











REGISTRATION AND ABSENCE PROCEDURE

THE SKIPTON ACADEMY

Author	**Deputy Principal**
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GOOD ATTENDANCE BRIGHTER FUTURES

INFORMATION FOR PARENTS AND CARERS

AIM FOR AT LEAST 95%

OUR COMMITMENT

At The Skipton Academy, we believe that excellent attendance is fundamental to ensuring that every student can **belong, challenge and inspire.** Being in school regularly gives students opportunities to learn, develop friendships, establish routines, access support, participate in enrichment and become part of the wider Academy community.

REGULAR ATTENDANCE SUPPORTS:

- Academic progress and achievement
- Positive relationships with peers and staff
- Emotional wellbeing and a sense of belonging
- Access to pastoral and safeguarding support
- Development of routines, resilience and independence
- Preparation for further education, training and employment

> **Attendance is vital for children's learning, wellbeing and wider development, as well as an important protective factor, particularly for vulnerable children.**
>
> Department for Education

WHY ATTENDANCE MATTERS?

The evidence is clear: students who attend school more regularly tend to achieve better outcomes.

Students with **95–100%** attendance are nearly twice as likely to achieve strong GCSE results (grades 9–5) than students with 90–95% attendance.

Department for Education

Children who miss **between two and four** weeks of school during Year 11 have around **half the odds** of achieving grade 5 in English and mathematics compared with otherwise similar pupils who attend regularly.

Department for Education

APPROXIMATE LEARNING MISSED OVER A SCHOOL YEAR

100%	0 days
97%	Around 6 days
95%	Around 10 days
90%	Around 19 days
85%	Around 29 days
80%	Around 38 days

OUR APPROACH

We follow the Department for Education's statutory guidance, *Working Together to Improve School Attendance*. Our approach is based on three principles:

PREVENTION

- We promote good attendance
- Set clear expectations
- Recognise success
- Monitor attendance closely and identify concerns early

SUPPORT

- Understand why attendance is falling
- Work with you and your child
- Remove barriers together

INTERVENTION

- Use more formal procedures if attendance does not improve
- Work with external agencies where needed
- Follow statutory processes when appropriate

THE SCHOOL DAY

Gates open	8:15am
Tutor time and registration	8:45am
Afternoon register (Period 4)	1:15pm

Attendance registers are legal records. The Academy is required to record whether students are present or absent and, where absent, use the appropriate statutory attendance code.

EVERY DAY COUNTS

Missing school means missing explanations, discussions, practical work and opportunities to practise and revisit knowledge. Catching up with a worksheet or online task does not always replicate the learning that took place in the classroom.

EVERY DAY IN SCHOOL MATTERS.

WORKING TOGETHER

Good attendance starts with positive relationships between school, students and families. We will support families experiencing genuine difficulties while maintaining the expectation that students attend school regularly.

OUR EXPECTATION

We expect all students to aim for at least **95% attendance.**

Regular attendance helps every student to belong, be challenged and be inspired – and gives them the best chance of a successful and fulfilling future.

Our commitment to good attendance

At The Skipton Academy, we believe that excellent attendance is fundamental to ensuring that every student can adhere to the fundamental principles of belong, challenge and inspire.

Being in school regularly is about much more than achieving a percentage. Every day in school gives students opportunities to learn, develop friendships, establish routines, access support, participate in enrichment and become part of the wider Academy community.

Regular attendance supports:

- academic progress and achievement;
- positive relationships with peers and staff;
- emotional wellbeing and a sense of belonging;
- access to pastoral and safeguarding support;
- development of routines, resilience and independence; and
- preparation for further education, training and employment.

The Department for Education describes attendance as vital for children's learning, wellbeing and wider development, as well as an important protective factor, particularly for vulnerable children.

For this reason, attendance is everyone's responsibility. We want to work in partnership with students, parents and carers to establish positive attendance habits and address difficulties as early as possible.

Our approach is based on three principles:
PREVENTION → SUPPORT → INTERVENTION

This reflects our wider Academy Attendance Strategy, which places prevention and support alongside appropriate intervention when attendance does not improve. Attendance Strategy

Why does attendance matter?

The evidence is clear: students who attend school more regularly tend to achieve better outcomes.

The DfE's 2025 research examined attendance and attainment for pupils in mainstream schools and took account of factors including prior attainment and pupil characteristics. It found that higher attendance was associated with higher average academic performance across pupils from different backgrounds.

The effect is important even before attendance reaches the level (90% or below) traditionally described as "persistent absence".

DfE guidance for communicating with parents highlights that students with 95–100% attendance are nearly twice as likely to achieve strong GCSE results at grades 9–5 as students with 90–95% attendance. The DfE specifically highlights that even a relatively small number of missed days can make a difference.

The latest DfE material also reports that children who miss between two and four weeks of school during Year 11 have around half the odds of achieving grade 5 in English and mathematics compared with otherwise similar pupils who attend regularly.

This is why we encourage families to think about days missed, not simply the attendance percentage.

Attendance	Approximate learning missed over a school year
100%	0 days
97%	Around 6 days
95%	Around 10 days
90%	Around 19 days
85%	Around 29 days
80%	Around 38 days

Missing school also means missing explanations, discussions, practical work and opportunities to practise and revisit knowledge. Catching up with a worksheet or online task does not always replicate the learning that took place in the classroom.

Every day in school matters.

Our approach to attendance

The Skipton Academy follows the Department for Education's statutory guidance, Working Together to Improve School Attendance.

The guidance makes clear that good attendance starts with positive relationships between schools, students and families. Schools should listen to and understand barriers to attendance and work with families to remove them rather than moving immediately to punitive measures. Where absence becomes more serious, the level of support should increase.

Our approach therefore has three strands.

- **Prevention**
  - We promote good attendance, establish clear expectations, recognise success, monitor attendance closely and seek to identify emerging concerns early.
- **Support**
  - Where attendance begins to fall, we will seek to understand why and work with the student and family to remove barriers.
- **Intervention**
  - Where absence continues despite appropriate support, or where parents do not engage with support, we may move to more formal attendance procedures and, where appropriate, statutory intervention.

Support and challenge are not opposites. We will support families experiencing genuine difficulties while maintaining the expectation that students attend school regularly.

Registration and the school day

The Academy gates open at 8:15am.

Students should be in their tutor base and ready to learn at 8:45am, when morning registration begins.

The afternoon register is taken at 1:15pm, at the beginning of Period 4.

Attendance registers are legal records. The Academy is required to record whether students are present or absent during each registration session and, where absent, use the appropriate statutory attendance code.

Punctuality

Arriving on time is an important part of good attendance.

Students who arrive late miss important information, learning and routines at the beginning of the day. Regular lateness can also disrupt learning for other students.

Students arriving late without a valid reason will be recorded as late and will receive a same-day lunchtime detention.

Where lateness becomes persistent, we will contact parents/carers and seek to understand whether there are barriers contributing to the problem.

Where a student arrives after the register has closed, their absence may be recorded as unauthorised in accordance with statutory attendance requirements. Repeated unauthorised late arrival can contribute towards the national threshold for considering a Penalty Notice.

Reporting an absence

If your child is unable to attend school unexpectedly, parents/carers must tell us **by 7:45am on the every day of absence**, via a phone call.

Please provide:

- **Your child's name**
- **Form group**
- **The reason for absence**

Contact the Attendance Team:
Telephone: 01756 792965 – Option 1
Email: attendance@skipton.mlt.co.uk (to provide medical evidence and/or appointment details only)

These are the Academy's established arrangements for reporting an absence.

Parents/carers will be asked to maintain contact with us during an ongoing absence.

Providing a reason for absence does not automatically mean that the absence will be authorised. The Academy is responsible for determining the appropriate attendance code in accordance with statutory requirements.

If we have not heard from you

If your child is absent and we have not received an explanation, we will contact you.
This is an important part of our attendance and safeguarding procedures.

Depending upon the circumstances, we may:

- telephone or message parents/carers;
- contact other emergency contacts;
- ask pastoral staff to contact the family;
- undertake a home visit;
- involve other professionals where appropriate; and
- take further safeguarding action where we cannot establish that a student is safe.

Our attendance strategy provides for increasing levels of contact where absence continues, including welfare contact and home visits where appropriate. Attendance Strategy

We will not wait for a set number of days where there is an immediate concern about a child's welfare. **Safeguarding concerns will always take priority.**

Illness and medical absence

We recognise that children become ill and there will be occasions when they are not well enough to attend school.

We will **not routinely ask for medical evidence for every illness**.

However, where absence becomes frequent or prolonged, attendance is causing concern, or we need further information to determine the appropriate attendance code, we may ask parents/carers to provide relevant information.

This might include:

- appointment confirmation;
- prescription information;
- hospital correspondence;
- information from a GP or other healthcare professional; or
- other appropriate evidence.

Our existing procedure makes clear that medical evidence should not be requested unnecessarily.

Where health needs are affecting attendance, we will work with the student, family and relevant professionals to consider what support is appropriate.

When attendance starts to fall

We **do not wait until attendance reaches 90% before acting**.

A percentage alone does not tell the whole story. We consider:

- **the level of attendance**
- **pattern of absence**
- **reasons**
- **individual circumstances**
- **whether attendance is improving or declining.**

For example, repeated Monday or Friday absence, regular lateness, unexplained absence or a sudden change in attendance may require support even where overall attendance remains relatively high.

Our graduated approach is:

Stage 1 – Universal Support

For all students, we promote good attendance, monitor attendance and punctuality, recognise positive attendance and communicate expectations.

Stage 2 – Initial Targeted Support

Normally where attendance falls between **90% and 95%**, or where there is an emerging pattern of concern.

We may:

- talk with the student;
- contact parents/carers;
- explore barriers to attendance;

- increase monitoring;
- provide pastoral or tutor support; and
- consider whether additional support would help.

Stage 3 – Enhanced Targeted Support

Where attendance falls **below 90%**, there are repeated unexplained/unauthorised absences, or previous support has not resulted in sufficient improvement.
We may:

- issue a formal attendance communication;
- meet with the student and parents/carers;
- agree attendance targets;
- increase monitoring;
- undertake home visits;
- consider additional pastoral or SEND support;
- consider Early Help or other external support; and
- agree a period in which attendance will be reviewed.

Stage 4 – Intensive Support

Where attendance remains a significant concern despite previous support, an Individual Attendance Plan may be established.

This will identify the barriers affecting attendance, actions to address them, who is responsible for each action and when progress will be reviewed.

Additional services may be involved where appropriate.

Stage 5 – Attendance Panel

Where support has not secured sufficient improvement, an **Attendance Panel Meeting** may be arranged.

The meeting will review:

- the student's attendance;
- reasons for absence;
- support already provided;
- outstanding barriers;
- actions required from school, student and parents/carers; and
- the potential next steps if attendance does not improve.

Stage 6 – Statutory Intervention

Where appropriate support has been provided but attendance does not improve, or support is not engaged with, the Academy may work with the Local Authority to consider formal attendance measures.

These can include attendance contracts and, where the legal requirements are met, Penalty Notices or other statutory action.

We may move between stages more quickly where circumstances require it. Equally, where a student is responding positively to support, we may continue an intervention for longer rather than automatically escalating.

Persistent and severe absence

The DfE defines a student as persistently absent where they miss 10% or more of their possible school sessions.

This means that 90% attendance is not considered good attendance. Over a full school year, 90% attendance represents approximately 19 days of missed education.

Severe absence is defined as missing 50% or more of possible sessions.

Students experiencing severe absence will receive particularly close attention.

Anxiety and Emotionally Based School Avoidance

We recognise that some students experience anxiety or other emotional barriers which make attending school difficult.

Avoiding school may reduce anxiety in the short term but can make returning increasingly difficult.

Our aim is therefore to understand the causes of the difficulty and help the student maintain or rebuild their connection with school.

Support may include:

- listening to the student's views;
- identifying particular triggers;
- a trusted/key adult;
- check-ins;
- appropriate reasonable adjustments;
- a safe or agreed base;
- short-term achievable goals;
- an individual reintegration plan;
- SEND or pastoral support;
- support from mental health services, Early Help or other professionals where appropriate; and
- regular review.

Our Attendance Strategy sets out an EBSA approach based upon early identification, understanding the causes, agreeing a reintegration plan and gradually increasing successful engagement with school.

The DfE's statutory attendance guidance similarly expects schools and families to work together to understand barriers and agree actions to address them.

Where a reduced or part-time timetable is considered appropriate, it will be exceptional, temporary and regularly reviewed, with the aim of increasing access to education.

Support available

There is no single reason why children experience difficulties attending school, and therefore there is no single intervention that works for every student.

Depending upon individual circumstances, support may include:

- tutor or pastoral support;
- attendance mentoring;
- an Individual Attendance Plan;
- support with morning routines or punctuality;

- SEND support and reasonable adjustments;
- reintegration following prolonged absence;
- support around friendships, bullying or belonging;
- mental health and wellbeing support;
- Early Help;
- home visits;
- liaison with healthcare professionals; and
- involvement from other appropriate agencies.

This is consistent with the DfE's expectation that schools build strong relationships, understand barriers and increase the level of support as absence becomes more serious.

It also reflects current evidence-informed practice. DfE's 2026 RISE resources highlight six themes drawn from EEF attendance work:

- understanding pupils and families
- building belonging
- communicating effectively
- improving universal provision
- delivering targeted interventions
- monitoring impact.

Leave of absence during term time

Parents/carers should avoid arranging holidays or other avoidable absence during term time.

Requests for leave of absence must be made in advance.

The Principal may grant leave only where the applicable statutory criteria are met.

Where leave is taken without permission, the absence will be recorded as unauthorised and may result in a Penalty Notice or other action.

The Academy's existing procedure establishes that term-time absence will not normally be authorised.

Penalty Notices and unauthorised absence

The national attendance framework establishes a threshold at which schools must **consider** whether a Penalty Notice is appropriate.

The threshold is:
10 sessions of unauthorised absence within a rolling period of 10 school weeks.

Ten sessions are equivalent to five school days.

The sessions do not need to be consecutive and can be made up of different types of unauthorised absence. For example, unauthorised term-time leave and arriving after the register has closed can contribute towards the same threshold.

Where a Penalty Notice is issued, the current national arrangements provide for an initial fine of £80 per parent, per child, rising to £160 if not paid within 21 days. A second fine for the same child within a three-year period is £160. National rules limit Penalty Notices to two per parent for the same child within a three-year period, after which other legal action may be considered.

If a student goes missing during the school day

Students must not leave the Academy site during the school day without permission.

If a student cannot be located, staff will take immediate action to establish their whereabouts and assess their safety.

Depending upon the circumstances, this may include:

- searching the Academy site;
- reviewing where the student was last seen;
- contacting parents/carers and emergency contacts;
- considering known vulnerabilities and safeguarding information;
- contacting relevant professionals; and
- involving the Police where appropriate.

When the student is located, we will ensure they are safe and seek to understand what has happened. Parents/carers and relevant agencies will be updated as appropriate.

The Academy's existing procedure similarly establishes immediate staff action, site searches, parental contact and escalation where appropriate.

Working together with families

The Department for Education's statutory guidance is called Working Together to Improve School Attendance for an important reason.

Good attendance is most likely when schools, students and families work together. The DfE expects schools to build strong relationships with families, listen to and understand barriers, provide support and intensify that support where absence becomes more serious. Legal intervention is available where support is unsuccessful, is not engaged with or is not appropriate.

At The Skipton Academy, we will communicate concerns early, listen to students and families, seek to understand barriers, provide appropriate support, make reasonable adjustments where appropriate, involve other services where this may help, recognise improvements and take proportionate formal action where necessary.

In return, we ask parents and carers to ensure their child attends every day and arrives on time, report absence promptly and accurately, avoid unnecessary absence during term time, engage with meetings and support, keep us informed about circumstances affecting attendance and work with us to help their child return to regular attendance.

Please talk to us early

You **do not need to wait until your child's attendance reaches 90%** before asking for help.
If mornings are becoming difficult, anxiety is increasing, your child is regularly asking to stay at home, punctuality is deteriorating or there is another barrier affecting attendance, please contact us.
Early conversations give us the best opportunity to work together before occasional absence becomes persistent absence.