

Maplewell Hall School



Attendance Policy

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| Policy Created | November 2017 |
| Governing Body Committee | FGB |
| Date Reviewed by Governing Body | 13 December 2018 |
| Date of Next Review | Autumn 2021 |

| Attendance Policy | | | |
|-------------------|-------------|--------------|--------------------|
| Date | Review Date | Coordinator | Nominated Governor |
| 24.11.17 | 24.11.20 | Jacqui Tarry | Ruth Richards |

Statement

We recognize that good attendance is important for the wellbeing of student in both their personal and academic development.

We are committed to co-operation between the school, parents/carers and students to achieve the best possible attendance. Prolonged absence and irregular attendance undermines the educational process and leads to educational disadvantage. Accordingly, the school will actively pursue the aim of high attendance in relation to individual students and for the student body as a whole.

The school aims to achieve good attendance by operating an attendance policy within which staff, pupils, parents, the local community and the Education Welfare Service can work in partnership. All staff will encourage good attendance and the school will liaise with home and other agencies if this is appropriate.

Non-attendance is an important issue that is treated seriously. Each case is different and the school acknowledges that no one standard response will be appropriate in every case. Consideration is given to all factors affecting attendance before deciding what intervention and/or strategies to apply.

Aims and objectives:

- To create a culture in which good attendance is normal by: ensuring children are only absent due to illness.
- Actively promote the importance and value of good attendance to pupils and their parent/carers.
- To implement whole school policy on attendance and ensure all staff understand their roles in monitoring and recording attendance.
- To reduce unauthorised absences within the school at all levels – whole school, year group, class, individual and internal truancy.
- To reward good attendance and punctuality in keeping with the rewards system in the school.
- To keep an accurate and up to date record of attendance and to analyse attendance data to identify causes and patterns of absence

Annual Targets

The school issues annual targets for overall attendance. This is currently set at 95%. This is an aspirational target, which would put us in line with mainstream counter parts.

Support for Attendance:

The school will monitor and support students and parents/carers to maintain regular school attendance. There is a clear sequence of interventions to support students. The importance of high attendance is promoted in the following ways:

- The school listens to student voice carefully to ensure systems are reflecting the motivations and needs of our students.
- Points added in line with the rewards systems to acknowledge good attendance.
- Informing parents/carers of their responsibility to ensure their children attend regularly, in the school prospectus.
- Attendance is discussed with each parent at consultation evenings, with the current percentage attendance being reported.
- Work with other agencies to improve attendance and support pupils and their families.
- Document interventions used to a standard required by the local authority should legal proceedings be instigated.
- Attendance team identify poor attendance and punctuality. The attendance team will put in interventions and strategies in order to improve attendance.

DAILY PROCEDURES:

Registration

- Class teacher, cover supervisor or teaching assistant ensure that attendance register is taken twice a day. Registers are marked in the morning between 8.45am and 9.05am and in the afternoon between 2.05pm and 2.15pm. It is essential that all students are registered on both occasions.
- Each absence is recorded with the correct code.
- Incomplete or inaccurate registers are unacceptable for several reasons; registers provide the daily record of attendance of all students; they act as a student checklist in respect of health and safety issues – e.g. Fire Drill and they are legal documents that may be required in a Court of Law.

Off Site Registration

- Students are registered at the offsite placements/educated otherwise and attendance and punctuality is carefully monitored and tracked.

Absence

- When a child is unwell, parents should contact the school as soon as possible on the first day of absence informing the school of the reason for absence.
- If a student is not marked as present for morning registration and a reason for the absence has not been recorded either via the bus/taxi escort or phone call to school by the Parent/Carer. As part of our Safeguarding Procedures, a message is sent via WEDUC asking them to make contact. If no contact has been made the HSLW will make a phone call to ascertain the reason for absence.

Parents/Carers Responsibilities:

Parents have a legal obligation to ensure their children receive a full time education. This is achieved by regular attendance at school. It is essential that parents keep the school fully informed of any matters that may affect their child's attendance.

Parents/Carers should:

- Inform the school immediately of the reason for any absence by telephone call on the first morning of any absence using either the message service or speaking to the receptionist.
- Take family holidays during school holidays. Please be aware that requests for holidays during term time will be refused. As from 1st September 2013 (Education Pupil Registration England Regulations 2013) penalty notices can be issued to each parent who takes term-time holidays.
- Work actively with school staff to resolve attendance problems.

Illness and Medical Appointments

- Every effort should be made to arrange medical appointments outside school hours.
- An appointment card or verification by the doctors/ dentist/hospital is required.
- If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment.
- If your child is absent due to vomiting, then they should not return to school for the next 24 hours after the last time that the child is sick. This is to reduce the risk of infection to other children and adults at the school.
- For more than three days of absence the school require a written explanation of why the child was absent. The school office will request this if it is not produced.
- Medical certificates are required for absence greater than five days.

Persistent Absence

- The DFE considers a student to be a 'Persistent Absentee' when attendance falls below 90% in any fully completed term.
- All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State). (Source: Keeping Children Safe in Education July 2015).

Unauthorised Absence from School

- Only the Headteacher can authorise requests for absence, not the parents.
- The school cannot condone holidays taken during term time and would request that parents arrange holiday absences that do not result in children missing learning opportunities.
- Permission for absences in term time may only be granted for exceptional reasons. Permission should be requested in writing to the Headteacher with as much notice as possible using the official request form. When a request is not authorised, parents have the right of representation to the School Governors.
- If the absence is not authorised and the leave is taken any way, the Education Welfare Service may look into the specifics of the case.
- Leicester County Hall may issue a Fixed Penalty Notice to any parent/carer who fails to ensure the regular attendance of their child at school. This currently stands at £60 per parent per child (for those who settle within 21 days) and £120 per parent per child (for those who pay within 28 days).
- If a pupil has been continuously absent for a period exceeding 20 school days, the school will review and in conjunction with advice from the Educational Welfare Officer (EWO) may remove the child from the school role. In such cases the school will ensure the EWO is informed and missing child protocol is followed.

Absences which may be authorised

- The Head Teacher has discretion to authorise short term absence for exceptional circumstance. This will usually be granted where there is:
 - Exceptional family circumstances such as the sudden family bereavement or serious terminal illness of a close relative.
 - Absence due to illness or medical treatment.

Pupils on Part-time Timetables

- Pupils are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have. If, for any reason, it is necessary to adapt our approach to an individual's education due to the pupil's needs, we will work with the pupil, parent and other agencies where appropriate, to come to a mutually convenient arrangement. Any part-time timetables will be for the shortest amount of time possible, whilst arrangements are made to support the pupil's return to a full-time timetable. Whilst not in school, work will be provided on our remote learning platform (Google Classroom) where students follow the curriculum they would do were they in school. Maplewell will monitor the engagement of pupils and assist where appropriate.

Support Systems

- Maplewell Hall School recognises that poor attendance is often an indication of difficulties in a child's life. Parent/carers should make school aware of any difficulties or changes in circumstances that may affect their child's attendance. This will help the school identify any additional support that may be required – through the involvement of the Home School Link Worker.
- The school will implement a range of strategies to support improved attendance:
 - Discussion with parent/carers and pupils
 - Home visits by Home School Link Worker
 - Parent/carer Agreement
 - Referrals to support agencies

Home School Link Worker

- Keep track of attendance and, where there is cause for concern, work closely with parents and children to improve poor attendance.
- Make referrals to other agencies where appropriate.
- Liaise with Class Teachers to agree and implement strategies to reengage pupils with emerging attendance problems.
- Work with colleagues to plan reintegration for pupils who have been absent for a period.

Escalation of Attendance Interventions:

Pupils will be placed into one of four groups based on their overall attendance. The outline below gives an indication, and guide, to the stages of intervention required for each group. Groupings will be discussed, and reviewed, every 3 weeks by the attendance team.

Green
95% and above

- Pupils will be rewarded within the school's reward system, including certificates in half-termly assemblies.
- Parents/carers will receive communication home to congratulate them on their child's good/excellent attendance.
- The attendance team and senior leadership team will analysis data to show use of intervention and outcomes this information will be shared with staff.

Blue
94.9% - 90%

- Inform parents/carers that their child/children have fallen into the blue group (WEDUC, email, phone call or letter)
- Offer support to parent/carer to improve attendance (including a chance to talk to one of our attendance team)
- Explain that attendance will be monitored and if attendance continues to dip they will fall into the amber group.
- Form tutor to take the lead in improving attendance at this stage.

Both the Amber and Red groups have several waves of intervention. This is to provide a strategic approach to improving attendance and allows layers of support systems to be employed.

- Pupils will move to the next stage at the 'review meeting' if their attendance has not improved.
- If a pupil's attendance is improving, they stay at the same wave until they move down to the previous group.
- Pupils will move up a wave if they have been at the same wave for at least two review meetings.

| Amber 89.9% - 85% | | | |
|---|---|--|--|
| Wave 1 | Wave 2 | Wave 3 | Wave 4 |
| <ul style="list-style-type: none"> - Send 'Amber: Wave 1' Letter home. - Tutor to discuss with parents/carers and offer support and guidance. | <ul style="list-style-type: none"> - Enlist support of Home School Link worker to identify underlying home/school issues. - Set a short term (circa 3 weeks) target based on weekly attendance with motivating reward discussed with student. | <ul style="list-style-type: none"> - Parents/Carers invited into school for a meeting where an action plan will be drawn up, targets set and review date set. | <ul style="list-style-type: none"> - Seek advice from external agencies and submit appropriate safeguarding forms if not already in place. - Discuss specific case at SLT meeting. |

| Red 84.9% and less | | |
|---|---|--|
| Wave 1 | Wave 2 | Wave 3 |
| <ul style="list-style-type: none"> - Send 'Red – Wave 1' letter home. - Attendance team to identify potential causes and categorize student to enable focused intervention. Liaise with appropriate stakeholders in and outside of school. - Enlist support of Home School Link worker who will make regular contact with home and set realistic short term targets. | <ul style="list-style-type: none"> - Parents/Carers invited into school for a meeting where an action plan will be drawn up, targets set and review date set. - Send 'Red – Wave 2' letter depending on outcome of meeting. | <ul style="list-style-type: none"> - Seek advice from external agencies and submit appropriate safeguarding forms if not already in place. - Discuss specific case at SLT meeting. |

To ensure that intervention is focused and meets the needs of individuals, pupils in Red: Wave 1 will be grouped into one of, but not limited to, the following categories:

- Looked After Children and Children on the Child Protection Register
- In receipt of the Pupil Premium Grant
- Parental support/needs e.g. parental drug use, young carers, domestic violence
- School issues e.g. bullying, poor teacher/pupil relationship, curriculum issues
- Offended or have an Anti-Social Behaviour Order
- English as an Additional Language
- Ethnic minority
- Mid-Year Admissions
- Gifted and Talented
- Social, emotional, mental health and/or behavior as a barrier to attendance

Attendance will be a standing item on the agenda of the Senior Leadership team meetings where the progress of these groups will be reported and the effectiveness of interventions measured. This will be used to review and inform whole school strategies and will also have links to performance management.

Attendance Procedure

This procedure allows us to keep an accurate record of student attendance.

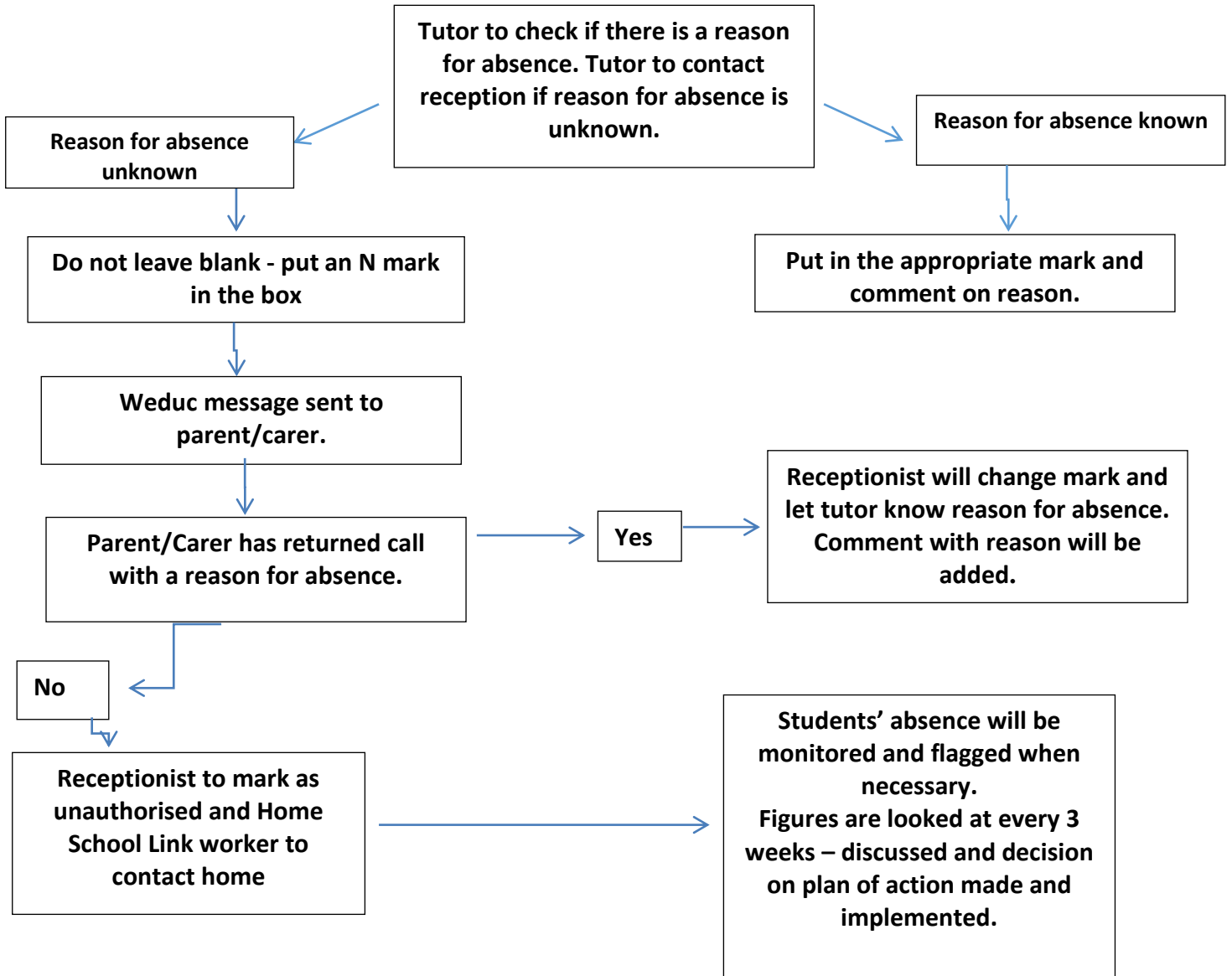
If a student in your tutor group is absent during morning registration please check Go4Schools for a note, and if there is no reason for absence, contact the front desk and check whether a note has been sent in with the bus/taxi escort, or transport is running late.

If there is no note or reason put an N mark in the box. Once the registers have been completed the receptionist will then send a text message to the parent/carer of those who have a missing mark. This then usually prompts a phone call from the parent/carer to let us know why their child is not in school. Receptionist will then let tutor groups know, and amend the register if required.

If no reason for absence is given. The Home School Link Workers will contact home.

It would also be useful if you know that a student will be late in or has an appointment that you use the notes facility in the G4S register. This will create a list of comments so the attendance team are aware of the reasons for absence.

Attendance Procedure



Role of the Nominated Governor

It is the responsibility of the governors to monitor overall attendance. The Governing Body also has the responsibility for Attendance Policy, and for seeing that it is carried out. The Governors will therefore examine closely the information provided to them, and seek to ensure that the school's attendance figures remain high.

Attendance Policy will be reviewed by the Governing Body every three years, or earlier if considered necessary.

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually
- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues
- Ensure that the Registration Regulations, England, 2010 and other attendance related legislation is complied with
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resource
- Return school attendance data as required and on time to Children's Services
- Report the school's attendance and related issues through the Governing Body
- Ensure that systems to report, record and monitor the attendance of all pupils, including those who are educated off-site are implemented
- Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions
- Develop a multi-agency response to improve attendance and support pupils and their families
- Document interventions used to a standard required by the local authority should legal proceedings be instigated.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

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| ▪ Ethos | ▪ Equality Policy | ▪ Parent Involvement |
| ▪ SEAL | ▪ SMSCC | ▪ |

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| Headteacher: | | Date: | |
| Chair of Governing Body: | | Date: | |

Appendix – Letters

Medical letter



To whom it may concern

Maplewell Hall School is committed working with pupils and parents / carers to improve pupil attendance and achievement by reducing absence. Please confirm by signature or practice stamp that (insert pupil name) _____ has attended the surgery or practice today.

Is this condition likely to impact further on his/ her school attendance?

YES / NO

Signed _____ Date _____

Practice name / stamp:

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| impact on this policy? | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | |

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| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
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| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
| | | | |

Policy Evaluation

| Points to be considered | Yes | No | N/A | Please supply evidence |
|--|------------|-----------|------------|-------------------------------|
| • Policy annually reviewed | | | | |
| • Policy in line with current legislation | | | | |
| • Coordinator in place | | | | |
| • Nominated governor in place | | | | |
| • Coordinator carries out role effectively | | | | |
| • Headteacher, coordinator and nominated governor work closely | | | | |
| • Policy endorsed by governing body | | | | |
| • Policy regularly discussed at meetings of the governing body | | | | |
| • School personnel aware of this policy | | | | |
| • School personnel comply with this policy | | | | |
| • Pupils aware of this policy | | | | |
| • Parents aware of this policy | | | | |
| • Visitors aware of this policy | | | | |
| • Local community aware of this policy | | | | |
| • Funding in place | | | | |
| • Policy complies with the Equality Act | | | | |
| • Equality Impact Assessment undertaken | | | | |

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|---|--|--|--|--|
| • Policy referred to the School Handbook | | | | |
| • Policy available from the school office | | | | |
| • Policy available from the school website | | | | |
| • School Council involved with policy development | | | | |
| • All stakeholders take part in questionnaires and surveys | | | | |
| • All associated training in place | | | | |
| • All outlined procedures complied with | | | | |
| • Linked policies in place and up to date | | | | |
| • Associated policies in place and up to date | | | | |
| A statement outlining the overall effectiveness of this policy | | | | |
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