



Springwell
Leeds

Attendance Policy

March 2018

Springwell Leeds Academy

Attendance Policy

1. Introduction

This policy sets out the procedures through which we seek to raise attendance, improve punctuality and, as a consequence, raise levels of achievement. This policy is written with regard for the legal powers and duties included in the following:

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5);
- The Education (Pupil Registration) (England) Regulations 2006;
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010; and
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011

We believe that there is a clear link between attendance and positive outcomes for children and young people. Our aim is to therefore is to encourage full attendance for all students at Springwell Leeds Academy. We do this first by:

- Creating a warm and welcoming environment based upon nurture principals
- Treating our students with unconditional positive regard
- Ensuring that students feel safe
- Making education enjoyable, interesting and appropriate to every child's needs.
- Encouraging, praising and rewarding success

2. Roles and Responsibilities

We believe that every member of staff can contribute to improving attendance by doing the things listed above on a daily basis. There are however, specific roles and responsibilities within the Academy that support attendance.

Senior Leadership

- Continuously monitor whole school and individual attendance
- Set and monitor attendance targets
- Implement systems of rewards and sanctions
- Report to staff and parents on issues related to attendance and punctuality
- Provide regular updates on how attendance can be improved
- Report on attendance to the Governing Body
- Give attendance a high profile at assemblies, Academy events and in the Academy newsletter
- Ensure registers are accurately marked and absences appropriately coded

Parent Support Advisors

The Academy employs Parent Support Advisers (PSA) to support students and families facing barriers to success such as poor attendance. The PSA's will:

- Work with parents to identify reasons for their children's non-attendance
- Work with parents and others to achieve regular attendance and reduce exclusion
- Give close attention to early identification and prevention of absence habits
- Suggest and assist in the implementation of plans/action to resolve the situation, working closely with school staff, the child and the child's family
- Work closely with EWOs and other agencies to improve attendance
- Carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance

Office staff

- If a pupil does not attend school, and we have not received an explanation from their parent/carer, office staff will contact the parent/guardian on the first day of absence by telephone
- Daily phone calls will be made to the parents/carer of an absent pupil by 09:30
- If pupils are unwell in the morning, parents/carers will be asked if they are able to return at school at lunchtime
- Should any pupil abscond, a phone call home will be made immediately

Parents and Carers

To support good attendance, parents and carers will:

- Perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly
- Ensure that children are ready for their taxis when they arrive
- Provide a written or verbal explanation for their child's absence from school in the morning on the first day of absence
- Not take children out of school in term time
- Notify the school as soon as problems arise with a child's attendance.
- Arrange routine dental and medical appointments outside of school time.

Under Section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive efficient full time education.

Pupils

To promote good attendance pupils will:

- Attend school punctually and regularly
- Adhere to the Academy rules
- Hand in any letters of absence or requests for known absence to their class teacher (including pre-arranged medical appointments)
- Not take holidays in school time

3. Holidays in Term Time

Taking holidays in term time will affect a child's education as much as any other absence and we expect parents/carers to help us by not taking young people away in term time. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in writing to the Executive Principal and only be made in exceptional circumstances. The Executive Principal must be satisfied that the circumstances warrant the granting of leave. Parents can be fined for taking their child on holiday during term time without consent from the Academy.

4. Concerns about Attendance

If there are concerns because a student is not attending on a regular basis, the PSA will make contact with parents and carers and conduct home visits to find ways to improve attendance

Attendance Improvement Strategy

If a student's attendance falls below an acceptable level, we have a variety of strategies to re-engage students and overcome barriers to attendance. Some examples of these are:

- First day calls
- Parental Support Advisor intervention
- Liaising with other agencies
- Bespoke timetables
- Home visits
- Rewards for good attendance or significant progress
- Motivational interventions

5. Procedures to Improve Attendance

We implement a six stage programme to encourage, promote good attendance and punctuality and support parents to ensure their child's attendance is exemplary.

Stage 1

Work with class teacher and class team – phone calls home to ascertain reasons for absence, identify barriers that can be easily removed

If further interventions are required because there has been no improvement in attendance:

Stage 2

Home visit(s) by Parent Support Advisor. Ways forward to improve attendance will be discussed and agreed.

If further interventions are required because there has been no improvement in attendance:

Stage 3

Meeting 1– School Attendance Panel.

- This meeting will require parents/carers and the student to meet with the school Parent Support adviser who will set targets and agree a plan to improve attendance.
- The plan will be put into action and monitored through our systems.
- This will be reviewed after an agreed period of time and successful outcomes will be measured and recorded.

If further interventions are required because there has been no improvement in attendance:

Stage 4

Meeting 2 - Senior Leader and Parent Support Adviser.

- This will require parents/carers and the student to meet with the senior leader on site with responsibility for attendance
- New targets and a plan will be agreed at this meeting
- The plan will be put into action and monitored through our systems.
- This will be reviewed after an agreed period of time and successful outcomes will be measured and recorded

If further interventions are required because there has been no improvement in attendance:

Stage 5

Meeting 3

- Associate Principal and Parent Support adviser will meet with the parents/carers and the student.
- This meeting will be a discussion on how to prosecution for non-attendance can be avoided
- New targets and a plan will be agreed at this meeting.
- The plan will be put into action and monitored through our systems.
- This will be reviewed after an agreed period of time and successful outcomes will be measured and recorded.

If further interventions are required because there has been no improvement in attendance:

Stage 6

- Processes required for prosecution will implemented, including the involvement of appropriate agencies.
- Prosecution will be authorised by the Executive Principal if appropriate evidence supports this

6. Registration:

The Academy uses Arbor as an information management system

- Registration is between 8.45am and 9.30am.
- Registers will be closed at 9.30am.
- For morning registration, students are registered in their tutor groups by their class teacher/form tutor, or if they do not have tutorial/registration time, they are registered by the class teacher of their first lesson. The relevant codes are always applied.
- For afternoon registration, students will be registered by either their class teacher/form tutor (if they have registration time) or by the class teacher of the first lesson of the afternoon.
- If teaching staff (for example supply staff) do not have access to Arbor, paper registers will be taken by the relevant teacher, and collected by the staff member who records the attendance on Arbor, who will then promptly complete the electronic registers on Arbor.
- Students who arrive after registers close after 9.30am will be marked as an unauthorised absence using the U code.
- If a child is late (ie arrives after the close of registers) because of issues with transport, for example the taxi turning up late, the student will be marked with an L code for that session.

7. If a child is absent

The Associate Principal will ensure that systems are in place on each site so that:

- If a pupil does not attend school, and we have not received an explanation from their parent/carer, the Academy will contact the parent/guardian on the first day of absence by telephone
- All calls and communications are appropriately recorded on the Academy MIS system
- Daily phone calls will be made to the parents/carer of an absent pupil by 09:30
- If pupils are unwell in the morning, parents/carers will be asked if they are able to return at school at lunchtime
- If contact cannot be made by phone PSA's / SSO's are notified and arrangements are made for a home visit within 48 hours
- Where contact is made and school refusal is given as a reason for absence PSA's / SSO's are notified and arrangements are made for a home visit within 48 hours

8. Recording Absence interventions

As attendance issues could also be safeguarding issues, all actions carried out by staff around attendance should be logged by staff on the Academy MIS system, Arbor. The information recorded should be sufficient for the reader to understand what action has been taken and the outcome of that action.

Attendance actions and interventions should be logged on Arbor so that they appear on the attendance certificate for each individual pupil. This ensures that they appear chronologically and that all attendance interventions can be seen in the context the student's actual attendance.

Where a student's attendance drops to a level that raises concern, an action plan should be drawn up which clearly identifies how attendance will be improved. This should be also be stored on Abor. See appendix 1 for Template

9. Coding Absences

The following codes are used to record types of absence:

- B - Educated off-site
- T - Traveller absence
- 0 - Unauthorised absence
- / - Present
- N - No reason given
- H - Agreed family holiday
- G - Family holiday, not agreed
- C - Other authorised circumstances
- I - Illness
- E - Exclusion
- V - Educational trip
- Y - Enforced closure
- R - Religious observance
- # - School closed to pupils
- S - Study leave
- W - Work experience
- P - Sporting activity

It is the responsibility of the Associate Principal to ensure that registers are completed correctly. This responsibility may be delegated to a Senior Leader, with the monitoring and oversight from the Associate Principal.

10. Children at Risk of Missing Education (CME)

All pupils at risk of CME are reported to the Local Authority in line with relevant guidance within agreed timescales.

11. Pupils on Personalised Timetables

At Springwell Leeds all teaching and non-teaching staff at the Academy have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered by Springwell Leeds Academy as a result of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the Associate Principal may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education.

Examples of when this is appropriate may include:

- At transition points – into or between settings
- When the child or young person has repeated or prolonged episodes of crisis when in the Academy
- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other students or staff which cannot be reasonably managed within the usual Academy day
- When their behaviour causes repeated and significant disruption to the education of other students

If the Associate Principal considers a personalised timetable is appropriate, a clear plan for this should be completed. This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review.

The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual.

When a student attends the Academy on a Personalised timetable, they shall be marked present (/) only for the sessions that they attend – i.e. morning or afternoon. If they are not required to attend a session, this will be marked with the C code.

Appendix 1
Springwell Leeds Academy
Student Attendance Improvement Plan

The purpose of the Student Attendance Improvement Plan is to identify the reason(s) for a student's low attendance, document the previous steps taken by the Academy, and agree the plans necessary to improve the student's future attendance.

Name:		Date of Plan:	
Site:		Current Attendance:	
Attendance Policy Stage:		Plan number:	
Parent Support Adviser:		Senior Leader Responsible for Attendance:	
Outline Reasons for Absence / Barriers to Attendance:			
<ul style="list-style-type: none"> • • • • • • • • 			
What will be done to support improved attendance?			
Academy	Parent/Carer	Student	
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	
Attendance Target		Review Date (No more than 4 weeks)	
Signed (Academy)		Date:	
Signed (Parent/carers)		Date:	
Signed (Student)		Date:	

About this policy

Written by: S. Jacques

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Presented to Governors March 2018

Ratified by Governors March 2018

To be Reviewed by: 09/03/2020