

# Carlton le Willows Sixth Form Attendance and Punctuality Policy

## 1. Introduction

Carlton le Willows Sixth Form is committed to supporting every student to achieve their full academic and personal potential. Excellent attendance and punctuality are essential for success, wellbeing, and preparation for further education and employment.

By enrolling in Sixth Form, students commit to attending all timetabled lessons, Directed Study Hub sessions, tutorials and assemblies. National research clearly demonstrates that students with **95%+ attendance** are significantly more likely to meet or exceed target grades.

This policy outlines the expectations, attendance thresholds, intervention process and potential consequences for persistent poor attendance.

## 2. Definitions of Absence

### 2.1 Authorised Absence

Authorised absence is granted where the academy accepts a valid reason supported by appropriate evidence. Examples include:

- Illness (evidence required after three separate absences)
- Medical or dental appointments that cannot be arranged outside school hours
- University open days and interviews
- Apprenticeship interviews
- Other unavoidable circumstances at the academy's discretion

Where possible, appointments must be arranged outside the academy day. Students are expected to attend before/after appointments.

## Medical Evidence

After three illness-related absences, further absences may require evidence such as:

- Date-stamped compliment slip
- Prescription or medicine bottle

The academy will not request evidence that incurs a charge.

## 2.2 Unauthorised Absence

Absences not deemed reasonable or where leave has not been granted will be unauthorised. Examples include:

- Staying at home unnecessarily
- Truancy before/during the day
- No explanation of absence
- Late arrival after registers close
- Shopping, birthdays, hair appointments
- Day trips or holidays
- Driving lessons
- Work shifts during school hours

Students are in full-time education and must be available for all timetabled sessions.

## 3. Persistent Absence (PA)

A student becomes a Persistent Absentee when attendance falls to **90% or below**. Persistent absence significantly impacts progress and will trigger the formal intervention process outlined in Section 4.

## 4. Attendance Monitoring and Intervention Framework

The Sixth Form follows a staged intervention model to ensure early identification of concerns and fair, consistent support. Decisions are made based on accurate attendance data, pastoral information, and evidence gathered throughout the process.

### Stage 1 – Attendance Concern (<95%)

**Trigger:** Attendance falls below 95%.

**Actions:**

- Student placed on **Attendance Report** (teacher signature every session)
- Initial warning conversation with Learning Manager or Attendance Officer
- Student remains on report until attendance improves to 95%+

**If attendance does not improve:**

- Off-site privileges removed for one week
- Student required on site 8:25–2:30, signing in with Learning Mentor (Mx Sharma)

**Stage 2 – Formal Review (<90%)**

**Trigger:** Attendance falls below 90% OR no improvement on Stage 1.

**Actions:**

- **Formal Review Meeting** with Learning Manager/Attendance Officer
- Subject teacher feedback gathered to assess academic impact
- Follow-up meeting date set
- Parents/carers informed via email

**Outcome:**

If attendance improves after 2-week monitoring period → return to stage 1

If no improvement → move to Stage 3

**Stage 3 – Parental Meeting & Attendance Contract (<85%)**

**Trigger:** Attendance falls below 85% OR inadequate improvement since Stage 2.

**Actions:**

- Parent/carer meeting required
- Student and parent sign an **Attendance Contract** outlining:
  - Attendance targets
  - Required actions
  - Review dates
  - Consequences of breach (risk of escalation to a Senior Leadership Programme Review)

**Outcome:**

If attendance improves after 3-week monitoring period → return to stage 2

If no improvement → move to Stage 4

**Failure to meet the contract** will lead to Stage 4.

## **Stage 4 – Final Stage: Senior Leadership Programme Review**

### **Trigger:**

- Further decline in attendance OR
- Breach of Attendance Contract OR
- Failure to engage with interventions

### **Actions:**

A Senior Leadership Programme Review Meeting will be held with:

- Head of Sixth Form
- Senior Leadership representative
- Attendance Officer (where appropriate)

The purpose of the meeting is to evaluate:

- Persistent attendance or engagement concerns
- Academic impact
- Support offered to date
- Any relevant individual circumstances (medical, SEND, SEMH, safeguarding, family context)
- Whether the student's current study programme remains appropriate

### **Possible Outcomes:**

#### **1. Enhanced Monitoring Plan**

Continued placement with additional support, mentoring or adjusted expectations.

#### **2. Programme Adjustment**

Changes to subjects, study load, timetable, supervised study requirements or level of qualification where appropriate.

#### **3. Temporary Review Period**

A set period (e.g. 3–4 weeks) to demonstrate sustained improvement, with clear targets.

#### **4. Discussion of Alternative Pathways**

Where it is agreed *by the student and parent/carer* that the current programme is no longer suitable, the academy will support exploration of alternative education, training or employment.

## 5. Consideration of Individual Circumstances

Carlton le Willows Sixth Form is committed to ensuring that all attendance decisions are fair, supportive and consistent with safeguarding responsibilities and the Equality Act 2010. Before any escalation within the attendance intervention process, the academy will consider relevant individual circumstances, including but not limited to:

- Medical or mental health conditions (diagnosed or referred)
- Special Educational Needs or Disabilities (SEND)
- Social, emotional or mental health needs (SEMH)
- Safeguarding concerns or vulnerable context
- Young carer responsibilities
- Bereavement or significant family circumstances
- Temporary crises or challenges at home
- Reasonable adjustments required under the Equality Act

Where appropriate, the academy may:

- Adjust targets within an attendance plan
- Delay escalation while evidence or support is arranged
- Offer tailored support (mentoring, counselling, referrals, adjustments)
- Seek advice from the SEND team or Safeguarding Lead
- Involve external agencies
- A student will not be moved to a higher stage of intervention, without explicit review of relevant circumstances.

## 5. Punctuality

- Two or more lates in a week → **Punctuality Report**
- Further late while on report → **Compulsory Thursday study session (2:30–3:30pm)** for two weeks
- Failure to attend → loss of off-site privileges and one week supervised Directed Study with Learning Mentor

## 6. Student Expectations

Students are expected to:

- Attend all sessions punctually
- Be prepared and ready to learn
- Communicate promptly regarding any issues affecting attendance
- Arrange external commitments outside school hours

## 7. Working with Parents and Carers

The academy works in partnership with families to support students. Attendance concerns should be communicated early so appropriate support can be offered.

## 8. Absence Procedures

Parents/carers must notify the academy by **8:25am** on each day of absence via telephone, email or MCAS.

If no reason is provided, the academy may:

- Send a text for each missed session
- Conduct a home visit
- Complete a safe and well check after two days of absence

Up-to-date parent contact details must be provided.

**Attendance contract**

Current attendance

Date: \_\_\_\_\_

**Target 1:** \_\_\_\_\_

**Target 2 (if applicable):** \_\_\_\_\_

Review date 1: \_\_\_\_\_

Target(s) met?      Y  N

Outcome      Phone call home       Final meeting

Review date 2: \_\_\_\_\_

Target(s) met?      Y  N

Outcome      Attendance report

Review of options after Sixth Form

Student signature: \_\_\_\_\_

Home signature: \_\_\_\_\_

School signature: \_\_\_\_\_