

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Sixth Form Attendance Policy

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Contents

A. Mission Statement	2
B. School Ethos	2
C. Aims and objectives	3
➤ The Governing Body aims to meet this responsibility by:	3
D. Areas determined by the Governing Body	4
E. Expectations of partnership working - students, parents / carers and staff	5
➤ What the school expects of students	5
➤ What the school expects of parents / carers	6
➤ What parents / carers and pupils can expect from the school	6
F. Authorised and unauthorised absence	7
➤ Authorised absence: Acceptable reasons for being absent from school, set by the Department for Education	7
➤ Unauthorised absence: Unacceptable reasons for being absent from school	7
➤ Unexplained absence process	8
G. How we will celebrate good attendance	9
H. Attendance Monitoring	10
➤ Signing In and Out	10
➤ Cause for concern process	10
I. Appendices	
Appendix A - Attendance visual	13

A. Mission Statement

Educating for life in all its fullness – John 10:10

It is our ambition to provide an inspirational Christian education that enables all students to live life to the full, both now and in the future.

B. School Ethos

St Cuthbert Mayne School takes attendance in the Sixth Form very seriously and we acknowledge that good school attendance plays an essential part in academic development for post 16 students.

All post 16 courses are intensive and challenging meaning students cannot afford to miss valuable teaching and study time.

As well as timetabled lessons, students also have non-contact periods on their timetables for private study, extended reading, research and enrichment activities.

Where privilege passes are granted as a reward (based on students receiving 'independent' for their attitude to learning during progress check windows and their attendance being excellent - above 97%), we would expect students to be committed to spending their time effectively. This privilege will be withdrawn if a student is not meeting their work commitments or if their attendance were to decrease below 97%*. In such cases, students will be scheduled to remain in school to study.

*This will be judged on an individual basis.

Sixth form students should strive to achieve consistently excellent attendance as poor attendance will significantly affect academic attainment. Students should therefore aim for a minimum of 97% attendance for the year (This is the same as completing 185 days in-school out of a possible 190 days). An exemplary record of attendance says a huge amount about the student as a person: that they are dedicated, motivated, organised and someone who takes their responsibilities seriously. Good attendance also plays an important part when applying to higher education establishments or employment.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. All school staff will work with students and their families to ensure each student attends school regularly and punctually.

The school will establish an effective system of incentives and rewards which acknowledges the efforts of students to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality. To meet these objectives, St. Cuthbert Mayne School will establish an effective and efficient

system of communication with students, parents and appropriate agencies to provide mutual information, advice and support.

C. Aims and objectives

Our vision of joint Catholic and Anglican education calls us to acknowledge that the Body of Christ is in the school community. We believe that God is incarnate (present) in the day to day life of our school. Our understanding of Christian spirituality is therefore as much about dealing with each other as it is about meeting God.

We believe that each member of our community has a divine origin and an eternal destiny.

We believe that through his incarnation, Jesus affirmed us as whole people and redeemed us through his resurrection.

We believe, therefore, that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.

These beliefs underpin our approach to attendance and thereby commit us to encourage all members of our community, staff and students alike, to grow towards human wholeness.

The Governing Body aims to meet this responsibility by:

- Affirming, consolidating and celebrating the achievements of our teachers (Challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school and will be an accepted part of the process)
- Challenging ourselves, staff and students to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense.

D. Areas determined by the Governing Body

Official registration period:

The governors of St Cuthbert Mayne School have established the school day as starting at 8:40am and this is the time by which all students should be in school. It has been decided by the Governing Body that the morning registration period will run until 9:10am. In the Sixth form, afternoon registration is from 14:00pm to 14:05pm.

In addition to the above, staff will complete an electronic lesson register in SIMS every period and this will be completed within the first 10 minutes of the lesson. If an electronic register is not accessible then a paper register should be taken (written by the teacher) and returned to the Attendance Administrator.

E. Expectations of Partnership Working - Students, Parents / Carers and Staff

What the school expects of students

- ★ Attend everyday the school is open; arrive on-site before 08:40am and be ready to learn
- ★ Attend registration, tutor time and enrichment events
- ★ Sign in at the student reception, if they arrived after registration time
- ★ Wear a StCM lanyard containing their identification card
- ★ Tell a member of staff if there is any problem which may prevent them from attending school
- ★ Make every effort to make dental/medical appointments outside of school hours
- ★ Complete an absence request form if they need to leave early or will be absent from school for a full / half day. This will need to occur at the earliest possible opportunity. This form must be signed by all teachers where lessons will be missed, as well as, the tutor and the Director of Sixth Form.

How to use all non-contact time effectively

- Using independent study facilities including the library and available departmental areas
- Engaging in reviewing lesson content, wider research and further reading around the subject
- Working collaboratively with peers within subject areas
- There will also be occasions when students will be required to register with a member of staff during Independent Study periods in order to support catch-up. These expectations will be clearly communicated to students.
- When teachers are not in school a student should check Google Classroom for cover work and work independently in the Library. There will be occasions when a teacher asks students to collect worksheets from their teaching room and to sign to say this has been done. Any questions can be raised on the day in the Sixth Form Office.

What the school expects of parents / carers:

- ★ To fulfil their legal responsibility to ensure that their child attends school regularly, on time and are well prepared for the day
- ★ To contact the school on the **first day** and before 08:00am, to inform the school of their child's absence, for any reason, using the Class Charts Absence Reporting function
- ★ To contact the school on **all** subsequent days, where their child unable to attend school, using the Class Charts Absence Reporting function
- ★ Make every effort to make dental/medical appointments outside of school hours
- ★ To **avoid** taking holidays in term time
- ★ To speak to relevant members of staff if they know of any problem which may prevent their child from attending school
- ★ To provide evidence to support absence such as an appointment card / letter, a copy of a prescription slip with name and date visible or medication packaging with name and date visible. Alternatively if none of the above are available, a note, signed by the parent / carer, to the school, explaining the reason for absence.

N.B: Please refer to **Appendix A** for further context to the impact which falling attendance has on a student's schooling.

What parents / carers and pupils can expect from the school:

- ★ A Sixth form education that is dependent upon regular attendance at school
- ★ Promotion of good attendance and punctuality at school, and regular encouragement and rewards
- ★ Efficient and accurate recording and monitoring of absence
- ★ Prompt action when a problem has been identified
- ★ Regular communication with students and parents / carers

F. Authorised and Unauthorised absence

Authorised absence: Acceptable reasons for being absent from school, set by the Department for Education

- The student is too ill to leave the house
- The student has a hospital appointment
- The student has toothache and has an emergency appointment
- A day of religious observance by the religious body to which the pupil's parent/carer belongs
- There is a close family bereavement
- Interviews for courses/employment that will begin after the end of their time in Sixth Form. (Students should not miss lessons to attend interviews, shifts and inductions for part-time work)
- University and Employer Open Days
- Work experience – requests for term-time leave for essential work experience (e.g. medicine, law) will be dealt with on a case-by-case basis. These requests should be submitted at least a month in advance

Unauthorised absence: Unacceptable reasons for being absent from school

- ❖ To mind the house
- ❖ To look after siblings
- ❖ To go shopping
- ❖ To celebrate a birthday
- ❖ Sleeping in
- ❖ To work / work shifts during school hours
- ❖ One child is ill, so all are kept off school
- ❖ Minor ailments such as a tummy ache or headache
- ❖ Because it is the end of the week or term
- ❖ Driving lessons or tests
- ❖ Adverse weather conditions (unless instructed to do so by the school)
- ❖ If a student is absent from school longer than a period of 5 days due to illness, parents/carers will be asked to provide medical evidence to support the student's absence.
- ❖ Leave of absence may not be given to enable a pupil to undertake employment during school hours unless it is to engage in work experience arranged through school.

Unexplained absence process

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the student's parent / carer on the morning of the first day of unexplained absence to ascertain the reason
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session

If the Attendance Administrator is unable to make contact via the telephone, the following steps will be taken:

- The school will use all appropriate methods of making contact, other than the telephone, which include email, text message via SchoolComms, contact with a social worker (if appropriate) or conducting a home visit

Where families are being supported through social care:

- Home visits will be conducted for families in social care once all methods of contact has been exhausted (as outlined above)

Where families are not being supported through social care:

- The attendance administrator will call the parent / carer on each day that the absence continues, without explanation, to ensure proper safeguarding action is taken where necessary
- Home visits will be completed by the Attendance Improvement Officer if no contact has been made and the absence continues. If no contact can be made during the home visit, the Attendance team will inform the school's safeguarding team

If school staff are unable to make contact with the parent of an absent student, we may consult with the Torbay Education Safeguarding Service (TESS) or in some cases the Police, where we have not been able to sight a young person.

G. How we will celebrate excellent attendance

Tutors will use weekly updates of those students that have maintained 100% attendance and those students that have improved their attendance and offer weekly verbal feedback.

Each term, students achieving 100% attendance will receive a Certificate of Attendance to include in their portfolios for prospective employers from the Director of Sixth Form.

The highest performing tutor group will also receive a termly trophy to celebrate their collective achievement (a rolling four week median will be used to navigate this task).

The Director of the Sixth Form will share out half-termly prizes to students consistently achieving 100% attendance or if they have made a significant effort in the area of attendance.

Students with attendance above 97% AND independent effort grades will be offered a Privilege Pass allowing them to study at home when their lessons and Collective Worship have finished for the day (Students must use this time for study; this time must not be used for other activities to include paid work).

H. Attendance Monitoring

Signing In and Out

It is a legal requirement that we know who is in the school building at all times.

Students must make sure that they sign in each time they are late to school and sign out each time they leave the site throughout the day.

Cause for concern process

We are keen to identify attendance concerns at the earliest opportunity to give parents / carers, students and the school the ability to intervene early and prevent further decline. We will do this by following the procedures outlined below:

STAGE 1: Tutor Intervention

Declining attendance: Attendance below 97%

Should attendance decline to 97% or below, the tutor will meet with the student concerned and offer support whilst explaining the impacts of falling / poor attendance.

NB: Please see Appendix A for a visual which explains the impact of specific attendance percentages as referenced above and throughout this document.

This action will be recorded within the school's Attendance tracker.

A letter will be sent home - Sixth Form Letter One

Attendance will be monitored closely.

STAGE 2: Attendance Improvement Officer Intervention

Declining attendance: Attendance below 95%

Should attendance decline to 95% or below, the Attendance Improvement Officer will meet with the student concerned with the aim of removing / solving barriers whilst explaining the impacts of falling / poor attendance.

This action will be recorded within the school's Attendance tracker.

A letter will be sent home - Sixth Form Letter Two

Attendance will be monitored closely.

STAGE 3 – Attendance Improvement Officer Intervention

Declining attendance: Attendance below 93%

A phone call to parents raising concerns will take place.

This practice is an opportunity to discuss any issues / barriers that are impacting your child's attendance to school.

Attendance will be monitored closely for 2 weeks.

STAGE 4 – Director of Sixth Form

Declining attendance: Attendance below 91% - Continued Persistent Absence

A phone call to parents raising concerns will take place.

The aim of the phone call will be to remove / re-solve any barriers which may exist whilst explaining the impacts of falling / poor attendance.

We will monitor and review your child's attendance over the following weeks to identify any significant improvement in their attendance. If this has been achieved then no further intervention / action will be taken at this stage.

A written warning will be issued, if no improvement is evidenced or if the agreed targets are not met (which will lead into stage 5).

STAGE 5 – Director of Sixth Form

Declining attendance: Persistent absence - Serious attendance concerns

A letter will be sent to the parents/carers of the student informing them of the situation and inviting them into school for a meeting with the Director of Sixth Form.

An attendance contract will be issued where action points will be put into place in order to drive improvement in the child's attendance.

We will monitor and review your child's attendance over the following weeks to identify any significant improvement in their attendance. If this has been achieved then no further intervention / action will be taken at this stage.

Attendance will be monitored closely for the duration of the attendance contract and beyond.

If attendance fails to improve, the school will have no alternative but to move to stage 6.

STAGE 6 – Director of Sixth Form

Failure to meet requirements of attendance contract

The student and parent / carers will be informed that their child will receive careers advice and guidance in view of making alternative arrangements for their future study.

Please note: Staff will work closely with students and their parents/carers to help overcome any barriers to attendance. Sometimes this might mean working outside of the six steps listed above, in an effort to efficiently and effectively meet need.

9. Appendices

Appendix A

Excellent Attendance	190 days in school	100% Attendance		Provides children with the best possible opportunity for success, achieve their potential and meet all their targets
	180 days in school	95% Attendance	10 days missed	
Persistence Absence	171 days in school	90% Attendance	19 days missed (almost four weeks of school missed)	Provides children will less chance to achieve their potential, meet their targets and make the most of their time at school
	161 days in school	85% Attendance	29 days missed (that's about half a term missed)	
	152 days in school	80% Attendance	38 days missed (that's 8 weeks of school missed)	Provides children with a reduced chance to achieve their potential, meet their targets and achieve in their examinations
	143 days in school	75% Attendance	47 days of absence (almost 10 weeks of school missed; approximately one quarter of the school year)	
Severe Absence	95 days in school	50% attendance	95 days of absence (this is the same as missing 3 half terms)	Provides children with a limited chance to achieve their potential