Stonehouse Park federation

Attendance Policy

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Name of Responsible Committee:	Strategic and Finance
Approved Date:	September 2026
Review Date:	September 2027
Target Audience:	Staff, Parents, Carers

Related Documents: **All Federation policies and procedures referred to are located on the Federation Website** **If English is not your first language, and you require assistance/translation, please contact the admin team**	Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. Education Act 1996 Education Act 2002 Education and Inspections Act 2006 The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments) The Education (Penalty Notices) (England) (Amendment) Regulations 2013 School census guidance Keeping Children Safe in Education Mental health issues affecting a pupil's attendance: guidance for schools Federation Child Protection and Safeguarding Policy Federation Behaviour Policy Federation Bereavement Procedure Federation Home Visits Procedure Federation Remote Learning Procedure Federation Intimate Care Handbook Federation Medical Conditions Federation Equality, Diversity and Inclusion Policy Federation First Aid Policy Federation Suspensions and Exclusions Policy Federation SEND Policy Federation Part-time Timetable and Flex schooling Procedure

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Policy Statement

Within the Federation we are united in our belief that all children deserve equity of education. Our consistent focus each day is to develop our people and direct our resources so that all children are safe, happy and can achieve their potential.

Our aim is for every child to leave the Federation feeling proud and with a sense of confidence about their next steps. Proud to have achieved something special with their unique talents and confident to develop those talents further in the next chapter of their education. In order to achieve these aims, children must attend school.

1. Purpose and Scope

At Stonehouse Park Federation, we expect pupils to attend every day that the school is open unless a reason acceptable to the school is given and we are able to authorise the absence.

We believe that improving attendance is everyone's business and that providing a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn is the foundation of securing good attendance. Working together to put the right support in place at the right time, in conjunction with all staff in school, parents/carers, pupils, Gloucestershire County Council and other local partners, we aim to remove any barriers to attendance by building strong and trusting relationships.

Regular attendance is fundamental to the future success of children. By acting early to address patterns of absence we aim to reduce absence, including persistent and severe absence.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- It also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

The Board of Governors

The Governors are responsible for:

- Setting high expectations for attendance across the Federation.
- Ensuring statutory attendance duties are fulfilled:
    - School attendance registers are accurate and shared with the DfE AND Local Authority;
    - Ensure that schools work with local partners to remove barriers to attendance.
- Monitoring attendance performance and providing support and challenge to school leaders.
- Ensuring staff with attendance responsibilities receive appropriate training.
- Holding the headteacher to account for the implementation of this policy.

Federation Headteacher

The Headteacher is responsible for:

- Implementing this policy within their school.
- Regular monitoring of attendance and oversight of attendance improvement strategies.
- Monitoring attendance trends and evaluating the effectiveness of attendance strategies.
- Ensuring staff receive appropriate attendance training and guidance.
- Supporting staff with monitoring the attendance of individual pupils and identified pupil groups.
- Working with families, external agencies and the local authority to address barriers to attendance.
- Requesting fixed penalty notices where appropriate.
- Promoting high expectations for attendance and punctuality with adaptation for individual need.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.

Federation Attendance Champion

The School Attendance Champion is responsible for:

- Leading attendance improvement across the school.
- Coordinating interventions and support for pupils and families.
- Building close and productive relationships with parents to discuss and tackle attendance issues.
- Alongside the headteacher, develop action plans to support the improvement of attendance.
- Working with external agencies, including education welfare services – especially for persistent absentees.
- Ensuring attendance procedures are applied consistently and effectively.
- Advising the headteacher when to issue fixed-penalty notices.

Attendance Officers

The attendance Officer is responsible for:

- Accurately recording and monitoring daily attendance and absence information.
- Receiving and recording absence notifications from parents/carers.
- Reporting attendance concerns to the Attendance Champion and Headteacher.
- Directing families to appropriate staff where additional support is required.

Class Teachers

Class teachers are responsible for:

- Accurately recording attendance for morning and afternoon sessions each day using correct attendance codes.
- Submitting attendance registers in line with school procedures.
- Communicating with parents when pupil attendance is starting to be of concern.
- Checking in with parents to see if any Early Help is required.
- Communicating with Attendance Champion these emerging concerns.

Parents

For the purposes of this policy, a parent includes any adult with parental responsibility for, or day-to-day care of, a child.
Parents are expected to:

- Ensure their child attends school every day and arrives on time.
- Notify the school of any absence before 8:30am on each day of absence and provide an expected return date where possible.
- Provide at least two emergency contact numbers.
- Arrange medical and other appointments outside the school day wherever possible.

- Work in partnership with the school and local authority to improve attendance where concerns arise.
- Seek support from the school if barriers to attendance occur.

Pupils
Pupils are expected to:
- Attend school every day and arrive on time.
- Engage positively with support provided to help them maintain good attendance.
- Talk to adults in school when things in school are causing them to not attend.

4. Recording Attendance

The schools within the Federation maintain electronic attendance registers for all pupils.

Registers are taken at the start of the morning session and once during the afternoon session. Attendance is recorded using the codes set out in the School Attendance (Pupil Registration) (England) Regulations 2024 to show whether a pupil is:
- Present
- Attending an approved educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will record:
- The original and amended entry
- The reason for the amendment
- The date of the amendment
- The name and role of the person making the amendment

Attendance codes can be found in Appendix B. Attendance records are retained for six years.

The Federation maintains an Attendance Handbook which sets out:
- The school day start and finish times
- Attendance expectations in easy-to-read poster form
- Parental guides to support improved school attendance
- Register opening and closing times

Register timings can be found in Appendix A.

5. Absence

Reporting an Absence
Parents must notify the school as soon as possible, but not later than 8:30am on the first day of absence, and on each subsequent day of absence, unless otherwise agreed.
Absence due to illness, including mental health needs, will normally be authorised. Where an absence exceeds five days, forms part of a recurring pattern, or there are concerns about its authenticity, the Federation may request appropriate evidence. This may include an appointment card, prescription, medical letter or other supporting information.
Where the Federation is not satisfied with the authenticity of the absence, parents will be informed in advance where possible and it will be recorded as unauthorised.

Medical Appointments
Medical and dental appointments should be arranged outside the school day wherever possible. Where this is not possible, parents must notify the Federation in advance and pupils should miss the minimum amount of learning time necessary.

Lateness
Pupils arriving after the start of the school day but before registers close will be recorded as late.
Pupils arriving after registers have closed will be recorded as absent using the appropriate attendance code.

Attendance Concerns
Where attendance falls below expected levels, the Federation will work with pupils and families to identify barriers and provide support.
Where attendance falls below 90%, attendance will be monitored closely and parents advised. Parents may be invited to attend an Attendance Improvement Meeting alongside the school and County Council's Education & Inclusion Service. Where support

is not engaged with, or attendance does not improve, the academy may consider formal attendance procedures, including a Notice to Improve, Penalty Notice or other legal intervention.

Unexplained Absence
Where a pupil is absent without explanation, the Federation will:

- Contact parents on the first day of absence. If the school cannot reach any of the pupil's emergency contacts, they may complete a home welfare check.
- Carry out appropriate safeguarding checks where necessary.
- Record the correct attendance code within five working days.
- Continue to follow up unexplained absence.
- Offer support and make referrals to relevant services where appropriate.
- Consider formal attendance procedures where support is unsuccessful or not engaged with.

Reporting to Parents
The Federation will regularly share attendance information with parents and carers through the Study Bugs and Teachers2Parents apps

6. Authorised and Unauthorised Absence

Leave of Absence During Term Time
The Headteacher may only authorise a leave of absence during term time where the request meets the circumstances set out in the School Attendance (Pupil Registration) (England) Regulations 2024.
These include:

- Regulated performances or employment abroad
- Interviews
- Study leave
- A temporary part-time timetable
- Exceptional circumstances

All requests will be considered individually and should be submitted, wherever possible, at least ten school days in advance. Evidence may be requested to support an application.
Within the Stonehouse Park Federation, exceptional circumstances may include:

- Bereavement of a close family member
- Essential visa or passport appointments

Family holidays will not normally be authorised.
Other Authorised Absences
Authorised absences may include:

- Illness, including mental health needs
- Medical or dental appointments
- Religious observance
- Approved traveller absence
- Suspension or exclusion where no alternative provision has been arranged

Approved Educational Activities
Pupils may be recorded as attending an approved educational activity when they are:

- Attending an educational visit, sporting activity or off-site provision arranged by the academy
- Dual registered at another school
- Attending local authority provision
- Participating in approved work experience

Exceptional Circumstances Preventing Attendance
Attendance may also be authorised where a pupil is unable to attend due to circumstances beyond their control, such as:

- Major disruption to travel
- Lack of access arrangements
- Closure of the school site
- Other unavoidable emergencies

7. Sanctions

Stonehouse Park Federation will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty Notices
The local authority, at the request of the Federation, can fine parents for the unauthorised absence of their child from education, where the child is of compulsory school age, by issuing a penalty notice following Gloucestershire's Local Code of Conduct. If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, prosecution will be sought by the Local Authority.
Codes of Conduct:
Gloucestershire
https://www.gloucestershire.gov.uk/media/vy3p2vpe/202407-gcc-pn-code-of-conduct.docx

Notices to improve
If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer, in line with Gloucestershire's Local Code of Conduct, a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

8. Strategies for promoting attendance

Stonehouse Park Federation celebrates attendance. This is determined through the pupil voice and context of the school. Although there is a named Attendance Champion, there is a strong culture of attendance being everybody's business.

Supporting pupils who are absent or returning to school

Positive relationships are paramount to children successfully attending school. Through a Graduated Approach children and parents are supported to overcome barriers. Initial support will be from the class teacher and administration team. The support of Multi-agencies will be utilised where appropriate.

Pupils absent due to mental or physical ill health or SEND
The staff in the Federation work collaboratively to ensure that the schools are calm, safe, and supportive environment where all children want to be and are keen and ready to learn. This is the foundation of securing good attendance. Schools achieve this by promoting children and young people's mental health and wellbeing through a whole-school approach to pupil mental health, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the Federations' ethos, and emphasises the importance of supporting mental health and regular attendance.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

Pupils returning to school after a lengthy or unavoidable period of absence
If a child has been absent for an unavoidable period of absence, schools will work in partnership with parents and other agencies to provide support and build confidence. Assessment will be completed to ensure any gaps in learning are identified. The ask, listen, do approach will ensure that children and families feel listened to.

Attendance Monitoring

Each school will monitor attendance, absence and punctuality data weekly, half-termly, termly and annually at school, year group, cohort and individual pupil level. Each school has granted the DfE secure access to its management information system to enable regular data collection. Attendance data is collected each term and published through the DfE's national and local authority absence statistics, including school-level absence data. Attendance data will be benchmarked against local, regional and national figures to identify priorities for improvement. Findings will be shared with the governing board.

Analysing Attendance

The Federation will:

- Regularly analyse attendance and absence data to identify pupils, groups and cohorts requiring additional support.
- Identify pupils whose absence patterns may be a cause for concern, particularly those at risk of persistent or severe absence.
- Review half-termly, termly and annual attendance data to identify trends and emerging patterns.
- Use attendance analysis to inform and develop strategies that address identified concerns.

Using Data to Improve Attendance

The Federation will

- Implement targeted interventions to address identified patterns of absence among individual pupils, groups and cohorts.
- Provide appropriate support for pupils whose attendance is causing concern, particularly those at risk of persistent or severe absence, and work closely with their families.
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders, including Special Educational Needs Coordinators (SENCOs), Designated Safeguarding Leads (DSLs) and Pupil Premium Leads.
- Use attendance data to monitor and evaluate the impact of interventions, adapting approaches where necessary and informing future attendance strategies.
- Work collaboratively with local authorities and relevant partners where a pupil's absence is at risk of becoming persistent or severe, sharing information appropriately and keeping partners informed about specific pupils where necessary to support improved attendance outcomes:

9. Reducing Persistent and Severe Absence

Persistent absence occurs when a pupil misses 10% or more of their possible sessions. Severe absence occurs when a pupil misses 50% or more of their possible sessions. Reducing persistent and severe absence is a key priority for the Federation.

The Federation will:

- Use attendance data and regular monitoring to identify patterns, trends, and groups of pupils at risk of persistent or severe absence at the earliest opportunity.
- Analyse attendance information alongside safeguarding, behaviour, attainment, SEND, and pastoral data to ensure a holistic understanding of barriers to attendance.

- Consider whether persistent or severe absence may be linked to safeguarding concerns and respond in accordance with statutory safeguarding guidance and the Federation's safeguarding procedures.
- Maintain regular communication and hold meetings with parents/carers of pupils who are:
    - Persistently absent;
    - Severely absent;
    - At risk of becoming persistently absent; or
    - Considered vulnerable by the academy or local authority.

These meetings will be used to:

- Discuss attendance, wellbeing, and engagement with learning.
- Understand and address barriers to attendance.
- Agree clear actions and attendance targets.
- Explain the support available to pupils and families.
- Review the impact of existing interventions.
- Explain the potential legal consequences of continued poor attendance where appropriate.
- Develop and implement individual attendance support plans where required, with clearly defined actions, responsibilities, and review dates.

- Work collaboratively with external agencies, including the local authority, health services, early help services, and other relevant professionals, to provide support and remove barriers to attendance.
- Consider reasonable adjustments and targeted interventions for pupils whose absence is linked to medical needs, special educational needs and disabilities (SEND), mental health needs, or other identified vulnerabilities.
- Monitor the effectiveness of interventions regularly and adapt support where attendance does not improve.
- Use formal attendance procedures and sanctions, including referrals to the local authority, penalty notices, or other legal interventions, where support has not secured improvement and statutory thresholds are met.
- Celebrate and recognise improvements in attendance to encourage sustained engagement with education.

Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Federation. At every review, the policy will be approved by the full governing board.

Appendix A Federation Registration Timings

h of time register open 'this should be the same for every session and not longer than 30 minutes'. *THIS COMBINED NEEDS TO TOTAL NO MORE THAN 30 MINUTES – CAN BE LESS BUT SHOULD BE EQUAL WITH THE PM REGISTER.*			Register closed	Afternoon register open NEEDS TO BE THE SAME AMOUNT OF TIME AS THE AM REGISTER IS OPEN – NO MORE THAN 30 MINS – NEED TO BE EQUAL		Register closed SAME TIME AS PM REGISTER CLOSES – UNLIKELY TO USE IN PRIMARY SCHOOLS	
School	Morning Register Opens (TIME THE CH ARE CAN BE IN CLASS / REGISTER BEGINS)	Morning Register Closes (TIME THE CLASSROOM DOOR SHUTS / TEACHER STOPS RECORDING ATTENDANCE / GATE SHUTS)	L code (TIME THE CHILDREN ARE ENTERING SCHOOL VIA THE OFFICE)	U code *after morning register closes DOES NOT NEED AN END TIME*	Afternoon Register Opens	Afternoon Register Closes	U code (pm) *after afternoon register closes*
Nursery	9.00am	9.20	9.20am	9:21am	12.00pm	12.20pm	12.21pm
Stonehouse Park Infant School	8:50am	9.10am	9:11am	9.11am	1.05pm	1.25pm	1.26pm
Park Junior School	9.00am	9:00am	9.20am	9:32am	1:15pm	1:25pm	1:25pm

Appendix B B Attendance codes

The following codes are taken from the DfE's.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the academy		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a academy at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the academy
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the academy
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during academy hours, approved by the academy
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in academy	Pupil of non-compulsory academy age is not required to attend
C2	Part-time timetable	Pupil is not in academy due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes

R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from academy and no alternative provision has been made
Absent – unable to attend academy because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend academy because the local authority has failed to make access arrangements to enable attendance at academy
Y1	Transport not available	Pupil is unable to attend because academy is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of academy premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole academy site unexpectedly closed	Every pupil absent as the academy is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the academy would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the academy	Pupil is absent for the purpose of a holiday, not approved by the academy
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the academy isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in academy after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

Z	Prospective pupil not on admission register	Pupil has not joined academy yet but has been registered
#	Planned whole-academy closure	Whole-academy closures that are known and planned in advance, including academy holidays

Appendix C – Equality Impact Assessment

EIA completed by:	Shona Swan
Contributors to EIA:	Safeguarding lead, Safeguarding Governor, Attendance Governor
Date Completed:	7/7/2026
This Policy will Affect:	• Pupils • Staff • Parents and carers
Summary of data and evidence reviewed	• School demographic data (SEND register, EAL, socio-economic indicators). • Parental feedback on barriers to attendance • Relevant legislation and guidance (Equality Act 2010, DfE guidance on attendance).

GROUP	POTENTIAL NEGATIVE IMPACT	MITIGATIONS
Race	• Language barriers for parents	• Provide translated information where needed. • Offer clear visual guides for pupils with limited English. • Engage early with families to address concerns.
Religion or belief	• Misunderstanding of observance dates	• Check calendar of major religious observances. • Allow prayer spaces where needed.
Disability	• Risk of penalty notices for unavoidable absences	• Flexible attendance plans • Liaise with SENDCO

GROUP	POTENTIAL NEGATIVE IMPACT	MITIGATIONS
Age	Younger pupils may be disproportionately affected by attendance procedures due to dependence on parents.	Early engagement with families and age-appropriate support.
Sex	No direct adverse impact identified. However, attendance issues linked to gender-specific health or safeguarding concerns may arise.	Individual assessment and appropriate pastoral support.
Socio Economic	Although not a protected characteristic, financial hardship may affect attendance through: • Transport difficulties • Uniform costs • Housing instability • Caring responsibilities	• Early Help referrals • Family support services • Multi-agency working • Individual attendance support plan

INTERSECTIONAL IMPACT
When assessing equality impacts, it is important to recognise that individuals may experience overlapping or combined disadvantages due to multiple protected characteristics. For example, a pupil who has a disability and belongs to an ethnic minority group may face compounded barriers to regular attendance, such as cultural misunderstandings and accessibility challenges. Similarly, a young carer from a low-income background who identifies as LGBTQ+ may encounter unique pressures affecting attendance and engagement. The policy must therefore adopt a holistic approach, ensuring that interventions are flexible and sensitive to these intersecting factors. Monitoring data across multiple characteristics and engaging with diverse stakeholders will help identify and address these complex needs effectively.

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

- Headteachers
- Governors – Standards

FINAL DECISION ON POLICY

Record your decision on what you will do with the policy/process after the results of the EIA. Either:

- Remove the policy (if it's not statutory)
- Adapt the policy to address the equality issues you've identified
- Keep the policy without change

Include details about the evidence used to come to this decision, and why you're doing it.

MONITORING ARRANGEMENTS

- Annual review of attendance from groups reported
- Formal review of the EIA when the policy is updated.

Version Control

Version	Date	Description of Changes	Author	Approved By