

# ATTENDANCE AT TEIGN SCHOOL

**Everyone's Responsibility**



## Everyday Matters

At Teign School, we believe that strong attendance is central to students feeling safe, connected, successful and able to achieve their full potential. Our attendance strategy is built around two key principles: attendance is everyone's responsibility and every relational interaction is an intervention.



We know that pupils attend best when they feel they belong, when relationships are strong, and when barriers are identified early. Our approach is therefore relational, inclusive, supportive and well-led, while maintaining high expectations for all students.

## Our Attendance Commitment

At Teign School, we aim to:

- Promote excellent attendance and punctuality for all students.
- Identify patterns of absence early and respond quickly.
- Work in partnership with parents and carers to remove barriers to attendance.
- Provide targeted support for pupils with SEND, medical needs, anxiety-based school avoidance, disadvantage or other vulnerabilities.
- Use attendance data carefully to monitor impact and improve provision.
- Ensure statutory attendance expectations are followed where attendance does not improve despite support.

## A Relational Approach

We want every student to know that they are noticed, valued and missed when they are not in school. Staff use positive, consistent messages to welcome students back after absence and help them catch up with missed learning.

Our approach is not simply about monitoring absence. It is about understanding the reasons behind absence, removing barriers, and helping students rebuild routines, confidence and belonging.

# WHY ATTENDANCE MATTERS

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### Understanding Attendance Percentages

Good attendance gives students the best chance of achieving well, building strong friendships, taking part in enrichment opportunities and developing the confidence they need for future success.

At Teign School, we regularly communicate the importance of attendance to students and families. Missing just one day every fortnight can mean losing around 78 lessons per year, which can have a significant impact on progress and confidence.

Students with attendance above 95% are more likely to achieve stronger GCSE outcomes than those whose attendance falls below 90%.

### DID YOU KNOW?

*Half of students who miss two days in September go on to miss nearly a month of school during that academic year.*

### Why Attendance Matters- Learning Lost Over Time

| Icon | Attendance | What this means                                                                   | Days absence in 1 year | Lessons missed in 1 year | Lessons missed over 5 years | Impact on GCSE grades and future earnings                                                                                                                               |
|------|------------|-----------------------------------------------------------------------------------|------------------------|--------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | 100%       | Outstanding attendance and the best opportunity to succeed.                       | 0 days                 | 0 lessons                | 0 lessons                   | Full access to learning, routines, revision and enrichment. Strongest chance of meeting or exceeding GCSE targets and maximising future study, employment and earnings. |
|      | 97%+       | Strong attendance.                                                                | 6 days                 | 30 lessons               | 150 lessons                 | Still misses around one full school week. Usually manageable if work is caught up quickly and routines stay strong.                                                     |
|      | 95%        | Attendance is becoming a concern and support may be offered.                      | 9.5 days               | 48 lessons               | 240 lessons                 | Almost two school weeks missed in a year. Learning gaps can begin to affect confidence, homework, revision and GCSE preparation.                                        |
|      | 93%        | Attendance is a significant concern and patterns of absence need to be addressed. | 13 days                | 65 lessons               | 325 lessons                 | Over two and a half school weeks missed. Repeated absence increases the risk of weaker progress, lower assessment outcomes and reduced GCSE performance.                |
|      | 90%        | This is classed nationally as persistent absence.                                 | 19 days                | 95 lessons               | 475 lessons                 | Almost one month of school missed each year. Significant risk to GCSE progress, post-16 choices, qualifications and long-term opportunities.                            |
|      | Below 50%  | This is classed nationally as severe absence.                                     | 95+ days               | 475+ lessons             | 2,375+ lessons              | More time out of school than in school. Intensive support required; severe impact on curriculum access, qualifications, future education routes and long-term earnings. |

Persistent absence includes both authorised and unauthorised absence. This means that even genuine illness can affect a student's overall attendance percentage.

# Should I keep my child off school?



## Yes

|                          |                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------|
| Chickenpox               | at least 5 days from the onset of the rash and until the blisters have crusted over |
| Impetigo                 | until sores crusted/healed OR 48 hrs after starting antibiotics                     |
| High temperature / fever | stay home until it's gone                                                           |
| Diarrhoea and Vomiting   | 48 hours after the last episode                                                     |
| Measles                  | at least 4 days from rash onset (call GP before return)                             |
| Scarlet fever:           | can return 24 hrs after antibiotics start                                           |



*Specific medical condition that a child's Individual Health Care Plan state they must stay at home for medical plan*

Scan me for  
more NHS  
guidance



## No Please encourage your child to inform their tutor about how they are feeling.

|                                                |                         |
|------------------------------------------------|-------------------------|
| Mild cough, cold, runny nose, sore throat      | Headaches and migraines |
| Conjunctivitis                                 | Cold sores              |
| Head lice / nits (treat while still attending) | Hand, foot and mouth    |
| Slapped cheek syndrome (once rash appears)     | Period pain             |
| Stomach aches                                  | Anxiety                 |

# HOW WE SUPPORT ATTENDANCE

## Everyone's Responsibility



### Support Before Escalation

At Teign School, we recognise that poor attendance is often a symptom of wider barriers. These may include anxiety, SEND, medical needs, family circumstances, low confidence, transport difficulties, friendship issues or worries about learning.

Our response is built around early identification, supportive conversations and graduated intervention. We use data to identify concerns, but we use relationships to understand and address the reasons behind them.

### What Support Might Include

- Tutor check-ins and trusted adult support.
- Tutor call home if broken school weeks.
- Nudge texts.
- Wellbeing Officer support and home visits
- Attendance action plans.
- Breakfast Club or structured start-of-day routines.
- Quiet spaces or regulation support.
- SEND support and reasonable adjustments.
- School nurse referral.
- Curriculum support through subject or homework intervention.



### Our Goal

Our goal is always to help students attend school as regularly as possible, while recognising individual circumstances and providing appropriate support. We celebrate excellent attendance, but we also celebrate improvement, resilience and progress for students who have faced significant barriers.

### DID YOU KNOW?

95-100% attendance  
doubles a child's chances of  
getting a grade 5 in  
English/Maths

### Support when Attendance Remains a Challenge

When attendance is 95% or lower we use our Improving Attendance 4 tier provision map to support students through a team around the family approach.

# 4 TIERED APPROACH TO IMPROVING ATTENDANCE

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### Improving Teign Attendance Provision Map



| Tier 1<br>(1-2 broken weeks/99-97% attendance)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Tier 2<br>(>2 broken weeks/96% attendance)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Tier 3<br>(95-91% attendance)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Tier 4<br>(persistently absent 90% & below)                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What action must we take:</b> <ol style="list-style-type: none"> <li>1. WO will provide tutors with a weekly list of students requiring action. Tutors will be proactive in contacting parent/carers to support the child to return to school after a broken week or a short absence. Log actions on CPOMS</li> <li>2. Form tutors and class teachers will support pupils (and parents/carers) to break down barriers to school. They will be proactive in supporting children to return to school after a broken week or a short absence.</li> <li>3. Teachers always welcome pupils back to class and support with the catch up of missed work.</li> </ol>               | <b>What action must we take:</b> <ol style="list-style-type: none"> <li>1. Absence of pupils with more than 2 broken weeks is followed up by the tutors and WO with a simple actions plan in place to address barriers to school. Recorded on</li> <li>2. Weekly attendance hub meeting in the school – led by Senior Leader. Forensic focus on pupils starting to cause concern / records kept for monitoring</li> <li>3. Fortnightly year group attendance meetings led by Attendance Officer and includes WO.</li> </ol>                                                                                                                | <b>What action must we take:</b> <ol style="list-style-type: none"> <li>1. WO support to consider and remove barriers to attendance</li> <li>2. Detailed action plan in place for 'target 10' students reviewed after 4 weeks</li> <li>3. WO talk to the pupils regularly who are displaying broken week attendance</li> <li>4. Attendance officer is following the ESW Escalation Protocol for missed sessions– Letters A1 (95%) and A2 (93%) issued/ Medical evidence requests agreed at fortnightly meeting with WO.</li> <li>5. Meetings with parent/carers and professionals - action plans recorded in CPOMS</li> </ol>                                                                                                                                                        | <b>What action must we take:</b> <ol style="list-style-type: none"> <li>1. Pupil is now classed as Persistently Absent (PA)</li> <li>2. Attendance letters A3 (90%) and A4 (&lt;90%) are being issued</li> <li>3. Formal legal meetings are being held / EWO processes referral</li> </ol>                                |
| Tier 1 Teign improving attendance provisions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Tier 2 Teign improving attendance provisions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Tier 3 Teign improving attendance provisions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Tier 4 Teign improving attendance provisions                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Come to school earlier and attend breakfast club</li> <li>• Tutor meets student before going to tutor on their first day back (could be for more days and phased out)</li> <li>• Tutor provides supportive check ins during tutor or at prearranged point in the day</li> <li>• Sit beside trusted peer in tutor and lessons</li> <li>• Attend subject catch up club</li> <li>• Enrol in a breaktime or afterschool club</li> <li>• Use the library at breaks</li> <li>• Peer mentor</li> <li>• Daily "We missed you" nudge messages</li> <li>• Half termly personalised nudge messages</li> <li>• 100% attendance awards</li> </ul> | <ul style="list-style-type: none"> <li>• Use of Tier 1 provisions</li> <li>• Home visit by WO</li> <li>• WO check ins</li> <li>• Access to Reach for 10 mins max</li> <li>• Access to Goldfish Bowl for 10 mins max (regulation space)</li> <li>• Early lunch pass</li> <li>• Medical card</li> <li>• Assigned a 'trusted adult'</li> <li>• Quiet space for break times</li> <li>• Catch me card</li> <li>• Time out of lesson card</li> <li>• School nurse appointment</li> <li>• Share "Low Income Support" letter</li> <li>• Parent/carer supported with how to use Classcharts, Sparx, Seneca</li> <li>• Early help offered</li> </ul> | <ul style="list-style-type: none"> <li>• Use of Tier 1 &amp; 2 provisions</li> <li>• Home visit by WO or SHO</li> <li>• WO daily check ins</li> <li>• Collected from reception at the start of the day*</li> <li>• Arrives at school outside usual start time for short period*</li> <li>• Access to Reach instead of lessons*</li> <li>• Access to Goldfish Bowl (regulation space) instead of tutor*</li> <li>• MHST referral or equivalent</li> <li>• Access to sensory room</li> <li>• Wave 2 and 3 SEND support</li> <li>• Referral for SPACE mentoring</li> <li>• SLT or LOPD mentoring/corridor check ins</li> <li>• Early help offered</li> </ul> <p><i>*provisions to support reintegration should be regularly reviewed with the view to quickly moving to tier 2.</i></p> | <ul style="list-style-type: none"> <li>• Use of Tier 1-3 provisions</li> <li>• EWO involvement</li> <li>• S19 referral</li> <li>• Escalate to DCC inclusion for AP funding</li> <li>• EP referral</li> <li>• EHCNA</li> <li>• Multi-agency attendance meeting</li> <li>• Access to Teign Nest (EBSA Provision)</li> </ul> |

## A Relational Approach At Every Tier

Even at Tier 4, support remains relational. Formal processes are used alongside continued work to understand barriers, support families and help students re-engage with education.

### DID YOU KNOW?

Average year earnings at 28 years based on school attendance banding:

99-100%: £32,200

90-100%: £29,800

50-100%: £19,500

# THE NEST: EBSA AND REINTEGRATION SUPPORT

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### Supporting Students With Anxiety-Based Attendance Barriers

Some students experience significant barriers to attendance linked to anxiety, mental health, autism, SEND, medical needs, family circumstances or emotionally based school avoidance. For these students, Teign School offers The Nest, a specialist reintegration provision designed to provide relational, structured and personalised support.

### What The Nest Provides

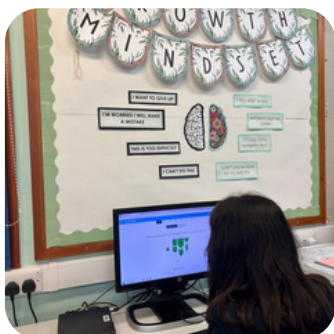
- Support from a practitioner trained in Emotional Logic and the Devon ATTEND Framework
- Personalised reintegration programmes.
- Therapeutic and relational support.
- Family engagement.
- Safe routines and structured provision.
- Multi-agency collaboration.
- Evidence gathering where further support or referral is required.



### Impact of The Nest

The Nest has supported students with complex barriers to attendance and engagement. In June 2026, The Nest supported 22 students, with 55% successfully reintegrated, 27% continuing to receive support and 18% requiring Section 19 referral pathways.

The provision has strengthened multi-agency working, improved evidence for referrals and created clearer pathways for students whose needs sit between school-based support and specialist provision.



### Our Approach

The Nest is not about lowering expectations. It is about removing barriers, rebuilding confidence and helping students access the right education in the right way at the right time.



# WORKING WITH FAMILIES

## Everyone's Responsibility



### Partnership With Parents and Carers

Strong attendance is most successful when school and families work together. Parents and carers play a vital role in helping students attend school regularly, arrive on time and develop positive routines.

### We Ask Families To:

- Ensure their child attends school every day wherever possible.
- Contact school before 8.30am on each day of absence.
- Provide a clear reason for absence.
- Arrange medical and dental appointments outside the school day wherever possible.
- Engage with meetings and support plans where attendance concerns arise.
- Work with school to identify and remove barriers to attendance.

### Reporting Absence

If your child is absent, please contact: [attendance@teignschool.org.uk](mailto:attendance@teignschool.org.uk) or 01626 366969.

Parents and carers should contact school each day their child is absent unless a longer period has already been agreed with the Attendance Team.

### Medical Appointments

- Where possible, medical or dental appointments should be arranged outside the school day. If this is not possible, students should attend school before and after the appointment wherever they are well enough to do so.
- Leave During Term Time
- Leave during term time can only be authorised in exceptional circumstances. Family holidays are not normally considered exceptional circumstances and are unlikely to be authorised.

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Leave during term time can only be authorised in exceptional circumstances. Family holidays are not normally considered exceptional circumstances and are unlikely to be authorised.

#### DID YOU KNOW?

*A child who is late by 5 minutes everyday will miss 3 days of learning*

# COMMUNITY HUB AND EARLY HELP Everyone's Responsibility



## Removing Barriers Through Community Partnership

At Teign School, we recognise that attendance can be affected by wider factors beyond the school gates. Family circumstances, SEND needs, mental health, access to services, transport, community support and wellbeing can all influence whether a young person attends school regularly.

To help address these barriers, Teign School works through the Kingsteignton Community Hub, which brings together families, schools, health services, local organisations and community leaders to provide earlier, more joined-up support.

## How the Community Hub Supports Attendance

- Improving access to SEND advice and guidance.
- Providing weekly SEN Drop-In Clinics.
- Offering workshops on teenage mental health and wellbeing.
- Supporting families through key transition points, including the move to secondary school.
- Connecting families with health, education and community services.
- Helping prevent needs from escalating by offering earlier access to support.

## A Neighbourhood Approach

The Community Hub is developing a more coordinated, family-centred model of support. This includes earlier intervention, improved support during transition, stronger collaboration between health and education, and a whole-family approach to improving wellbeing, attendance and engagement.

## Listening to Young People

Students are also involved in shaping community priorities. Through Student Community Leaders and Community Leaders' Breakfast events, young people have identified priorities such as safer transport, better access to spaces and activities, improved communication and cleaner community spaces.



# ATTENDANCE PROCEDURES AND FAQs

## Everyone's Responsibility



### What should I do if my child is absent?

Please contact the school before 8.30am on each day of absence. You can email [attendance@teignschool.org.uk](mailto:attendance@teignschool.org.uk) or telephone 01626 366969.

### What happens if school does not receive a reason for absence?

The school will contact parents or carers and, where necessary, other emergency contacts. If school cannot establish a reason for absence, safeguarding procedures may be followed, including home visits or welfare checks where appropriate.

### What time does school start?

The school day starts at 8.45am. Morning registration begins at 8.50am. Pupils receive a late mark if they are not in their classroom by 8.55am, and the register closes at 9.15am.

### What if my child has a medical appointment?

Appointments should be made outside school hours wherever possible. If this is not possible, students should attend school before and after the appointment where they are well enough to do so.

### What if my child is struggling with anxiety about school?

Please contact us as early as possible. We can work with families to understand barriers, consider reasonable adjustments, involve pastoral or SEND staff, and explore support such as The Nest, MHST, Early Help or Community Hub provision where appropriate.

### What happens when attendance becomes a concern?

When attendance becomes a concern, school will usually begin with supportive conversations, attendance monitoring and an action plan. If attendance does not improve, this may escalate to meetings, Early Help, multi-agency planning or statutory attendance procedures where appropriate.

