

Our Lady of Mercy Catholic Education Trust



St Anthony's Girls' Catholic Academy

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| Policy type: | School |
| Policy: | Attendance Management Policy (Students) |
| Ratified by MAT Directors: | December 2019 |
| Head Teacher signature: | <i>M. Shepherd.</i> |
| Chair of Directors signature: | <i>Shepherd.</i> |
| Review Date: | December 2020 |
| Ownership: | F.Collins (Senior Assistant Head Teacher) |

Introduction

This policy has been developed to take into consideration our Mercy ethos and local and national policy and guidance.

Responsibilities of the Parent/Carer:

- To ensure students arrive on site by 8:30 a.m.
- If a child is ill parent / carer must phone academy to provide an explanation for absence and expected duration from the Academy.
- If there are any changes in a child's expected return to academy the parent / carer should phone and let the Director of Student Support (Mrs Richardson-Dunn) know.
- To provide a note on the day of the child's return to academy, indicating the period of absence and explaining the reason for this.
- If a child is refusing to come to academy the parent / carer should contact the child's Assistant or Deputy Director of Key Stage or the Director of Student Support who will support the parent/carers with any concerns they may have.
- To make medical appointments for a child outside of academy hours wherever possible.
- If this is not possible, to provide a note explaining type (e.g. GP, hospital) and time of appointment.
- If there are a series of appointments try to ensure the day and time is varied to avoid missing the same lesson and falling behind with work.
- Child should be returned to academy promptly after the appointment.
- Every effort should be made to catch-up promptly with any work missed.

Parents/Carers Need to be Aware of the Following:

- Students are given a list of holiday dates in the Academy planner at the beginning of each academic year but if parents/carers have any queries about this they may contact the child's Assistant Deputy Director of Key Stage.
- Parents/carers are expected to **take family holidays during academy holiday periods only.**
- From 1st September 2013 DfE amended the regulations surrounding holidays in term time. Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances.
- These new amendments give no entitlement to parents to take their child on holiday during term time.
- Head teachers may not grant any leave of absence unless there are exceptional circumstances. Low cost travel or arrangements made by a family member or friends are not deemed to be exceptional circumstances.
- The academy is legally entitled to remove any child from its register if they take a holiday longer than four weeks and it does not have to guarantee a place at the academy on the child's return.
- A detention may be issued to any student who arrives after the start of the Academy day (8:30 a.m.)

Responsibilities of the Student:

- To aim to achieve 100% attendance and punctuality and to actively work towards this target by arriving at registration and lessons on time.
- If a student has been absent as a result of illness they should return to academy with a note from a parent/carer explaining the reason for the absence.
- To catch-up with any work missed as a result of absence e.g. illness within a reasonable time e.g. one week.
- To remain on academy premises during the academy day and not to truant from any lessons.
- To make medical appointments out of academy hours wherever possible.
- To provide a note from a parent/carer requesting permission to attend a medical/hospital appointment in good time (a day in advance). To present the note to her Assistant Director of Key Stage, to get a permission slip to leave class early and present it to the Reception to sign out and receive a L.A. pass out slip.
- To return the pass out slip to the Reception on return to academy.

Role and responsibilities of the Tutor (Attendance and Punctuality):

- To mark registers promptly on SIMS and accurately (students must not take a register).
- Ensure correct codes are used: Present records as a /. Absent records as an N.
- If name(s) on the register is / are not correct inform the office immediately.
- Enter late arrivals in the register.
- To LEAVE PRE-ENTERED CODES as they are.
- Inform ICT Technicians promptly if you having technical problems with electronic attendance and send a student with a paper register to the office early in the session whilst attendance system is not functioning.
- Impress upon your students the high expectations of punctuality and attendance.
- Be punctual whenever possible and apologise if you are late for a session.
- Expect an apology and explanation from your students if they are late.
- Insist that students who have been absent or late for academy, provide a letter of explanation from a parent/carer. Ensure a note to the parent/carer requesting this is written in the student's planner. If the note is not forthcoming inform the Assistant Director of Key Stage who may speak to the student and / or phone a parent/carer.
- Notes received from parents/carers giving reasons for absence or poor punctuality should be signed and dated by the Tutor **ONLY** if the Tutor is satisfied that the reason or signature of the parent/carer is valid. Once signed and dated the notes should be sent to the Assistant/ Deputy Director of Key Stage.
- Any concerns about notes should be referred promptly to the Assistant Director of Key Stage.
- Any notes indicating a medical problem, distressing or difficult home circumstances must be passed on to the Assistant Deputy Director of Key Stage immediately so she can inform the relevant staff promptly.
- Students who are late for registrations or classes should be challenged and reasons sought. If a letter explaining genuine reason from parent/carer, is not provided a report and detention may be issued.
- No routine lunchtime activity should make a child late for lunch or class and if a child is claiming this is the case, follow it up either with the activity leader or Pastoral leaders.
- If a child claims the bus was late inform their Assistant Deputy Director of Key Stage.

- If a teacher has kept a student back making her late for the next lesson, the teacher must provide an apology note in the student's planner, for the next teacher, indicating time student left for her session.
- If poor punctuality persists e.g. no letter of explanation given, several notes and no improvement, students must be referred to their Deputy Director of Key Stage who will contact parents.
- Good punctuality and attendance (as well as good effort despite difficult circumstances e.g. illness/home circumstances) is encouraged and rewarded via the Awards Assemblies (term/annual awards) when students are given certificates to acknowledge 100% attendance, good attendance and improved attendance.

Role and responsibilities of the Subject Teacher (Attendance and Punctuality):

- To mark registers promptly and accurately on SIMS (students must not take a register).
- Ensure correct codes are used: Present records as a / Absent records as N.
- If name(s) on the register is / are not correct inform the office immediately.
- Enter late arrivals in the register.
- To LEAVE PRE-ENTERED CODES as they are.
- Inform office promptly if you having technical problems with electronic attendance and send a student with a paper register to the office early in the session whilst the system is not functioning.
- Impress upon your students the importance of punctuality and attendance and your high expectations.
- Set a good example by being punctual whenever possible and apologise if you are late for a session.
- Expect an apology and explanation from your students if they are late.
- Where it is suspected students have truanted from a lesson. Subject Leaders and Deputy /Director of Key Stage s should be promptly informed.
- Students who have missed a session are required to catch-up with work missed.
- Students who have truanted from academy will be given evening detentions by their Deputy/ Director of Key Stage to make up for the sessions missed and it is important that subject teachers provide work in good time for these sessions.
- We are legally required to educate students who are absent from lessons whether it be as a result of illness, exclusions or referral to the Re-Integration room and it is the responsibility of the student's subject teacher to provide relevant work and once it is done mark and provide feedback for the student.
- Arrangements are made by the Deputy /Director of Key Stage for work to be collected or delivered to the students' home. Deadlines are arranged with parents/carers. It is important that such deadlines are met to ensure the student's education does not suffer and we are not the subject of complaints to the Academy Governors or the L.A.
- Work requested for the Pupil Support Unit and the RIU should be sent promptly and directly to the appropriate room with the information and detailed instructions entered on the request form.
- Good punctuality and attendance should be recognised and rewarded with comments in planner or commendations via Pastoral and Department Reward Systems.
- Staff who take students out of their classes to participate in educational visits off site or activities on site, must register the students before the event begins and

publish a list in the staff room as well as the office. This will ensure the students' registers remain accurate.

- Subject Leaders should ensure students are registered before taking part in an internal examination to ensure attendance data is kept up-to-date.

Role and responsibilities of the Assistant and Deputy Directors of Key Stage

- Set a good example by being punctual whenever possible and apologising if late.
- Have high expectations of others and expect consistently good practice from your team of Tutors.
- Promote and praise good attendance and punctuality in assemblies and when communicating with staff and students.
- Monitor by Tutor group students' weekly attendance and punctuality record.
- Identify students who raise concerns.
- Support the Tutor in strategies to encourage good attendance and punctuality.
- Have attendance and punctuality matters on the Key Stage Team Meetings' agenda and promote consistent practice within the team.
- Interview students who are persistently late or whose attendance is raising concerns. Act accordingly e.g. punishments, contact parents, discuss strategies with Director of Student Support e.g. Staged Response, letter home, home visits, parents' meetings with Director of Key Stage, Director of Student Support, Senior Assistant Head, Deputy Head Teacher, and other relevant staff (depending upon the case) to discuss concerns and strategies, make referrals to support agencies within or out of academy, referral to Governors, referral via Director of Student Support team to L.A. Attendance Team.
- Assistant and Deputy Directors of Key Stage should take prompt action once truancy students are identified. If students are definitely missing (not an error on the system) parents should be contacted and informed when their child appears to have left the building. Parents may wish to contact the police (this is not the responsibility of the Academy). Parents should be told that they will be contacted if their child returns to academy (get a contact number if parent not available on usual numbers). Ask parents to let academy know if they find their child. (Other students may have useful information which might help determine the whereabouts of the student). The reasons for the truancy should be thoroughly investigated and action taken accordingly. Parents should be invited into academy to discuss all aspects of this. The usual punishment for truancy is evening detentions to make up for the time lost. (unless the situation calls for other measures and the involvement of other agencies). Work should be requested from the teachers of the subjects missed and students should complete this work during detentions.
- Meet with the Director of Student Support fortnightly to discuss, amongst other relevant matters, student attendance and punctuality issues and intervention strategies. Record short-term and long-term strategies and desired/actual outcomes.
- During a fire drill ensure the following happens:
 - Students line in tutor groups in alphabetical order
 - Tutors register students
 - Collect the names of late arrivals and students who have left academy officially e.g. for medical appointments from office staff and inform relevant Tutors.
 - Tutors inform you if any students are missing.
 - Inform the Deputy Head Teacher: promptly if any staff or students are unaccounted for.

- Identify students with good attendance records or improved attendance and liaise with office staff to prepare certificates and special rewards for the end of term / end of year presentations.
- Publicise and display attendance percentages around academy.

Role of the Office Staff:

- Record late arrivals and reasons in the late book. Update SIMS.
- Record the names of students who officially leave the building e.g. ill or medical appointments etc.
- If there is a fire drill / emergency take the appropriate registers with you onto the Terrace and inform relevant staff of late arrivals and students who have officially left academy e.g. ill or medical visits etc.
- Check registers are entered for each session and send memos, via email, to staff asking them to enter registers not done. If registers are not done send memos to Subject Leaders (of subject teachers) or Assistant Directors of Key Stage (of tutors). Inform Senior Assistant Head if registers still not done.
- Absent staff's registers should be checked promptly to ensure they are done and are covered by a supply teacher.
- Enter registers recorded on paper e.g. for supply staff or staff with system malfunctioning).
- Any attendance concerns should be reported to the Director of Student Support and Assistant/ Deputy Director of Key Stage.
- Any technical concerns should be reported to ICT Technicians.

Role of the Academy Attendance Officer and the Director of Student Support

The Director of Student Support is responsible for monitoring attendance and punctuality and liaising with pastoral staff in academy and the Attendance Officer to overcome barriers to attendance and punctuality and their impact on students' achievement. The Attendance Officer (Mr S Hodgson) will work closely with the pastoral team to monitor and support persistent absentees through phone calls, letters, meetings and home visits.

Monitor attendance:

- On a daily basis check attendance and punctuality records and follow the Academy initiatives and "Staged Response" when concerns are identified.
- Ensure the appropriate codes are entered for students who officially leave the building e.g. ill, on medical appointments or on educational visits.
- Ensure authorised absences codes are entered, once letters of explanation are received.
- Record the Holiday codes.
- Participate in Academy initiatives aimed to encourage and acknowledge good attendance and punctuality.
- Mentor students who have attendance or punctuality problems.
- Liaise with and support parents/carers to improve their children's attendance and punctuality, including letters, phone calls, meetings and home visits as required.
- Liaise with any appropriate agencies to address the needs of the child and / or family to facilitate improved attendance and punctuality.
- Monitor the attendance and punctuality of identified cohorts of children.

Formal meetings with the following:

- Deputy Directors of Key Stage fortnightly

Prepare attendance, punctuality and relevant background reports or records for the following:

- Student case records
- Deputy Head Teacher
- Assistant Director of Key Stage and Tutor – weekly attendance data and fortnightly lateness reports.
- Social care via Deputy Head Teacher.
- Pupil Educational Plan's.
- Pastoral Leaders' meetings with parents.
- Deputy Head Teacher's meetings with parents.
- Multi-agency meetings.
- Pastoral Governors' meetings.
- Leadership Team/Head Teacher meetings.
- Returners' Unit applications.
- Short Stay Academy applications.
- Youth Offending Team.
- Behaviour Intervention Team.
- Relevant external agencies.
- Reports e.g. Weekly attendance data, Looked After Children, All Year Groups, Cohorts, Below 90%, Above 96% and Persistent Absence Reports.
- Managed moves, transfer reports.
- CAFs.

Home Liaison:

- Liaise with parents/carers when Assistant/ Deputy Directors of Key Stage and tutor's intervention has not produced positive results or if unable to contact or engage parents.
- Meet with Assistant/ Deputy Director of Key Stage or parents and other appropriate staff or agencies as appropriate.
- Advise and where required, support parents as their children's poor attendance and or punctuality necessitates action through the "Staged Response".

Missing Students:

- Contact the appropriate authorities to check on students who have "left academy" but do not appear to have registered at another academy in this or in any other authority.
- Student remains on our academy register until child has registered with another academy.
- Use (LA form CMEI) Checklist in all cases where it would seem that a child has moved from the area and the Academy has not been informed of either the new school or new address. Send the form (in consultation with Senior Assistant Head Teacher) to the LA Attendance Team.

When Parents/Carers Opt for Home Tuition

- Assist Pastoral team in following the LA Checklist when parents/carers say they intend to opt for home tuition for their child/children.
Consider the following:
 - The child's attendance/punctuality in academy (any recent changes to this)
 - The child's presentation and demeanour in academy (any recent changes to this)
- Any health, education or social/emotional issues for the child (any recent changes to this)
- Is the child registered on the SEN code of practice or has additional learning needs.
- Has the child been subject to or previously subject to Child Protection procedures, Child in Need or CAF?
- The benefits of home education for the child.
- The parent's engagement with the academy, attendance at academy meetings, parents evenings.
- The parent's reasons for home educating, could any academy issues in dispute be resolved?
- If there are issues with parents, are they recent and can they be resolved?
- The parents' demeanour/presentation (has this changed recently).
- Do parents regularly make complaints or deflect from concerns raised?
- Are there concerns within the family regarding domestic violence, mental health, substance/alcohol misuse, the child needing to care for the adult or neglect issues?
- Are other agencies involved with the family aware of the child being home educated?

Education of Students Not Attending Academy:

- Support the liaison of pastoral/teaching staff with home tutors, parents/carers and the students receiving home tuition.
- Liaise with academy nurse when medical issues impact on attendance.
- Liaise with other appropriate agencies e.g. Youth Offending Team, Children's Services, Youth Drug and Alcohol Project, Children and Young People Services etc.
- Liaise with Senior Assistant Head Teacher and provide attendance data and records to support applications to Returners or Pupil Referral Unit.

Counselling Services/Child and Family:

- Liaise with students, or students and parents/carers, re counselling sessions arranged via the academy, as and when required.

Alternative Providers / Part time

- Monitor daily student attendance at alternative service providers or on managed moves or on part time timetable and enter attendance register codes appropriately. Report any concerns evident immediately to appropriate Pastoral staff.

- In consultation with Senior Assistant Head Teacher take action according to the Academy's safeguarding policy where child is at risk of being placed in the "Missing" or "Lost" category.
- Liaise with such providers when necessary.

Director of Student Support/Attendance Officer Response to concerns:

Criteria for Initial Concerns:

- Four broken weeks/ 10 absences
- Persistent absences evident
- Poor attendance record e.g. below 96%
- Pattern of absence e.g. on particular days in the week
- Pattern of attendance at the office and requests to go home
- Unauthorised absences evident
- Poor punctuality e.g. more than once in a week, pattern of lateness over two/three weeks.
- Unexplained absence from a lesson
- Notes with unsatisfactory explanation for student absence
- Notes with suspected forged signatures

Discuss concerns with Assistant/ Deputy Director of Key Stage at meeting to ascertain intervention so far and future strategies for Tutor and Pastoral team e.g. Tutor monitoring, Tutor and / or Key Stage staff, interview student, Assistant /Deputy Director of Key Stage contact parent by phone, give punishments.

If problems persist staff will then interview the student and open a case file.

Monitoring of identified student's attendance and punctuality:

- Contact recorded on SIMS
- Attendance Officer monitor student's attendance daily, weekly (depending upon individual cases).
- Director of Student Support / Pastoral team will interview the student and try to identify the reason for the deterioration in attendance, punctuality etc. Explain what will happen if standards do not improve.
- Parents will be contacted. Home visit by Attendance Officer and Pastoral staff to inform parent or academy's concerns, try to identify reasons for the change in the child's attendance and if required arrange an appointment to meet one or more of the following: Deputy/ Director of Key Stage or Senior Assistant Head Teacher. If no-one is at home, a calling letter is left explaining attendance concerns are evident and instructing parent/carer to contact the Attendance Officer promptly.
- If there is no response to the letter, one or more of the following strategies can be used:
 - A second visit is made to the home.
 - A letter posted to the home.
 - A phone call is made and an appointment is arranged to visit at home.
 - An appointment is made with parent/carer to attend a meeting in academy.

Depending on the nature and severity of the associated problems and the parents and student's willingness to redress the problem, the Pastoral Team will attempt to put strategies and support in place to help facilitate an improvement in attendance and resolve any other related issues.

Monitoring will continue and will be reviewed every two weeks (this may be sooner if no progress or attempt at improvement is evident) and if there is no adequate improvement the staged response will be initiated.

The Staged Response Procedure:

- See Yr 7 – 11 Stage response - Intervention Process
- See Sixth Form Stage response – Intervention Process

Persistent absentees

A persistent absentee (PA) pupil is one that has 10% or more absence over the academic year. Authorised and unauthorised absence will count in this calculation

Term time holidays

Parents do not have any right or entitlement to take a child out of school for the purpose of a term time holiday. The Head Teacher may, in exceptional circumstances, grant a term time holiday up to 10 days. Please see, 'Holidays during term time'.

Crisis concerns- impacting on attendance

- **Safeguarding issues**
Referral to Designated Person and Safeguarding procedures followed.
- **Refusing to come to academy**
Inform Director of Student Support, and Pastoral staff, talk through child's and parent's concerns. Encourage both parties to come to academy. Meet with Assistant Head Teacher / Director/Deputy of Key Stage.
Strategies agreed and support identified
Situation monitored and reviewed.
- **Major Bullying issues (in and out of academy)**
Inform Pastoral staff and a meeting arranged with parent(s) and child.
(Depending upon the nature of the problem others may be invited to attend meetings e.g. as part of a CAF referral, to agree strategies or review progress.
- **Pregnancy**
Referred to Director of Key Stage 3+4/Senior Assistant Head Teacher and a meeting is arranged to negotiate support available in and out of academy.
L.A. Attendance Development Officer informed.
- **Drug abuse**
Referred Deputy Head Teacher or Senior Assistant Head Teacher and a meeting is arranged to negotiate support available (Depending upon the nature of the problem other agencies may be contacted).

- **Mental illness**
Referred to Deputy Head Teacher or or Senior Assistant Head Teacher and a meeting is arranged to negotiate support available. (Depending upon the nature of the problem other agencies may be contacted).
- **Parental illness**
Inform Pastoral staff to identify concerns and advise on help and support required for the family and specifically for the child who may also be a carer. Appropriate referrals made.
- **Marital breakdown**
Inform Pastoral staff child's needs identified and support put in place.
- **Critical illness/injury**
Inform Pastoral staff support offered to meet the needs of the individuals involved e.g. Counselling, Home tuition, Home visits etc.
- **Death of a family relative**
Inform Pastoral staff support offered to meet the needs of the individuals involved e.g. counselling; negotiate new deadlines for coursework etc.
- **Police arrest**
Referral to Deputy Head Teacher or Senior Assistant Head Teacher who will co-ordinate academy's support for the child and the family and the monitoring of the child's progress as and when necessary.

This Policy is linked with the other academy policies including:

- Behaviour and Rewards Policy
- Safeguarding and Protecting Children and Young People Policy
- Equal Opportunities Policy
- Medicines and First Aid Policy
- Disability Equality Policy
- Looked After Children and Young People Policy
- PSHE Policy
- Race Equality Policy
- Whistle Blowing Policy

Improving Students' School Attendance/Punctuality in St Anthony's Academy

Yr 7 – 11 Stage response - Intervention Process

2019-20

| Stage | Reasons for concerns | Actions |
|--------------|---|--|
| Stage 1 | Attendance concerns (under 95%) Punctuality concerns (more than 3 lates) | Student meets with Form Tutor. Report may be issued. |
| Stage 2 | Attendance under 93% Punctuality (more than 5 lates) | Attendance/Punctuality or holiday letter sent to parents. |
| Stage 3 | Attendance under 90% | Parent(s) meet with Assistant/Deputy Director of Key Stage/Director of Student Support Action Plan /contract drawn up and signed If parents do not attend home visit to be made. |
| Stage 4 | No improvements | Attendance review meeting with YL/Attendance Officer CAF referral agreed If parents do not attend home visit to be made |
| Stage 5 | No improvements – attendance under 85% | Parent(s) meet with Senior Assistant Head Teacher |

Strategies in place to improve attendance and punctuality

- attendance targets,
- first Day Calling,
- close monitoring/Tutor/Assistant Director,
- corridor patrols to prevent post registration truancy,
- registration am/pm and dismissal to prevent post registration truancy,
- meetings phone calls logged,
- letters sent to the home,
- stage response,
- home visits,
- meetings/contracts agreed,
- regular reviews,
- pupils with high levels of absence may benefit from mentoring/reintegration,
- vulnerable pupils who may become persistent absentees may benefit from mentoring,
- pupils whose attendance appears to be irregular/deteriorating may benefit from proactive work with the Pastoral Team.
- consideration is given to reduce timetables for school refusers/reluctant students
- alternative education is considered for diagnosed school phobics,

- rewards for attendance/punctuality include certificates/Promotional activities/Inter form competitions,
- promoting attendance by publicity (newsletters/assemblies/renewarder/parents' evenings).

**Sixth Form Stage response- Intervention Process
2019-20**

| Stage | Reasons for Concern | Actions |
|--------------|---|--|
| Stage 1 | Attendance concerns (under 95%) Punctuality Concerns (more than 3 lates) | Student meets with form tutor to discuss issues (form tutor report may be issued if appropriate). |
| Stage 2 | Attendance under 93% More than 5 lates | Student meets with Assistant Director of Key Stage Attendance/Punctuality letter sent to parents. Report Issued. |
| Stage 3 | Attendance under 90% Persistent lateness | Parents meet with Assistant Director of Key Stage Attendance/Punctuality Action Plan/contract drawn up. Report issued if appropriate. If parents fail to attend documentation is sent out in post |
| Stage 4 | No improvements | Student attendance review meeting with Director of 6 th Form (parents may be invited to attend). |
| Stage 5 | No improvements (attendance under 85%) | Student/parents meet with Senior Assistant Head teacher- 4 week Action Plan produced. |
| Stage 6 | No improvements | Student/parents referred to SLT and/or Govs panel. |

Strategies in place to improve attendance and punctuality

- attendance targets,
- first day calling for monitoring cohort,
- close monitoring by tutor/Assistant Director,
- lesson registration to prevent post registration truancy,
- meetings and phone call logged,
- letters sent to the home,
- staged response followed,
- section points and contracts agreed,
- regular reviews.

Students whose attendance appears to be deteriorating /irregular will benefit from proactive work with the Assistant Director of Key Stage:

- attendance/Punctuality monitoring,
- promoting good attendance through publicity and rewards (assemblies/newsletters etc.)

Cases which would not be suitable for staged response:

- students with current medical evidence,
- vulnerable students who are already being dealt with by the Pastoral Team.