

UTC Reading Attendance Procedure

In accordance with Working Together to Improve School Attendance (DfE, August 2024 update)

Introduction

At UTC Reading, we believe that excellent attendance is fundamental to student success. We are committed to fostering a culture of high attendance, where every student is supported to be resilient, enterprising, confident, aware, and professional.

This procedure outlines our whole-school approach to attendance, our expectations, and the support available to students and families. It aligns with the DfE's statutory guidance:

[Working together to improve school attendance](#)

[Updated guidance for August 2024](#)

Procedure Aims

- Promote high levels of attendance and punctuality.
- Support students to develop the UTC attributes: Resilience, Enterprise, Confident, Aware, and Professional.
- Build strong relationships with families.
- Ensure effective monitoring and intervention for attendance concerns.
- Meet statutory requirements and best practice as set out by the DfE.

The Importance of Attendance

Regular attendance helps students to:

- Achieve their academic potential.
- Build confidence and resilience by overcoming challenges.
- Develop professional habits for the workplace.
- Be aware of and seize enterprise opportunities.
- Stay informed, engaged, and included in the school community.

Our Expectations

For Students

- **Resilience:** Attend every day, even when facing difficulties. Seek help if barriers to attendance arise.
- **Enterprise:** Take ownership of your learning and attendance. Be proactive in communicating any issues.
- **Confident:** Approach staff if you need support with attendance or wellbeing.
- **Aware:** Understand the importance of attendance and the impact of absences.
- **Professional:** Arrive on time, prepared for every session, and set a positive example.

For Parents/Carers

- Ensure your child attends school regularly and punctually.
- Communicate with the school promptly about absences or issues, via phone or email.
- Work collaboratively with us to address barriers to attendance.
- Ensure that the UTC has current contact information.

- Do not make arrangements for students to go on holiday during term time unless by prior agreement with the Headteacher. All applications for holidays during term time should be submitted in writing at least 7 days in advance of the first day of absence.

For Staff

- Promote attendance in every interaction with students.
- Identify and address attendance concerns early.
- Model the UTC attributes and support students in developing them.
- Work with families to remove barriers and provide appropriate support.

Procedures

Reporting Absence

- Parents/carers must contact the school by phone or e-mail on each day of absence before 08:30, if the absence is not planned, stating the reason.
- Absences will be recorded and monitored daily.

Addressing attendance concerns

UTC Reading acknowledges that there may be mitigating circumstances impacting student attendance. Consequently, students with poor attendance will be assigned specific codes that reflect their individual needs, ensuring that appropriate support is provided in accordance with their circumstances. These codes are for internal use only and not directed by the Department for Education DfE. The following codes will be utilised:

- **Safeguarding (SG)** – When a student’s absence is related to previous or current safeguarding issues.
 - The safeguarding of the student takes priority, with all factors and updates being recorded on CPOMS.
- **School Refuser (SR)** – When a student refuses to come into school.
 - UTCR will work with the Attendance Support Team at Brighter Futures to maintain a relationship with the student and parents/guardians to encourage a return to school. Home visits to be conducted weekly.
- **Reduced Timetable (RTT)** – When a student is on a reduced timetable.
 - A meeting with a member of the SLT and parents/careers to be held every four weeks to review the timetable, with the intention of integrating the student back onto a full timetable as soon as possible.
- **Significant One Off (SOO)** – When a student has significant time off over one period.
 - Students’ attendance to be monitored closely by the attendance team, with regular celebration of key attendance percentages passed. If the student’s attendance does not improve, they are then moved to the **PA** category.
- **Medical (Med)** – When a student’s attendance is affected by medical issues.
 - Parents/Careers must provide medical evidence to the school and notify them of any planned absences related to the medical issue.
- **Alternative Provision (AP)** – When a student is dual registered and attends alternative provision.
 - The school will communicate with the AP provider to check attendance and visit the site regularly.
- **Persistent Absentee (PA)** – When a student is persistently absent with no mitigating factors.
 - **Stage 1** – If attendance falls below 95% a recorded Phone call home will be made by the attendance team.
 - **Stage 2** – If attendance falls below 90% the student will receive a letter home to inform that the student is now classed as a persistent absentee.

- **Stage 3** – A continued pattern of lateness will result with Second letter inviting parents/careers for a meeting with Attendance team to discuss attendance barriers and support. Targets will be set and reviewed fortnightly. For KS5 students, there will be a discussion about future studies at the UTC.
- **Stage 4** – If the attendance problem is still not resolved:
 - Key Stage 4 students will be raised to the local authority and discussed with the Attendance Support Team. Parents/carers will be made aware of the legal requirements regarding school punctuality and that penalty notices may be issued and/or court proceedings pursued.
 - Attendance at compulsory panel meetings will be expected.
- **Stage 5** – Parents/Carers meet with the local authority and School for an attendance panel.

Support Offer

- Early Help: Pastoral meetings, targeted interventions, and referrals to external services.
- Mentoring: Staff mentor students to build confidence, resilience, and professionalism.
- Rewards: Recognition for improved and excellent attendance.

Promoting the UTC Attributes Through Attendance

Attribute	How it's Embedded in Attendance
Resilience	Overcoming attendance barriers, seeking support, attending after setbacks.
Enterprise	Taking initiative to resolve issues impacting attendance.
Confident	Communicating attendance needs, participating in support offers.
Aware	Understanding the impact of absence, monitoring own attendance.
Professional	Punctuality, reliability, maintaining high expectations.

Data Analysis

- Attendance data is reviewed weekly by the attendance lead.
- Trends are analysed to inform targeted support and whole-school strategies.

Communication and Review

- Procedure shared with staff, students, and parents.
- Reviewed annually, or when statutory guidance changes.

Date created: July 25

Date of next review: July 26