



CROSBY-ON-EDEN SCHOOL

“Enjoying achieving; achieving enjoyment”

ATTENDANCE POLICY

Date Policy adopted by Governors	November 2018
Review date	November 2020
Review schedule	Biennial
Review responsibility	Leadership & Management Sub-Committee
Signed (Head) 	Signed (Chair of Governors) <i>Mr. J Ditchburn</i>

Crosby on Eden CE Primary School

Attendance Policy

Crosby on Eden C of E Primary School is committed to encouraging and developing every student's academic and personal development. All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually. The school seeks to ensure that all pupils receive a full time education, which maximizes opportunities for them to realize their full potential. School recognise that regular school attendance is vital in achieving these goals and that the whole school community shares responsibility for promoting high levels of attendance.

Young Person's expectations and responsibility:

- To clearly accept and share responsibility for their own school attendance and understand the strong link between attendance and achievement
- To attend school regularly
- To arrive on time for registration and lessons

Parents/Carer's expectations and responsibility:

- To clearly take responsibility for and ensure their children attend school regularly, on time (in accordance with Section 444 of the Education Act 1996 and as set out in the Crosby on Eden Home-School Agreement)
- To understand the strong link between attendance and achievement
- To contact school on the first morning of any absence before 8.55am
- To discuss reasons which may create a period of absence with appropriate staff and or the Headteacher
- To work in partnership with school and external agencies to improve attendance
- To avoid holidays during school time (as set out in the Crosby on Eden Home-School Agreement), which can only be granted in exceptional circumstances and only with the prior consent of the Headteacher

Crosby on Eden C of E Primary School expectations, responsibilities and attendance process:

The school sets out a step by step process which underpins its commitment to high levels of attendance:

- **Step 1:** A whole school ethos with shared responsibility for regular attendance
- **Step 2:** To ensure clear, accurate and consistent daily registration practice
- **Step 3:** To actively promote regular school attendance
- **Step 4:** In accordance with its legal responsibility school will try and assess the reasons for non-attendance and, as appropriate, implement support when attendance falls or is unexplained
- **Step 5:** To introduce further appropriate support and intervention if a student is considered at risk of becoming persistently absent (below 90%)
- **Step 6:** To escalate appropriate support and intervention when attendance fails to improve, needs are significantly complex or if the student and carers fail to engage with guidance offered

Crosby on Eden C of E Primary School Attendance Process

STEP 1: A Whole School ethos with shared responsibility for regular attendance.

- The **Headteacher has overall responsibility** for the implementation of the Attendance Policy and procedures. Reporting annually to Governors
- The **Governing body** will review the whole school attendance policy and will have a named governor linked to attendance.
- **Class teachers** will have an overview of his/her year group's attendance and reinforce good registration practice
- **The whole School community will share responsibility** for promoting high levels of attendance.
- The school will recognise the needs of the **individual young person**
- The whole school community recognises the link between high attendance, high attainment and social wellbeing
- **Safeguarding** procedures will, when appropriate, always be followed (see Children Missing Education policy)

STEP 2: To ensure clear, accurate and consistent daily registration practice

- **All class teachers are aware that registers are legal documents.** Also that these record whether parents have fulfilled their legal obligations and may be produced as evidence for an offence.
- **Timely and accurate registration**, twice daily, a.m. & p.m. Register also accurately completed when child taken out of normal registration, e.g. in music lessons.
- **Attendance, punctuality and absence accurately recorded.** All staff understand the serious effects of using a wrong 'code', including the accurate identification of those at risk of becoming Persistently Absent.
- **REGISTRATION CODES: Teachers generally only use:-**
 - /** PRESENT (including when delayed by genuine transport difficulties, e.g. late school bus).
 - N** ABSENT, NO REASON GIVEN
 - M** MEDICAL (if note from carers/parents seen/ school office contact made)
 - U** LATE (after 8.55am)
- **ALL OTHER CODES (V, C, U, B etc....) ARE INPUT BY SCHOL BUSINESS MANAGER ONLY**
 - H, Holiday Authorised**
 - G, Holiday unauthorised**

Holidays during term time are **strongly discouraged**. A student can only be granted permission to go on holiday in exceptional circumstances **and** only with the prior agreement of the Headteacher. **The Crosby on Eden Home-School Agreement directs parents 'to ensure that family holidays are taken during school holiday periods'**

Approved and licensed 'performances' (e.g. acting, professional sport etc): Leave is only granted with the prior agreement of the Headteacher and all queries must initially be directed to the class teacher. If a child is absent for more than 15 days in a year, the person responsible for the performance must provide alternative education
- Any queries about Attendance and Absence Codes must be directed to the School Business Manager
- The final decision to authorise an absence is the responsibility of the Headteacher
- Regular **contact with home** must be made when a young person is absent without explanation (N), e.g. daily text messages / phone calls
- Unwell students going home must obtain permission from the Headteacher or Deputy DSL in her absence

Step 3: To actively promote regular school attendance

- **Class Teachers play an active, key role** in promoting attendance
- **Attendance and punctuality is a priority** for the whole School community

- **Regular, positive and supportive communication** with students, parents and carers about attendance. Including positive letters and reward certificates presented termly at assemblies
- **Attendance and punctuality high profile weeks**, as and when appropriate
- School **Attendance targets shared** with the whole community
- **Displays** around the School, give a clear message about the importance of attendance
- **Attendance monitored and analysed on a monthly basis**
- Students **at risk of becoming Persistent Absentees identified early** and, when appropriate, an individualised Attendance Action Plan agreed
- Progress of **sub-groups monitored and analysed** on a monthly basis, including: SEN, FSM and CLA.
- The School works effectively in **partnership** with appropriate outside agencies
- Regular **attendance reports are prepared for the Governing body**
- **Discussion and circle time on attendance**
- **Progress Evening** discussions

GROUP ONE: *“Those who fail to attend school for a variety of reasons – no obvious fundamental obstacle to attendance. May require additional support from school or a single agency” (LEA, 09/2011).*

STEP 4: In accordance with its legal responsibility Crosby on Eden C E Primary School will try and assess the reasons for non-attendance and, as appropriate, implement support when attendance falls or is unexplained.

SUPPORT MAY INCLUDE:-

- As appropriate, targeted **supportive staff discussions** with students and parents/carers. It is recognised that it is important to talk to young people about their absence in order to provide appropriate support and guidance, whatever the reason for absence
- **Young people are actively encouraged to talk** to appropriate staff on their return to school about any worries or concerns they may have
- **Parents/carers are actively encouraged to contact school** if they have any concerns. They are welcome to phone into school or arrange to meet an appropriate member of staff if they wish to do so
- **Timely and appropriate communication** between school and home (e.g. phone calls, letters and/or home visits as appropriate) will take place
- Clear **response** to any problems (barriers to attendance) identified
- **Attendance Review Meetings**, when appropriate, with Needs Led Action Plans, attendance target set and reviewed
- Appropriate **referrals** to single agencies are made

GROUP TWO: Attendance continues to cause concern, despite steps above: *“May include those with chaotic family backgrounds or short term needs either school or home based. Short term intervention may improve attendance. Needs may need to be met by more than one agency” (LEA, 09/2011).* It may become obvious that issues outside school are impacting on the child and/or the child’s needs may be unclear.

STEP 5: To introduce further appropriate support and intervention if a student is considered at risk of becoming Persistently Absent (heading towards or below 85%).

In all cases the school has a legal duty to understand, and must be able to explain, reasons for absence. Will raise individual students causing concern regularly at **staff** meetings.

Appropriate Intervention MAY include:-

- **If there are any Safeguarding concerns** then school Safeguarding procedures will be followed
- **Child Missing Education:** If the school is aware of a young person not on school roll, or where carers state they are Home Educating, they will inform the CME LA Inclusion Officer
- The impact of any **current interventions/support evaluated** and any appropriate **changes made**
- Students who are **Persistently Absent clearly identified** through regular monitoring and analysis
- The consideration of any additional **in-house support or assessments**
- **Reintegration meetings** for students with long term absence, perhaps for genuine medical reasons, will take place, when appropriate
- **Home visits** and student 'pick up' offered when possible and appropriate
- Clear and time limited **Parental/Carers contract** may be considered
- **Personalised Learning, Curriculum Modifications or Alternative Educational Provision** may be considered in **exceptional circumstances** with **Headteacher's agreement**. Formal written agreement will be prepared, e.g.
 - *A Reduced timetable* in school
 - *Part time education at home/part time educated in school.* A clear contract between school and carers/parents. There is a clear requirement that carers work with the Local Authority and take full responsibility for their child's education during 'educated at home' sessions
 - *Wholly Educated at Home:* Carers assume FULL RESPONSIBILITY for their child's education and must confirm their decision to the Headteacher. School AND parents must inform the LA. Carers/parents must work with the LA SME officer who decides if the situation is satisfactory. School keep student on roll until the LA officer confirms otherwise and for the first 15 days of Home Education
- An 'Early Help' form, together with signed **consent to share** information, may be considered appropriate when the needs of the student are unclear.
- As 'need' indicates appropriate **referrals to outside** agencies will be organised
- When appropriate a **multi-agency** approach will be established with a **'Team around the child/family'**.
- When there is more than one pupil within a family with attendance concerns, a co-ordinated approach will be taken in working with families to improve attendance
- In **exceptional situations**, and only following consultation with the LA Inclusion Officer, an Educational Supervision Order may be considered as a means to support the child and family

GROUP 3 *"Those who face significant challenges in their home or social circumstances which are having a detrimental effect on their attendance and wellbeing" (LA, 09/2011)*

STEP 6: To escalate appropriate support and intervention when attendance fails to improve, needs are significantly complex or if the student and carers fail to engage with guidance offered. Most of these students will have been through Steps 4 and 5 (although, there can be exceptions, e.g. unexplained, unauthorised absence of more than 2 weeks).

- **Intervention/support and multi-agency working continues as in Steps 4 & 5.**
- **If there are any Safeguarding concerns** or if a young person has not been seen for 10 days then Safeguarding procedures will be followed (Child Missing Education policy).
- School will aim to ensure **effective and appropriate Partnership Working** with Local Authority Officers or Lead professionals.

The following interventions are **ONLY** considered when there is **unauthorised absence and only after the school has done everything it can to support the child & family. However, despite there being 'no fundamental obstacles to attendance', absence continues.** If at any time the child's attendance consistently improves (or significant needs/obstacles are identified) these actions are stopped, progress monitored and appropriate support continued.

1. **Parents/carers formally reminded of their legal responsibility** to ensure their child attends school.
2. **Attendance Panel** (Governor Team member and/or Headteacher). Including further evaluation of needs and consideration of any individual fundamental obstacles to attendance.

3. **Attendance Panel Action Plan**, agreed at Attendance Panel Meeting, monitored and reviewed normally over a **6 week period**.
 4. **A formal reminder of expectations may be issued if no improvement is seen** following an interim review (*may be issued after a 2 or 4 week period* as agreed appropriate).
 5. **First Legal Warning** Letter issued, **6 weeks from Attendance Panel**, which sets out possible legal action if attendance does not improve within an agreed period of time (normally, 6 week period, although can be less if considered appropriate).
 6. In extreme circumstances, the school will seek further guidance from the **LA Inclusion Officer**.
 7. **Attendance Review Conference** (chaired by LA officer). Possible outcomes, include:-
 - New Action Plan
 - Fixed Penalty Notice
 - Parental Education Supervision Order
 - Prosecution
- The **LA triage team** may be consulted for further advice and guidance.