

St Mary's CE Primary School



Attendance Policy

Head of School: Karen Miller
Executive Headteacher: Mo Andrews

2022 to 2023

'Excellence through faith and learning'



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SHEFFIELD
ACADEMIES
TRUST

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1. Aims

At St Mary's our vision is underpinned by our motto: “**Excellence through Faith and Learning**”

We strive every day to provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. This vision is rooted in our Christian distinctiveness.

In order for our children to maximise all learning opportunities provided and to reach their potential great attendance is essential. As a school we are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school
- We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Our Policy is written in line with Sheffield Local Authority's local arrangements and the 'Working Together to improve attendance' document and Children Missing to Education procedures
https://sheffieldscb.proceduresonline.com/p_ch_missing.html

3. Roles and responsibilities

3.1 The Local Governing Body

The local governing body (LGB) is responsible for:

- Working with the Diocese of Sheffield Academies Trust and the Executive Headteacher to promote the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the head of school to account for the implementation of this policy

At St Mary's CE Primary School we have a link Governor/group identified within the LGB, who is responsible for inclusion, including the monitoring the school's work linked to attendance on behalf of the full LGB.

3.2 The Executive headteacher

The Executive headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Having an oversight of data analysis

The Executive Headteacher delegates duties linked to attendance to the Head of School and quality assures the work regularly.

3.3 The Attendance Champion

The attendance champion is a member of the Senior Leadership team is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Monitoring and analysing attendance data (see section 7), producing a termly report for the EHT and Governors in collaboration with the attendance champion.
- Regularly reviewing policy and strategies for intervention
- Benchmarking attendance data to identify areas of focus for improvement
- Line Manages the attendance manager and admin staff

The Attendance Champion responsible for attendance is Karen Miller and can be contacted via the school office on 0114 2344461

3.4 The attendance manager

The school attendance officer is responsible for:

- Providing regular attendance reports to school staff and parents/carers and working with the attendance champion to produce a termly report to the EHT and Governors
- Reporting concerns about attendance to the designated senior leader responsible for attendance and the Head of School. Where this role is undertaken by the Head of School, they provide reports to the Executive Headteacher.
- Working with Local Authority officers to tackle persistent absence
- Advising the Executive headteacher when to issue fixed-penalty notices
- Devising specific strategies to address areas of poor attendance identified through data, agreeing intervention stages with the attendance champion.
- Carrying out weekly and daily monitoring of identified target group.
- Arranging calls and meetings with parents to discuss attendance issues: working with the attendance admin staff to send all appropriate letters for the agreed stages
- Delivering targeted intervention and support to pupils and families

The attendance officer is Katie Hancock and can be contacted via the school office on 0114 2344461.

The attendance officer is supported in their duties by the learning Mentor, Emma Tweddle.

Meeting with the LA and DSAT

The attendance champion and manager will meet termly with their linked Inclusion and Attendance Specialist for the LA and DSAT EWO when appropriate.

The purpose of this Targeted Attendance Support Meeting with the LA will be to discuss:

- The school improvement plan objectives linked to attendance
- The targets and outcomes identified in the school attendance action plan

- The whole school and cohort level attendance data
- Pupils considered to be severely absent (less than 50%)
- Pupils on reduced timetables to ensure these are being reviewed and used for the shortest time necessary and not treated as a long-term solution
- Pupils accessing some of their learning off site, to ensure this is used as a short-term intervention to support a child re-engage in their learning
- Where time allows, pupils considered to the persistent absentees (90% or less)
- Next steps for the school to progress towards excellence in attendance

3.5 Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office. Registers are completed using Arbor by the close of register each morning and afternoon, in line with the school's timetable.

3.6 School admin staff

School admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers when appropriate to the head of school or attendance manager in order to provide them with more detailed support on attendance
- Make first day absence phone calls in line with the First Day Absence protocol (Appendix 2)
- Completes all admin duties to support termly and weekly monitoring and implementation of the stages of support.
- Complete daily check on target children and report absence to the attendance manager or champion.

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time, as shown on the school's website.
- Call the school to report their child's absence before the close of register on the day of the absence and each subsequent day of absence, and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child (at least 2)
- Ensure that, where possible, appointments for their child are made outside of the school day. Where this is not possible children should only be absent for the duration of the appointment itself, before returning to school, if health allows.

3.8 Pupils

Pupils are expected to:

- Attend school every day on time

4. Recording attendance

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry

- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by the beginning of the register on each school day. This is made known to all families annually and is shown on the website.

The register for the first session will be taken at **8.50am** and will be kept open for 35 minutes. The teacher finishes taking the register by 8.55am. The register for the second session will be taken at **1pm** and will be kept open until the start of the first lesson.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.50am or as soon as practically possible by calling the school admin staff (see also section 7).

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. This is done by speaking to the admin staff at school, either in person or by phone. An email can also be sent (enquiries@sma.dsat.education) An appointment letter can also be sent into school.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A child is classed as late after the register is taken by the class teacher (**by 8.55am**)

A pupil who arrives late:

- Before the register has closed (9.25am) **will be marked as late**, using the appropriate code
- After the register has closed (9.25am) **will be marked as absent**, using the appropriate code

The school monitors punctuality carefully. If the school begins to be concerned about lateness they will contact the parent/carer to explore this. This may be due to the total number of lates recorded or repeated lates within a short space of time.

| | |
|--|---------------------------------|
| Children can begin coming into school | 8.40am |
| Teacher opens the register for the start of the school day | 8.50am |
| Teacher finished taking the register | 8.55am |
| Children arrives between 8.55am and 9.25am when the register is closed. | Child recorded as LATE |
| Register officially closes | 9.25am |
| Children arrives after 9.25am | Child classed as absent. |

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will follow its first day of absence protocol:

- Step 1: Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
 - Identify whether the absence is approved or not
 - Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained
- If there is any concern regarding the reason for absence or the child is identified as a lower attending pupil the **head of school, attendance manager or designated safeguarding lead** is informed.
- Where contact can not be established the school's first day absence protocol is used. **(See appendix 2)**

4.6 Reporting to parents/carers

Parents/carers are kept up to date on their child's attendance. This is done through termly attendance certificates and explanatory note. If a child's attendance is below 95% parents/carers are informed of this through our attendance procedures.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

There is strong evidence to indicate that significant absence from school during term time can have a negative impact upon a child's attainment and learning. The head of school will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the head of school's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as situations that are "sudden, unforeseen, out of the norm and which may temporarily and significantly impact on the child's family situation".

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and before the absence takes place (other than emergency situations, and in accordance with any leave of absence request form, accessible via the school office. The school may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence may** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Family bereavement
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- Term time leave linked to serious illness of a close family member eg grandparent or a wedding of a close family member when a day may be authorised.
- Study leave
- Involvement in arts such drama or ice skating productions for example, music exams or sports events at local or national level.
- Flexi-schooling requests – your school can add details of its procedures for requesting and deciding on this
- Please note, family holidays are unlikely to be viewed as exceptional circumstances. There are some possible 'exceptional circumstances' where the headteacher may grant term-time leave for a holiday eg when a holiday is provided through a charitable organization for example as respite. Evidence would need to be provided.

To apply for term time leave of absence please use the request form available from the office or from the website.

Where possible you would give school a month's notice although we know this might not always be possible. Only the head teacher can make the decision on whether to authorise or unauthorise a term time leave request.

5.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

6. Strategies for promoting attendance

A number of strategies are used to promote good attendance. First and foremost is the creation of a culture of care and nurture within the school so children feel safe and also a high quality provision for all so children feel successful in their learning. Class and individual awards are given and improvement letters sent to families when appropriate.

7. Attendance monitoring

We monitor attendance in a variety of ways, ensuring we adapt our approach to individual families and contexts when necessary.

7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Report termly to the LGB and Trust.
- For vulnerable children daily and weekly monitoring takes place to ensure we respond in a timely way.
- The school receives a half termly report from Learn Sheffield which analyses our attendance and shows comparison data for Locality and our LA schools.

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to facilitate discussions with pupils and families

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Use the data to identify children requiring support in a timely way. The school operates a staged approach within the Voluntary Support Stage shown below.

The school is aligned to the LA Working together to improve attendance approach in which there are three stages:

1. *Voluntary Support*
2. *Formal Support: including the use of a parenting contract.*
3. *Enforcing Support: including prosecution*

There is a tiered approach taken to the monitoring of attendance for individuals and intervention- see attached procedures in appendix 3:

- Stage 1- Voluntary support: Cause for Concern,
- Stage 2- Voluntary support: Increased Concern/limited improvement,
- Stage 3- Voluntary Support: Time for meet- parent/carers invited to informal face to face meeting
- Stage 4- Formal Support: Significant concern- School Attendance Panel
- Stage 5- Formal Support (Parenting Contract)
- Stage 6- Enforcing Support: Referral to LA

It is important to note that non improvement and lack of engagement can mean moving up to the next stage. When a case moves to the next stage is based on the individual circumstances of that family and child.

7.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will usually support the child at this level within Stages 3-6 as shown above:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Executive Headteacher. At every review, the policy will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

| Code | Definition | Scenario |
|------|-------------------------------|---|
| / | Present (am) | Pupil is present at morning registration |
| \ | Present (pm) | Pupil is present at afternoon registration |
| L | Late arrival | Pupil arrives late before register has closed |
| B | Off-site educational activity | Pupil is at a supervised off-site educational activity approved by the school |
| D | Dual registered | Pupil is attending a session at another setting where they are also registered |
| J | Interview | Pupil has an interview with a prospective employer/educational establishment |
| P | Sporting activity | Pupil is participating in a supervised sporting activity approved by the school |
| V | Educational trip or visit | Pupil is on an educational visit/trip organised, or approved, by the school |
| W | Work experience | Pupil is on a work experience placement |

| Code | Definition | Scenario |
|--------------------|-----------------------------|--|
| Authorised absence | | |
| C | Authorised leave of absence | Pupil has been granted a leave of absence due to exceptional circumstances |
| E | Excluded | Pupil has been excluded but no alternative provision has been made |
| H | Authorised holiday | Pupil has been allowed to go on holiday due to exceptional circumstances |
| I | Illness | School has been notified that a pupil will be absent due to illness |
| M | Medical/dental appointment | Pupil is at a medical or dental appointment |
| R | Religious observance | Pupil is taking part in a day of religious observance |
| S | Study leave | Year 11 pupil is on study leave during their public examinations |

| | | |
|----------------------|-----------------------------------|---|
| T | Gypsy, Roma and traveller absence | Pupil from a traveller community is travelling, as agreed with the school |
| Unauthorised absence | | |
| G | Unauthorised holiday | Pupil is on a holiday that was not approved by the school |
| N | Reason not provided | Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time) |
| O | Unauthorised absence | School is not satisfied with reason for pupil's absence |
| U | Arrival after registration | Pupil arrived at school after the register closed |

| Code | Definition | Scenario |
|------|---|--|
| X | Not required to be in school | Pupil of non-compulsory school age is not required to attend |
| Y | Unable to attend due to exceptional circumstances | School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody |
| Z | Pupil not on admission register | Register set up but pupil has not yet joined the school |
| # | Planned school closure | Whole or partial school closure due to half-term/bank holiday/INSET day |

Appendix 2: First day absence protocol

If a child is absent and we have not had contact from a parent or guardian, the following steps will be taken.

Step 1. Contact via telephone to first emergency contact: Parent/carer answers call and reason for absence recorded. (If there is any concern regarding the reason for absence or the child is identified as a lower attending pupil the **head of school, attendance manager** or **designated safeguarding lead** is informed.)

Step 2: No contact is made within Step 1:

- **Action 1:** *Leave a message if phone is unanswered and record contact on Arbor: If a child is assessed as usually having good attendance and there are no other perceived vulnerabilities, a text message is sent and a second call would be made in the afternoon and the following morning and reason recorded when established*
- **Action 2:** *If no contact is made and the child is assessed as vulnerable or absence is a concern, repeat the call at 10am. If not answered leave a message and ask the parent to contact school as a matter of urgency.*

Step 3: If unable to contact on second call (vulnerables) or day 2 call (non vulnerable), a call is made to the second emergency contact on Arbor. If contact is then made the reason for absence is recorded and any concerns are passed to the Head of School and/or Designated Safeguarding Lead.

Step 4: If no contact has been made from the parent by lunchtime for vulnerable children, consider whether a home visit is necessary

Considerations for home visit:

- Is this usual/unusual?
- Did anything significant happen the day before? Recently?
- Does the child have a social worker?
- If the child is considered to be vulnerable and concerns are raised then a home visit will take place by two members of staff
- If the child has a social worker, the social worker will be contacted and a home visit will take place by two members of staff or the social worker

If a home visit is carried out and no response is secured a visit letter is left asking parents to contact school as soon as possible.

Next steps in line with Children Missing to Education protocol are carried out, with a further visit the following day.

IF AT ANY POINT IT IS FELT THAT THE CHILD MAY BE AT RISK SAFEGUARDING PROCEDURES ARE FOLLOWED.

Any child at risk of truancy has their attendance checked at 9am and a call placed to a parent/carer immediately to ensure the parent/carer is aware that the child is not at school. Risk factors would be previous incidents of not attending when a parent/carer believes the child is in school, children who walk to school on their own, children where incidents have occurred the day before.

Appendix 3: The Attendance Response

Desired Outcome: For every child to be in school every day, and on time.

- To reach this outcome, we must support all children.
- We need to support our 100% attenders to remain 100% attenders.
- We need to support our 96%-99% attenders to raise their attendance and get as close to 100% as possible.
- We need to challenge our 92%-96% attenders, to remind parents of their duty to ensure their child is in full time education and offer support to prevent further absences in the future.
- And we need to follow a **graduated approach** for our irregular attenders to ensure we assess why they are not attending regularly, create a plan to support improvement in attendance, implement the plan and review to see if improvements have been made.



Assess

- The reason preventing the child attending regularly
- The needs across Education, Health and Care
- Has the child's voice been captured, what do they need to happen so they can attend?
- What has already been implemented to improve the child's attendance?
- What support is required to improve the attendance?
- What interventions may be required to improve the child's attendance?
- What further assessments may be required?
- Set time scales for assessments to be carried out

Plan (Voluntary Support)

- What next steps need to take place to help the young person attend every day, on time?
- Who will support and what their actions are?
- Set time scales for the plan to be implemented
- What outcomes do we expect to see?
- Ensure the plan is shared with all parties including the child

Do

- The plan is carried out by all professionals, the family, and the young person

Review

- Has the support worked, does the child and family feel they have been supported?
- Are we seeing movement towards the desired outcomes, even small improvements can be big steps?
- Has there been any party who hasn't carried out their actions?
- Has the child's voice been captured, how do they feel the last few weeks have gone, what difference has been made, what are they proud of, what could have been better?



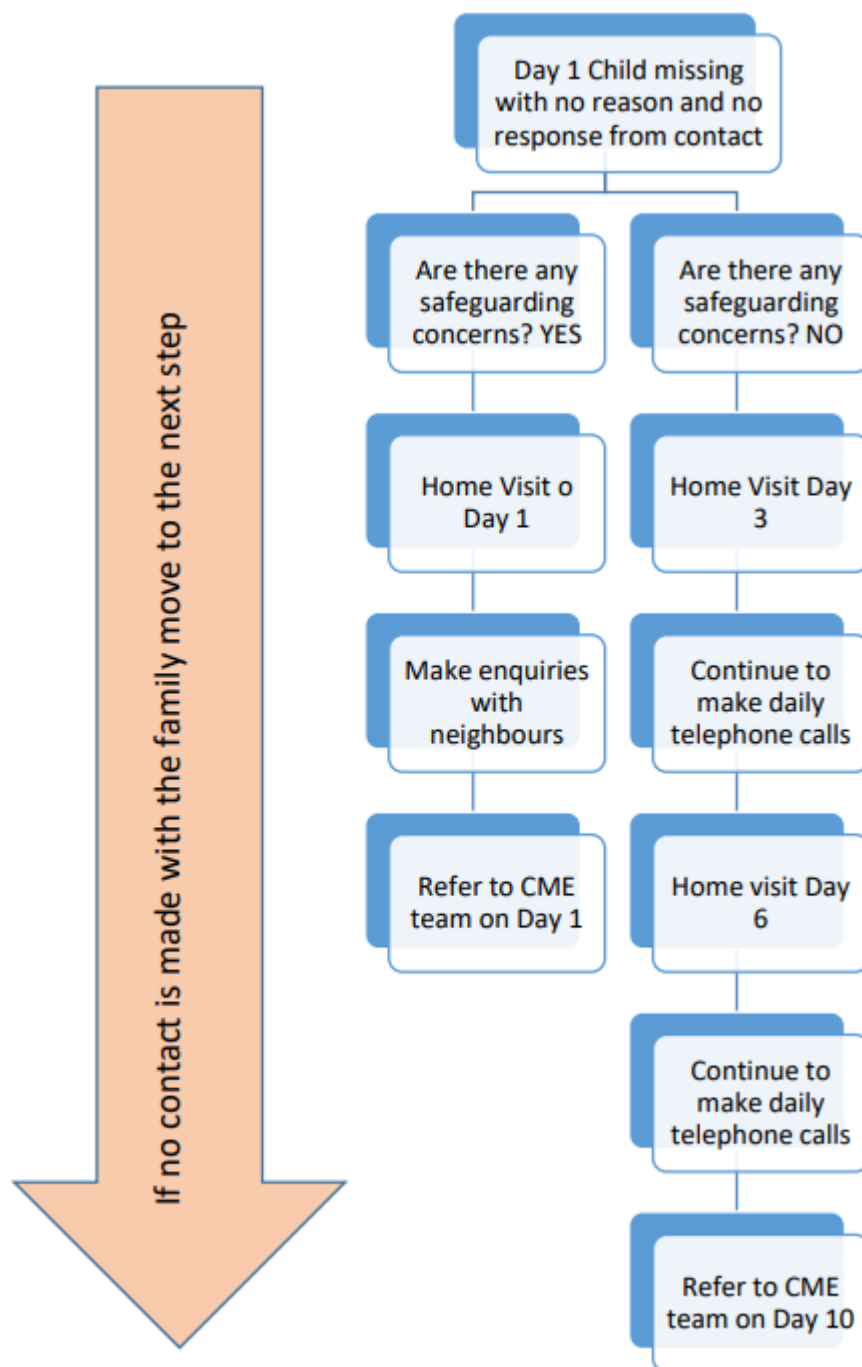
Consider Formal Support

- Where absence persists and voluntary support is not working or being engaged with consider formalising support through use of a parenting contract (see parenting contract section within this document)
- If none engagement from the family, speak to your linked Attendance and Inclusion Social Worker

Ideas for challenging and improving attendance Checklist

| | |
|---|--|
| Completed first day telephone calls/home visits | |
| Letters sent to share attendance concern and has the assess/plan/do review process been started | |
| Have you spoken to the form tutor/head of year/pastoral manager? | |
| Have they spoken to the child during registration times? | |
| Has the absence, and/or lateness been highlighted in the child's planner? | |
| Have you or any other staff member met the child outside of form/tutor time to capture the child's voice to establish a reason and put support in place | |
| Have you met with the parents/carers and asked why the child isn't attending school? Do these reasons match with the reason the child provided? | |
| Have family circumstances been considered and have you considered with the family what support may help them at this time? Have any referrals to other agencies been offered? | |
| If regularly late, has the school start time been shared with parents. Have you provided them with an alarm clock/used a sticker chart etc | |
| Would the child benefit from attending breakfast club to ensure they are on school site on time each day? | |
| Checked to see if siblings are having the same absences. Have you contacted the school the siblings attend? If unsure which schools, ask your linked I&A Specialist. | |
| Have you spoken to other staff members to ascertain any other reasons for absence? Look at the patterns on 'by-lesson attendance', and if patterns are evident speak to those teachers. | |
| Is the child a Young Carer, and is this having an impact on their attendance? | |
| Have ACES/Trauma been considered? | |
| Consider if there are any unmet learning needs, does a one-page profile/MyPlan need to be put in place? | |
| If a MyPlan/EHCP in place are the outcomes being supported, when was this last reviewed? | |
| Has the child's health been considered, have you received any medical evidence | |
| If external services are involved has a meeting taken place? E.g., TAF, CIN, PEP, Transition Pathway meetings | |
| Where appropriate have you consulted with the linked I&A Specialist for support and advice | |
| Has a good attendance improvement plan been drawn up, and are the pupil and family aware of the plan? | |

Appendix 4: Missing to Education Flowchart



Appendix 5: Attendance Procedures

| Procedures | Person/s responsible/ involved |
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| Procedures each day <ol style="list-style-type: none"> 1. Marks entered into Arbor and absences noted 2. Registers close at 8.55am and office check all completed. 3. Absences noted through office are recorded in the folder and then marked on Arbor with reasons identified. 4. Lates entered with time comments. 5. Fire register printed 6. Absences checked by Rachel Hutchinson 7. First day absence calls agreed for absences with no reason given or reasons not accepted (See first day absence protocols) 8. Additional reasons for absence recorded on Arbor. Concerns logged on attendance log or CPOMs as appropriate. 9. Significant concern may lead to home visit to ensure child comes to school and receives a mark. 10. Prior to any child who has taken ill during the day, being sent home, this is checked with a Senior Leader or the learning mentor. 11. Persistent Absentee/Vulnerables list is checked each day to support quick identification of children absent who need immediate follow up. Target children checked by Rachel Hutchinson and absences reported to Champion/Manager | <p>Teachers and office staff</p> <p>Office Staff</p> <p>Rachel Hutchinson</p> <p>Champion and manager</p> <p>Admin and HOS</p> |
| Monitoring procedures <ol style="list-style-type: none"> 1. The Attendance Champion and the attendance manager/appropriate admin staff member meet weekly and consider weekly % for each class, lates causing concern and absence of any child who is a PA. Intervention or follow up is agreed. 2. Monitoring excel spreadsheet updated half termly with rolling attendance total 3. Half-termly monitoring meetings of attendance identifies all children falling below 95% attendance and monitors attendance of all children identified as a concern previously at all stages set out below. Stages agreed etc for each child. 4. All stages are recorded on excel monitoring sheet. 5. Intervention plan completed by the attendance Manager and Champion and letters issued by office staff or pastoral team. 6. Attendance report produced half termly and an interim attendance report half termly- shared with Governors at Link Governor Group and Full Governors. 7. A user group of targeted pupils is created on Arbor: this will include children identified as core PAs or others requiring monitoring each week to ensure even more timely intervention. 8. Weekly figures per class group are recorded on the newsletter for staff and parents/carers. 9. Certificates made for all classes achieving 95% + and given during Monday assembly 10. Class teachers inform the class of weekly attendance. 11. Attendance is shared with parents at all parent consultation events. | <p>HOS to lead</p> <p>Rachel H Champion and Manager</p> <p>Manager</p> <p>Manager and Champion</p> <p>Champion</p> <p>Manager and admin</p> <p>HOS</p> <p>Class teachers</p> |
| <p><u>Intervention:</u></p> <p>Half termly monitoring leads to the following staged intervention in line with the LA three stages of support: Voluntary support, formal support and enforcing support.</p> <p>Significant falls in attendance % instigate immediate movement to a higher stage. Parents/carers may be invited to meet informally with the pastoral team and attendance lead</p> <p><i>The following staged interventions are guidance and are applied flexibly to offer the best support to family in order to bring about improvement.</i></p> <p><u>Stage 1 intervention: Voluntary Support – Cause for Concern</u></p> <p>All children who fall below 95% attendance are registered as cause for concern and discussed at half-term attendance meeting. An initial letter (attendance letter Stage 1) highlighting concern and offering support is sent as appropriate.</p> | <p>Attendance Manager and Champion</p> |

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| <ul style="list-style-type: none"> - Patterns are monitored for individuals. - Children with persistent lateness receive initial concern letter (late letter Stage 1) - All children identified as cause for concern are then monitored for further absence | |
| <p><u>Stage 2 Intervention: Voluntary Support</u></p> <ul style="list-style-type: none"> - Once identified as cause for concern children who remain below 95% are discussed at the next attendance monitoring meeting and families identified as an ongoing concern are placed on Stage 2. A stage 2 letter is issued and a member of SLT/attendance champion/Learning Mentor, make contact with parents/carers, usually by telephone. - Children identified previously at Stage 1 for persistent lateness, who continue who arrive at school after the beginning of the day receive late letter 2- a decision is made as to whether a meeting is now required. | <p>Attendance manager and learning mentor</p> |
| <p><u>Stage 3 intervention: Voluntary Support – Increased concern/limited improvement</u></p> <ul style="list-style-type: none"> - Once at Stage 2 children's attendance is monitored closely. If attendance drops again parents/carers are invited into school for a more formal meeting with the attendance lead and/or member of pastoral team. A plan and target is agreed and advice given linked to morning routines etc. as appropriate to the family. The seriousness of the situation is discussed. - Meetings are recorded on the attendance log. | <p>Attendance Manager and Champion</p> |
| <p><u>Stage 4 intervention: Formal Support School Attendance Panel</u></p> <ul style="list-style-type: none"> - Parents/carers of children reaching Stage 4 are invited to an attendance panel with the Executive headteacher/head of School and attendance champion/other senior leader if different - The attendance Governor may attend if available. (Attendance letter Stage 4) An improvement target is set. If the panel involves an older child, if appropriate the child will be invited to the whole or part of the meeting. Next steps within the procedures, including a possible move to 'formal support' and involvement of the MAST team are discussed. - Parents/carers are informed that if absence is below 90% then no further absence will be authorised unless a doctor's note is provided. - A follow up letter is issued after the panel with the agreements clarified. - If the parent/carer fails to attend the panel a non attendance letter is issued. | <p>Attendance Manager and Head of School</p> |
| <p><u>Workshop intervention</u></p> <p>If attendance does not improve following attendance panel the family may be invited to attend an attendance workshop which will involve key messages in terms of impact of absence and action planning within a supportive arena. These are also used for targeted year groups.</p> | <p>Manager and Learning Mentor</p> |
| <p><u>Stage 5 Intervention: Formal Support (Including a parenting contract)</u></p> <p>Following the panel meeting daily monitoring takes place with home visits taking place if absence occurs. No absence is approved but limited improvement is seen.</p> | |
| <ul style="list-style-type: none"> • A parenting contract is written with parents- this may be an agreed outcome of Stage 4 depending upon the level of the attendance and whether the issue has been a concern previously for the family. | <p>Champion and Manager</p> |
| <p><u>Stage 6 Intervention: Move to Enforcing Support (Including a parenting contract)</u></p> | <p>Support from Learning Mentor</p> |
| <ul style="list-style-type: none"> • All schools have a link AISW from the attendance legal team. In the absence of your link worker, please contact attendlegal@sheffield.gov.uk • Prosecution is the last resort, and the LA support schools to provide the child and family with help and assistance in accessing their education wherever they can. The LA expect that the child and parent voice is captured throughout the process as situations can change and this may change the response and support offered. The aim is to ensure that the school has exhausted all avenues of support before considering the legal route. | <p>Attendance Champion and Manager</p> |

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| <ul style="list-style-type: none"> The link AISW will require the school to have undertaken certain measures PRIOR to considering legal prosecution for attendance, as follows ALP checklist: | |
| <p>Immediate intervention</p> <ul style="list-style-type: none"> - If a children is absent from school with no contact being made or is judged to be 'missing from' education or at risk, immediate contact will be made if possible through a home visit. (See first day absence protocol) - If a child is absent with no explanation and there is a safeguarding concern a referral or contact with a current social worker is made without delay. - If no contact is made following a home visit and the absence remains unexplained the CME procedure begins. - If absence remains prolonged Contact with MAST when appropriate takes place and if absence is prolonged a joint home visit attempted to establish the reason for the absence and aim to get the child back into school. - If at any point during procedures attendance drops significantly parents/carers will be invited in to see the head of school or attendance champion. | <p>HOS Attendance Manager Learning Mentor</p> |
| <p>Recognising and celebrating good attendance and improvement</p> <ul style="list-style-type: none"> Weekly class attendance certificates Regular updates in family newsletter Improvement letters sent following intervention | <p>HOS Att. Manager</p> |
| <p>Leave of absence requests</p> <ol style="list-style-type: none"> 1. Parent/Carer completes leave of absence request form 2. Leave of absence is authorised or unauthorised in line with criteria within policy- Family holidays are extremely unlikely to be judged as exceptional circumstances. 3. Parents informed of decision 4. If leave of absence is not granted and is then taken, a decision to refer to the LA for issuing a fixed penalty notice may be made. The necessary paperwork for sending to the LA for issuing fixed penalty notices is completed. | <p>HOS</p> |
| <p>Children Missing to Education</p> <ul style="list-style-type: none"> Vulnerable children receive a first day home visit if uncontactable. This may be for the first absence or may be following an extended leave and continuous absence of more than 10 days. Enquiries are made with neighbours if possible or appropriate. For vulnerable pupils a referral will be made immediately to CME For other children enquiries continue with a visit on Day 6 and phone calls each day. A CME referral is made on Day 10 (See policy and DFE flow chart- appendix 1 in main policy) | <p>Rachel Hutchinson Att. Champion Att. Manager DSL</p> |