

TRINITY ACADEMY NEWCASTLE TRUST

**TRINITY SOLUTIONS
ATTENDANCE POLICY**

**Approved by the Committee – March 2025
On behalf of the Board**

Next Review Date – August 2026

Introduction

Our job at Trinity Solutions Academy is to create confident, competent kind citizens of the future. The well planned curriculum looks at each individual as a whole person, preparing them for adulthood, relationships and the possibility that one day they may become a parent. Our aim is to give each learner knowledge and wisdom to make informed decisions. Positive attendance is central to raising standards in education and ensuring all learners can fulfil their potential. Learners who attend college on a regular basis and are offered access to high-quality teaching and learning opportunities will usually leave with qualifications and access to greater employment opportunities. The links between attendance and achievement are strong, and high levels of attendance should be a right of each learner.

Policy Aims

- To promote and encourage attendance for all learners;
- To reduce learner absence, including the amount of unauthorised absences.
- To make attendance a priority for all those associated with the provision, including learners, parent/carers, staff and governors;
- To establish a system for responding effectively to learner absence;
- Acting early to address patterns of absence;
- To provide support, advice and guidance to learners and parent/carers;
- To develop a systematic approach to gathering and analysing attendance related data;
- To further develop positive and consistent communication between home and college;
- To build strong relationships with families to ensure learners have the support in place to attend college;
- To safeguard all of our learners when it comes to attendance related issues.

Registration Procedures

We will keep an attendance register and place all learners onto this register.

Registration

Teacher/tutors are responsible for the lesson completion of the class/group registers. Registers are to be completed at the beginning of each lesson.

The attendance data is input into the Arbour MIS system by Trinity Solutions Academy staff. Learners will be coded whether present, absent or unable to attend due to exceptional or authorised circumstances.

Off-site learning provision

Some learners who access our remote learning offer will be marked as working offsite. This will be recorded after contact has been made with the learner to confirm their engagement in the virtual session.

Late arrivals

Learners should arrive on time for their lesson. It is the learners responsibility, as per their learning agreement to make contact with Trinity Solutions Academy if they are going to be late to college. Timings of lateness will be recorded on Arbor. Should a learner arrive 10minutes or more late and prior contact has not been made with Trinity Solutions, the learner will be sent away until their next lesson.

Attendance Codes

The following codes are used for academy attendance which is recorded on Arbor.

Code	Definition	Scenario
I	Present	Learner is present in lesson
L	Late arrival	Learner arrives late and time is recorded
B	Off-site educational activity	Learner is engaging in virtual learning which has been seen by staff
J1	Interview	Learner has an interview with a prospective employer/educational establishment
P	Sporting activity	Learner is participating in a supervised sporting activity approved by the academy
V	Educational trip or visit	Learner is on an educational visit/trip organised, or approved, by the academy
W	Work experience	Learner is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Learner has been granted a leave of absence due to exceptional circumstances
E	Excluded	Learner has been excluded but no alternative provision has been made
I	Illness	Academy has been notified that a learner will be absent due to illness
M	Medical/dental appointment	Learner is at a medical or dental appointment
R	Religious observance	Learner is taking part in a day of religious observance
T	Gypsy, Roma and Traveller absence	Learner from a Traveller community is travelling, as agreed with the academy
Unauthorised absence		
G	Unauthorised holiday	Learner is on a holiday that was not approved by the academy

N	Reason not provided	Learner is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	Academy is not satisfied with reason for learner's absence

Code	Definition	Scenario
X	Not required to be in academy	Learner is not required to attend
Y7	Unable to attend due to exceptional circumstances	Academy site is closed, there is disruption to travel as a result of a local/national emergency, or learner is in custody
Z	Learner not on admission register	Register set up but learner has not yet joined the academy
#	Planned academy closure	Whole or partial academy closure due to half term/bank holiday/INSET day

Working with parent/carers

At the Trust we actively promote and encourage the involvement of all parent/carers through regular consultation on all aspects of their children's education care and safety. Parental/carer involvement is fundamental to the fostering of good working relationships with parent/carers. We endeavour to achieve this in the following ways:

- Teacher/tutors are expected to maintain regular telephone contact, to keep them informed of progress and/or share concerns;
- Attendance to be discussed with parents/carers;
- News and information about each site is relayed to parents and other stakeholders using the Trust's website;
- Parent/carers are encouraged to attend and contribute to attendance reviews and behaviour management planning meetings as required;
- Termly progress reports are sent to parent/carers – which include information on attainment, behaviour and attendance;
- Parent/carers are invited to attend end of term 'achievement celebration meetings';

Policies Supporting Attendance

- The consistent application of the principles, advice and procedures within the following policies collectively represent our endeavour to ensure, together with our School Improvement Plan, that our learners experience the Trust as a place wherein:
- Their rights and responsibilities are equally respected and promoted;
- Staff are found to be accepting, supportive and caring;
- The limits of acceptable behaviour are clear, rules are applied consistently and expectations are high;
- The environment is welcoming, safe and valuing;
- The curriculum and related activities are developmentally appropriate, stimulating and challenging;
- They feel their views and opinions are important and acted upon wherever possible;
- Where differences are celebrated and all forms of discrimination are prohibited;
- Systems are established to enable them to seek additional support, to make their views known and/or complain.

Anti-bullying	Behaviour & Discipline	Safeguarding Children
Equality & Diversity	Complaints	Health and Safety
Curriculum	Risk assessment	KCSIE

Learning agreement

During the induction process, each learner is required to read and sign a learning agreement. The agreement tells the learner what they can expect from their learning programme and what will be expected of them.

The following information is taken from the Learning Agreement:

“If a learner cannot attend learning because of sickness or injury they must contact their Tutor by 9-00 am on first day of absence. If they continue to be absent, they must contact them each day, again by 9-00am. If they are absent due to sickness or injury for more than five working days, they must see a doctor and he/she will give a certificate to cover the period of absence. If there is clear medical evidence that sickness will last more than 28 days then the learner may be terminated from the programme immediately. If a learner absent without permission for 28 or more consecutive days, they will be treated as having left the programme.”

Attendance process

Post 16 students

Day 1

On the first day a learner is absent, without notification, then the tutor will contact home on the same morning, elicit reasons for absence and allocate attendance status accordingly. Should they fail to make contact by telephone then the Trust will continue to try establish contact. This will be recorded on Arbor.

Day 2

Should a learner remain absent without explanation following this, then further phone calls will continue. Tutors will notify Senior Leadership Team (SLT) by email and phone call attempts will be recorded on Arbor. Social workers to be notified where applicable.

Day 3

Further phone call. If this is unsuccessful, tutor to notify SLT immediately. Learner and parent are then sent a text notifying them that a safe and well home visit will be made to try source a reason for learner absence. If there is still no response, a safe and well home visit will be made to try source a reason for learner absence.

The Trust will notify Children's Services if there is an unexplained absence of a learner on a Child Protection Plan of more than two days duration (or one day following a weekend); or as agreed as part of any Child Protection Plan or core group meeting. When a learner on a Child Protection Plan is absent (on day 1), the tutor should notify the designated safeguarding lead, who will decide whether the threshold to notify Children's Services has been reached.

Monitoring attendance against target

1. Weekly reporting identifies learners with below target attendance. This is emailed to staff each Monday.
2. Tutors meet students to discuss attendance and log the meeting on Arbor.
3. If the student has two consecutive meetings, a member of SLT will conduct the third. This is logged on Arbor. The outcome will consider any issues the learner is facing and may include:
 - a referral to the parenting team for learner (set up as an intervention on Arbor)
 - changes to the learner's timetable
 - a behaviour contract targeted at improved attendance
4. Following a member of SLT meeting with a learner, if attendance still does not improve, parents/carers will be invited in to meet with SLT. The learner agreement will be reiterated in the meeting. This meeting will be logged on Arbor. The outcome will consider any issues the learner is facing and may include:
 - a referral to the parenting team for learner or family (set up as an intervention on Arbor)
 - changes to the learner's timetable
 - a behaviour contract targeted at improved attendance

5. If the student fails to improve their attendance, the Head of School will decide as to whether to terminate the learner from the programme.

Once a learner has failed to attend for 28 consecutive days, the learner is automatically terminated from their study programme. Notification of termination is sent via post to learners and their parent/carers.

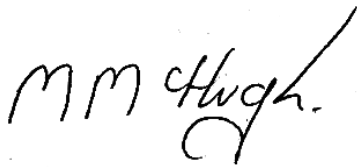
Attendance targets

Autumn - 85%

Spring – 90%

Summer – 95%

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read 'M McHugh', written over a horizontal line.

Michael McHugh (Chairperson of the Board)

Date: March 2025