



## St Anthony's Girls' Catholic Academy

<b>Policy:</b>	<b>Attendance Policy (Pupils)</b>
Ratified by the Academy Governors:	November 2011
Head Teacher signature:	
Chair of Governors signature:	
Review Date:	November 2012

## Introduction

This policy has been developed to take into consideration our Mercy ethos and local and national policy and guidance.

### Responsibilities of the Parent/Carer:

- To ensure all children attend academy and are punctual.
- If a child is ill parent / carer must phone academy to provide an explanation for absence and expected duration from the Academy.
- If there are any changes in a child's expected return to academy the parent / carer should phone and let the Pupil Support Manager know (Mrs Richardson-Dunn).
- To provide a note on the day of the child's return to academy, indicating the period of absence and explaining the reason for this.
- If a child is refusing to come to academy the parent / carer should contact the child's Year Leader or the Pupil Support Manager who will support the parent/carer with any concerns they may have.
- To make medical appointments for a child outside of academy hours wherever possible.
- If this is not possible, to provide a note explaining type (e.g. GP, hospital) and time of appointment.
- If there are a series of appointments try to ensure the day and time is varied to avoid missing the same lesson and falling behind with work.
- Child should be returned to academy promptly after the appointment.
- Every effort should be made to catch-up promptly with any work missed.

### Parents/Carers Need to be Aware of the Following:

- Students are given a list of holiday dates to take home at the beginning of each academic year but if parents/carers have any queries about this they may contact the child's Year Leader.
- Parents/carers are expected to **take family holidays during academy holiday periods only.**
- If a parent/carer is not sure if special permission would be given s/he is advised to contact academy prior to booking the holiday.
- Any requests for permission to take a holiday during term time will be considered under the following criteria:

Period of time requested is no more than two weeks in any academic year.

Attendance record of child is at least 96%

Punctuality of child is at least 98%

Period requested is not during or in the revision period before examinations.

Period requested is not in the academic year prior to sitting an external examination.

- Any request which does not meet the above criteria will be reported to Sunderland LA as an unauthorised absence and will be recorded as such on your child's attendance record.
- Student who go on holiday in academy time will be expected to catch-up with work missed within a reasonable time e.g. within one week of returning.

- The academy is legally entitled to remove any child from its register if they take a holiday longer than four weeks and it does not have to guarantee a place at the academy on the child's return.
- Wherever possible medical appointments should be made out of academy hours.
- Where medical appointments can only be attended in academy hours e.g. hospital appointments parents/carers are required to notify the academy at least one day in advance and show the appointment letter to the child's Year Leader.

### **Responsibilities of the Student:**

- To aim to achieve 100% attendance and punctuality and to actively work towards this target by arriving at registration and lessons on time.
- If a student has been absent as a result of illness she should return to academy with a note from a parent/carer explaining the reason for the absence.
- To catch-up with any work missed as a result of absence e.g. illness within a reasonable time e.g. one week.
- To remain on academy premises during the academy day and not to truant from any lessons.
- To make medical appointments out of academy hours wherever possible.
- To provide a note from a parent/carer requesting permission to attend a medical/hospital appointment in good time (a day in advance). To present the note to her Year Leader, to get a permission slip to leave class early and present it to the Reception to sign out and receive a L.A. pass out slip.
- To return the L.A. pass out slip to the Reception on return to academy.

**Role and responsibilities of the Tutor (Attendance and Punctuality):**

- To mark registers promptly and accurately (students must not take a register).
- Ensure correct codes are used: Present records as a / .Absent records as an N.
- If name(s) on the register is / are not correct inform the office immediately.
- Enter late arrivals in the register.
- To LEAVE PRE-ENTERED CODES as they are.
- Inform Mr Ratcliffe promptly if you having technical problems with attendance and send a student with a paper register to the office early in the session whilst attendance system is not functioning.
- Impress upon your students the high expectations of punctuality and attendance.
- Be punctual whenever possible and apologise if you are late for a session.
- Expect an apology and explanation from your students if they are late.
- Insist that students who have been absent or late for academy, provide a letter of explanation from a parent/carer. Ensure a note to the parent/carer requesting this is written in the student's planner. If the note is not forthcoming inform the Year Leader who may speak to the student and / or phone a parent/carer.
- Notes received from parents/carers giving reasons for absence or poor punctuality should be signed and dated by the Tutor **ONLY** if the Tutor is satisfied that the reason or signature of the parent/carer is valid. Once signed and dated the notes should be sent to the Year Leader.
- Any concerns about notes should be referred promptly to the Year Leader.
- Any notes indicating a medical problem, distressing or difficult home circumstances must be passed on to the Year Leader immediately so she can inform the relevant staff promptly.
- Students who are late for registrations or classes should be challenged and reasons sought. If a letter explaining genuine reason from parent/carer, is not provided refer the student to your Year Leader. If it is not still received the Year Leader will set an evening detention.
- No routine lunchtime activity should make a child late for lunch or class and if a child is claiming this is the case, follow it up either with the activity leader or Year Leader.
- If a child claims the bus was late inform their Year Leader.
- If a teacher has kept a student back making her late for the next lesson, the teacher must provide an apology note in the student's planner, for the next teacher, indicating time student left for her session.
- If poor punctuality persists e.g. no letter of explanation given, several notes and no improvement, students must be referred to their Year Leader who will contact parents.
- Staff who take a manual register should ensure this is sent immediately to the office so the registers can be entered promptly. Please do not do this at the end of the day as this will cause difficulties for the staff in the office and delay code entry.
- Good punctuality and attendance (as well as good effort despite difficult circumstances e.g. illness/home circumstances) is encouraged and rewarded via the Awards Assemblies (term/annual awards) when students are given certificates to acknowledge 100% attendance, good attendance and improved attendance.

**Role and responsibilities of the Subject Teacher (Attendance and Punctuality):**

- To mark registers promptly and accurately (students must not take a register).
- Ensure correct codes are used: Present records as a / .Absent records as an N.
- If name(s) on the register is / are not correct inform the office immediately.
- Enter late arrivals in the register.
- To LEAVE PRE-ENTERED CODES as they are.
- Inform office promptly if you having technical problems with attendance and send a student with a paper register to the office early in the session whilst the system is not functioning.
- Impress upon your students the importance of punctuality and attendance and your high expectations.
- Set a good example by being punctual whenever possible and apologise if you are late for a session.
- Expect an apology and explanation from your students if they are late.
- Where it is suspected students have truanted from a lesson. Subject Leaders and Year Leaders should be promptly informed.
- Students who have missed a session are required to catch-up with work missed.
- Students who have truanted from academy will be given evening detentions by their Year Leader to make up for the sessions missed and it is important that subject teachers provide work in good time for these sessions.
- We are legally required to educate students who are absent from lessons whether it be as a result of illness, exclusions or referral to the Re-Integration room and it is the responsibility of the student's subject teacher to provide relevant work and once it is done mark and provide feedback for the student.
- Arrangements are made by the Year Leader for work to be collected or delivered to the students' home. Deadlines are arranged with parents/carers. It is important that such deadlines are met to ensure the student's education does not suffer and we are not the subject of complaints to the Academy Governors or the L.A.
- Work requested for the cottage and the RIU should be sent promptly and directly to the appropriate room with the information and detailed instructions entered on the request form.
- Good punctuality and attendance should be recognised and rewarded with comments in planner or commendations via Pastoral and Department Reward Systems.
- Staff who take students out of their classes to participate in educational visits off site or activities on site, must register the students before the event begins and publish a list in the staff room as well as the office. This will ensure the students' registers remain accurate.
- Staff who take a manual register should ensure this is sent immediately to the office so that registers can be entered promptly. Please do not do this at the end of the day as this will cause difficulties for the staff in the office.
- Subject Leaders should ensure students are registered before taking part in an internal examination to ensure attendance data is kept up-to-date.

### **Role and responsibilities of the Year Leader**

- Set a good example by being punctual whenever possible and apologising if late.
- Have high expectations of others and expect consistently good practice from your team of Tutors.
- Promote and praise good attendance and punctuality in assemblies and when communicating with staff and students.
- Monitor by Tutor group students' weekly attendance and punctuality record.
- Identify students who raise concerns.
- Support the Tutor in strategies to encourage good attendance and punctuality.
- Have attendance and punctuality matters on the Year Team Meetings' agenda and promote consistent practice within the team.
- Interview students who are persistently late or whose attendance is raising concerns. Act accordingly e.g. punishments, contact parents, discuss strategies with Pupil Support Manager e.g. LA Staged Response, letter home, home visits, parents' meetings with Year Leader, Pupil Support Manager, Deputy Head Teacher, and other relevant staff (depending upon the case) to discuss concerns and strategies, make referrals to support agencies within or out of academy, referral to Governors, referral via Pupil Support Manager team to L.A. Attendance Development Officer.
- Year Leader should take prompt action once truanting students are identified. If students are definitely missing (not an error on the system) parents should be contacted and informed when their child appears to have left the building. Parents may wish to contact the police (this is not the responsibility of the Year Leader). Parents should be told that they will be contacted if their child returns to academy (get a contact number if parent not available on usual numbers). Ask parents to let academy know if they find their child. (Other students may have useful information which might help determine the whereabouts of the student). The reasons for the truancy should be thoroughly investigated and action taken accordingly. Parents should be invited into academy to discuss all aspects of this. The usual punishment for truancy is evening detentions to make up for the time lost. (unless the situation calls for other measures and the involvement of other agencies). Work should be requested from the teachers of the subjects missed and students should complete this work during detentions.
- Meet with the Pupil Support Manager fortnightly to discuss, amongst other relevant matters, student attendance and punctuality issues and intervention strategies. Record short-term and long-term strategies and desired/actual outcomes.
- During a fire drill ensure the following happens:
  - Students line in tutor groups in alphabetical order
  - Tutors register students
  - Collect the names of late arrivals and students who have left academy officially e.g. for medical appointments from office staff and inform relevant Tutors.
  - Tutors inform you if any students are missing.
  - Inform the Deputy Head Teacher: promptly if any staff or students are unaccounted for.
- Identify students with good attendance records or improved attendance and liaise with office staff to prepare certificates and special rewards for the end of term / end of year presentations.
- Publicise and display attendance percentages around academy.

**Role of the Office Staff:**

- Record late arrivals and reasons in the late book. Provide a photo-copy of the daily page Year Leaders via pigeon holes.
- Record the names of students who officially leave the building e.g. ill or medical appointments etc.
- If there is a fire drill / emergency take the above two registers with you onto the Terrace and inform relevant of late arrivals and students who have officially left academy e.g. ill or medical visits etc.
- Check registers are entered for each session and send memos, via email, to staff asking them to enter registers not done. If registers not done send memos to Subject Leaders (of subject teachers) or Year Leader (of tutors). Inform Deputy Head if registers still not done.
- Absent staff's registers should be checked promptly to ensure they are done and are covered by a supply teacher.
- Enter registers recorded on paper e.g. for supply staff or staff with system malfunctioning).
- Any attendance concerns should be reported to the Pupil Support Manager and Year Leader.
- Any technical concerns should be reported to Mr Ratcliffe.

## **Role of the Academy Attendance and the Pupil Support Manager**

The Pupil Support Manager is responsible for monitoring attendance and punctuality and liaising with pastoral staff in academy and outside agencies to overcome barriers to attendance and punctuality and their impact on students' achievement.

### **Monitor attendance:**

- On a daily basis check attendance and punctuality records and follow the LA initiatives and "5 Staged Response" when concerns are identified.
- Ensure the appropriate codes are entered for students who officially leave the building e.g. ill, on medical appointments or on educational visits.
- Ensure authorised absences codes are entered, once letters of explanation are received.
- Record the Holiday codes.
- Participate in LA initiatives aimed to encourage and acknowledge good attendance and punctuality.
- Mentor students who have attendance or punctuality problems.
- Liaise with and support parents/carers to improve their children's attendance and punctuality.
- Liaise with any appropriate agencies to address the needs of the child and / or family to facilitate improved attendance and punctuality.
- Monitor the attendance and punctuality of identified cohorts of children.

### **Formal meetings with the following:**

- Deputy Head; weekly
- Heads of Year fortnightly
- L.A. Attendance Development Officer fortnightly

### **Prepare attendance, punctuality and relevant background reports or records for the following:**

- Student case records
- Deputy Head Teacher
- Year Leader and Tutor – weekly attendance data and fortnightly lateness reports.
- B.I.P.s.
- Social care via Deputy Head Teacher.
- P.E.P.s.
- Pastoral Leaders' meetings with parents.
- Deputy Head Teacher's meetings with parents.
- Multi-agency meetings.
- Pastoral Governors' meetings.
- Leadership Team/Head Teacher meetings.
- Returners' Unit applications.
- Short Stay Academy applications.
- Youth Offending Team.
- PITSTOP applications.
- Behaviour Intervention Team.

- Relevant external agencies.
- L.A. & Government Census.
- Reports e.g. Weekly attendance data, Looked After Children, All Year Groups, Cohorts, Below 85%, Above 95% and Persistent Absence Reports.
- Managed moves, transfer reports.
- CAFs.

### Home Liaison:

- Liaise with parents/carers when Year Leaders and tutor's intervention has not produced positive results or if unable to contact or engage parents.
- Meet with Year Leaders or parents or other appropriate staff or agencies as appropriate.
- Advise and where required, support parents as their children's poor attendance and or punctuality necessitates action through the "5 Staged Response".

### Missing Students:

- Contact the appropriate authorities to check on students who have "left academy" but do not appear to have registered at another academy in this or in any other authority.
- Student remains on our academy register until child has registered with another academy.
- Inform The Attendance Development Officer (LA) of any concerns and follow LA procedures if problem not resolved (in consultation with Deputy Head Teacher).

### When Parents/Carers Opt for Home Tuition

- Assist Deputy Head and Year Leader in following the LA Checklist when parents/carers say they intend to opt for home tuition for their child/children. Consider the following:
  - The child's attendance/punctuality in academy (any recent changes to this)
  - The child's presentation and demeanour in academy (any recent changes to this)
  - Any health, education or social/emotional issues for the child (any recent changes to this)
  - Is the child registered on the SEN code of practice or has additional learning needs.
  - Has the child been subject to or previously subject to Child Protection procedures, Child in Need or CAF?
  - The benefits of home education for the child.
  - The parent's engagement with the academy, attendance at academy meetings, parents evenings.
  - The parent's reasons for home educating, could any academy issues in dispute be resolved?
  - If there are issues with parents, are they recent and can they be resolved?
  - The parents' demeanour/presentation (has this changed recently).
  - Do parents regularly make complaints or deflect from concerns raised?

- Are there concerns within the family regarding domestic violence, mental health, substance/alcohol misuse, the child needing to care for the adult or neglect issues?
- Are other agencies involved with the family aware of the child being home educated?

**Education of Students Not Attending Academy:**

- Support the liaison of pastoral/teaching staff with home tutors, parents/carers and the students receiving home tuition.
- Liaise with academy nurse when medical issues impact on attendance.
- Liaise with other appropriate agencies e.g. YOT, Children's Services, YDAP, CAMHS etc.
- Liaise with Deputy Head Teacher and provide attendance data and records to support applications to Returners or PRU.

**Counselling Services/Child and Family:**

- Liaise with students, or students and parents/carers, re counselling sessions arranged via the academy, as and when required.

**Alternative Providers / Part time**

- Monitor daily student attendance at alternative service providers or on managed moves or on part time TT and enter attendance register codes appropriately. Report any concerns evident immediately to Deputy Head Teacher and appropriate Year Leader.
- In consultation with Deputy Head Teacher take action according to the LA and academy's safeguarding policy where child is at risk of being placed in the "Missing" or "Lost" category.
- Liaise with such providers when necessary.

**Pupil Support Manager Response to concerns:**

**Criteria for Initial Concerns:**

- Four broken weeks
- Persistent absences evident
- Poor attendance record e.g. below 96%
- Pattern of absence e.g. on particular days in the week
- Pattern of attendance at the office and requests to go home
- Unauthorised absences evident
- Poor punctuality e.g. more than once in a week, pattern of lateness over two/three weeks.
- Unexplained absence from a lesson
- Notes with unsatisfactory explanation for student absence
- Notes with suspected forged signatures

Discuss concerns with Year Leader at meeting to ascertain intervention so far and future strategies for Tutor and Year Leader e.g. Tutor monitoring, Tutor and / or Year Leader interview student, Year Leader contact parent by phone, give punishments.

If problems persist staff will then interview the student and open a case file.

### **Monitoring of identified student's attendance and punctuality:**

- Contact recorded on SIMS
- Pupil Support Manager monitor student's attendance daily, weekly (depending upon individual cases).
- Pupil Support Manager / Year Leader will interview the student and try to identify the reason for the deterioration in attendance, punctuality etc. Explain what will happen if standards do not improve.
- Parents will be contacted. Home visit by Attendance Development Officer (ADO) to inform parent or academy's concerns, try to identify reasons for the change in the child's attendance and if required arrange an appointment to meet one or more of the following: Year Leader Deputy Head Teacher. If no-one is at home, a calling letter is left explaining attendance concerns are evident and instructing parent/carer to contact the ADO/Pupil Support Manager promptly.
- If there is no response to the letter, one or more of the following strategies can be used:
  - A second visit is made to the home.
  - A letter posted to the home.
  - A phone call is made and an appointment is arranged to visit at home.
  - An appointment is made with parent/carer to attend a meeting in academy.

Depending on the nature and severity of the associated problems and the parents and student's willingness to redress the problem, the Pastoral Team will attempt to put strategies and support in place to help facilitate an improvement in attendance and resolve any other related issues.

Monitoring will continue and will be reviewed every two weeks (this may be sooner if no progress or attempt at improvement is evident) and if there is no adequate improvement the staged response will be initiated.

### **The Staged Response Procedure:**

#### **Pre-Staged Response**

(Implemented when patterns/concerns start to emerge)

- Pupil Support Manager/Year Leader interview student to explain concerns and identify support required to encourage improved attendance.

#### **Stage One:**

(Implemented when criteria for concern triggered)

- Stage One letter sent to parent/carer
- Appointment made with the student
- Monitoring and intervention strategies tried
- Copies to L.A. via ADO

#### **Stage Two:**

(Implemented if little or no response to initial warning and/or intervention)

- Home visit by the ADO
- Stage Two letter sent inviting the parent(s) with their child to the Pastoral Governor's meeting.
- Copies to L.A. via ADO.

**Referral to Attendance Development Officer.**

**Stage Three: L.A. responsible:**

(Implemented if still little or no response to Pastoral Governors' Meeting)

- Staged Three letter sent by the L.A. inviting the parents to attend a meeting with the Senior Inclusion Officer.
- Academy informed of outcome.
- Academy Governors informed of outcome.

**Stage Four: L.A. responsible:**

(Implemented if still no improvement)

- Staged Four letter inviting parents to attend a Formal Attendance Review
- Academy informed of outcome.
- Academy Governors informed of outcome.

**Stage Five: L.A. responsible:**

- Legal proceedings are followed.
- Court date agreed.
- Academy informed of outcome.
- Academy Governors informed of outcome.

\*There will be at least two visits made between stages 3 and 4. Referrals will be evident on the Persistent Absence List.

**Crisis concerns brought to the attention of the Pupil Support Manager and requiring an immediate response:**

- **Safeguarding issues**  
Referral to Designated Person and Safeguarding procedures followed.
- **Refusing to come to academy**  
Inform Pupil Support Manager, Year Leader and Deputy Head Teacher, talk through child's and parent's concerns. Encourage both parties to come to academy. Meet with Deputy Head Teacher / Year Leader.  
Strategies agreed and support identified  
Situation monitored and reviewed.
- **Major Bullying issues (in and out of academy)**  
Inform Year Leader / Deputy Head Teacher and a meeting arranged with parent(s) and child. (Depending upon the nature of the problem others may be invited to attend meetings e.g. as part of a CAF referral, to agree strategies or review progress.

- **Pregnancy**  
Referred to Year Leader/Deputy Head Teacher and a meeting is arranged to negotiate support available in and out of academy. L.A. Attendance Development Officer informed.
- **Drug abuse**  
Referred Deputy Head Teacher and a meeting is arranged to negotiate support available (Depending upon the nature of the problem other agencies may be contacted).
- **Mental illness**  
Referred to Deputy Head Teacher and a meeting is arranged to negotiate support available. (Depending upon the nature of the problem other agencies may be contacted).
- **Parental illness**  
Inform Year Leader / Deputy Head Teacher need to identify concerns and advise on help and support required for the family and specifically for the child who may also be a carer. Appropriate referrals made.
- **Marital breakdown**  
Inform Year Leader / Deputy Head Teacher child's needs identified and support put in place.
- **Critical illness/injury**  
Inform Year Leader / Deputy Head Teacher support offered to meet the needs of the individuals involved e.g. Counselling, Home tuition, Home visits etc.
- **Death of a family relative**  
Inform Year Leader / Deputy Head Teacher support offered to meet the needs of the individuals involved e.g. counselling, negotiate new deadlines for coursework etc.
- **Police arrest**  
Referral to Deputy Head Teacher who will co-ordinate academy's support for the child and the family and the monitoring of the child's progress as and when necessary.

**This Policy is linked with the other academy policies including:**

- Behaviour and Rewards Policy
- Safeguarding and Protecting Children and Young People Policy
- Equal Opportunities Policy
- Medicines and First Aid Policy
- Disability Equality Policy
- Looked After Children and Young People Policy
- PSHE Policy
- Race Equality Policy
- Whistle Blowing Policy