



Attendance, Engagement & Welfare Policy

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1. Policy Statement

Storyy Education is committed to ensuring that every child and young person can access education through high levels of attendance, engagement and participation. As an alternative provision provider, we recognise that many students accessing our services have experienced disrupted education, persistent or severe absence, suspension or exclusion, emotionally based school avoidance, unmet special educational needs, trauma, adverse childhood experiences (ACEs), mental health needs or other barriers that have affected their ability to engage consistently with education.

Storyy Education regards attendance as both an educational priority and a safeguarding responsibility. In accordance with Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children and Working Together to Improve School Attendance, attendance concerns are considered within the wider context of each student's individual needs, vulnerabilities and circumstances. Unexplained, unexpected or concerning absence will be responded to promptly through the organisation's attendance and safeguarding procedures, recognising that changes in attendance may indicate emerging welfare or safeguarding concerns.

We are committed to working collaboratively with students, parents and carers, commissioning schools, local authorities and partner agencies to promote positive attendance, identify barriers to engagement and provide timely support that enables students to participate successfully in education. Attendance is viewed as a shared responsibility, built upon positive relationships, early intervention and a trauma-informed approach.

Where a student remains registered at a commissioning or host school, that school retains responsibility for maintaining the statutory attendance register and applying the appropriate Department for Education (DfE) attendance codes. Storyy Education will provide accurate and timely attendance information to enable the school to fulfil its statutory responsibilities. Where Storyy Education is commissioned directly by a local authority or other responsible body, attendance responsibilities will be determined through the commissioning agreement and the relevant statutory framework.

Storyy Education uses Hapio Journey to securely record, monitor and report attendance, supporting safeguarding oversight, attendance monitoring and communication with authorised professionals. Attendance information forms part of the student's educational record and, where appropriate, their safeguarding record.

Storyy Education adopts a trauma-informed, relationship-based approach to attendance. Absence is not viewed in isolation or treated automatically as wilful non-compliance. Staff seek to understand the barriers affecting attendance and work collaboratively with students and families to increase safety, trust, confidence, emotional wellbeing and sustained engagement in education.

2. Aims and Principles

2.1 Aims

This policy aims to:

- promote excellent attendance, punctuality and educational engagement across all Storyy Education provisions;
- ensure every commissioned learning session is accurately recorded and monitored;
- maintain robust safeguarding arrangements through effective attendance monitoring;
- identify attendance concerns at the earliest opportunity and implement timely interventions;
- support children and young people experiencing barriers to education through personalised, trauma-informed approaches;
- maintain accurate attendance records that meet statutory, contractual and commissioning requirements;
- provide schools, local authorities and commissioners with timely and accurate attendance information;
- ensure consistent attendance procedures across all Storyy Education provisions;
- improve educational outcomes by increasing attendance, participation and engagement; and
- promote a culture in which attendance is recognised as a shared responsibility between students, families, schools, commissioners and Storyy Education.

2.2 Principles

Storyy Education believes that:

- every child has the right to access a safe, inclusive and high-quality education;
- good attendance supports improved educational, emotional, social and long-term outcomes;
- attendance is a fundamental safeguarding responsibility;
- attendance should always be considered alongside engagement, emotional wellbeing and individual need;
- poor attendance is often a symptom of wider unmet needs rather than a behavioural choice;
- attendance concerns should always be considered within the wider context of the student's circumstances, vulnerabilities and lived experiences;
- early intervention is more effective than reactive intervention;
- positive relationships with students and families are fundamental to improving attendance;
- attendance information should be accurate, timely, objective and transparent;
- technology should support effective safeguarding, accountability and communication; and
- every attendance decision should place the welfare and best interests of the child at its centre.

Attendance improvement is embedded within the RESET model, recognising that confidence, emotional wellbeing, belonging, positive relationships and engagement are essential foundations for sustained educational attendance.

3. Legislative Framework

This policy has been developed in accordance with current legislation and statutory guidance relating to attendance, safeguarding, alternative provision, special educational needs and disability (SEND) and data protection.

The legislation, statutory guidance and related Storyy Education policies that inform this policy are listed within Section 16 – Links with Other Policies, Legislation and Guidance.

Storyy Education will review this policy regularly to ensure continued compliance with changes in legislation, statutory guidance and recognised best practice.

4. Roles and Responsibilities

4.1 Shared Responsibility

Improving attendance is a shared responsibility between Storyy Education, students, parents and carers, commissioning schools, local authorities and partner agencies.

Every member of staff has a responsibility to promote attendance, identify emerging concerns, respond appropriately to absence and contribute to safeguarding arrangements that enable children and young people to access education safely, consistently and successfully.

4.2 Directors

The Directors are responsible for ensuring that:

- effective attendance arrangements are implemented across the organisation;
- attendance procedures comply with statutory guidance and commissioning requirements;
- sufficient resources are available to support attendance monitoring and safeguarding;
- attendance is monitored as part of the organisation's wider safeguarding, quality assurance and educational improvement arrangements; and
- attendance information is used to promote positive outcomes for students and continuous organisational improvement.

4.3 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is responsible for:

- monitoring attendance from a safeguarding perspective;
- reviewing persistent absence and emerging attendance concerns;
- ensuring attendance concerns are considered alongside all other safeguarding information when assessing risk;
- assessing whether attendance patterns indicate abuse, neglect, exploitation or other safeguarding concerns;
- overseeing welfare checks following unexplained or concerning absence;
- liaising with schools, local authorities, Children's Social Care and other partner agencies where appropriate;
- ensuring attendance information contributes to safeguarding decision-making; and
- monitoring attendance for vulnerable students, including those subject to Child Protection Plans, Child in Need Plans, Early Help or other safeguarding arrangements.

4.4 Provision Managers

Provision Managers are responsible for:

- overseeing the implementation of this policy within their provision;
- ensuring attendance is recorded accurately and promptly;
- monitoring attendance, punctuality and attendance trends;
- ensuring appropriate attendance, welfare and safeguarding responses are implemented where concerns arise;
- escalating concerns to the Designated Safeguarding Lead where appropriate;
- ensuring attendance information is shared with commissioners in accordance with agreed arrangements;
- maintaining quality assurance of attendance records; and
- supporting staff to implement attendance procedures consistently.

4.5 Lead Mentors, Mentors and Teaching Staff

Lead Mentors, Mentors and all staff delivering education or mentoring are responsible for:

- promoting positive attendance through relationship-based practice;
- accurately recording attendance for every planned session using Hapio Journey;
- ensuring attendance records are completed promptly and accurately reflect the student's participation;
- monitoring attendance, punctuality and educational engagement within their allocated caseloads;
- identifying changes in attendance that may require additional support or safeguarding action;
- working collaboratively with students, families, schools and partner agencies to improve attendance;
- contributing to attendance support, reintegration and intervention planning where appropriate;
- recording attendance information factually, objectively and professionally;
- promptly reporting attendance, welfare or safeguarding concerns to the Provision Manager or Designated Safeguarding Lead (DSL), as appropriate; and
- maintaining accurate, confidential attendance records in accordance with this policy and the organisation's safeguarding procedures.

4.6 Parents and Carers

Parents and carers are expected to:

- support their child to attend all commissioned learning sessions wherever possible;
- notify Storyy Education as soon as reasonably practicable if their child is unable to attend;
- provide accurate information regarding the reason for absence;
- ensure contact information remains up to date;
- work collaboratively with Storyy Education to address barriers affecting attendance; and
- participate in attendance meetings and support planning where requested.

4.7 Students

Students are expected to:

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- attend all agreed learning sessions;
- attend punctually and engage positively in learning wherever possible;
- communicate with staff if they are experiencing difficulties affecting attendance or participation; and
- work collaboratively with staff to improve attendance and educational engagement.

4.8 Commissioning Schools, Local Authorities and Partner Agencies

Commissioning schools, local authorities and partner agencies are responsible for:

- sharing relevant attendance, safeguarding and welfare information with Storyy Education;
- informing Storyy Education of concerns that may affect attendance or educational engagement;
- participating in attendance reviews, planning meetings and safeguarding discussions where appropriate;
- working collaboratively to remove barriers affecting attendance; and
- responding appropriately to attendance information and safeguarding concerns shared by Storyy Education.

Through effective partnership working, Storyy Education seeks to ensure that every student receives consistent support to achieve improved attendance, enhanced wellbeing and positive educational outcomes.

5. Attendance Recording Procedures

5.1 Principles

Storyy Education records attendance electronically using Hapio Journey. Attendance forms part of each student's educational record and, where appropriate, their safeguarding record. Accurate attendance recording supports safeguarding, educational engagement, statutory reporting and effective partnership working with schools, commissioners and other agencies.

Attendance must be recorded for every commissioned learning session, regardless of where the education is delivered and should accurately reflect the student's participation.

5.2 Recording Attendance

Attendance is recorded by the member of staff responsible for delivering the session and should be completed as soon as reasonably practicable at the start of the session.

Attendance procedures apply consistently across all Storyy Education provision, including:

- RESET Primary;
- RESET Secondary;
- BRIGHT Outreach;
- centre-based provision;
- home tuition;
- community-based learning;
- online learning; and
- educational visits.

Attendance must be recorded using the appropriate Department for Education (DfE) attendance code together with any additional information necessary to support safeguarding, educational planning or attendance monitoring.

5.3 Late Arrival

Where a student arrives after the planned start of a session, the attendance record will accurately reflect the time of arrival.

Staff will welcome the student positively, support them to engage with learning as quickly as possible and, where appropriate, seek to understand any barriers contributing to lateness.

Repeated lateness will be monitored and addressed through attendance support procedures, recognising that punctuality may be affected by a range of educational, social, emotional or safeguarding factors.

5.4 Student Absence

Where a student does not attend a planned session, Storyy Education will:

- record the attendance using the appropriate DfE attendance code;
- make reasonable enquiries to establish the reason for absence;
- record relevant information factually;
- inform the commissioning school or other agencies where appropriate; and
- follow safeguarding procedures where the student's welfare cannot be established or where attendance gives rise to concern.

Every absence will be considered within the wider safeguarding context and managed in accordance with this policy and the Child Protection and Safeguarding Policy.

5.5 Attendance Records

Attendance records must be:

- accurate;
- factual;
- completed promptly;
- objective;
- proportionate;
- securely maintained; and
- capable of providing a clear audit trail.

Where attendance records require amendment, any changes must be authorised, appropriately recorded and capable of being audited. Staff must never alter attendance records in a way that compromises the integrity or accuracy of the educational record.

6. Attendance Recording

6.1 Attendance Principles

Storyy Education records attendance for every commissioned learning session using **Hapio Journey**. Attendance is recorded using the current **Department for Education (DfE) statutory attendance codes**, ensuring consistency with national attendance requirements.

Attendance records support:

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- safeguarding and welfare;
- educational engagement;
- statutory and contractual reporting;
- quality assurance; and
- early identification of attendance concerns.

Attendance records form part of the student's safeguarding record and are managed in accordance with the Data Protection Act 2018, UK GDPR, Keeping Children Safe in Education (KCSIE) 2026 and the Storyy Education Child Protection and Safeguarding Policy.

6.2 Recording Attendance

Attendance is recorded electronically within Hapio Journey for every planned session.

Records must:

- be completed as soon as reasonably practicable;
- accurately reflect the student's attendance;
- use the appropriate DfE attendance code;
- include supporting notes where required; and
- provide a complete audit trail.

Attendance records cannot be left incomplete.

6.3 Attendance Codes

Storyy Education uses the current Department for Education (DfE) statutory attendance codes for recording attendance.

These codes are applied consistently across all Storyy Education provisions and are reviewed whenever the Department for Education updates national attendance guidance.

The organisation does not operate a separate internal attendance coding system.

6.4 Attendance Monitoring

Attendance information recorded within Hapio Journey is used to:

- calculate attendance percentages;
- identify persistent absence or lateness;
- monitor attendance trends;
- support safeguarding and welfare procedures;
- produce reports for commissioners, schools and local authorities; and
- inform early intervention and attendance improvement strategies.

Where attendance gives rise to safeguarding concerns, welfare concerns or repeated absence, staff will follow the procedures set out within this policy and the Child Protection and Safeguarding Policy.

7. Registers and Punctuality

7.1 Attendance Registers

Storyy Education maintains an electronic attendance register for every planned learning session using Hapio Journey.

Registers are completed by the member of staff delivering the session and form part of the student's educational and safeguarding record.

Registers apply to all provision, including:

- RESET Programmes;
- BRIGHT Outreach;
- centre-based learning;
- home tuition;
- community learning;
- online learning; and
- educational visits.

Registers should be completed as soon as reasonably practicable at the start of each session.

7.2 Register Accuracy

Attendance registers must provide an accurate record of the student's participation.

Each attendance record will include the appropriate DfE attendance code together with any additional information required to support safeguarding, attendance monitoring or educational reporting.

Any amendments to attendance records are securely recorded within Hapio Journey's audit trail.

7.3 Punctuality

Storyy Education promotes punctuality as an important part of preparing young people for education, employment and adult life.

Staff recognise that lateness may arise from a range of factors, including anxiety, trauma, transport difficulties, medical needs or family circumstances. Where lateness occurs, staff seek to understand and address underlying barriers whilst maintaining high expectations for attendance and engagement.

Students arriving late should be welcomed positively, supported to access learning promptly and have their attendance accurately recorded.

7.4 Monitoring Attendance and Punctuality

Hapio Journey supports the monitoring of attendance and punctuality by identifying patterns of:

- persistent absence;
- repeated lateness;
- attendance trends; and
- emerging welfare or safeguarding concerns.

Where concerns are identified, appropriate attendance, welfare and safeguarding procedures will be followed in accordance with this policy and the Child Protection and Safeguarding Policy.

8. Welfare and First-Day Response

8.1 Principles

Storyy Education recognises that attendance is a fundamental safeguarding responsibility. Consistent with Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard

Children and Working Together to Improve School Attendance, unexplained absence, persistent absence or sudden changes in attendance may indicate that a child is at risk of abuse, neglect, exploitation, mental ill health or other safeguarding concerns.

Every unexplained absence will therefore be treated as both an attendance matter and a potential safeguarding concern until the child's welfare has been established.

Attendance information contributes to the wider safeguarding picture and forms part of the student's safeguarding record.

8.2 Reporting Absence

Parents, carers, commissioning schools and other professionals are expected to notify Storyy Education as soon as reasonably practicable if a student is unable to attend a planned session.

The reason for absence will be recorded, attendance updated using the appropriate DfE attendance code and any relevant safeguarding or welfare information documented.

Where appropriate, Storyy Education will share attendance information with commissioning schools, local authorities and other professionals in accordance with safeguarding responsibilities and information-sharing agreements.

8.3 First-Day Response

Where a student fails to attend a planned session and no explanation has been received, Storyy Education will make reasonable attempts to establish the student's whereabouts and welfare as soon as practicable.

Where contact cannot be established, or where information received raises concern for the student's safety or wellbeing, the matter will be referred immediately to the Designated Safeguarding Lead (DSL).

All actions taken will be recorded within the student's attendance and safeguarding record.

8.4 Welfare and Safeguarding

Where attendance concerns indicate that a student may be at risk of harm, Storyy Education will respond in accordance with its **Child Protection and Safeguarding Policy**.

The DSL will determine the most appropriate safeguarding response, which may include liaison with parents or carers, commissioning schools, local authorities, Children's Social Care, the Police or other relevant agencies.

Attendance concerns will always be considered within the wider safeguarding context rather than in isolation.

9. Missing Student Procedures

9.1 Principles

Storyy Education has a duty to respond promptly whenever a student's whereabouts during a commissioned session cannot be confirmed.

Missing student incidents are managed as safeguarding matters and are responded to proportionately, taking account of the student's age, vulnerability, individual risk factors, SEND, known safeguarding concerns and the circumstances of the incident.

This section should be read alongside the **Missing Student / Absconding Policy**.

9.2 Student Fails to Arrive

Where a student does not attend a planned session, staff will:

- make reasonable enquiries to establish the reason for absence;
- consider whether there are immediate safeguarding concerns;
- inform the Provision Manager and DSL where appropriate;
- record all actions taken; and
- work collaboratively with parents, carers, commissioning schools and partner agencies to establish the student's welfare.

9.3 Student Leaves During a Session

If a student leaves a session without agreement, staff will prioritise the student's safety whilst avoiding actions likely to increase risk.

The response will be informed by professional judgement, dynamic risk assessment and the student's individual risk profile.

Parents or carers, the DSL, commissioning school, local authority and emergency services will be informed where appropriate.

9.4 Individual Risk Planning

Where students present an increased risk of going missing or leaving provision unexpectedly, individual risk assessments and support plans will identify agreed preventative strategies, communication arrangements and safeguarding responses.

10. Persistent Absence

10.1 Principles

Storyy Education recognises that many students accessing Alternative Provision have experienced disrupted education, emotionally based school avoidance, trauma, unmet SEND needs or other barriers affecting attendance.

Attendance improvement is therefore approached through relationships, early intervention, multi-agency collaboration and personalised support rather than punitive measures.

The organisation's aim is to achieve sustained engagement in education whilst promoting safeguarding, wellbeing and positive outcomes.

10.2 Monitoring Attendance

Attendance is monitored regularly to identify patterns of absence, emerging concerns and opportunities for early intervention.

Where attendance deteriorates, Storyy Education will consider the wider context, including safeguarding information, emotional wellbeing, SEND, family circumstances and known barriers to attendance.

10.3 Attendance Review

Where attendance gives cause for concern, Storyy Education may convene a review involving the student, parents or carers, commissioning school, local authority, mentor, DSL and other professionals as appropriate.

The purpose is to identify barriers, review support and agree actions that promote successful educational engagement.

10.4 Attendance Support

Support will be tailored to individual need and may include mentoring, phased timetables, outreach, flexible delivery models, anxiety-reduction strategies, transport planning, home-based learning where commissioned or other reasonable adjustments.

Support is reviewed regularly to ensure it remains effective and responsive to the student's changing needs.

11. Attendance Across Different Delivery Models

11.1 Principles

Storyy Education delivers education through a range of provision models, including centre-based learning, outreach, home tuition, community-based education, online learning and educational visits.

Regardless of where learning takes place, attendance expectations remain consistent. Every commissioned session is recorded using the appropriate DfE attendance code and contributes to the student's overall attendance record.

11.2 Recording Attendance

Attendance is recorded for all commissioned sessions using the same principles of accuracy, timeliness and accountability.

Staff ensure that attendance reflects the student's actual participation and includes any information necessary to support safeguarding, attendance monitoring or educational reporting.

11.3 Monitoring and Reporting

Attendance information from all delivery models contributes to the student's overall attendance profile and informs safeguarding, educational planning and reporting to commissioning schools and local authorities.

Storyy Education maintains consistent attendance procedures across all settings to ensure that every student receives the same standard of safeguarding, oversight and support regardless of where education is delivered.

12. Attendance and Safeguarding

12.1 Attendance as a Safeguarding Responsibility

Storyy Education recognises that attendance, educational engagement and safeguarding are intrinsically linked. Consistent with Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children and Working Together to Improve School Attendance, unexplained,

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persistent or sudden changes in attendance may indicate that a child or young person is experiencing abuse, neglect, exploitation, mental ill health or other safeguarding concerns.

Attendance is therefore regarded as a core safeguarding responsibility rather than solely an educational measure. Every absence is considered within the wider context of the student's known circumstances, vulnerabilities and individual needs.

Staff are expected to maintain professional curiosity and consider whether attendance patterns may indicate a change in the student's wellbeing, safety or level of risk.

12.2 Responding to Attendance Concerns

Where attendance gives rise to a safeguarding concern, staff must respond promptly in accordance with this policy and the Child Protection and Safeguarding Policy.

This includes:

- establishing the student's welfare wherever possible;
- recording attendance accurately;
- documenting actions taken;
- informing the Designated Safeguarding Lead (DSL) where appropriate;
- following individual safeguarding or risk management plans; and
- working collaboratively with parents, carers, commissioning schools, local authorities and partner agencies.

Attendance concerns are not considered resolved until the student's welfare has been appropriately established or responsibility has been transferred to the relevant safeguarding agency.

12.3 Multi-Agency Working

Storyy Education recognises that effective safeguarding depends upon timely information sharing and collaborative working.

Attendance information may be shared with commissioning schools, local authorities, Children's Social Care and other professionals where this is necessary to safeguard the student, support educational planning or fulfil statutory responsibilities.

Attendance information may also contribute to multi-agency meetings, including Child Protection Conferences, Child in Need meetings, Early Help meetings, EHCP reviews, Personal Education Plan meetings, placement reviews and other safeguarding or education planning meetings.

Information sharing will always be proportionate, lawful and consistent with the **Data Protection Act 2018**, **UK GDPR** and statutory safeguarding guidance.

13. Attendance Monitoring and Alerts

13.1 Monitoring Attendance

Storyy Education uses Hapio Journey to support the monitoring of attendance, punctuality and educational engagement across all commissioned provision.

Attendance information is reviewed regularly to identify:

- unexplained absence;
- persistent absence;
- repeated lateness;
- emerging attendance trends;
- welfare concerns; and
- safeguarding indicators.

Monitoring enables early intervention and supports the organisation's commitment to improving attendance through positive relationships, personalised support and collaborative working.

13.2 Early Intervention

Where attendance patterns give cause for concern, staff will consider the student's individual circumstances before determining the most appropriate response.

Support may include:

- discussion with the student;
- engagement with parents or carers;
- mentoring;
- attendance support planning;
- liaison with commissioning schools or local authorities;
- safeguarding review where appropriate; and
- referral to other support services.

The aim is to understand and address barriers to attendance at the earliest opportunity.

13.3 Professional Judgement

Hapio Journey supports attendance monitoring by highlighting patterns, trends and actions requiring review.

However, automated alerts do not replace professional judgement.

Staff remain responsible for assessing each student's individual circumstances, determining the level of risk, taking appropriate action and ensuring that safeguarding responsibilities are fulfilled.

No automated process can replace professional decision-making or the statutory responsibilities of Storyy Education staff.

13.4 Accountability

Attendance concerns remain active until appropriate action has been completed or responsibility has been formally transferred to another agency.

Managers monitor attendance information, safeguarding actions and follow-up arrangements as part of the organisation's wider safeguarding and quality assurance processes, ensuring that attendance concerns are responded to consistently, proportionately and in the best interests of the student.

14. Attendance Reporting

14.1 Principles

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Storyy Education is committed to providing commissioners, schools and local authorities with accurate, timely and proportionate attendance information that supports safeguarding, educational oversight and effective placement management.

Attendance reporting is intended to:

- support the welfare and safeguarding of students;
- provide accurate information regarding educational engagement;
- monitor commissioned provision;
- support review meetings and placement decisions; and
- promote collaborative working between Storyy Education, families and partner agencies.

Attendance information is shared in accordance with information-sharing agreements, commissioning arrangements and relevant data protection legislation.

14.2 Reporting Attendance

Attendance information may be shared through secure reporting arrangements, including Hapio Journey, or by other agreed methods where appropriate.

Reports may include:

- attendance;
- punctuality;
- attendance trends;
- commissioned and attended sessions;
- educational engagement;
- agreed actions; and
- attendance support recommendations.

Where a safeguarding concern exists, Storyy Education will contact the relevant professional directly and will not rely solely upon routine attendance reporting.

14.3 Working with Commissioners

Storyy Education works collaboratively with commissioning schools, local authorities and other partner agencies to ensure attendance information is accurate, timely and supports positive outcomes for students.

Where students remain on roll at a school, Storyy Education will provide factual attendance information relating to sessions delivered. Responsibility for maintaining the statutory attendance register and applying the appropriate Department for Education (DfE) attendance codes remains with the registered school or responsible body.

14.4 Review and Monitoring

Attendance reports contribute to:

- safeguarding reviews;
- placement reviews;
- EHCP annual reviews;
- Personal Education Plan meetings;

- Child in Need and Child Protection meetings where appropriate;
- reintegration planning; and
- quality assurance processes.

Attendance information is considered alongside educational progress, wellbeing, safeguarding and engagement to ensure that support remains appropriate to the student's individual needs.

15. Data Protection and Records Management

15.1 Principles

Attendance information forms part of a student's educational record and, where appropriate, their safeguarding record.

Storyy Education processes attendance information lawfully, fairly and securely in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the organisation's Data Protection Policy.

Information is recorded only where it is necessary to support education, safeguarding, contractual responsibilities or the effective delivery of provision.

15.2 Recording Attendance Information

Attendance records must be:

- accurate;
- factual;
- completed promptly;
- proportionate;
- relevant to the student's attendance; and
- maintained as part of the student's permanent educational record.

Staff must ensure that attendance records are objective and avoid speculation, personal opinion or unnecessary personal information.

15.3 Confidentiality and Information Sharing

Attendance information will only be accessed by authorised staff and shared with individuals or agencies who have a lawful and legitimate professional need to know.

Information may be shared with:

- parents or carers, where appropriate;
- commissioning schools;
- local authorities;
- safeguarding partners;
- Children's Social Care;
- the Police;
- health professionals; and
- other agencies involved in supporting the student.

Information sharing will always be proportionate, secure and consistent with statutory safeguarding guidance and the organisation's Data Protection Policy.

15.4 Record Retention

Attendance records are retained securely in accordance with Storyy Education's Data Protection Policy, Records Retention Schedule and applicable legal requirements.

Where attendance information forms part of a safeguarding record, retention will follow the requirements applicable to safeguarding documentation.

Records remain available for safeguarding, quality assurance, contractual and legal purposes throughout the appropriate retention period.

15.5 Quality Assurance

Storyy Education undertakes regular quality assurance of attendance records to ensure they remain accurate, complete and compliant with statutory requirements.

This includes reviewing:

- attendance recording;
- accuracy of attendance information;
- completion of attendance registers;
- follow-up actions;
- safeguarding responses;
- information sharing; and
- compliance with this policy.

Findings are used to strengthen practice, inform staff training and support continuous improvement.

16. Links with Other Policies, Legislation and Guidance

16.1 Related Storyy Education Policies

This policy should be read alongside the following Storyy Education policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour, Relationships and Emotional Regulation Policy
- Physical Intervention and Positive Handling Policy
- Student Code of Conduct
- Staff Code of Conduct
- SEND Policy
- Equality, Diversity and Inclusion Policy
- PSHE & RSHE Policy
- Online Safety, Digital Technology and Acceptable Use Policy
- Anti-Bullying Policy
- Health and Safety Policy
- First Aid and Supporting Students with Medical Conditions Policy
- Educational Visits Policy
- Complaints Policy
- Whistleblowing Policy
- Data Protection Policy

- Risk Assessment Policy
- Missing Student / Absconding Policy
- Low-Level Concerns Policy
- Allegations Against Staff Policy

16.2 Legislation

This policy has been developed with regard to:

- Children Act 1989
- Children Act 2004
- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Children and Families Act 2014
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

16.3 Statutory Guidance

This policy reflects the principles contained within:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (current edition)
- Working Together to Improve School Attendance (DfE)
- Children Missing Education Guidance (DfE)
- SEND Code of Practice: 0–25 Years
- Behaviour in Schools – Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- The Prevent Duty Guidance
- The United Nations Convention on the Rights of the Child (UNCRC)

16.4 Policy Review

This policy will be reviewed annually, or sooner where changes to legislation, statutory guidance, recognised best practice or organisational learning require amendment.

All staff are expected to remain familiar with this policy and the associated legislation, guidance and organisational policies when carrying out their professional responsibilities.

17. Quality Assurance and Continuous Improvement

17.1 Principles

Storyy Education is committed to maintaining high standards of attendance practice through regular monitoring, quality assurance and continuous improvement. Attendance is recognised as both an

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educational measure and a key safeguarding responsibility. Quality assurance therefore focuses not only on attendance outcomes but also on the accuracy of records, the timeliness of responses and the effectiveness of support provided to students.

17.2 Monitoring and Quality Assurance

Attendance arrangements are monitored regularly by senior leaders, Provision Managers and the Designated Safeguarding Lead (DSL) as part of the organisation's wider safeguarding and quality assurance framework.

Monitoring includes consideration of:

- attendance patterns and trends;
- punctuality;
- persistent or repeated absence;
- safeguarding concerns linked to attendance;
- completion of attendance records;
- first-day response procedures;
- attendance support strategies; and
- compliance with this policy.

Where concerns are identified, appropriate action will be taken to strengthen practice, improve attendance and safeguard students.

17.3 Safeguarding Oversight

The Designated Safeguarding Lead (DSL) provides oversight of attendance concerns where there is reason to believe a student may be at risk of harm.

Attendance information is considered alongside wider safeguarding information to identify emerging patterns, repeated absence, changes in behaviour or other indicators that may require additional support or referral.

Where appropriate, attendance concerns will be managed in accordance with the Child Protection and Safeguarding Policy and through multi-agency working with schools, local authorities and other safeguarding partners.

17.4 Record Quality

Storyy Education undertakes periodic reviews of attendance records to ensure they are:

- accurate;
- complete;
- recorded promptly;
- supported by appropriate information where required; and
- consistent with statutory and organisational requirements.

Where inaccuracies or inconsistencies are identified, these will be addressed through guidance, supervision, training or other appropriate management action.

17.5 Staff Development

Storyy Education promotes a culture of continuous improvement rather than blame.

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Where quality assurance identifies opportunities to strengthen practice, staff will be supported through:

- professional guidance;
- supervision;
- refresher training;
- mentoring; and
- sharing of good practice.

Where repeated or serious non-compliance is identified, the organisation will respond in accordance with its performance management and disciplinary procedures.

17.6 System Review

The organisation regularly reviews its attendance systems and processes to ensure they continue to support accurate attendance recording, effective safeguarding, secure information management and reliable reporting.

Changes to statutory guidance, legislation or organisational practice will be reflected in attendance procedures and supporting systems where necessary.

17.7 Policy Review

This policy will be reviewed at least annually, or sooner where:

- legislation or statutory guidance changes;
- significant safeguarding or attendance issues arise;
- quality assurance identifies areas requiring improvement; or
- changes to organisational practice or systems require amendment.

The review process will ensure that this policy remains aligned with current legislation, statutory guidance and recognised best practice, supporting Storyy Education's commitment to safeguarding, educational engagement and continuous improvement.

Appendix A1 - Attendance Coding

Attendance Codes

Storyy Education records attendance using two complementary coding systems:

1. **DfE National Attendance Codes** The DfE code records statutory attendance
2. **Hapio Journey Internal Operational Codes** (Alternative Provision and Outreach delivery) The Hapio Journey code records exactly what happened during the commissioned provision. Both codes may be recorded against the same session where applicable.

Appendix A1 Department for Education (DfE) Attendance Codes

These are the statutory attendance codes used by schools and alternative provision providers.

DfE Code	Description	Definition
/	Present (AM)	Student present during morning session.
\	Present (PM)	Student present during afternoon session.
L	Late before register closes	Student arrived late but within statutory attendance period.
U	Late after register closes	Student arrived after register closed and is recorded absent.
B	Educated off-site	Approved education at another registered provider or alternative provision.
K	Education arranged by LA	Education provided by the Local Authority.
C	Leave of absence authorised	Exceptional authorised absence.
C1	Regulated employment/performance	Approved absence for licensed performance/work.
M	Medical or dental appointment	Attending an authorised appointment.
I	Illness	Unable to attend because of illness.
E	Suspended/Excluded	Fixed-term suspension or permanent exclusion.
J	Interview	Approved interview with employer or educational provider.
P	Approved sporting activity	Representing school or recognised sporting body.
V	Educational visit/trip	Supervised educational visit.
W	Work experience	Approved work experience placement.
R	Religious observance	Approved religious observance.
T	Traveller absence	Approved Traveller absence.
S	Study leave	Approved study leave.
X	Non-compulsory school age	Session not required.
Y1-Y7	Exceptional circumstances	Various exceptional closure circumstances in line with DfE guidance.
G	Holiday not authorised	Unauthorised holiday.
N	Reason not yet provided	Reason for absence not yet established.
O	Unauthorised absence	No acceptable reason received.
Q	Unable to attend due to travel disruption	National code where applicable.
Z	Prospective pupil	Registered but not yet started.



Important

Storyy Education adopts the current Department for Education (DfE) statutory attendance codes. Where the DfE updates attendance codes or guidance, the latest published version will always apply.

Appendix A2 - Attendance Coding

Appendix A2

Hapio Journey Operational Attendance Codes

These codes provide operational detail beyond statutory attendance. They are used for attendance analysis, safeguarding, reporting and commissioning.

Internal Code	Description	Definition
OA	Outreach Attended	Young person attended the planned outreach session and fully participated in the agreed programme.
OAP	Outreach Attended Partially	Young person attended but completed only part of the planned session.
OL	Outreach Attended Late	Young person attended after the agreed session start time.
OS	Outreach Seen – Refused Session	Young person was seen by staff but declined to engage with the planned activity.
OHE	Home Engagement	Planned intervention successfully delivered in the young person's home.
OCE	Community Engagement	Planned intervention successfully delivered in an agreed community location.
OSE	School Engagement	Planned outreach successfully delivered within the commissioning school.
ORE	Remote Engagement	Planned telephone or virtual session completed. Used for engagement monitoring only and not automatically counted as statutory attendance.
ONA	Outreach Not Attended	Young person failed to attend or engage.
OUNA	Young Person Unavailable	Young person was not present at the agreed location or could not be located.
OILL	Illness Reported	Parent, carer or professional advised the young person was medically unwell.
OAPPT	Medical Appointment	Young person unavailable due to confirmed appointment.
OCAN-P	Cancelled by Parent/Carer	Parent cancelled the session prior to delivery.
OCAN-YP	Declined by Young Person	Young person chose not to participate despite being available.
OCAN-S	Cancelled by School	Commissioning school cancelled the session.
OCAN-LA	Cancelled by Local Authority	Local Authority cancelled or suspended delivery.
OCAN-I	Cancelled by Storyy Education	Storyy Education cancelled due to staffing, operational or organisational reasons.
OTRAN	Transport Barrier	Attendance prevented due to transport issues.
OWEA	Weather / Environmental Barrier	Session cancelled due to weather or environmental safety.
ORISK	Risk Assessment Prevented Delivery	Dynamic risk assessment concluded the session could not safely proceed.
OSAFE	Safeguarding Concern	Session cancelled or ended because of an immediate safeguarding or welfare concern.



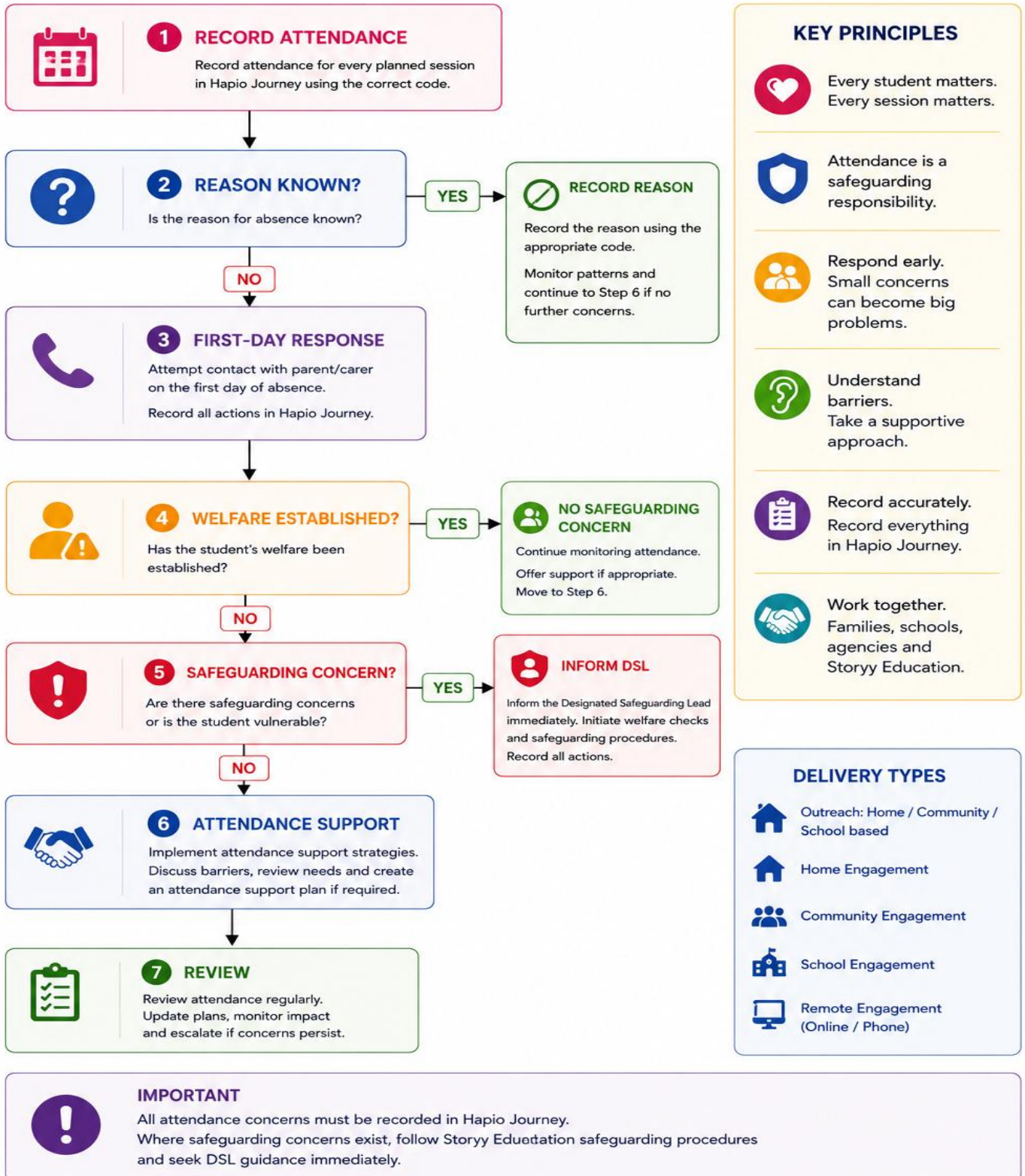
Operational Codes

Operational attendance codes are used within Hapio Journey to support safeguarding, attendance analysis, commissioning reports and service delivery. They supplement, but do not replace, the statutory Department for Education (DfE) attendance codes.

Appendix B – Attendance Response Flowchart

Appendix B – Attendance Response Flowchart

This flowchart outlines the steps staff must follow when responding to absence or attendance concerns.



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Appendix C – Attendance Escalation Matrix

Appendix C – Attendance Escalation Matrix

This matrix sets out the graduated response to attendance concerns.

All actions must be recorded in Hapio Journey.

Attendance Concern	Indicator / Example	Initial Response (Staff / Mentor)	Escalation (Provision Manager)	Further Escalation (DSL)	External Partners / Commissioners
 LATE ARRIVAL Student arrives after session start time	- Persistent lateness - Patterns emerging	 - Welcome and support student - Record arrival time and reason - Discuss barriers	 - Monitor patterns - Contact parent/carer if lateness persists - Agree support actions	 - Review persistent lateness - Consider wider barriers or safeguarding implications	 - Update school / commissioner - Include in attendance reports
 EXPLAINED ABSENCE Reason provided for absence	- Illness - Medical appointment - Family circumstances	 - Record using appropriate attendance code - Record reason and evidence - Maintain contact with family	 - Monitor if repeated - Check evidence where appropriate - Offer support if barriers exist	 - Review patterns - Assess vulnerability or safeguarding concerns	 - Report absence - Share concerns where needed
 UNEXPLAINED ABSENCE (First-Day) No reason known	- Student absent - No contact from parent/carer	 - First-day response - Contact parent/carer - Record all contact attempts and outcomes	 - Continue attempts to establish contact - Consider welfare visit (see Missing Student / Absconding Policy) - Update records	 - Assess safeguarding risk - Consider referral or multi-agency involvement - Escalate immediately if risk is identified	 - Inform school / commissioner promptly - Share safeguarding information as necessary
 PERSISTENT ABSENCE Attendance below 90% or declining pattern	- Ongoing absence - Frequent authorised / unauthorised absence - Missing patterns	 - Discuss with student - Identify barriers - Begin attendance support actions	 - Create / review Attendance Support Plan - Contact parent/carer - Monitor closely - Offer targeted support	 - Review vulnerability - Consider Early Help or safeguarding referral - Multi-agency involvement as appropriate	 - Formal attendance review with school / commissioner - Update plan - Monitor impact
 HIGH RISK / CONCERNING ABSENCE Absence linked to safeguarding concerns or significant risk factors	- Student known to social care - Child Protection - Criminal exploitation risk - Sudden disappearance	 - Record immediately - Inform Provision Manager - Do not delay escalation	 - Immediate risk assessment - Initiate welfare checks - Escalate to DSL without delay	 - DSL / Senior Lead to act immediately - Follow safeguarding procedures - Consider police involvement	 - Inform school / commissioner immediately - Share safeguarding information securely

KEY PRINCIPLES



ACT EARLY

Early intervention prevents escalation and improves outcomes.



RECORD EVERYTHING

All actions, calls and outcomes must be recorded in Hapio Journey.



SAFEGUARD FIRST

If in doubt, escalate. Welfare and safety always come first.



WORK TOGETHER

Collaborate with families, schools, commissioners and professionals.



REVIEW & MONITOR

Monitor impact and adjust support to improve attendance and outcomes.



Every session matters. Every absence counts. Every young person matters.

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Appendix D – Attendance Principles Infographic

Appendix D – Attendance Principles

Every student. Every day. Every opportunity. 

These principles guide all attendance practice at Storyy Education.
They underpin our response to absence and support for engagement.



1. EVERY STUDENT MATTERS

Every student has the right to access education. Every session matters and every absence is noticed.



We value every student and every moment of learning.



2. ATTENDANCE IS SAFEGUARDING

Changes in attendance can be an important sign that a student may need help. We act early to keep young people safe.



We safeguard through vigilance, action and care.



3. RELATIONSHIPS BEFORE ENFORCEMENT

Strong, trusting relationships are the foundation of good attendance. We lead with empathy, respect and understanding.



We build trust, connection and belonging.



4. RECORD ATTENDANCE PROMPTLY

Accurate, timely recording helps us respond quickly, identify patterns and provide the right support at the right time.



We record accurately and respond without delay.



5. UNDERSTAND THE BARRIERS

Absence is rarely a choice. We seek to understand the reasons behind absence and work with students and families to remove barriers.



We listen, explore and respond to need.



6. RESPOND EARLY

Early intervention prevents small concerns becoming bigger problems. We act quickly, consistently and in partnership.



We do not wait. We act early.



7. RECORD FACTUALLY AND OBJECTIVELY

We record attendance and related actions factually, objectively and professionally. Our records are clear, complete and auditable.



We keep accurate records that support students.



8. WORK TOGETHER

Improving attendance is a shared responsibility. We work in partnership with students, families, schools, commissioners and partner agencies.



We achieve more together.



ATTENDANCE IS MORE THAN NUMBERS.

It is about opportunity, connection and brighter futures. 

We are committed to supporting every student to attend, engage and thrive.



'We're creating a world where every young person has a brighter future'