



BRIGANTIA
LEARNING TRUST

Creating excellence together

Attendance and Punctuality Policy (including Admissions Policy)

With a section on procedures from each school -
Concord Junior, Hinde House 3-16 and Wincobank Nursery
Infant School

To be reviewed – Autumn 2017

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Brigantia Learning Trust Attendance Policy

Introduction

Regular attendance at school is essential to ensure pupil progress and to enable each child or young person to reach their potential. The attendance pattern for all pupils is monitored regularly with each school seeking to work actively with parents/carers to ensure that a regular pattern of attendance is maintained. We expect all pupils to attend every day when the school is in session as long as they are fit and healthy enough to do so. We aim to encourage every pupil to attend and put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning.

Attendance Percentage Bands

Green
95%-100% - at target – well done! This level of attendance will help all aspects of a pupil's progress and life in school. This will give them a good start in life and support a positive work ethic.
Amber
94-90% - average – well done! This could be due to a week's illness or a pattern may be emerging. Work needs to be done to keep improving on the attendance. Parents/carers may wish to discuss this further with school.
Red
Below 90% - unacceptable. This is known as persistent absence and is causing SERIOUS CONCERN . It IS affecting attainment and progress and is disrupting the child's learning. We will work with parents/carers to improve their child's attendance. Permitting absence from school without a good reason is an offence by the parent/carers. Only the school can 'authorise' absence and cannot assess all reasons as 'valid'.

Aims and Objectives

Aims of the Policy

- To encourage all pupils to achieve their potential.
- To recognise and reward pupils who achieve more than 95% attendance during the school year.
- To encourage parent/carers to play a vital role in supporting attendance at school and encouraging their child to reach good attendance levels.
- To monitor and track pupil's attendance and punctuality through effective systems, and to utilise this information to support each school and parents/carers to improve attendance.

Objectives of the Policy

- To foster a high expectation of pupil's attendance.
- To maintain a clear policy on attendance which is known to all staff, pupils and parents/carers.
- To maintain clear communication both within each school, and between school and parents/carers.
- To raise family awareness of the importance of a child's regular attendance at school.
- To encourage punctuality to school and to each lesson.
- To maintain an accurate attendance/registering system and a mechanism for monitoring attendance.
- To inform parents/carers about the consequences of absence.

Attendance and the Law

- Parents/carers must ensure that children of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- Each school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- Failure by parents/carers to ensure the regular attendance at school of a registered pupil is an offence, punishable by law (Education Act 1996 Section 444).
- Fixed penalties can be requested by the Trust schools where the criteria for such a notice is met.
- Fixed penalties will be issued by the Local Authority.

Under Section 444 of the Education Act 1996, parents/carers of a child of compulsory school age are under a legal duty to ensure the regular attendance of that child at the school where he or she is a registered pupil. Failure to discharge this duty may result in the Local Authority prosecuting the parents/carers and each parent/carer could be fined.

Absences are considered either to be authorised or unauthorised.

Authorised absences are mornings or afternoons away from school for a **good reason** where the school has either given approval in advance for the pupil to be away or that the explanation given afterwards is accepted. Medical evidence may be requested in some circumstances.

Unauthorised absences are those which the school **does not consider reasonable** and for which no "leave" has been given. This includes keeping children off school unnecessarily, truancy, absences which have not been properly explained and children who arrive at school too late to receive a mark in the register.

Fixed Penalty Notices

The 2007 Regulations set out the procedures for issuing penalty notices (fines) to each parent/carer who fails to ensure their child's regular attendance at school or fails to ensure that their excluded child is not in a public place during the first five days of exclusion.

There have also been additional changes to legislation and the updated guidance can be found under 'Advice on School Attendance' at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance>

Expectations – what the school expects of pupils

- To attend regularly and on time, ready to learn every day.
- To be prepared for the day with any appropriate equipment, e.g. PE bag, outdoor clothing for visits, etc.
- To report to the school office, should they arrive after 8.50am.
- To maintain a safe, caring attitude towards themselves and peers.

What the school expects of parent/carers

- To fulfil their parental responsibility by encouraging/supporting their child to attend school regularly.
- To ensure that they contact the school on the first day their child is unable to attend and that their child returns to school as soon as they are better.
- To ensure that their child arrives on time and is well prepared for the school day (equipment, homework, etc.)
- To inform the class teacher or school office of any time their child is unable to attend school and provide proof of any appointments, e.g. appointments, exceptional circumstances, illness, religious observance.
- To speak to the school in confidence about any difficulties or problems that will affect their child's attendance.
- To respect the need for regular and consistent attendance, and only in very exceptional circumstances request leave during term time.

What parent/carers can expect of school:

- The encouragement and promotion of good attendance through awards/rewards.
- Regular monitoring and accurate recording of attendance.
- First day contact with parents/carers when a pupil fails to attend school. If no contact is made or the reason given is deemed to be inadequate, home visits will be carried out as soon as possible.
- Prompt action to be taken where problems are identified.
- Close liaison with external agencies (where appropriate) to assist and support parents/carers and pupils where necessary.
- Regular communication with parents/carers.

BRIGANTIA LEARNING TRUST - ADMISSION POLICY

To include:

- the admission of a looked after child
- a child from the Inclusion Centre or a permanently excluded child
- procedures for the transfer of information to another school

The Brigantia Learning Trust follows the requirements of Sheffield Local Authority's Admissions Policy. We receive children/young people:

- into the Foundation Stage (F1) each term after their 3rd birthday.
- into the Foundation Stage (F2) at 4+ years old.
- into the school as a transfer from another school into the appropriate year group.
- into the school as a new admission to the country with the appropriate paperwork.

We welcome all children/young people aged between 2 years and 16 years.

When communicating with the Local Authority, each school would not refuse access to the school on the grounds of race, gender, academic or physical disability unless to admit a pupil would adversely affect the education of the other pupils. The admission number for any year group is decided by the Directors and communicated to Admissions at the Local Authority.

Formal admission to the school will be undertaken by a member of the Admin. Team, Inclusion Team or Deputy Head/Attendance Officer.

On admission, there must be a responsible adult with the child/young person. The adult will be expected to show the correct documentation for proof of date of birth and status if appropriate. The child/young person cannot be admitted to the school if there is no proof of status or date of birth. Admission/Children Missing from Education Team will be contacted if there are concerns about documentation.

In Foundation Stage 1, parents/carers are encouraged to stay with their child until both they and the child are confident and happy in the new learning environment.

Following completion of the paperwork, the school will work to ensure that the pupil starts school as soon as possible.

- a. In Primary Phases, the class will be determined by the Primary Phase Head or Deputy. Appropriate information will be given to the class teacher and any assessments, e.g. NVR, completed.
- b. In the Secondary Phase, the start date will need to allow for sufficient time for a form group to be determined by the Year Leader, teaching groups to be established by the Admin. Team, timetable constructed, appropriate information passed to Form Tutor/Subject Teacher. Where applicable, there will also need to be liaison with the Deputy Head (Curriculum) regarding GCSE courses and/or liaison with the Learning Centre/Learning Support regarding support needed.

Information concerning the new pupil is recorded and kept securely in their file. Relevant information will be circulated to staff about the pupil, including any support needed.

After entry, the pupil will be seen daily for the first week by the Class Teacher, Learning Mentor or Inclusion Support Officer to ensure that any issues are dealt with and to help the pupil settle. The pupil should then be seen regularly during the first weeks.

Admission arrangements:

- Parents/carers will have completed the appropriate Sheffield form.
- Any requests made directly to the school must be referred to the Admissions Section of the Local Authority.
- The Local Authority will then alert the school to any new admission.
- When a place has been offered by the Local Authority, the pupil will be put on the school roll although formal admission may not have occurred. The date and time of admission to the school is at the discretion of the school.

Admission information:

- The date of birth for a pupil must be taken from the original documentation only, not photocopies. Such documents include either a UK birth certificate, UK entry visa, ID card or a full UK passport.
- All documentation should be photocopied. NB the Home Office are the only agency able to make any changes to official data.

Admission process:

- During a visit, in most cases, the family will be given a tour of the school and, hopefully, will have the opportunity to meet relevant staff.
- The admission form will be completed including medical information, free school meals, contact details, safeguarding information, arrangements for the purchase of school uniform, additional relevant information, e.g. friends, relatives attending school, strengths, likes. Families will be provided with a prospectus and other school information including information about the school day and lunchtime arrangements. The Behaviour Policy will be included.
- After the visit, if the pupil has previously been to school in the UK, his/her previous school will be contacted and his/her records requested. Information needed immediately, e.g. child protection, attendance issues or medical issues, will be sought and passed to the relevant staff. Information will be obtained about levels of ability/achievement, academic and behavioural background.
- A Y6 or Y11 pupil, who has attended a UK school within the last two years, will be counted in the school statistics. If this is a pupil's first school in the UK, they can be exempted from GCSE or Y6 statistics.
- Completed admission documentation will be passed to office staff/Data Team for entry onto SIMS. The expiry date of current visa documentation etc. must also be entered onto SIMS. This is to ensure that there are no pupils in school who do not have Home Office permission or are here illegally. Parents/carers must be informed that the school has a duty to inform the Home Office of any pupils whose visas have expired. Any renewed visas must be copied and put with the pupil's records.
- If a family has the support of a Key Worker, then contact should be made with that Worker and any child protection issues need to be clarified and logged with the Designated Safeguarding Lead.
- Interpreters will be used if required.

Visa documentation and Home Office status:

Children/young people born in the UK (except for looked after children where there is liaison with Social Care) require:

- a full UK birth certificate
- passport (if available)

Children/young people born outside the UK require:

- A passport and visa for both carer and child for safeguarding purposes and to ascertain parental responsibility (PR).

- A passport with valid visa with a minimum of 6 months left to run.
- Original Home Office documents and ID card if a refugee family.
- Student families require a letter from the University in Sheffield confirming the length of the course and the passport visa checked to confirm the days coincide with the length of the course.

All parents/carers and their children on temporary visas should be informed during the Admission Meeting that the expiry date of all visas will be recorded and that they should renew their visas, if necessary, before expiry. Copies of any renewed visas are required to be placed on the pupil's original admission file. If a family is unable to provide new visas, they should be informed that the school has a duty to inform the Home Office. The school will inform the Home Office of any pupil in school without valid visa documentation following discussion with the parent/carer.

If the parent/carer says they have sent their papers to the Home Office as their status is being reviewed or renewed, the firm of solicitors dealing with their case must be contacted and requested to fax copies of all documents. N.B. All Home Office documentation is only sent via a firm of solicitors.

Evidence needed of the child/young person's primary carer:

The legal status and the relationship of the person accompanying the child/young person must be confirmed with evidence.

Looked After Children:

The name of the Social Worker should be obtained and contact made for further information. Arrangements made for transport and contact arrangements for birth parents should be checked. If a pupil has attended a school previously, a copy of the PEP should be requested.

Private Fostering Arrangements/Kinship Care Agreements:

Any child/young person being cared for by anyone other than the birth parent/Local Authority should have written agreement from the birth parent about the relationship between parents and relatives in relation to parental responsibility (PR). Any arrangements lasting longer than 28 consecutive days need to have Social Services agreement.

Schools have a statutory duty to notify Social Care of any children/young people who are known to be or are going to be in the care of anyone other than their birth parents. A full assessment (IA) of the home situation needs to be completed by a Social Worker, so an FCAF would need to be completed with the family and faxed to Social Services. The FCAF would usually be completed by a member of the Inclusion Team.

Foster Carers:

Confirmation will be sought via School Services.

Admission of a Looked After Child, a child from the Key Stage Inclusion Centres, or a Permanently Excluded Child:

The usual admission procedure will be followed with some additional steps.

Initial contact will be made with the Headteacher or Deputy Head. Background information will be obtained and an appointment made with the child/young person and its family – allowing time for

contact with the previous school. An appointment will also be made with the Inclusion Centre and/or Social Workers (where appropriate) for exchange of information.

The school will make contact with the previous school (where appropriate). Details will be obtained regarding any permanent exclusion, academic and behavioural background, level of ability and achievement and any specific SEND/support needed.

An appointment will be made with senior staff or the Inclusion Team (where appropriate) to discuss previous experience, admission information, expectations of the school. The usual admission arrangements will be followed.

Where possible, there will be discussion between the Executive Principal, Headteachers and Inclusion Lead before the appointments are made in case there needs to be further discussion with the Local Authority.

Transfer of information on a pupil who moves to another school:

When a pupil leaves a Trust school to attend another school, it is the school's responsibility to send on whatever information they have within 15 days. If they are not sure of the pupil's destination, the Local Authority Children Missing from Education Team will help with this.

When a pupil leaves:

- The Data Team will send information to the relevant staff and will ensure that the pupil's destination is recorded.
- The Data Team will implement a Common File Transfer using the secure website in order for the receiving school to access the information from SIMS.
- The Admin. Team or Home-School Link Worker will check the pupil's paper file with a member of SLT before it is passed, via the office, for inclusion in the internal post. However, if child protection information is included, then the file needs to be delivered by hand and a signature received. If the destination is outside the city, the file will need to be posted by recorded delivery.
- The Admin. Team will seek information/completed work from:
 1. the child's Class Teacher/Form Tutor/Subject Teachers.
 2. SENCO.
 3. Designated Safeguarding Lead.
 4. Medical staff.

NB. Teaching staff will be asked to get all books, grades, information to the Office (Primary) or Visitors' Reception (Secondary) within 2 weeks.

Register procedures

Pupils arrive on the yard from 8.40am by which time the yard will be supervised by staff.

- Breakfast Club is available from 8.00am until 8.40am.
- Registration is from 8.50am until 9.00am each morning and 1.00pm until 1.10pm for the afternoon session.
- Class Teachers will insert a mark for every pupil whether it is a present or an absent mark and complete the dinner register on SIMS accordingly.
- For consistency across school, registers must be completed and sent to the office by 9.15am.
- If pupils arrive after registration is completed, they will be deemed to be late. In the interests of safeguarding, children arriving late must report to the Office.

Responding to lateness

- Registration is from 8.50am until 9.00am each morning. Children are therefore given 10 minutes to arrive at school before being given a late mark. If a child arrives after register closes at 9.00am, they will be given an L mark and the time they arrived will be logged on SIMS. This will be the same for any arrivals up until 9.30am after which time they will be given a U mark, again with the time they arrived being logged on SIMS by the Admin. Officer. The word "Late" with the time they arrived will also be logged next to the child's name in the absence book.
- Pupils arriving after morning or afternoon registration time must report to the School Office. Office staff will amend the register as appropriate.
- Parents/carers will be contacted for pupils who have been identified as being regularly late and additional incentives and support may be triggered. Red, yellow, green category may also be used along with late detentions when necessary.
- Parents/carers of pupils who are persistently late will be invited into the school to discuss the situation.
- Good punctuality is recognised when a pupil is on time for more than 95% of the registration sessions.

Responding to and maintaining good attendance

- The class who has the highest weekly attendance will receive an award in celebration assembly and extra playtime.
- Attendance Achievement Awards will be given out in assembly for those children who have shown a marked improvement in their attendance.
- At the end of each half term, 100% attendance certificates will be given out to those children who had 100% attendance over that half term, with the addition of extra rewards for those who earn 100% over the whole of the term.
- Children who end the term above the target of 95% will also be celebrated in assembly and receive extra playtime.
- Attendance data for the whole school is reviewed by the Attendance Lead on a weekly basis.
- Attendance of individual pupils who have been identified as a cause for concern will be monitored on a weekly basis and reviewed half-terminally by the Attendance Lead and Attendance Officer.
- Details of the weekly attendance levels of pupils will be given to the Class Teacher.

- At the end of each half term, an analysis will be undertaken of school attendance data; this will form a report and identify pupils to monitor for the next half-term
- Penalty notices will be requested where deemed appropriate.

Responding to absences

- Parents/carers are asked to contact the school on the first day of their child's absence.
- The Admin. Officer will record all incoming messages in the absences book and add notes to SIMS, when necessary. When no contact is made, parents/carers will be called to ascertain reasons for absence. If no contact is made or the reason given for absence is deemed to be inadequate, home visits will be carried out by the Attendance Officer as soon as possible.
- Attendance Lead and Attendance Officer will target students with known attendance/punctuality problems and monitor pupils.
- Where appropriate, strategies will be employed in order to address the attendance of individual pupils, including home visits by the Attendance Officer and inviting the parent/carer into school for a school attendance meeting, along with other personalised incentives in school and the Attendance Achievement Target.
- Where the Attendance Lead is concerned about a pupil's attendance and have implemented all the school based strategies, they may refer the pupil to the Local Authority Multi Agency Support Team or other outside agencies, depending on needs.
- Parents/carers will need to provide proof of any appointments that lead to their child being absent from school. Only then will it be marked as an authorised M code for medical. The proof provided will be copied (where necessary) and kept in the child's individual pupil file in the main office and will remain in there during that child's time at Concord Junior School.
- The school will, at all times, work with Sheffield Local Authority to address attendance concerns and, where necessary, discuss cases where legal action may be an appropriate intervention. In the case of irregular school attendance, a formal warning would be issued to the parent/carer, with a fixed penalty notice issued where improvement was not seen. In the case of unauthorised term time leave, the Headteacher will request a fixed penalty notice where the reason provided does not meet the exceptional circumstances criteria.
- Children with less than 90% attendance are classed as Persistent Absentees (PA) they will have a monitoring sheet and their attendance will be monitored closely, with home visits on first day of absence, when possible.
- On a half-termly basis, every child in school will receive an attendance report. These will be colour-coded in accordance with the bands explained in the introduction section.

Attendance Roles and Responsibilities

Attendance Lead

- Provide regular update on attendance to Head of School, half-termly and upon request (jointly produced report with the Attendance Officer, when appropriate).
- Meet regularly with the Attendance Officer to review attendance statistics, half-termly/termly review meetings and take any action as appropriate.
- Work with, and be responsible for, producing and reviewing Annual School Attendance Plan and Policy.
- Work with other schools and agencies to promote attendance within the school.
- Attend School Attendance Panels as appropriate.
- Set attendance targets for the school.
- Liaise with other schools and outside agencies over attendance targets and school strategy.
- Promote and encourage good attendance through incentives, rewards and general conversations around school.
- Monitor and track targeted pupils to ensure attendance improvements are maintained and incentives are having an impact.
- Liaise with and identify cases to be referred to Local Authority Multi Agency Support Team.
- Monitor attendance on a weekly basis and seek external support as appropriate.
- Work with individual pupils/classes where attendance has been identified as a concern.
- Provide rewards/awards where appropriate.
- Attend School Attendance Panels as appropriate.
- Oversee first day absence calls made and carry out home visit where necessary.
- Update pupil database, personal attendance records and figures as required.

Class Teachers

- Accurately mark the registers as per guidelines, using the appropriate codes for absence and return to the school office, as soon as possible.
- Seek advice from the Attendance Lead on any issues relating to attendance.
- Have regular discussions about the importance of good attendance.
- Monitor individual as well as whole class attendance and consider absences for when planning lessons.
- Identify trends in the attendance of individual pupils and report accordingly.
- Liaise with Attendance Lead/Officer regarding any queries surrounding absence.
- Monitor the impact of attendance on attainment and expected progress.

Office Staff

- Record incoming calls pertaining to lateness and absences.
- Carry out first day calls, where possible, or pass on the information so the appropriate person can make the call. Updating SIMS registers and notes, when necessary.
- Keep a log of all the children who arrive late with the time they arrive.
- Keep an updated record of absences/lates with times and reasons stated in the blue attendance book.
- Maintain the SIMS (attendance database) and update records on a weekly basis.
- Carry out a visual check in classes to ensure pupils that have been logged as absent have not arrived in school.
- Ensure all registers are completed correctly and amended for lates and absences.
- Pass any concerns or emerging patterns on to the Attendance Lead.

Headteacher

- Overall responsibility for attendance within the school.
- Provide advice and support to members of staff on attendance issues.
- Attend school attendance panels if appropriate.
- In conjunction with other school staff, the Headteacher has the discretion to authorise leave where there are genuine exceptional circumstances.

Directors

- Keep an overview of attendance figures regularly through reports provided by the Attendance Lead.



Appendix 1: sample attendance report

Concord Junior School




Attendance Report

Name:

Class:

Half Term	%	↑↓
Autumn 1	98.0	
Autumn 2	96.1	↓
Spring 1	87.3	↓
Spring 2	94.6	↑
Summer 1		
Summer 2		
Year to date:	88.7	

Key:

	100% – 95%
	Below 95%
	Below 85%



- Raising whole school attendance is a high priority.
- At Concord School we have had a marked improvement throughout this academic year.
- We would like to thank you for your continued support.
- A massive congratulations to those families whose attendance is above the national target of 95%. Please keep it up. Certificates will continue to be awarded for good attendance.
- If there are issues or concerns regarding your child's attendance or punctuality, please discuss it with Mrs George.
- Consistently high rates of absence will result in poor attainment.
- If you have any further questions regarding attendance rewards or sanctions, please ask in school.

Under section 444 of the 1996 Education Act, you have a legal obligation to ensure that your child attends school regularly. Failure to do so could ultimately result in the Local Authority issuing a Fixed Penalty fine and/or a summons to appear at Magistrates' Court.

Hinde House 3-16 School

Attendance Procedures

Principle 1: We aim to ensure that every pupil attends regularly.

Practice:

- The school has an electronic registration system for the registration of pupils twice a day in the Primary Phase and each morning in the Secondary Phase. An electronic lesson registration system is used in the Secondary Phase for every lesson throughout the day.
- The school monitors attendance; reviewing and setting individual, form and year targets.

Procedures:

In the Primary Phase, pupils are registered in their classrooms at the beginning of the morning and afternoon sessions. In the Secondary Phase, pupils are registered in their form room each morning. In the afternoon, registration takes place during Period 6.

Although the Class Teacher/Form Tutor usually marks the register, other staff may be needed if staff are absent. It is, therefore, important that all staff are aware of the procedures.

Taking the Register:

- Training is given on the use of electronic registration, as needed.
- If the system is not working, paper registers are used and marks are sent to Student Reception/Data Office (Secondary) or the Office (Primary).

Absence notes from parent/carers can be given in to Student Reception/Data Office by the Class Teacher/Form Tutor/pupil for input and filing in individual pupil's files. Class Teachers/Form Tutors also ensure that the pupil's name and date is written clearly on each note.

Coding up reasons for absence:

Form Tutors will code absence onto the register if known. Parent/carers are asked to call school to explain any absence. If a reason is not known, school will ring home or contact by text.

Reasons for absence, examples:

M = Medical/dental

R = Day of religious observance

W = Work experience

C = Other circumstances

H = Annual family holiday

E = Excluded for a fixed period

I = Illness

N = No reason known

Also:

L = Late

B = Education off-site/approved sporting activity/work experience – these are not absences

Recording Authorised Absence:

- The electronic register is used to record reasons for absence for the current week by Class Teacher/Form Teacher.
- For previous weeks – herringbones are used (from the beginning of September). Corrections need to be placed on to the herringbone and this will be updated each week.
- A new herringbone is distributed each Friday.
- Form Tutors/Class Teachers can use the herringbones when amending any previous week's attendance.
- The herringbone will be returned to the Data Team daily to be updated.
- One problem, which has increased, is that a number of families are unable to provide notes explaining absences. One suggestion is for the pupil to write the period of absence in their planner, in liaison with the Form Tutor, and then get a parental signature. Alternatively, school can provide some standard letters which pupils can complete and take home to be signed. Form Tutors know their pupils and must use their professional judgement about situations.
- Any pupils who are late, are recorded as late and receive a red slip.

Monitoring attendance:

- Herringbone sheets from September and attendance data given to Form Tutors are used to talk to pupils regarding attendance. At least one tutorial each week must be used to discuss attendance with the class (Secondary). In the Primary Phase, class attendance will be highlighted in assembly and by Class Teachers. However, there needs to be constant discussion between Class Teachers/Form Tutors and pupils about individual attendance/reasons for absence.
- Class Teachers/Form Tutors need to focus on:
 1. Current attendance of each individual and form/class.
 2. The link between attendance and progress for each pupil.
 3. Targets – who is on target, above, below.
 4. Rewards/awards.
 5. Punctuality.
 6. Importance of signing in for health and safety and safeguarding reasons.
- The Data Team/Home-School Liaison Officer will ensure that, wherever possible, contact is made with parents/carers on day 1 of absence by support staff, if reasons for absence are not known. If no reply is obtained, a text will be sent.
- If a telephone call is received regarding a pupil's absence, an e-mail is sent to Data Team to remove name from calling list and appropriate code put onto data base with a comment.
- Attendance Officers will check registers each day, liaise with Data Team/year staff/Learning Mentors and other relevant staff, and will contact and/or visit homes to discuss any concerns and may meet with parents/carers in school. They liaise with relevant staff in school.
- If concerns continue, then the Year Leader/Senior Access and Inclusion Officer (Secondary) and Senior Learning Mentor/Senior Access and Inclusion Officer (Primary) will discuss how to progress the situation including the option of moving towards a fine.
- Phase/Year teams will agree on strategies to improve attendance.
- Class Teachers/Form Tutors will discuss attendance regularly with their form (see Principle 2).
- Phase/Year Leaders will discuss attendance with Class/Form Tutors regularly and meet with A. Robson/J. McWilliam each half term to discuss Phase/Year attendance.
- Attendance across the school is analysed each term and discussed with Senior Leadership Team (SLT) and Board of Directors.
- In addition, Phase/Year Leaders analyse attendance trends and particular issues, and report to the Senior Leadership Team.
- Half-term and termly summaries are also collated.
- Class Teachers/Form Tutors will also discuss individual attendance using the half-termly individual attendance and record targets. Tutors will discuss strategies for improving attendance with the individual pupil concerned.

- At each Parent's Evening and every term, the individual pupil's attendance sheet will be issued to parents/carers so that attendance can be discussed and reasons for absence clarified. Class Teachers/Form Tutors will need to forward to the Office or Data Team any replies received from parents/carers with explanations for unauthorised absence.
- Letters are often sent to parents/carers which either (A) praise the student for their attendance; (B) raise concerns about the long term effects or absence; or (C) express real worries about the absence record of the pupil.
- In the Primary Phase, the Senior Learning Mentor/Home-School Liaison Officer (HSL) sets the attendance target for the Phase and keeps the pupils informed through weekly assemblies of the attendance achieved by each class.
- Attendance data will be displayed prominently in the Form Room (Secondary) and corridors (Primary).
- Pupils who are receiving education off-site, Monday-Friday, will be transferred to the year register. Long-term total non-attenders will also be transferred to the year register. This will allow a more positive approach with those pupils remaining and also encourage regular checking of the pupils on the year register. Those pupils transferred will obviously still count towards the whole-school attendance and will continue to be monitored by Year Leader, Access and Inclusion Team, Attendance Co-ordinator (Secondary).
- Any change of form will be authorised by the Year Leader and Senior Leadership Team.

Principle 2: The encouragement of good attendance is the responsibility of all staff.

Practice:

- Staff have a variety of roles which will help to support and encourage good attendance.
- The school has a system for rewarding good attendance.

Procedures:

- Class Teachers/Form Tutors will accurately record attendance

Role of Data Team - Attendance:

S/he will:

- Manage the system for recording attendance and lesson monitoring.
- Print and circulate the herringbone sheets (Secondary).
- Provide statistics and reports for the Attendance Team and Senior Leadership Team.
- Liaise with the Deputy Head, Attendance Co-Ordinator and Senior Leadership Team about any problems which occur.
- Update the pupil database as needed.
- Deal with admission/leaver administration (Secondary).
- Manage referrals to Children Missing from Education Team.
- Liaise with the Family of School's Attendance Team and collate statistics half-termly from each school.
- Liaise with Capita/SIMS about problems with the system.
- Attend Attendance meetings.
- Liaise with Local Authority Multi Agency Support Team meetings.

Role of Attendance Clerk/Home-School Liaison Officer:

S/he will:

- Make contact with parent/carers on day one of absence if reasons for absence are not known, wherever possible.
- Sign in latecomers to the morning sessions (Primary).
- Carry out post-registration truancy checks half termly.
- Assist the Data Team to manage the system on a daily basis.
- Liaise with the Attendance Officers, Deputy Head and Senior Leadership Team if any problems occur.
- Deal with admission/leaver administration (Primary).
- Attend Attendance meetings.
- Liaise with Local Authority Multi Agency Support Team.

Role of Attendance Officers:

S/he will:

- Check registers on a daily basis.
- Liaise with Data Team about concerns.
- Contact all families where concerns are noted.
- Make home visits, as soon as possible, where concerns remain.

- See individual pupil as appropriate.
- Liaise with Attendance Officers within the Family of Schools and other relevant agencies.
- Make notes of visits made.
- Pass on any information to relevant staff.
- Liaise with Local Authority Multi Agency Support Team workers regarding any potential Penalty Warning Notices.

Role of the Phase Leader/Year Leader:

S/he will:

- Work with their Phase/Year Team to develop strategies to improve the attendance of their Phase/Year Group and implement agreed strategies in conjunction with Class Teachers/Form Tutors.
- Monitor the attendance of their Phase/Year Group, seeking to improve it and pass on attendance data to their Phase/Year Team.
- Use weekly assemblies in order to raise the issue of attendance and give out rewards for good attendance.
- Liaise with Local Authority Multi Agency Support Team Worker regularly.
- Liaise with parents/carers.
- Meet with Deputy Head/Head of Primary half termly to analyse attendance of their Phase/Year Group.

Role of Form Tutors/Class Teachers:

S/he will:

- Contribute to the development of strategies to improve the attendance of their Form Group.
- Monitor the attendance of the individuals in their form.
- Discuss attendance issues with individuals in their class/form on a daily basis.
- Use tutorial/form time (weekly) to reinforce and encourage attendance and give high expectations about attendance.
- Display attendance information in their form rooms.
- Liaise with Phase/Year Leaders if any concerns about individual's attendance arise.

Registration:

The agreed Hinde House style is that:

Each Form/Class Teacher/Tutor sets the tone for the day during morning and afternoon registration. The tutor needs to manage their form actively so that they:

- Sit down.
- Are in their agreed places as in the seating plan decided by the Form Tutor.
- Have their coat off.
- Are quiet whilst the register is called.

The main purpose of the role of the Form Tutor/Class Teacher is to take responsibility for monitoring and actively promoting the welfare, development, attendance, behaviour and academic progress of pupils in their form.

Specific tasks associated with the role of the successful Form Tutor/Class Teacher and concerning attendance are:

- Marking the register accurately according to school guidelines at morning registration. This is a statutory responsibility.
- Monitoring pupil attendance and punctuality, and following up unsatisfactory patterns with individual pupils in particular, according to school guidelines.
- Referring concerns to Phase/Year Leader and Local Authority Multi Agency Support Team.
- Ensuring that the class/form as a whole, and individuals within it, are constantly reminded that the minimum attendance target is 95% and the preferred target is above 95%. Less than 90% is unacceptable and will affect progress.

What strategies will support this?

Form Tutors/Class Teachers should aim to use a weekly tutorial slot to discuss attendance with their form and with individuals.

- **Each form will have a target for the half term of 95%.**
- **Every form/class will need a visual display of individuals' attendance.** This must be completed weekly. An outline is provided unless Form Tutor/Class Teacher prefer their own version.
- **A printout of each individual's attendance will be provided weekly to support discussions about attendance between Form Tutor/Class Teacher and pupils.** This makes it easier to see patterns of poor attendance and lateness.
- Information is displayed on staff laptops about each form/class attendance and is updated automatically.
- **Local Authority Multi Agency Support Team Attendance and Inclusion Specialist will continue to meet with Year Leaders regularly. In Primary, she meets half termly with staff and Patricia Griffiths.**
- **Attendance Officers** will visit homes/contact families with any concerns and feedback information to relevant staff.
- **Form Tutors/Class Teachers are asked to monitor closely pupils whose attendance is between 90% and 95%.** Lists of pupils will be highlighted, each half term, and given to Form Tutors (Secondary). Praise 95%+.
- **Attendance Officers and Deputy Head will continue to work with pupils whose attendance is below 90%.** Interviews with pupils will be held half-termly and information given to parents/carers.
- **Extra group work will continue to support attendance.** Learning Mentor groups and individual interviews by A. Robson half-termly.
- **Each Year Group/Phase has a Year/Phase Strategy which will continue to be discussed, developed and implemented by the Year Team/Phase Team.**
- **Attendance and Working Group (AWG) will continue to meet during the year.** This group includes the Local Authority Multi Agency Support Team Attendance and Inclusion Officers, Michelle Swann, Anne Robson and Attendance Workers – Patricia Griffiths, Durvin Anderson and Emil Mirga. The group looks strategically at ways to improve attendance. They work around a calendar of activities during the year. Reports are given to SLT each term and Board of Directors, and there are discussions about ways forward. Information is also passed to the Local Authority and DfE half termly.

Role of Attendance and Inclusion Service:

Senior Officers:

- Devise strategies for improving attendance in school and help to monitor on-going projects, in partnership with Deputy Head – Inclusion and Senior Leadership Team.
- Monitor school attendance.
- Support Local Authority Multi Agency Support Team Workers and school by dealing with problematic cases.

Rewards system: Primary Phase

Individual pupils:

- Each term, individual pupils with 100% attendance are presented with a prize in assembly by Primary Phase Leader.
- At the end of the year, individual pupils will be presented with either a gold certificate for excellent attendance (100%), a silver certificate for outstanding attendance (98%) or a bronze certificate for very good attendance (95%).

Forms:

- Each week, the class with the best attendance in each phase will receive additional time on the playground equipment and biscuits for the class.
- Each year, the class with the best attendance in each phase will receive a reward/prize.

Rewards system: Secondary Phase

Individual pupils:

- Each term, individual pupils with 100% attendance are presented with a certificate in assembly by the Year Leader.
- Those pupils achieving 100% for the year will receive a) a gift token at Prize Giving and b) go out of school on Trips Day.

Principle 3: The school expects and supports the active involvement of parents/carers.

Practice:

- Parents/carers will be consulted, informed and encouraged to be involved in ensuring the good attendance of their children.

Procedures:

- The school prospectus, sent to the parents/carers of all Foundation and Y6 pupils, contains a section outlining the importance of good attendance and punctuality. It also explains the difference between authorised and unauthorised absence.
- A letter sent to Nursery parents/carers outlines the importance of good attendance and punctuality.
- Unless phone contact has been made, a text is sent home requesting an explanation for absence.
- Three times a year or more, an Individual Attendance Record Sheet is sent home. A covering letter A, B, and C may be attached. (Letter A celebrates the success of pupils who have achieved greater than 95% attendance; letter B raises concerns about pupils with 90-94% attendance; letter C for those pupils with less than 90% attendance, may invite parents/carers into school to discuss the situation.) (Secondary)
- Any replies explaining unauthorised absence are to be passed on to the support staff so that the database can be amended.
- If unauthorised absence still remains, then a letter is sent listing outstanding absence and requesting an explanation.
- Attendance Officers will contact families as soon as concerns emerge, i.e. when attendance is 90% or less.
- Specific groups of pupils will be targeted annually and strategies devised to improve the attendance of specific year groups. These strategies will involve school staff, Local Authority Multi Agency Support Team worker and Directors.
- Any pupil with a high level of unauthorised absence will be invited with parent/carer into school to form an action plan to improve attendance.
- Parenting contracts and orders will be used, where appropriate, to ensure that parents/carers are encouraged to fulfil their responsibility to ensure good attendance of their children.

Principle 4: The school will offer support to pupils experiencing difficulties with their attendance.

Practice:

- The school has a system for supporting pupils who are experiencing problems with regular attendance.

Procedures:

- Year Leaders/Home-School Link Worker/Senior Learning Mentor liaise with the Attendance Officers/ Local Authority Multi Agency Support Team worker who decide on priorities in terms of home visits.
- Arrangements can be made to support pupils returning to school after a long absence, e.g. negotiated timetable into the Learning House/Centre, gradual re-integration into a full timetable, preparation of the class/form group and how individuals will respond to the pupil returning.
- If pupils have great difficulty in attending school for medical or psychological reasons, the school will involve the appropriate Local Authority support agencies. Work will be provided by the school and the Office Manager/Home-School Link Worker will co-ordinate the delivery.
- Year Leaders/Primary Phase Leader or Deputy Head – Inclusion will ensure that there is liaison with any off-site education provided for the pupil.

Principle 5: We aim to ensure that every pupil is punctual.

Practice:

- The school has a system for recording lateness.

Procedures:

- A pupil who is late must explain the reason for their lateness and obtain a late mark (Primary).
- In the Secondary Phase, lateness is noted by the Form Tutor in the morning and on each lesson.
- Class Teachers/Form Tutors/Home-School Link Worker will monitor an individual's lateness. If concerns persist, they will report the pupil to the Year Leader/Primary Phase Leader.
- Year leader/Home-School Link Worker will then monitor the pupil's punctuality. If concerns persist, they will discuss the pupils who are persistently late with Attendance Worker.
- The school will continue to look for strategies to improve punctuality.

Strategies to support the safeguarding of pupils:

All our work to improve attendance also seeks to improve the safeguarding of individuals. Strategies which are important include:

- First day calling which seeks to ascertain a reason for absence and continues each day, unless a reason is given which covers a few days, after which the calling will re-commence.
- Home visits and contact with parents/carers are organised rapidly by Attendance Workers who monitor registers daily.
- Information gained from parents/carers and non-contacts is passed to Inclusion Team/Year Leaders/Class Teachers/Senior Leadership Team daily to enable knowledge to be shared and actions taken.

- If concerns about absence continue, there is direct discussion by the Data Team/Home-School Link Worker with the Inclusion Team and Local Authority Multi Agency Support Team Attendance and Inclusion Officers.
- If absences continue, letters are sent and referrals made to the Local Authority Multi Agency Support Team.
- The Senior Attendance Officer and Local Authority Multi Agency Support Team also inspect the registers regularly.
- Daily conversations are encouraged between Class Teachers/Form Tutors and pupils about any attendance issues and lateness.
- Phase/Year Leaders discuss a class/form attendance with the Class Teacher/Form Tutor on an individual basis.
- Pupils are encouraged to discuss any worries about pupils with the Learning Mentors, in particular.
- Learning Mentors will ensure that any concerns about the future safety of a pupils are dealt with promptly and there is liaison with other agencies as needed.
- If Attendance Officers/Local Authority Multi Agency Support Team Worker cannot make contact, a referral is made to the Children Missing from Education who attempt to ascertain the whereabouts of the child.
- Learning Mentors will discuss any exclusions of children with the relevant Social Worker/Family Support Worker involved.
- Half-termly interviews with pupils whose attendance is less than 90% are held by the Deputy Head - Inclusion.
- Pupils who cease to attend are placed on Year registers (Secondary) where they can be monitored regularly and actions agreed by Deputy Head – Inclusion and Attendance Officers.

Penalty Notices

A Penalty Notice should only be used if deemed effective in improving attendance, i.e. circumstances of parentally condoned absence where the parent/carer is judged capable of securing regular attendance, but unwilling to take responsibility to do so. It is an earlier stage than court, but does not need to have been used before court.

Usually, a formal written warning would precede the issuing of a Penalty Notice. Exceptional circumstances could be where the parent/carer has taken their child on holiday during term time without authorisation. If a parent/carer does not pay the Notice, they can be taken to court in the usual way.

Local Authority Multi Agency Support Team will use them as part of the prosecution ladder.

They will not be used:

- Where there are 'statutory defences' regarding absence.
- Where a case would not be considered for court.
- Where one notice has been given that term.
- Where court is already in motion.
- Where there is an un-met special educational need or disability causing absence.

If the parent/carer does not pay within 21 days, then the fine is doubled.

If they do not pay within 28 days, then the case is reviewed by the Local Authority Multi Agency Support Team Officer. Either it will be put forward for prosecution or withdrawn (for any of the above reasons). Paperwork will need to be kept by school although the Local Authority Multi Agency Support Team Service are responsible for administering and monitoring. The Notices start from the second day after posting first class.

School Term Time Leave Policy

School is not allowed to grant any holiday request unless there is an extremely exceptional circumstance.

- The school's holiday form must be completed by the parent/carer and submitted at least two weeks in advance of the leave. (Leave request forms are readily available and provided in different languages.)
- School will inform the parent/carer in writing, advising whether the leave has been authorised or unauthorised.
- The actual date that the child will return to school should always be provided by the parent/carer.
- The return date should be noted and adhered to. If not, this is likely to lead to removal from the school roll.

If a holiday is taken and the absence is not authorised, then a request will usually be made to Local Authority Multi Agency Support Team to issue a Penalty Notice. The Request for Leave of Absence during Term Time Form should be completed and forwarded to Local Authority Multi Agency Support Team. They will consider each case, taking into consideration any mitigating circumstances and make a decision. This will then be fed back to the school. Any necessary action will then be taken.

Attendance Procedures

Register procedures

- Pupils enter school at 8:40am to do morning work with their parents/carers.
- Parents/carers leave at 8:50am
- Breakfast Club is available from 8.00am until 8.40am.
- Registration is from 8.50am until 9.00am each morning and 1.00pm until 1.10pm for the afternoon session.
- Class Teachers will insert a mark for every pupil, whether it is a present or an absent mark, and complete the dinner register on SIMS accordingly.
- For consistency across school, registers must be completed sent to the office at 9.00am.
- If pupils arrive after registration is complete, they will be deemed to be late. In the interests of safeguarding, children arriving late must report to the office.

Responding to lateness

- Registration is from 8.50am until 9.00am each morning. Children are, therefore, given 10 minutes to arrive at school before being given a late mark. If a child arrives after register is completed at 9.00am, they will be given an L mark and the time they arrived will be logged on SIMS. This will be the same for any arrivals up until 9.30am when the register closes and a U mark is given.
- Pupils arriving after morning or afternoon registration time must report to the School Office. Office staff will amend the register, as appropriate.
- Parents/carers will be contacted for pupils who have been identified as being regularly late and additional incentives and support maybe triggered. Red, yellow, green category may also be used along with late detentions, when necessary.

Responding and maintaining good attendance

- The class who wins the weekly attendance is presented with a trophy in celebration assembly. If the class wins it for 2 consecutive weeks, the trophy is filled with sweets, 1 for each child.
- A class receives one piece of jigsaw if ALL pupils are in attendance that day. The class has got to get 10 pieces to get their chosen class treat.
- At the end of each half term, 100% attendance certificates will be given out to those children who had 100% attendance over that half term, with the addition of extra rewards for those who earn 100% over the whole of the term.
- Attendance data for the whole school is reviewed by the Attendance Lead on a weekly basis.
- Attendance of individual pupils who have been identified as a cause for concern will be monitored on a weekly basis and reviewed half-terminly by the Attendance Lead and Attendance Officer.
- Those parents/carers who raise their child's attendance after an attendance panel meeting will get a letter congratulating them on getting their child to school and to keep it up.
- For those parents/carers invited to Attendance Panel who do not attend, a letter is sent home in their home language to inform them that their child's attendance has been discussed in their absence and that we are monitoring this carefully.
- At the end of each half term, an analysis will be undertaken of school attendance data; this will form a report and identify pupils to monitor for the next half-term.
- Penalty Notices will be issued where deemed appropriate.
- Regular assemblies on the importance of coming to school link with the child's aspirations.

Responding to absences

- Parents/carers are asked to contact the school on the first day of their child's absence.
- The Admin. Officer will record all incoming messages in the absences book and add notes to SIMS, when necessary. When no contact is made, parents/carers will be called to ascertain reasons for absence. If no contact is made or the reason given for absence is deemed to be inadequate, home visits will be carried out by the Attendance Officer that morning.
- Attendance Lead and Attendance Officer will target pupils with known attendance/punctuality problems and monitor pupils.
- The parents/carers of any child whose attendance is 90% or below will be invited in to school for an attendance panel. We will give support to these parents/carers, wherever we can, to ensure their child's attendance improves.
- Parents/carers will need to provide proof of any appointments that lead to their child being absent from school, only then will it be marked as an authorised M code for medical. The proof provided will be copied, where necessary, and kept in the child's individual pupil file in the main office and will remain in there during that child's time at Wincobank Nursery and Infant school.
- The school will, at all times, work with Sheffield Local Authority and the structured system of sanctions it has laid down. The system of first a formal warning to parents/carers, then the issuing of a fixed penalty notice (a request from the Headteacher to the Local Authority) and finally prosecution will be observed in most cases of persistent attendance problems. The school understands that this is the normal order of sanctions but that, in exceptional circumstances, a fixed penalty notice may be issued first.
- On a half-termly basis, every child in school will receive a letter on a coloured piece of paper informing parents/carers of their child's attendance. Red letter - 90% or below, yellow letter - 91%-94% and a green letter for anybody above 94%.
- Children with less than 90% attendance are classed as Persistent Absentees (PA). They will have a monitoring sheet and their attendance will be monitored closely with home visits on the first day of absence, when possible.

Attendance Roles and Responsibilities

Attendance Team

- Tracy O'Malley - Deputy Head
- Denise Marsh - Learning Mentor
- Goska Longford - Attendance Officer

Roles and responsibilities

- Provide regular update on attendance to the Headteacher half-termly and upon request (jointly produced report with the Attendance Officer, when appropriate).
- Meet regularly with the Attendance Officer to review attendance statistics, half-termly/termly review meetings and take any action as appropriate.
- Work with, and be responsible for, producing and reviewing Annual School Attendance Plan and Policy.
- Work with other schools and agencies to promote attendance within the school.
- Attend School Attendance Panels as appropriate
- Liaise with other schools and outside agencies over attendance targets and school strategy.
- Promote and encourage good attendance through incentives, rewards and general conversations around school.
- Monitor and track targeted pupils to ensure attendance improvements are maintained and incentives are having an impact.
- Liaise with, and identify, cases to be referred to Local Authority Multi Agency Support Team.
- Monitor attendance on a weekly basis and seek external support as appropriate.
- Work with individual pupils/classes where attendance has been identified as a concern.

- Provide rewards/awards where appropriate.
- Attend School Attendance Panels as appropriate.
- Oversee first day absence calls made and carry out home visit where necessary.
- Update pupil database, personal attendance records and figures as required.
- Carry out first day calls, where possible, or pass on the information so the appropriate person can make the call.
- Update SIMS registers and notes when necessary.

Class Teacher

- Accurately mark the registers as per guidelines, using the appropriate codes for absence, and return to the School Office as soon as possible.
- Seek advice from the Attendance Lead on any issues relating to attendance.
- Have regular discussions about the importance of good attendance.
- Monitor individual as well as whole class attendance and consider absences for when planning lessons.
- Identify trends in the attendance of individual pupils and report accordingly.
- Liaise with Attendance Lead/Officer regarding any queries surrounding absence.

Office Staff

- Record incoming calls pertaining to lateness and absences.
- Keep a log of all the children who arrive late with the time they arrive.
- Keep an updated record of absences/lates with times and reasons stated in the blue attendance book.
- Maintain the SIMS (attendance database) and update records on a weekly basis.
- Carry out a visual check in classes to ensure pupils that have been logged as absent have not arrived in school.
- Ensure all registers are completed correctly and amended for lates and absences.
- Pass any concerns or emerging patterns on to the Attendance Lead.

Headteacher

- In conjunction with other school staff, the Headteacher has the discretion to authorise leave where there are genuine exceptional circumstances.
- Overall responsibility for attendance within the school.

Directors

- Keep an overview of attendance figures regularly through reports provided by the Attendance Lead.