



Archbishop Holgate's School

A Church of England Academy

ATTENDANCE and PUNCTUALITY POLICY

This policy explains that our aim of the policy, the roles and responsibilities within school in the implementation of the policy and our intervention to ensure excellent attendance and punctuality.

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Member of staff responsible: Fn – Deputy Head Pastoral Care

Governing sub-committee: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



Inspired by the example of Jesus' life, these are the values we seek to nurture as a school community and live out day by day.

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This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

Attendance Policy Rationale

Excellent attendance and punctuality are key in helping the school to ensure it achieves its mission statement of “*Values – Care - Achievement*”. Without good attendance and punctuality students do not achieve their true potential, belief and understanding of our school values are not developed and to challenge and to support students to attend and be on time is to *care* for their futures and their welfare. It is everyone’s responsibility as a member of our school community to protect all our students and to ensure they have the best life chances, hence it is all our responsibilities to ensure excellent attendance and punctuality.

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of all members of the school community. Every member of the community has rights and responsibilities which enable us to work and learn in a school environment in which we feel safe and supported.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of attendance at Archbishop Holgate’s School. It is a working document designed to promote positive attendance and reduce absence from school.

The policy reflects current practice within the school. It’s fair and consistent implementation is the responsibility of all staff.

Our school takes an active approach to promoting good attendance. With the support of parents, the wider community, the Local Authority and the students themselves, we take a positive approach to safeguard the well-being of all students and staff.

Aims

In order to improve the overall attendance of students in school we aim:

1. To make attendance and punctuality our priority for all those associated with the school, including students, parents/carers, teachers and Governors.
2. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
3. To develop a systematic approach to gathering and analysing attendance related data.
4. To implement a system of rewards and sanctions.
5. To provide support, advice and guidance to parents/carers and students.
6. To further develop positive and consistent communication between home and school.
7. To promote effective partnerships with supporting services and agencies through the LA ‘Advice and Early Intervention’ Team (New Front Door).
8. To recognise and address the needs of the individual student when planning reintegration following significant periods of absence.

Definitions

It is the Headteacher's discretion as to whether a child's absence is recorded as authorised or unauthorised.

Authorised absence:

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell, the parent/carers write a note or telephone the school to explain the absence.
- Only the school can make an absence authorised. Parents and carers do not have this authority. Consequently, not all absences supported by parents/carers will be classified as authorised. For example, if a parent takes a child out of school and gives the reason that it was to go shopping for school shoes, this will not mean it is authorised absence.

Unauthorised absence:

- An absence is classified as unauthorised when a child is away from school without the permission of both the school and a parent/carer.
- Therefore, the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

Persistent absence:

- The DfE define a 'persistent absentee' as a student who, at any point in the year, has accumulated absence at 10% or more of the available sessions regardless of whether or not any of it is authorised. The PA status may change as the terms progress, but these students are at particular risk of achieving poor outcomes at school and beyond.

Requests for leave of absence

We believe that all children need to be in school for all sessions, so that they can make the most progress possible. For this reason, as a general rule, we do not authorise leave of absence (including holidays) in term time. We follow the guidance written by the City of York Council (Guidance relating to Student Leave of Absence from School for Family Holidays January 2010 and additional to this the amendments 15.4.13).

The Headteacher has the discretion to make exceptions to this rule and authorise leave of absence for special circumstance (Using Code 'H': Family Holiday Agreed). Special circumstances may include:

- Service personnel and other employees who are prevented from taking holidays outside term time if the holiday will have minimal disruption to the student's education.
- When a family needs to spend time together to support each other during or after a crisis.

The national guidance suggests that requests for the following reasons should not be authorised:

- Availability of cheap holidays.
- Availability of desired accommodation.
- Poor weather experienced in school holiday periods.
- Overlap with beginning or end of term.

If the school knows that the student has siblings in other schools, it is advisable to make contact with the other school to come to an agreement when coding the leave of absence (i.e. whether the leave of absence is authorised or unauthorised).

Religious Observance

The DfE recommends the use of Code 'R' when children are absent from school to take part in any day set aside exclusively for religious observance by the religious body to which the parents belong, including religious festivals. Parents should be encouraged to give advance notice.

This is interpreted to mean that if the parent's religious organisation sets the day as a religious festival then the school must authorise the absence. Where necessary, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance.

If the religious body has not set the day apart there is no requirement for the school to approve the absence or grant a leave absence. Additional holidays and days off linked to the religious festival but not "exclusively set aside for religious observance" by the religious body are not marked using Code 'R'.

Roles and responsibilities

All members of the school community have roles and responsibilities in promoting and ensuring good attendance and punctuality.

Role of the students

Students have a responsibility to themselves and others to play a positive role in the life of the school and to make the most of the education opportunities available.

All students will:

- Ensure that they attend school and are on time.
- Be aware of their current attendance record and targets.
- Be aware of the consequences of poor attendance or truancy.
- Arrive to lessons punctually.
- Not leave school without permission.
- Follow correct procedures for known absences.
- Respect themselves and others.
- Encourage friendship and a sense of belonging.
- Be happy and encourage others to feel happy
- Inform a trusted adult if they feel that they are being bullied or feel unhappy in school.

Role of parents/carers

Parents and carers have an essential role in ensuring their child's good attendance.

We ask parents to:

- Establish good attendance habits by acting as a role model and showing the children that good attendance and punctuality is important.
- Praise and reward good attendance: even small successes, e.g. getting ready quickly, even if resisting going to school.
- Talk regularly with their child about school and how they feel about it. Children are more likely to want to attend and learn if they feel supported and their anxieties are listened to.
- Contact the school by phone, text, email or letter as soon as possible to say why their child is absent and when they are expected to return.
- To ensure that when the child returns to school after their absence they provide a letter of explanation for the absence.
- Only grant days at home for genuine illness.
- Arrange for a friend to take a child to school if a sibling is sick.
- Avoid taking holidays in school time.
- Ensure that wherever possible, medical appointments are made outside of the school day.
- Know routines of the school day to avoid issues, e.g. ensuring children have their PE kits on the right days.

- Establish a good bedtime routine, so that their child can sleep well, get enough sleep and make mornings less of a struggle.

Role of the School

As a school we:

- Create a school ethos and environment that students want to be part of.
- Meet the legal requirements set out by Government.
- Give a high priority to punctuality and attendance.
- Develop procedures that enable the school to identify, follow up and record unauthorised absence, patterns of absence and parent condoned absence with effective monitoring and intervention.
- Consistently record authorised and unauthorised absences within the guidance of the 1995 Education Act.
- Develop a range of effective strategies to follow up intermittent and long term absenteeism and promote good attendance.
- Encourage open communication channels between home and school.
- Develop procedures for the reintegration of long term absentees.
- Adequately provide for students with difficulties, within the bounds of the resources available, and ensure that appropriate delivery of the curriculum.

Role of the Head of Year

- Consult and inform the Designated Safeguarding Lead and Attendance Administrator about students whose attendance is cause for concern.
- Ensure truancy issues are followed up and discussed with parents.
- Liaise with parents when attendance is a concern.
- Ensure attendance procedures are implemented equitably regardless of race, gender etc.
- Work with FT's in ensuring appropriate strategies are in place for improving attendance and reducing persistent lates.
- To monitor the Attendance reports.

Role of Pastoral Support Workers

- Liaise with the Attendance Officer
- Work with a small case load of students to improve their attendance
- Liaise with parents when attendance is a concern
- Home visits to collect students
- Work closely with DSL and pastoral leads

Role of the Class Teacher

We ask teachers to:

- Ensure that registers are correctly and promptly marked.
- Set a good example in matters of attendance and punctuality.
- Provide a safe and secure environment in which to learn.
- Provide engaging and worthwhile learning experiences that encourage students to regularly attend lessons.
- Alert Attendance Officer or Reception immediately if there is a suspicious absence.
- Alert Form Tutors to any problems with attendance.

Role of the Form Tutor

We ask form tutors to:

- Encourage good attendance.
- Ensure that registers are correctly and promptly marked.

- To challenge all absences and establish solutions if possible to avoid absence in the future
- Set a good example in matters of attendance and punctuality.
- Provide a safe and secure environment in which to learn.
- Provide engaging and worthwhile learning experiences that encourage students to regularly attend lessons.
- Ensure that students are informed of their current attendance record half termly.
- Listen to and value students' views.
- To monitor and challenge any students attendance between 90 and 100%.
- To use the Attendance report.
- Work with the pastoral team to ensure good attendance.

Role of the Attendance Officer

- Monitor attendance across year groups.
- Analyse attendance data alongside academic data.
- Identify students at risk of becoming persistent absentees, set appropriate targets and implement intervention strategies to meet targets.
- Ensure that information is regularly communicated and that all staff are aware of persistent absentees.
- Work and communicate effectively with external agencies.
- Ensure that parents are aware of their legal responsibility and ensure that information is communicated through a variety of means.
- First day contact: On the first day of absence, if the school has not received a reason for a child being away from school, the Attendance Administrator to make contact with the parents/carers. This is done either by phone call or text messaging service. Where no contact can be made, the school sends home a letter requesting the reason for absence. Where there is no response, the child's absence will be unauthorised.

Role of Designed Safeguarding Lead.

- Works closely with the Attendance Administrator, Heads of Year PSW and Pastoral Leaders.
- Provides intensive sustained support for students with multiple barriers to learning.
- In depth guidance and support to those at risk of disengaging.
- Network and liaise with a wide range of individuals and organisations.
- Work on policies and procedures of the school.
- Work closely with parents, deliver parenting groups and one to one work.
- Delivering, sourcing, facilitating programmes of support to identified groups and individuals.
- Audit of school registers.
- Attend Pastoral Leadership Groups Meetings, Department Meetings, Attendance Panels and Pastoral Liaison Meetings.
- Provided training to staff around registers and attendance
- Works closely with outside agencies such as police and children's services .

Role of the attendance lead team

- To identify students who's attendance can be improved by increased support
- To remove all barriers that stop students attending or being on time
- To support and challenge all absences and poor punctuality

Role of PLM

- To provide strategic direction and clarity in removing all barriers to excellent attendance and punctuality

- To welcome all students at the start of the day and challenge poor timekeeping
- To complete “back to school” interviews as provided by the attendance and punctuality officer.

Sixth Form Supervisor

- Analyse attendance in school.
- Regular and frequent monitoring of all students whose attendance is less than 95%.
- Inform Designated Safeguarding Lead and Heads of Year of patterns of attendance, and possible influences.
- First stage liaison with parents over attendance and punctuality by phone or text.
- Follow up incidents of truancy. Inform the DSL, Attendance Officer, Head of Year and Form Tutor.
- Address poor school attendance by using Attendance Panels
- Monitor implementation of attendance procedures within each year group.
- Produce data to be displayed in school, e.g. Parents' Evenings, form rooms, student social areas, etc.
- Produce a brief termly report on patterns of attendance for each Head of Year.
- Selecting students for PLM to complete return to school interviews.

Reception

- Keep a record of students who arrive late or leave early.
- Enter correct codes in Planner, giving a Detention if appropriate.

Role of Governing Body

Under the Education (Student Registration) Regulations 1995, the Governing Body are responsible for making sure the school keeps an attendance register that records which students are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether an absence was authorised or unauthorised.

Role of the Local Authority

The school to liaise with LA's Schools Advisor for advice and support when pursuing chronic non-school attendance.

Schools Advisor to pass on any information regarding change or attendance regulations.

What to do when no-contact from a parent regarding a child's absence.

Day 1 (by 10.00am)

- 1) Ring every number on the student information forms.
- 2) Ring every number on the student information forms using a school mobile phone.
- 3) Send a text and an email asking the parent/carer to contact school regarding their child's absence as soon as possible.
- 4) Inquire of siblings/friends if they know any reason why the child might be off.

Day 1 (if child considered at risk)

- 5) Contact the school of any siblings.
- 6) If considered safe, and if possible, two members of staff to call at the house.
- 7) If already involved with the family - contact social services or lead practitioner of FEHA.
- 8) If still no contact – call Front Door or PCSO to raise concerns about no-contact.
- 9) Contact Mark Smith, School Attendance Advisor (01994 555187), for further advice and actions.

Day 2

- 1) Repeat 1-4 from above.
- 2) Contact the school of any siblings.
- 3) If considered safe, and if possible, two members of staff to call at the house.
- 4) If still no contact – call PCSO to raise concerns about no-contact.

Persistent offenders

Where non-contact is persistent problem call Children's Services to raise concerns (or ring 101 and ask for a welfare check).

Continue to update CPOMs or other systems to record no-contact.

Student Information Forms

- Schools should ensure that they have a minimum of three people's contact information for every child (eg parents/carers, plus other family members) including any workplace numbers.
- Schools should ensure that they have a regular system for updating student information.

Promoting positive attendance

To implement and monitor a system of rewards and sanctions

Provide resources to finance a system of rewards for good attendance and improvements made by students where appropriate.

1. Actively promote attendance and associated rewards and effective sanctions (see Staff Handbook).
2. Where necessary use Attendance Panels, Parenting Contracts and Fixed Penalty Notices in circumstances where attendance has fallen to the level of a potential persistent absentee and parents are not responding to usual channels of communication or have been unable to promote improved attendance or have requested support. These will be administered according to the guidelines issued by City of York Council (2006).
3. Ensure fair and consistent implementation of Attendance Policy with all stakeholders. Clear guidelines for operation of the system in school to be provided in the staff handbook.
4. All staff will make use of immediate rewards and sanctions through SIMS behaviour software system.
5. Involve all students in evaluation and review of their attendance.

In recognition of the importance of good attendance, we have systems in place to motivate and reward our students - See Reward Policy.

Intervening with Attendance Concerns

Where we have concerns around a student's attendance we may intervene in one or more of the following ways:

Back to School Meetings

Students who have erratic attendance or who have been absent for more than a week are identified by the Attendance Administrator, who then completes a meeting form. This is then passed on to a named member of SLT or an appropriate member of staff, who then talks to the student about their absences using the attendance certificate as an aid to make them aware of the attendance concern and to identify any support the student maybe needing to attend school regularly.

Fixed penalties

The LA has a member's agreed protocol regarding the issuing of fixed penalty Notices. This covers the issuing of Penalty Notices when children have been authorised for a family holiday without the Headteacher's consent. When a Headteacher decides to make a request they should:

- Ensure they have completed the FPN request form.
- Complete and sign the proforma witness statement.
- Complete and sign the Headteacher's certificate of attendance.
- Obtain a copy of the letter sent to all parents.
- Obtain a copy of the completed Holiday application Form and copy of any correspondence and notes relating to the request.

This document should be presented to the CYC Legal Department. This documentation will be evidence to support any prosecution should this be required. The most single piece of evidence in supporting the prosecution is the signed Headteacher's Certificate of Attendance along with the Witness Statement. It is not anticipated that Headteachers will be called to court as witnesses, although the parents may request this in their defence. This is likely to be in exceptional circumstances where the Headteacher is required to attend court to assist the prosecution secure a satisfactory outcome.

Upon receipt of the paperwork a Fixed Penalty Notice will be issued with a copy supplied to the Headteacher as confirmation. The LA will update the Headteacher as to whether the notice has been paid or not. Where it has not, enforcement action will be taken by the Designated Safeguarding Lead as swiftly as possible. This is possible as evidence to support the prosecution is available from the documentation supplied. It is important to be aware that this is the only route to pursue court action as parents cannot be prosecuted for non-payment of the penalty.

Attendance Panels

The panels should consist of a Governor, Head of Pastoral Care or a senior member of staff, and a minute taker.

The students are chosen through a process of consultation with pastoral leads and the Designated Safeguarding Lead. The students should be on the list of the school action kept by the school.

A letter is sent out to parent by the school inviting them and the young person into school.

The panel is a relatively formal meeting at which concerns about the young person's attendance are put to parents. The aim of the meeting is always to secure an improvement in the young person's attendance, however, parents should be reminded that the LA may decide to prosecute or issue a Fixed Penalty Notice. The panel meetings may be referred to in any evidence presented to the court. Parents are not obliged to attend panel meetings or sign parenting contracts, however, any failure to do so may be mentioned in evidence.

The meeting is seen as a supportive meeting in which a parenting contract may be agreed upon. Also a referral can be made for the parent on a parenting course.

Both the parent and the young person are told about the consequence to their non-attendance such court/fixed penalty notices.

A target for the young person's attendance may be agreed, with a review date.

If parents fail to attend, the school should write to the parents with a date and time when the school Designated Safeguarding Lead will visit them to discuss the issues raised. Alternatively, if the parent has offered an acceptable reason for not attending the panel an alternative panel date may be offered.

If at the review there has been no acceptable improvement in the young person's attendance then discussion should take place with the Designated Safeguarding Lead and the Head of Pastoral Care.

If it is decided that a Fixed Penalty Notice should be issued then the school has to request this from the LA's School's Attendance Advisor.

If court action is required then the Designated Safeguarding Lead should set up a pre-court review with the LA's School Attendance Advisor. The Attendance Panel documentation and parenting contract can be used as part of the school's evidence for the Designated Safeguarding Lead to present in court.

(Schools should inform parents in newsletters or letters if they wish to use Fixed Penal Notices and also have the process written in their attendance policy.)

Registration of Attendance and Punctuality

Codes

There are a series of codes which are used to denote authorised and unauthorised absence (see 'Absence and Attendance Codes Guidance for Schools and Local Authorities' DfE January 2009).

It is the school's responsibility to ensure the correct codes are recorded and that patterns and trends in children's absence are analysed.

Close of registers

We need children to arrive at school punctually so that they can access all learning opportunities.

Children arriving after the first 20 minutes but before the end of the first lesson (10.00am) should be recorded as Late (using the code 'L'), this will be an attendance. Children arriving after 10.00am should be recorded as Late after registers close (using the code 'U'), this will be an unauthorised absence.

Medical appointments

We encourage families to book medical appointments outside of the school day. Where this is not possible, the following codes are used:

If a child arrives back in school before the official close of the register (10.00am), this will be recorded as 'L' and therefore the child is marked as attending school. If a child arrives back after the official close of the register, the child will be marked as 'M' for a medical appointment.

Punctuality responsibilities

Punctuality is the responsibility of all staff. Please find below your responsibility.

Form Tutors

- Complete registers. Record all students who are late with an 'L' code.
- Spot trends and identify students who need support.
- Develop in partnership with HOY, plans to improve punctuality. This includes:
 - Phoning home when a student is late 3 times.
 - Break detentions.

Head of Year

- Promote the importance of good punctuality.
- Spot trends and identify students who need support.
- Develop in partnership with FT and PLM plans to improve punctuality. This includes:
 - Ensuring FT's have made initial contact by phoning home when a student is late 3 times.
 - Inviting parents in if the problem continues.
 - Other strategies including:
 - Automatic lunchtime detentions for no good reason
 - Referring a student to Designated Safeguarding Lead for attendance panel.

Attendance Administrator

- Recording Late's every morning at the top of the drive.
- Spotting trends and patterns and identifying student who need to go on the persistent late list.
- Providing SPLG with a list students who were late from previous week.
- Working in partnership with FT's, HOY, PLM to develop plans to improve punctuality.
- Sends a text message to parents each day that student is late.
- Referral to Designated Safeguarding Lead of students who are not improving.

Designated Safeguarding Lead

- Oversight of punctuality.
- Working in partnership with FT's, HOY, PLM to ensure robust and challenging plans are in place for all students to promote good punctuality.
- Meeting with parents to discuss punctuality, if FT, HOY intervention has failed to improve it.
- Taking parents to attendance panels if punctuality has not improved.

Attendance lead team

- To identify students who's attendance can be improved by increased support
- To remove all barriers that stop students attending or being on time
- To support and challenge all absences and poor punctuality

SLT

- To monitor punctuality
- To greet and monitor students at the start of the day
- To support and challenge heads of year in improving punctuality

Class teachers

Students who arrive late to individual lessons must be dealt with by subject teachers, visibly and quickly:

- Ensure immediately that both the latecomer and other students in the group, are clearly aware of the school's expectations of punctuality.
- Record lateness in the School Planner with the code 'L'. 'L' codes accumulate as above: when three are recorded, students are put into Hi1 Lunch Detention.

6th Form Attendance

Stage 1

- From tutor intervention – Form tutor meeting – Phone call home
- Attendance figures between 95%-90% or persistent absence from timetabled session.
- Poor attendance can be raised as a concern by the Subject Teacher, the Form Tutor or the Year Team.
- The Form Tutor must follow up the attendance issue with the student and phone home to inform parents/guardians. They may also identify general absence in lessons, study periods and form time, this is an opportunity to address the issue and involve the relevant teaching staff. Where extenuating circumstances arise the Form Tutor will work closely with all parties to enable the student to meet the Sixth Form expectations. In this case they must copy any correspondence to the Sixth Form Team highlighting supporting support and issuing a warning to the student about their attendance if necessary.

Stage 2

Head of Year intervention – Parent meeting – Verbal Warning and letter sent home
Attendance figures between 90%-85%

- If an unacceptable level of attendance continues the subject teacher and/or Form Tutor should inform the appropriate Head of Year.
- A parental meeting will take place in which a verbal warning will be issued to the student as well as highlighting support available.
- A letter will be sent to the parent/guardian of the student confirming the situation and outlining the process should attendance not improve.
- The Form Tutor and subject teachers will be informed of the meeting and its outcome.
- The student's attendance will be monitored by the HOY.
- HOY intervention will be withdrawn once the students attendance has improved to 90% or greater.

Stage 3

Attendance Panel made up of the Director of 6th Form, a school Governor and the Pastoral Care – Safeguarding and Attendance Officer – Written contract

Attendance figures below 85%

- The offending student and parent/guardian will be asked to attend an attendance panel.
- A written contract will be produced in the meeting to confirm any support, actions and targets that must be met. If a student fails to meet the targets set or carry out any of their actions then the student will be asked to leave Sixth Form.
- A letter will be sent to the parent/guardian of the student confirming the actions and targets that must be met.