

Attendance Policy

2025-2026

Approved by: Catriona Olsen

Date: October 2025

Review date: October 2026

Policy Aims and School Vision

Our vision and aims

Our vision is to offer a curriculum and educational experience that allows students to pursue learning interests and gives them the structure needed to work towards their goals.

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.

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 environment. This includes logging in regularly and engaging with the learning content. The school understands that due to the needs of our diverse school community, 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 are committed to safeguarding children and young people, and we want all parties to know that a child is safe. Parents and carers should regularly monitor their child's attendance on the Parent and Carer Hub. Attendance data will be monitored in line with the school's Attendance Process. King's InterHigh expects that students will attend all their lessons in accordance with their timetable.

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 should 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 or sooner if planned in advance.
- Responds and engages with attendance concerns
- Maintain up-to-date contact information for emergency situations.

Teachers:

- Support with monitoring attendance
- 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.

Procedures

Daily Registration

- Attendance is recorded automatically through the Student Hub and Adobe Classroom software, using national and custom attendance codes - see appendix 1
- Parents and carers can view and update attendance records through the Parent & Carer Hub.

Reporting Absences

- **First Day:** Parents and carers should 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 considered as attendance below 50% for student's who attend live lessons however King's InterHigh takes a case by case approach.
- Parents will be contacted if concerns arise.
- Support plans may be considered for students with chronic attendance issues.

Recording and Monitoring Attendance

The school utilises a tracking tool, Longitudinal Attendance Dashboard which provides real-time attendance data. Each student has a unique timetable suited to their needs which may not have an AM or PM lesson on a particular day. We do not expect all students to be present in every AM/PM session. Students are expected to attend their

timetabled lessons only. Our AM attendance is available to view in the afternoon of the same day on our internal dashboard and on the Parent Hub. Our PM attendance is available to view on the morning of the following day.

Vulnerable students' attendance is monitored for all AM or PM absences with same day notification to parents. Process is described in appendix 2.

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 at any time, and the dashboard can provide reports that are reviewed to identify patterns and address concerns. Parents can view lesson by lesson attendance via their Parent Hubs.

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 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.

Flexible and Library Learners

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. In these circumstances the school will explore the scope of changing a child's status to better suit their availability.

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 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'.

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 school should be made aware of the absence by the parent or carer ahead of time. 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 examples 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

Compliance and Review

This policy will be reviewed annually by the Education Leadership Team and approved by the Executive Headteacher. 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

Staged Process for Unauthorised Absences	
Stages can be escalated dependent on the level of risk or on a case by case approach	
All email templates in appendix below	
Stage 1	Students with unauthorised absence for two consecutive days will be sent the Stage 1 attendance email. Responses are to be recorded on Isams in the notes section using the note type 'Attendance'.
Stage 2	Students with unauthorised absence for four consecutive days will be sent the Stage 2 attendance email. Responses are to be recorded on Isams in the notes section using the note type 'Attendance'.
Stage 3	Students with unauthorised absence for seven consecutive days and for whom parents/carers have not responded to stage 1&2 will receive a call and be sent the Stage 3 attendance email. Communication will be sent to all contacts associated with the child. Responses are to be recorded on Isams in the notes section using the note type 'Attendance'.
Stage 4	When there has been no response to stages 1-3, a designated safeguarding lead escalates and contacts relevant external agencies. This should also be added to My Concern as a safeguarding concern. Communication will be sent to all contacts associated with the child. Responses are to be recorded on My concern and Isams in the notes section using the note type 'Attendance'.

Staged Process for Vulnerable students

Stages can be escalated dependent on the level of risk or on a case by case approach
All email templates in appendix below

Stage 1	On day 1 (AM or PM) of unauthorised absence a phone call to the parent/carer is actioned. An email is sent if no response. Responses should be monitored and recorded. Responses are to be recorded on Isams in the notes section using the note type 'Attendance'.
Stage 2	On day 2 of consecutive unauthorised absence a second attempt phone call to parent/carer is actioned. If no response a further call should be placed to the emergency contacts. If contact is not made the stage 2 email is sent to all contacts. Responses are to be recorded on Isams in the notes section using the note type 'Attendance'.
Stage 3	On day 3 of consecutive unauthorised absence a third attempt phone call to parent/carers and emergency contacts are actioned. If no response, the stage 3 SG email is sent to all contacts. If no response, contact with the social worker for the child should be actioned, where applicable. This should be recorded on My Concern and on Isams in the notes section using the note type 'Attendance'.
Stage 4	On day four of consecutive unauthorised absence, request a call with the social worker for the child, where applicable. This process to continue until contact has been established. Follow up email to emergency contacts with a warning that processes to alert local authorities (UK) will commence if they do not make contact.
Stage 5	When there has been no response to stages 1-4, after 15 days of unauthorised absence and no contact, a designated safeguarding lead escalates and makes reasonable enquiries to relevant external agencies.