

Attendance Development  
and Achievement Policy  
January 2026



## **1. Attendance, Development and Achievement Policy**

**1.1** As providers of alternative provision, we take the attendance of Students very seriously, as we recognise that it can often be one of the major factors in their initial engagement with us. We also recognise that many of the students in the communities that we work with come from homes and families that are chaotic, not conducive to sustained school attendance, do not always place school attendance as their priority, often being charged with care of siblings and infirm relatives or asked to work. Many young people are also likely to truant or abscond from their education due to peer pressure, the perceived need for drugs or if they believe that there are other issues preventing them from being in the provision in the first place.

**1.2** One of the key aspects to combating unauthorised absenteeism is to build up a rapport with the family. One of our main skills is in offering each Student with us a holistic approach, getting to know families and other siblings, welcoming parents into the learning environment, and undertaking home visits if deemed necessary. We want parents to get to know us, and understand the important connections between attendance, willingness to work, behaviour and achievement. We can often be on the phone to parents three or four times a week, as we seek to build up the level of rapport that we believe results in better relationships within the education / parent / Student triangle.

## **2. Student Attendance and Progress/Reviewing/Recording & Reporting**

**2.1** We will keep a series of data on each young person, including attendance records, progress, behaviour checks, records such as personalised education plans, individual learning plans, along with each curriculum area leader keeping a record of their work completed, attainment and progress in the learning they are undertaking.

**2.2** Attendance is reported back to schools on a daily basis.

**2.3** Progress made by Students is reviewed, recorded and reported back to the school on a regular basis. The frequency will be at least monthly, which we believe is important for the referring school to be able to maintain up-to-date records with their young people but can be more regularly depending on the needs of the school referrer. The form of the report that is sent back to schools is usually a regular email or verbal message, followed up with a written attainment tracker on a termly basis; however, this again can be amended if a school requires something different. A copy of each pro-forma is included at the end of this section.

**2.4** Reviews with Students will take place on a regular basis, usually on a one-to-one basis with the Student's named tutor. It is not anticipated that parent / Student / provision / referring school meetings will take place on a regular basis, unless it transpires that there is a significant cause for concern (see below). Copies of progress reviews will be saved as part of the Student's ongoing learning plans and educational plans by us as alternative education provider. These will be reviewed with the young person regularly, will be communicated with the school regularly and will be available for the parents to see as needed.

### **3. Significant Cause for Concern**

3.1 If there are significant concerns about a student's progress, these are communicated promptly to both the Student's home and referring school. These concerns may relate to learning and achievement, attendance, behaviour or any other significant issue. A form to report concerns is used when any of the following conditions exist:

- The level/nature of the cause for concern indicates a need for urgent involvement by the home school and potentially parents or carers
- As an alternative education provider, we have worked with the student to remedy a cause for concern, but little or no progress has been made, indicating a need for the referring school to be

involved

- We feel that parental awareness and/or involvement is needed

### **3.2 The following process should then take place:**

- We will send the form home as soon as possible, but as appropriate to the reason for it going home.
- The referring school should ensure that Student's parents / carers are made aware of the cause for concern within one week.
- It should be made clear to all parties that if improvements are not made or sustained, the Student may be withdrawn from the programme.

## **4. Attendance**

**4.1** It is our responsibility to provide our Students with high quality support to ensure they can achieve their learning goals. However, to support this process, the Students' need to have a high level of attendance and good punctuality. Responsibility for attendance and punctuality lies with the Students, their parents, the referring school and education support workers, and with us the learning provider.

**4.2** We will make every effort to ensure all Students achieve the maximum possible attendance and that any issues that may impede full attendance are acted on as quickly as possible.

**4.3** Our attendance process is as follows and is **recorded as follows**

- Students arrive at the provision by the allotted start time and receive a full attendance.

- Student arrives at the provision later than the allotted start time and receives a late mark. A note is also made of how late they are.
- Student fails to attend but parental notice is given to us as the provider (preferably) or to the referring school and the Student is given an authorised absence (if the reason for absence is considered appropriate and genuine).
- If students fails to attend, and no parental notice is given. Then students are given an un-authorised absent mark.
- Attendance is recorded with the referring school on either a daily or a weekly basis as agreed in the referral process.
- Unauthorised absentees are followed up within 1 hour of the allotted start time with parents/carers by either the designated family link worker or the Student's tutor. All contact with parents / carers should be noted on a daily contact list, which is kept for future records and reference.
- Contact will be made with parents / carers every day of the absence. On day three, a letter warning parents of the dangers of non-attendance will be sent to parents / carers, and a copy placed in the student's file.
- At day three, the referring school will be contacted to ensure they are aware of the issue of non-attendance and to arrange a multi-agency welfare visit to the home.
- On return to provision after a lengthy absence whether valid or

otherwise, the Student should be engaged in a 1-2-1 meeting with their support tutor on the first day to discuss their Individual Learning Plan (ILP), how this can be maintained, as well as ensuring that the Student is provided with a plan for catching up with work missed. Persistent absentees, particularly those truanting or absconding from provision will be reminded of their Student agreement, and asked to re-sign it, taking note of the attendance section.

## **5. Development and Achievement**

**5.1** Each Student will need to have a plan that delivers Individualised learning to meet their needs and overcome their barriers. Their plan needs to demonstrate a sustained programme of learning provision and will include opportunities for the young person to be mentored. Mentoring will focus on sourcing opportunities for the individual learning plan, working collaboratively across agencies, pastoral support, signposting key services and supporting transition events.

**5.2** Each Student will attend for a minimum 12 hours per week, a daily signed register will monitor attendance and retention and a weekly review will map progress and distance travelled.

**5.3** Red Everywhere has a robust initial assessment process. Each Student will undertake a written Initial assessment process, which will identify any support needs and map out their training routes and will have an ILP that will map their training throughout the programme, linked to regular reviews and updated as the Student progresses and regular review with Careers Education Information Advice and Guidance Advisors. We will also use the **MTQ48 Mental Toughness diagnostic tool**, which identifies resilience and areas of development. We have experience of learning that builds on the Student's individual learning plan.

## 6. Legal Note

6.1 Parents have a legal duty to ensure the regular and full-time attendance at the school of registered pupils (Education Act 1996). This policy is based on the law and on Best Practice guidance produced by the DfE and the Local Authority. The Education Welfare Service aims to work with schools and families to promote good attendance and avoid legal action. However, in some cases, parents are prosecuted (taken to court) or have to pay a fixed penalty (fine) if these absences continue.

6.2 We value your support in helping us to maintain the high standards to which RED EVERYWHERE aspire too. As final reminder the table below highlights the impact of time away from learning:

Attendance during one School Year	Equals Days Absent	Which is approximately Weeks Absent
95%	9.5 Days	2 Weeks
90%	19 Days	4 Weeks
80%	38 Days	8 Weeks
70%	57 Days	12 Weeks
60%	76 Days	15 Weeks

50%	95 Days	19 Weeks
40%	114 Days	23 Weeks
30%	133 Days	27 Weeks
20%	152 Days	30 Weeks
10%	171 Days	34 Weeks

## 6. Monitoring, Evaluation and Review

6.1 Red Everywhere will review this policy at least every year and whenever there is a change in legislation or guidance. We will assess its implementation and effectiveness. The policy will be promoted and implemented throughout RED EVERYWHERE. **Next Review Date: 1<sup>st</sup> January 2027**

**RED**  
**Everywhere**