



Yavneh
College

PUPIL ATTENDANCE POLICY

YAVNEH COLLEGE

PUPIL ATTENDANCE POLICY

Mission Statement/Vision

We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all our pupils take full advantage of the educational opportunities available to them and to raise standards by promoting regular attendance and punctuality of all pupils.

Aims/Expectations

- To create a culture in which good attendance is accepted practise.
- To demonstrate that good attendance and punctuality is valued by the school.
- To maintain and develop effective communication regarding attendance between home and school.

Attendance Targets/Attendance Registers

- To keep *whole school* attendance above 95%.
- *The rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in court cases.*

Leadership & Management

- Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all staff, pupils and families.
- Make sure all staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that all pupils understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower all staff to take responsibility for attendance.
- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.

- Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- Make sure staff receive professional development and support to deploy attendance systems effectively.

Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate.

Role of the Teaching Staff

Teachers are responsible for:

- ✦ setting an example of punctuality and good attendance.
- ✦ implementing the policy;
- ✦ ensuring that the registers are taken at the start of every lesson and are accurate and up to-date;
- ✦ monitoring class and individual attendance patterns;
- ✦ informing the school office of any concerns;
- ✦ emphasising with pupils the importance of punctuality and good attendance.
- ✦ reminding parents of their commitment to this policy.
- ✦ Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.
- ✦ Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- ✦ Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- ✦ Modelling respectful relationships and appropriate communication for all staff and pupils. This will help

relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:

- treat pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence handling confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
- communicate effectively with all families regarding pupils' attendance and well-being
- **Pupils at risk of persistent absence** You may want to:
 - welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps.
 - meet with pupils to discuss absence, patterns, barriers and problems
 - establish action plans to remove barriers, provide additional support and set targets. This could include:
 - lunchtime arrangements
 - support with uniform, transport, wake up routines or emotional wellbeing
 - lead daily or weekly check-ins to review progress and the impact of support
 - make regular contact with families to discuss progress
 - consider what support for re-engagement might be needed, including for vulnerable groups

Pupils who are persistently absent

- You may want to:
 - prepare supporting resources to ensure pupils can access learning when they return
 - develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)

- contribute to action plans which attendance staff draw together where appropriate
- provide tailored praise and encouragement when pupils attend and arrive on time.

Role of Parents

- Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.
- Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school. Parents are responsible for:
 - ✦ ensuring that their children are punctual and know the importance of good attendance.
 - ✦ instilling in their children an appreciation of the importance of attending school regularly.
 - ✦ impressing upon their children the need to observe the school's code of conduct.
 - ✦ informing the school each day of absence, by 9.00am at the latest.
 - ✦ providing the school with an explanation for the absence.
 - ✦ informing the school of any changes to their contact details.
 - ✦ taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings.
 - ✦ working in partnership with the school to resolve issues which may lead to non-attendance.
 - ✦ avoiding arranging medical/dental appointments during school hours.
 - ✦ not booking holidays during term-time.
 - ✦ treating staff with respect
 - ✦ actively supporting the work of the school
 - ✦ calling on staff for help when they need it

Role of the Deputy Headteacher

- ✦ communicating as early as possible circumstances which may affect absence or require support
 - children who are eligible for free school meals
 - children who speak English as an additional language
 - children who have special educational needs and disabilities.

- ✦ keeping the Executive Headteacher and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of all pupils and to implement attendance procedures
- ✦ compiling attendance data for the Executive Headteacher, the LGB and the Local Authority Attendance Officer (LAAO).
- ✦ consultations with the LAAO.
- ✦ contacting parents if they have not reported their child's absence by 9:00am.
- ✦ sending an email if no contact is made.
- ✦ arranging meetings with parents to ensure clear channels of communication are in place and offer support/interventions where necessary.
- ✦ Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
- ✦ The escalation of procedures to address absence needs to be:
 - understood by pupils, parents and carers
 - implemented consistently
 - reviewed regularly
- ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via a **10 Day Absence Form**. See **guidance on HCC Grid for form** – <https://thegrid.org.uk/admissions-attendance-travel-to-school/attendance/attendance-guidance-and-statutoryresponsibilities>

- ✦ carry out robust first day calling procedures including priority routine for vulnerable children including children with a social worker
- ✦ undertake home visits in line with your policy to engage families and ensure children are safe
- ✦ identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies
- ✦ implement punctuality routines such as late gate or sign in procedures
- ✦ implement children missing education (CME) procedures when appropriate – see above
- ✦ where pupils have additional vulnerabilities, which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible **Pupils at risk of persistent absence** You may want to:
 - ✦ provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes
 - ✦ initiate and oversee the administration of absence procedures. This could include:
 - o letters home
 - o attendance clinics
 - ✦ engagement with local authorities and other external agencies and partners
 - ✦ work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood
 - ✦ consideration if further interventions are required in line with the statutory guidance on parental responsibility measures
 - ✦ provide regular reports to leaders on the at-risk cohort
 - ✦ provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

Pupils who are persistently absent

You may want to:

- ✦ develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines
- ✦ identify tailored intervention which meets the needs of the pupil, for example:
 - mentoring
 - careers advice and guidance input
 - alternative provision where appropriate
- ✦ lead daily or weekly check-ins to review progress and impact of support
- ✦ make regular contact with families to discuss progress
- ✦ hold regular meetings or reviews of caseload with the local authority attendance team, external partners and alternative providers to check on welfare and review progress
- ✦ liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
- ✦ coordinate and contribute to multi-agency meetings to review progress and agree on actions
- ✦ work in partnership with local authority attendance team and other agencies to ensure the appropriate use of statutory parental responsibility measures
- ✦ provide regular reports to leaders on the impact of action plans and interventions

Intervention

- ✦ Deliver intervention in a targeted way, in response to data or intelligence.
- ✦ Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).
- ✦ Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.
- ✦ Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.
- ✦ Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.
- ✦ Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.
- ✦ Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met.

Encouraging Good Attendance

The School encourages good attendance by:

- Using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils.
- publicising good attendance during assemblies, newsletters and the termly report to the Governing Body.
- awarding good attendance certificates to pupils when they have achieved 100% attendance.

Dealing with Lateness

The office staff monitor lateness and inform:

- ✦ the Head of Year of patterns of lateness.
- ✦ parents of the school's concerns and arrange a meeting so that the problem can be addressed.
- ✦ The School doors are opened at 8:00am and pupils are expected to enter the school building and make their way to their classroom by 8:30am.
- ✦ Children who arrive after 8:35am must sign in using their ID card at security for purposes of emergency evacuation etc.
- ✦ Pupils who arrive between 8:30am and 8:50am will be marked as 'late' but counted as present for that session (Code L).
- ✦ Pupils who arrive after the register has closed at 9.00 am and parent provides a satisfactory explanation will be marked as late (Code L)for that session.
- ✦ Pupils who arrive after the register has closed and parent fails to provide a satisfactory explanation will be marked as 'unauthorised absent' for that session (Code U).

Pupils at risk of Persistent Absence

Persistent absence occurs when a child's attendance falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue by:

- establishing robust escalation procedures which are initiated before absence becomes a problem, for example by:
 - sending emails and letters to parents and carers
 - having a weekly Head of Year review
 - meeting with families
 - creating attendance clinics
 - engaging with local authority attendance teams and/or independent attendance organisations
 - using fixed penalty notices
 - engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
 - establishing a range of evidence-based interventions to address barriers to attendance
 - monitoring the implementation and quality of escalation procedures (and intervention), for example:
 - having a review and clinic drop in
 - sampling of case files
 - evaluating the impact of escalation procedures and seeking robust evidence of the escalation procedures that work and that reflect the school context best
 - attending or leading on attendance reviews and clinics in line with escalation procedures
 - engaging governors in attendance panels to reinforce messages and outline relevance in terms of training and employment.

Pupils who are persistently absent

You may want to:

- ✦ establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:
- ✦ local authority attendance services
- ✦ independent attendance organisations
- ✦ alternative providers
- ✦ youth services
- ✦ school nursing and mental health professionals
- ✦ children's social care staff where appropriate
- ✦ establish good relationships with a network of voluntary organisations and charities to support vulnerable pupils including those with persistent absence, for example:
- ✦ mental health charities
- ✦ mentoring organisations
- ✦ young carers association
- ✦ engage in or lead on attendance reviews and clinics in line with escalation procedures

Absence

- **Holidays during term time** – *changes to legislation which came into force in September 2013 made clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. If there are exceptional circumstances behind your request you should complete a holiday request form on the school website.*
- **Medical, Dental or Hospital Appointments** – *please ensure where possible these appointments take place out of school time in order not to disrupt your child's education.*

Fixed Penalty Notices

Yavneh College follows Hertfordshire County Council's Penalty Notice for Truancy Code of Conduct and procedures.

- We expect parents/carers to work with us to address attendance problems.
- If a pupil has at least 15 sessions (half day= 1 session) unauthorised absence in the current and/or previous term (including unauthorised holidays), the Executive Headteacher may ask the Local Authority to issue a Penalty Notice.
- The penalty is £60 per parent or adult within the family home with caring responsibility if paid within 21 days of receipt of the notice, rising to £120 if paid after 28 days.
- If the penalty is not paid, the Local Authority may prosecute parents/carers for their child's irregular attendance.

Part-time Timetables

- As part of the framework for the inspection of services for children in need of help and protection, children looked after, and care leavers (Ofsted June 2015) local authorities are required to provide detailed data on school age children in their area who are not in receipt of full-time education and schools are similarly expected to maintain data on students of compulsory school age who are on their roll but attending on a part-time timetable.
- The Local authority has published guidance for all maintained school, academies, free schools, studio schools, UTCs, ESCs and PSBs on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday)
- All schools are required to return information on children who are on part-time tables within five days of the pupil starting or ending a part -time timetable.

This policy will be reviewed every two years or earlier if necessary.

Date: November 2021

Date of review: Autumn 2023

Appendix A

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence. If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

Further resources

Statutory guidance

- [School behaviour and attendance: parental responsibility measures](#)
- [Children missing education](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping children safe in education](#)
- [Alternative provision](#)
- [Education for children with health needs who cannot attend school](#)
- [School exclusion](#)

Guidance and resources

- [School attendance: guidance for schools](#)
- [Checklist for school leaders to support full opening: behaviour and attendance](#)
- [Mental health and wellbeing resources](#)
- [Mental health and behaviour guidance](#)
- [Approaches to preventing and tackling bullying](#)
- [Respectful School Communities Tool](#)
- [Skills for care: toolkit for social workers to support conversations about returning to education settings in September](#)
- [Education Endowment Foundation: research on texting parents](#)
- [Education Endowment Foundation: research on parental engagement](#)
- [National statistics: Pupil absence in schools in England](#)