Procedures**

#### *Daily Registration*

- Attendance is recorded automatically through the Student Hub and Adobe Classroom software, using national and custom attendance codes (e.g., "K" for internet issues) – see appendix 1
- Parents and carers can view and update attendance records through the Parent & Carer Hub.

#### *Reporting Absences*

- First Day: Parents and carers must log the absence through the Parent & Carer Hub or contact the school via email.
- Consecutive Absences: Parents must notify the school daily unless an extended absence has been prearranged.
- Extended Absences: The school will collaborate with families to support continued learning during prolonged absences.

#### *Addressing Persistent Absence*

- Persistent absence is defined as attendance below 50%.
- Parents will be contacted for attendance review meetings if concerns arise.
- Support plans will be developed for students with chronic attendance issues.

## Recording and Monitoring Attendance

The school has a tracking tool called the Longitudinal Attendance Dashboard which provides real-time attendance data, refreshed three times daily. Due to the differences in timetables between each student, whereby lessons do not run all day, Monday-Friday, we are not set up to run a typical AM/PM attendance report but would not expect all students to be present in each. The school does, however, update our attendance records twice daily and the data is stored in our school's information system. Our AM attendance is available to view in the afternoon of the same day. Our PM attendance is available to view on the morning of the following day.

The attendance dashboard can be viewed with updated data three times per day. The dashboard can look more granularly at different variables, including specific dates, year groups, form groups, when the student last logged in, and others. Attendance reports for a student can be exported from the school's systems at any time, and the dashboard can provide reports that are reviewed by Heads of Key Stage to identify patterns and address concerns.

## Authorised and Unauthorised Absences

Student absences are classified as 'authorised' or 'unauthorised'. Authorised absences include illness, medical appointments, religious observance, and other pre-approved reasons. When a child is absent, there is an expectation that parents and carers must provide explanations within 48 hours of the absence.

Unauthorised absences include absences without valid reasons or school approval. Unauthorised absences will prompt follow-up by the school using the escalation process for non-attendance.

## Historical Absences

Parents can self-serve and explain historical absences through the Parent Hub, without contact with a member of the school team. This allows parents to provide an explanation of why their child was absent from lessons. The following reasons are available for parents to choose from.

- Illness
- Medical/dental appointment
- Holiday
- Work experience
- Religious observance
- Educational visit or trip
- Approved sporting activity
- Compassionate grounds
- Other

This reason then updates the student's attendance record automatically on the school system.

## Escalation Process for Non-Attendance and Unauthorised Absences

The following process will be used for contacting the necessary parties when a student is absent. Moves to subsequent days' contact assumes no response from the parent or carer.

*All students who are not considered vulnerable*

Contact will be made by the Key Stage teams, including Family Liaisons

- Day 2: Stage 1 attendance email sent home
- Day 3: Await response from parent/carers. Liaise internally
- Day 4: Stage 2 attendance phone call and follow-up email sent to parent/carers
- Day 5: Liaise internally. Await response from parent/carers

- Day 6: Stage 3 attendance phone call and follow-up email sent to parent/carer. Invitation to meet pastoral team(s) to discuss student's attendance
- Day 20: Initiate process to contact the local authority (UK) if the student has had 20 consecutive days of unauthorised absence if applicable.

*Vulnerable students e.g. Level 3/4 Safeguarding / looked-after child / on a CP or CiN plan*

- Day 1: Phone call to the parent/carer
- Day 2: Phone call home and to second or emergency contact/follow up email to second or emergency contact
- Day 3: Phone call home and to second or emergency contact/follow up email to second or emergency contact and contact with the social worker for the child
- Day 4: Escalate to Absence email 2 and request a call with the social worker for the child. This process to continue until contact has been established
- Day 5-19: Phone call home and to second or emergency contact/follow up email to second or emergency contact with a warning that processes to alert local authorities (UK) will commence if they do not attend
- Day 20: Initiate process to contact the local authority, or equivalent international body, if the student has had 20 consecutive days of unauthorised absence if applicable

## Support for Flexible and Library Learners

The school understands that not all students can always attend 100% of live lessons due to extra-curricular activities, illness, or other valid reasons. Student timetables can be altered to provide a level of flexibility to a student, based on their needs. Parents can self-serve through the Parent Hub to change their child's learning status to a library learner. This is not available to children with significant safeguarding concerns, where the school will explore the scope of changing a child's status to better suit their availability. Parents of children with significant safeguarding needs cannot automatically change their child's status to a library learner. For clarity, students participating in the IB Diploma Programme are **not eligible** to be library learners. This is clearly authorised to prospective families by our school's Admissions Team prior to enrolment.

There will be no expectation for the student to attend live lessons, and their attendance will not be impacted. However, the school does still expect the student to log in to watch the lesson recordings at a more convenient time. For all learners, regardless of their attendance status, assignments and assessments must also be completed by the deadlines specified by the class teacher.

- If a student is a whose status is that of a library learner, they may also attend lessons live if they wish to do so. If attended, the student will be marked as 'present' for the lesson. All other non-attendance to live lessons will be marked as 'authorised absence'. Library learning is marked as an 'Authorised Absence' Library session on the student register. If a library learner attends a live lesson, they will be marked as 'Present'

This is different to a recurring authorised absence where students might only be absent for certain periods in the week.

## Recurring Authorised Absence

Different to library learner status, where the default is for a student to watch recordings and not attend live lessons, there are times where a student might be absent from a particular lesson, or part of the day, each week. The schools known ahead of time that the student will be absent from the lesson. When informed by the parent/carer, the school can register a child as a library learner for those specific periods or times of the day. The following are some reasons as to why a child may need a recurring authorised absence:

- Attending religious prayers
- Participating in sports training
- Attending regular medical appointments
- Managing timetable overlaps, such as out-of-year study in one or more subjects

A student with a recurring authorised absence to allow for a timetable conflict will only ever receive an authorised absence code for the period even if they attend one lesson live and the other asynchronously.

**Scenario:** Year 9A Maths EXP 1 and Year 10 FRE EXP 4 are both scheduled in Period 4 on a Tuesday. The family have requested their child starts the Year 10 French course a year early and have asked that the child accesses the French lesson asynchronously and attend the Maths lesson live.

For students with significant safeguarding concerns, explanations and requests for recurring absences will be treated with more scrutiny prior to any change of learning status.

### **Compliance and Review**

This policy will be reviewed annually by the Executive Headteacher and approved by the Regional CEO. Regular audits of attendance records will ensure compliance and highlight areas for improvement.

## Appendix 1 – Absence codes

- No Reason Yet Provided For Absence [N]
- Illness [I]
- Late (before registration closed) [L]
- Medical / Dental Appointments [M]
- Unknown [-]
- Other [-]
- Unauthorised Absence [O]
- Religious Observance [R]
- Holiday [H]
- Study Leave [S]
- Excluded [E]
- Work Experience [W]
- Educational Visit or Trip [V]
- Approved Sporting Activity [P]
- Late (After Registers Closed) [U]
- Interview [J]
- Family Holiday (NOT Agreed) [G]
- Extended Family Holiday (Agreed) [F]
- Educated Off Site [B]
- Non-Compulsory School Age Absence [X]
- Other Authorised Circumstances [C]
- Dual Registration [D]
- Traveller Absence [T]
- Exceptional Circumstances [Y]
- Pupil Not Yet On Roll [Z]
- School Closed To Pupils [#]
- Library session [A]
- Parent Request [1]
- Library Learner [2]
- Compassionate [3]
- Educational Provision Arranged by LA [K]
- Regulated Performance [C1]
- Temporary Reduced Timetable [C2]
- Employment/Educational Interview [J1]
- Lack of Access Arrangements by LA [Q]
- Normal Transport Unavailable [Y1]
- Widespread Travel Disruption [Y2]
- Part of School Out of Use [Y3]
- Session Cancelled - School Closed [Y4]
- Subject to Sentence of Detention [Y5]
- Infection or Disease [Y6]
- Other Unavoidable Cause [Y7]



## **Appendix 2 – Process for following up on Unauthorised Absences – N codes**

### **Stage 1: Initial Contact**

Trigger: Two consecutive days of unauthorised absence.

Action: An attendance email is sent to the family to notify them of the absences and encourage communication with the school.

### **Stage 2: Escalated Contact**

Trigger: Four consecutive days of unauthorised absence with no response or contact from the family.

Action:

An attendance email is sent.

A phone call is made to the family to discuss the absences and the importance of regular attendance.

### **Stage 3: Continued Absence**

Trigger: Unauthorised absences continue into the second week.

Action:

A phone call is made to the family.

An attendance email is sent to reiterate the concern and the need for immediate engagement.

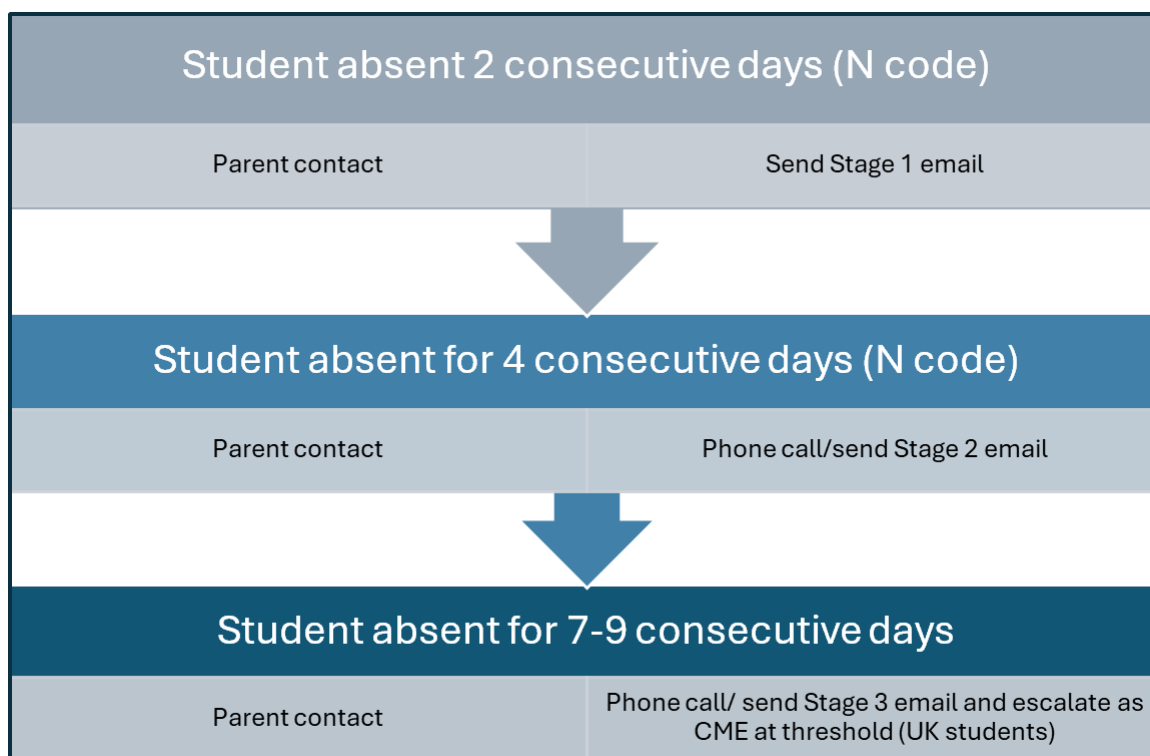
### **Safeguarding and Referral**

Trigger: Lack of engagement or communication from the family despite repeated attempts.

Action:

The case is escalated as a safeguarding concern.

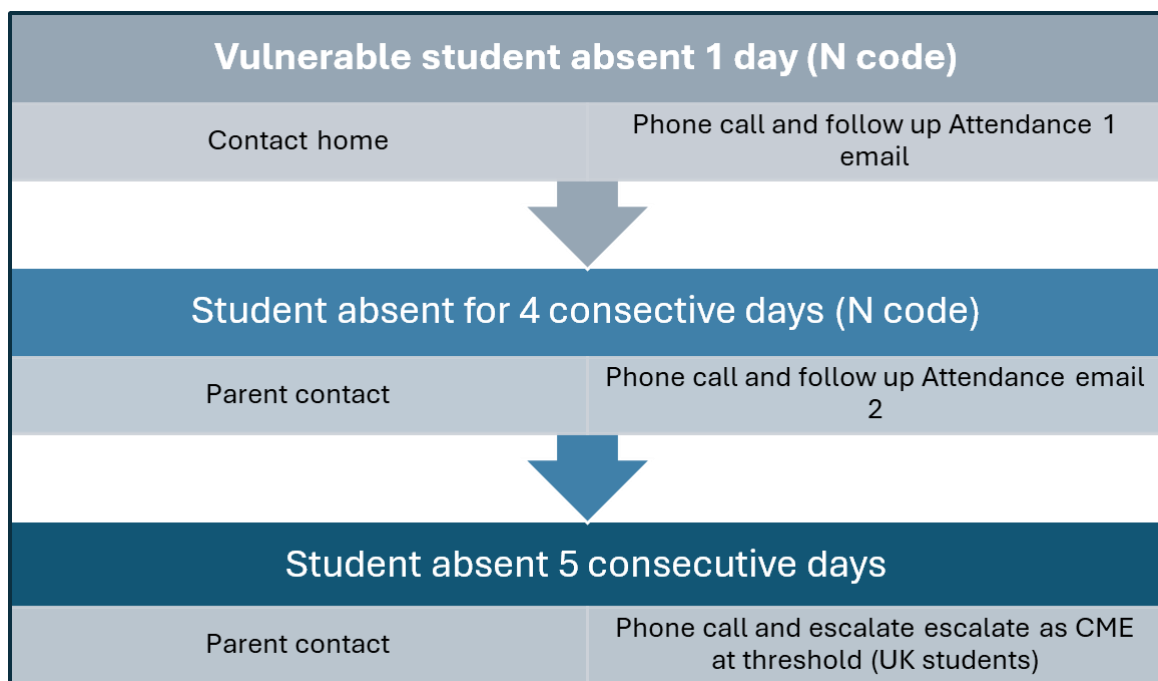
A referral process is initiated with local or international authorities, as required by the region, to ensure the student's well-being and educational engagement.



	All students	
Day 2	AM/PM	KIH ATT S1 email sent home
	No response	
Day 3	AM	Monitor responses
	No response	
	PM	Follow up meetings or conversations
	No response	
Day 4	AM	KIH ATT S2 Phone call home and an email sent to both primary and secondary or emergency contact
	No response	
	PM	KIH ATT S2 Email
	No response	
Day 5	AM	

	No response	
	PM	
	No response	
Day 6	AM	KIH ATT S3 Phone call and Stage 3 email sent. An increased urgency around contacting the family.
	No response	
	PM	Phone call home
	No response	
Day 20	AM/PM	KIH ATT S3 Initiate referral to local authorities (CME UK) and other services appropriate to region

## Designated Safeguarding Lead



## Designated Safeguarding Lead- Vulnerable Students

Students who are identified as being in the following vulnerable groups:

- CLA
- CP Plan
- CIN Plan

Vulnerable students		
Day 1	PM	Phone call home
	No response	
Day 2	PM	Phone call home and to second or emergency contact/follow up email to second or emergency contact.
	No response	
Day 3	PM	Phone call home and to second or emergency contact/follow up email to second or emergency contact and contact with the social worker for the child.
	No response	
Day 4	PM	Escalate to Absence email 2 and request a call with the social worker for the child. This process to continue until contact has been established.
	No response	
Day 5-20	PM	Phone call home and to second or emergency contact/follow up email to second or emergency contact with a warning that processes to alert local authorities (UK) will commence if they do not attend.
Day 20	PM	Initiate process to contact the local authority if the student has had 20 consecutive days of unauthorised absence.

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