

# Evolution Education

## Attendance Policy (2026–2027)

### 1. Policy Statement

Evolution Education is committed to ensuring that all students access education regularly, safely, and consistently. Attendance is fundamental to safeguarding, learning, emotional wellbeing, and successful reintegration into education.

As an Alternative Provision, Evolution Education recognises that many students experience complex barriers to attendance. These may include social, emotional and mental health (SEMH) needs, anxiety, trauma linked to previous school experiences, neurodiversity, family circumstances, or disrupted educational histories.

This policy reflects a support-first, relationship-led approach in line with Department for Education (DfE) attendance guidance and Alternative Provision expectations. Attendance concerns are addressed through early identification, collaboration, and the removal of barriers, rather than reliance on punitive measures alone.

Attendance is treated as both an educational priority and a safeguarding responsibility.

### 2. Legal and Statutory Context

This policy operates in line with the following legislation and guidance:

- Education Act 1996
- Education Act 2002 (Section 175 – safeguarding duties)
- DfE *Working Together to Improve School Attendance*
- DfE Alternative Provision Statutory Guidance

Regular attendance is recognised as a key safeguarding indicator. Prolonged or unexplained absence may indicate increased vulnerability or risk and is monitored accordingly.

### 3. Importance of Regular Attendance

Regular attendance supports:

- Safeguarding and student welfare
- Academic progress and skill development

- Emotional regulation, routine, and stability
- Positive behaviour and engagement
- Successful reintegration to mainstream or next-step provision

Irregular attendance can increase anxiety, reduce engagement, and place students at heightened risk. Evolution Education therefore works proactively with students, families, schools, and commissioning bodies to promote consistent access to education.

## **4. Roles and Responsibilities**

### **Evolution Education**

Evolution Education is responsible for:

- Monitoring attendance daily
- Responding promptly to absence or lateness
- Identifying emerging patterns of concern
- Maintaining accurate attendance records
- Working collaboratively with families, referring schools, and professionals
- Implementing appropriate support and reasonable adjustments
- Escalating safeguarding concerns where attendance raises welfare concerns

### **Parents and Carers**

Parents and carers are expected to:

- Ensure their child attends as agreed
- Inform Evolution Education promptly of absence
- Engage with attendance support plans and review meetings
- Work collaboratively to address barriers to attendance

### **Students**

Students are supported and encouraged to:

- Attend consistently and punctually
- Communicate concerns, anxieties, or barriers
- Engage with agreed support strategies

## **5. Monitoring and Recording Attendance**

Attendance is monitored daily through:

- Morning registration

- Session-by-session monitoring
- Centralised recording via Bromcom

Attendance data is shared, where appropriate, with:

- Referring (parent) schools
- Local Authorities or commissioning bodies

Attendance patterns and concerns are reviewed regularly by the Centre Leadership Team.

## 6. First-Day and Ongoing Absence Procedures

Where a student does not attend as expected:

- **Day 1 of absence:**  
Parents or carers are contacted to establish the reason for absence.
- **Day 3 of continued absence:**  
The referring school is formally notified by the Centre Lead.
- **Ongoing or repeated absence:**  
Attendance concerns are reviewed, barriers are explored, and next steps are agreed collaboratively.

All contact, decisions, and actions are recorded accurately.

## 7. Supporting Students Who Experience Attendance Difficulties

Where attendance concerns arise, the focus remains on understanding and removing barriers.

Support strategies may include:

- Adjusted or phased timetables
- Flexible start times
- Increased mentoring or key-worker support
- Emotional regulation and wellbeing check-ins
- Supported reintegration following absence
- Enhanced communication with home
- Collaboration with external professionals

Attendance is reviewed as part of safeguarding discussions, multi-disciplinary meetings, and placement reviews.

## 8. Persistent Absence

Persistent absence is defined as attendance below 90%.

Where persistent absence is identified:

- Attendance concerns are prioritised
- A structured attendance support plan is implemented
- Parents and carers and referring schools are actively engaged
- Progress is reviewed regularly

Evolution Education recognises that many students placed in Alternative Provision may already meet persistent absence thresholds. Attendance targets are therefore individualised, realistic, and supportive.

## **9. Safeguarding and Non-Attendance**

Non-attendance is treated as a potential safeguarding concern.

Where absence raises concerns regarding a student's welfare:

- Safeguarding procedures are followed in line with the Safeguarding Policy
- Concerns are escalated appropriately
- Accurate and timely records are maintained

Safeguarding responsibilities extend across attendance, behaviour, wellbeing, and access to education.

## **10. Promoting Positive Attendance**

Evolution Education promotes positive attendance through:

- Strong, trusted relationships between staff and students
- Clear routines and consistent expectations
- Calm and respectful communication
- Positive reinforcement
- A supportive learning environment designed to reduce anxiety and promote engagement

This approach aligns with national guidance on early help, inclusion, and joined-up working.

## **11. Monitoring and Review**

This policy is reviewed annually to ensure compliance with statutory guidance and Alternative Provision best practice.

**Last Reviewed:** January 2026

**Next Review Due:** January 2027

**Approved by:**

Evolution Education Senior Leadership Team