Attendance Policy

This policy reflects the Education (Pupil Registration) (England) (Amendment) Regulations 2013 which came into force on 1st September 2013.

Mission Statement

Attendance is key to attainment and progress. If a child is not in school they are not accessing the learning we offer.

We aim to ensure that all our children receive their full entitlement to education so that we can maximise opportunities for each and every child.

We understand that developing good patterns and habits of attendance at this crucial time is important for both the child and the family. We also acknowledge that poor attendance at this age is related more to the decisions taken by the child's parents/carers rather than the child and therefore good communication between home and school is of paramount importance. Parents and carers need to fully understand the possible long term issues that poor attendance at this stage can cause in the future.

We strive to provide a welcoming, caring environment, so that each member of the school community feels wanted and secure. This is encapsulated in our mission statement:

A place to grow
Where each child is special and every child matters

We have established an effective and efficient system of communication with children, parents and appropriate agencies to provide mutual information, advice and support.

We ensure that all staff understand that it is their responsibility to work with children and their families to ensure each child attends school regularly and punctually.

It is also each teacher's individual responsibility to ensure that attendance registers are kept in an accurate manner, that non-attendance is recorded accurately and that poor attendance rates are reported to the Head Teacher.

We also acknowledge that, due to the age of our children, there may well be high levels of absence due to illness.

Aims

1. To have high levels of attendance for all children at school.
2. To make attendance and punctuality a priority for all those associated with the school including children, parents, teachers and governors.
3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. To provide support, advice and guidance to parents and children.
5. To develop a systematic approach to gathering and analysing attendance related data.
6. To further develop positive and consistent communication between home and school.
7. To promote effective partnerships with the Education Welfare Service and with other services and agencies.
8. To recognise the needs of the individual children when planning reintegration following significant periods of absence.

AIM 1: To have high levels of attendance for all children at school

1. We apply this Attendance Policy consistently and fairly.
2. We have established and maintain a high profile for attendance and punctuality.
3. We have related attendance issues directly to the school's values, ethos and curriculum.
4. We will monitor progress in attendance through measurable outcomes. The school secretary (Attendance Co-ordinator) provides a monthly report on overall school attendance.

AIM 2: To make attendance and punctuality a priority for all those associated with the school including children, parents, teachers and governors

1. We use staff/school handbook/prospectus and DFE literature/ website.
2. We produce termly and annual reports to governors and annual reports to parents. A parent/carer can request a registration certificate for their child at any point during the academic year.
3. We hold individual registration meetings for all parents/carers and an induction evening for parents of EYFS2.
4. We provide induction training for appointed/promoted staff.
5. We discuss attendance issues with the Education Welfare Officer at monthly meetings and at relevant staff meetings.

AIM 3: To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks

1. We have unambiguous procedures for statutory registration and ensure all teachers understand that this is one of their statutory duties and that registers are a legal document.
2. The school secretary will make phone calls, on the first day of absence, to all parents of an absent child if no contact has been made by parents/carers.
3. We have clearly defined late registration procedures.
4. We respond swiftly to regular lateness in conjunction with the Head Teacher.
5. We have appointed a member of the school office staff as the Attendance Co-ordinator.
6. We hold regular meetings with the Education Welfare Officer.
7. We have clear procedures prior to referral to Education Welfare Service.
8. We review attendance regularly.
9. We are familiar with the Education Welfare Officer's referral and recording system.

AIM 4: To provide support, advice and guidance to parents and children

1. We highlight the need for good attendance through:
   - Registration meetings
   - Informal meetings with parents/carers
   - Parental Consultations
   - PSHRE
   - Assemblies
   - Staff available to talk to children
   - Staff available to talk to parents/carers
   - Making use of available resources
2. We set aside time for parents/carers to speak to staff.
3. We seek positive communication with parents/carers eg when parents phone into school.
4. We make every effort to ensure that we have accurate and up-to-date contact information for parents/carers.
5. We involve parents/carers from the earliest stage if we consider that there is a problem.

AIM 5: To develop a systematic approach in gathering and analysing attendance related data

1. We have standardised the recording of all absences.
2. We are consistent in the collection and provision of information.
3. We provide percentage information about lateness and levels of authorised and unauthorised absence for Governors, Class Teachers, Parents/carers, Education Welfare Officer.

4. All teachers are responsible for identifying developing patterns of irregular attendance and lateness of children in their class.

AIM 6: To further develop positive and consistent communication between home and school

1. All parents/carers are encouraged to contact school on the first day of absence, prior to 10 o'clock – school will contact them if they do not do so.
2. We promote an expectation of absence letters/phone calls from parents/carers. This is explained to parents/carers at the registration meetings.
3. The Head Teacher operates an Open Door Policy which enables parents/carers to come into school and discuss issues which may be affecting a child's attendance percentage.

AIM 7: To promote effective partnerships with the Education Welfare Service and other services and agencies

1. The Head Teacher, SENCO and office staff are key for the liaison with the Education Welfare Officer and other agencies.
2. We carry out initial enquiries/intervention prior to referral to the Education Welfare Officer.
3. We gather and record relevant information to assist the work of the Education Welfare Officer.
4. We hold regular attendance review meetings with key school staff and Education Welfare Service.
5. We arrange multi-agency liaison meetings as appropriate.
6. We encourage active involvement of other services and agencies in the life of the school.

AIM 8: To recognise the needs of the individual child when planning reintegration following significant periods of absence

1. We are sensitive to the individual needs and circumstances of returning children.
2. If this situation arises then we will involve and inform all staff in the reintegration process.
3. We will involve parents/carers in the reintegration.
4. If appropriate we will include the Education Welfare Service in the reintegration plan.

Teacher's Responsibility

- To take the register at the beginning of each session.
- To accurately record children who are late.
- To inform the office staff if a child is absent and the teacher has not received any communication from the parent/carers.
- To pursue the reasons for any absence and then accurately record this in the register.
- To watch for patterns of lateness and absence and then bring these to the attention of the Head Teacher and discuss the lateness with the parent/carer.
- To identify children whose attendance has fallen below 96% and bring this to the attention of the Head Teacher.
- Once issues have been brought to the attention of the Head Teacher, the class teacher will be responsible for making the first contact with the parents/carers to discuss the issue. Results from any such conversations should be recorded and fed back to the Head Teacher.
- Only after contact from the class teacher will the Head Teacher speak to parents/carers if the problem persists.
- Following a meeting with the Head Teacher, if the problems still persist then we will contact the Education Welfare Service and request their support.

Office Staff's Responsibility

- To telephone, on morning of the first day, the parents/carers of all children who are absent from school with no reason.
- To accurately record the given reasons for absence and pass these on to the relevant class teacher.
- To continue to call the parents/carers if there is no answer to the telephone calls.
- To inform the Head Teacher by lunchtime if the school has been unable to make contact with parents/carers.
- To make contact with the Education Welfare Officer at the request of the Head Teacher.
- To alert the Head Teacher to poor attendance of any children if this is noted.
- To provide child's attendance percentage and any previous Leave of Absence figures on any Leave of Absence Requests.
- To provide information to the Head Teacher about the amount of time any child has been absent from school following a Leave of Absence Request.
- To provide staff with end of year absence figures for the end of year written report to parents.
- To provide the Head Teacher with monthly % attendance for the whole school.
- Follow CME procedures if a child is missing from education and all avenues have been explored in conjunction with the Head Teacher and Education Welfare Officer.

Attendance Appendix

We monitor attendance carefully to ensure that we can judge 'the extent to which children develop workplace and other skills that will contribute to their economic wellbeing.'

We also promote good attendance and work to reduce absence and this is judged in care, guidance and support as part of the evaluation of **'How effective is the provision?'**

We are fully aware of the distinction between the **outcome** – actual attendance – and the **provision** made to promote good attendance which is now outstanding with thorough processes and procedures in place to support parents to enable the children to develop good habits of punctuality and attendance and challenge any poor attendance.

The School's Inspection Dashboard places a contextual element to our attendance data by graphing our school's attendance and persistent absence figures against/alongside free school meals information. However, whilst we acknowledge that there is a clear statistical link between levels of social deprivation (as measured by free school meal eligibility) and poor attendance we do not take this as an excuse for poor attendance or high absence rates indeed what we do is put in place strategies to promote regular attendance. We also have data from the LA about the attendance in Cornish Infant Schools. This is particularly relevant as it is common for young children to have many illnesses when they first start school and this must be reflected when examining our figures.

We are aware of the clear link between attendance and achievement and take time to explain to parents that if their child is not attending school he/she will be unable to access the opportunities available to them.

The Assessment Co-ordinator collates information so that we are clear about the attendance patterns of groups of learners and we use our current systems to alert us to changes in a child's attendance whether that be a sudden or a gradual alteration.

We monitor the attendance of any child falling below the 96% level and cross refer this to our vulnerable groups. This enables us to identify not only all individuals with poor attendance as well as vulnerable individuals but also to see whether groups of children have poor attendance.

This can then link to our analysis of any differences between the achievement of different groups of learners, such as those of different gender or ethnicity, SEN, summer birthdays etc. We have data for attendance by year group and by groups of children.

We use the national figure to identify children as "persistently absent" as absence of more than 15%.

Class teachers, SLT and office staff are vigilant in spotting patterns of absence – checking whether there is more absence at particular times of year, days of the week, from a particular class or year group.

We will, at the end of each term but usually each half term examine proportions of children's levels of attendance, for example below 90% or above 96%, and identify whether these proportions are changing.

We monitor and evaluate patterns of absence for individuals and among particular groups of children. The attendance policy explains the actions taken to address any patterns of poor attendance. Class teachers are vigilant in identifying if some children are frequently absent on a Monday or a Friday or if children with special educational needs and/or disabilities are disproportionately absent. This is brought to the attention of the Head Teacher and addressed with the parents/carers, possibly with support from the Education Welfare Officer, Health professionals or any other appropriate professional body.

The Head Teacher will respond in an appropriate way dependent upon the cause of the absence.

We will work closely with the Hospital School/Home Tuition to support any children absent long-term for medical reasons, such as any in hospital.

Attached to this policy is a copy of the Absence Request Form.

Date Policy Reviewed: September 2020
To be reviewed: September 2021