



## **Attendance Policy**

**Review Date: November 2019**

**Next Review Date: November 2020**

**This policy is a draft and will be ratified at the next FGB meeting.**

### **Ethos Statement**

Pakeman School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

# Attendance information

Adopted: November 2019

Review date: November 2020

## 1. Aim

The aim of Pakeman Primary School's attendance policy is to enable the school to provide a consistent practice that encourages and facilitates the regular attendance of all pupils. Regular attendance at school is key to steady pupil progress and enjoyment of learning, and for this reason the school is dedicated to ensuring its attendance policy is adhered to as much as is possible.

At Pakeman, we take a whole-school approach to maintaining excellent attendance and it is the joint responsibility of parents, pupils and all staff members to ensure that children are attending school as they should be. We endeavour to work with families to make sure that any problems or circumstances which may lead or be leading to poor attendance are given the right attention and appropriate support.

This document is supported by our policies on **safeguarding, bullying, behaviour and inclusion**.

## 2. Legal framework

**The Education Act 1996 states that:**

**The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable —**

- (a) to his age, ability and aptitude, and
- (b) to any special educational needs he may have,

either by regular attendance at school or otherwise.

**A person begins to be of compulsory school age —**

- (a) when he attains the age of five, if he attains that age on a prescribed day, and
- (b) otherwise at the beginning of the prescribed day next following his attaining that age.

Prescribed days are 31 August, 31 December and 31 March

**A person ceases to be of compulsory school age** at the end of the day which is the school leaving date for any calendar year (the last Friday in June) —

- (a) if he attains the age of 16 after that day but before the beginning of the school year next following,
- (b) if he attains that age on that day, or
- (c) (unless paragraph (a) applies) if that day is the school leaving date next following his attaining that age.

Pakeman is dedicated to complying with attendance laws set out by the legal framework and has set out this document accordingly.

### **3. Roles and responsibilities**

#### **Governing body**

As part of our whole-school approach to maintaining high attendance, the governing body will:

- ensure that the importance of attendance is made clear by promoting the relevant school policies and guidance directed at parents and staff
- annually review the school's attendance rules and ensure that all provisions are in place to allow school staff, parents and children to implement the rules effectively
- nominate or identify a member of the governing body who will take the lead role in monitoring attendance and coordinating provision and policies for attendance
- ensure that all legislation regarding attendance is complied with and that up-to-date guidelines are communicated to parents, children and staff
- work out appropriate and accurate annual attendance numbers and future attendance targets, and submit these to the LA within an agreed timescale each year
- take time at governors' meetings to regularly review and discuss attendance issues that have arisen in order to stay on top of expected attendance targets for the year
- ensure that the school is implementing effective means of recording attendance and organising that data, including for children who are educated off-site
- ensure that they are clear on how to analyse attendance data and how to communicate the findings effectively to parents and staff
- ensure that senior leaders make the necessary referrals to the local authority and other relevant agencies in individual cases of non-attendance
- use any data gathered to devise solutions to problems, make the proper adjustments to attendance coordination and target set for the future
- provide information requested by the Secretary of State, including the termly absence data the department collects.

#### **School leadership team**

As part of our whole-school approach to maintaining high attendance, the school leadership team will:

- be active in their approach to promoting good attendance to pupils and their parents, which includes forming positive relationships with families
- ensure that the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance for their own progression and achievement
- coordinate with the governing body to monitor the implementation of the attendance policy and its effectiveness, with an annual full review
- ensure that all staff are up to date with the school's attendance process, legislation and government guidance, and that staff are fully trained to recognise and deal with attendance issues
- ensure that legislation and government guidance on attendance is complied with and that they (the leadership team) are up to date with any legislative changes and how to implement them
- nominate or appoint a senior manager to take the responsibility of overseeing and monitoring attendance provision and that this person has sufficient time and resources to give to this job
- report to the governing body and the lead governor for attendance each term on attendance records, data and provision
- ensure that systems to record and report attendance data are in place and working effectively
- develop and engage with multi-agency relationships to help with poor attendance and support families who are having difficulties getting their child to attend
- document any specific interventions or steps taken to work with families to improve their child's attendance in case of future legal proceedings

- notify the LA and provide all necessary information when a pupil's name is to be removed from the admission register or when a child's name is added to the admission register other than at the usual point of transition. (e.g. entering reception)

## Teachers and support staff

As part of our whole-school approach to maintaining high attendance, the school's teachers and support staff will:

- be active in their approach to promoting good attendance to pupils and their parents, which includes forming positive relationships with families
- ensure that the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance for their own personal progression and achievement
- ensure that they are fully aware and up to date with the school's attendance process, legislation and government guidance, and that they will speak to another member of staff or seek support if they are unsure how to deal with an attendance issue
- ensure that they are following the correct systems for recording attendance and that attendance is taken daily
- contribute to strategy meetings and interventions where they are needed
- work with external agencies to support pupils and their families who are struggling with regular attendance.

## Parents and carers

As part of our whole-school approach to maintaining high attendance, we request that parents:

- engage with their children's education – support their learning and take an interest in what they have been doing at school
- promote the value of good education and the importance of regular school attendance at home
- encourage and support their children's aspirations
- ensure that their children arrive at school on time, appropriately dressed and with the necessary equipment
- follow the set school procedure for reporting the absence of their child from school (**see section 4**), and include an expected date for return
- do everything they can to prevent unnecessary school absences, such as making medical and dental appointments outside school hours
- use the school as a support when they or their child are having difficulties, and work to form a positive relationship with the school so that there is easy communication when a problem arises
- keep the school informed of any circumstances which may affect their child's attendance
- enforce a regular routine at home in terms of homework, bedtime, etc. so that the child is used to consistency and the school day becomes part of that routine. It is vital that the child receives the same message at home as they do at school about the importance of attendance
- do not take their children out of school for holidays during term time. If parents would like to make a special request for this, they may do so to the headteacher (**see section 4.5**)
- inform the school in advance of any proposed change of address for their child(ren) along with the name of the parent with whom the child shall live.
- Sign the Home School Agreement which sets expectations of the school, child and of parents / carers.

## Pupils

As part of our whole-school approach to maintaining high attendance, we request that pupils:

- be aware of the school's attendance rules, and when and what they are required to attend. This will be communicated to them through the school staff, parents and the school timetable
- speak to their class teacher or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance
- attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class. Lesson times will be made clear through their school timetable
- bring a note of explanation from their parents or carers to explain an absence that has happened or is foreseen
- follow the correct set school procedure if they arrive late (**see section 4.8**). This will help the school to monitor attendance and keep accurate records for the child's individual attendance, and is also vital for health and safety in the event of a school evacuation
- Sign the Home School Agreement which sets expectations of the school, child and of parents / carers.

## 4. Categories of absence and procedure for reporting absences

Absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence is given to the school. Parents / carers cannot authorise absences.

Staff should make it clear on the school register when taking attendance whether a child's absence is authorised or unauthorised. Where staff have concerns regarding absences, they should follow the school's safeguarding procedures.

When a child is to be absent from school without prior permission, parents should inform the school by telephone on the first day of absence and let them know what date they expect the child to return.

### 4.1 Illness

Most cases of absence due to illness are short term, but parents will need to make a phone call to alert the school on the first day/each day of absence.

For prolonged absence due to illness, parents may be asked to provide the school with medical evidence such as a note from the child's doctor, an appointment card or a prescription paper. If these are not provided on request it may result in the absence continuing to be classed as unauthorised.

### 4.2 Medical or dental appointments

Parents should make every effort to ensure these appointments are made outside school hours. Where it cannot be avoided, children should attend school for as much of that day as possible.

### 4.3 Authorised absences

There may be some exceptional instances where the school will authorise absence such as for a family bereavement.

### 4.4 Exclusion

Exclusion is treated as an authorised absence. The school will arrange for work to be sent home.

### 4.5 Family holidays and extended leave

Parents should make every effort to ensure that family holidays and extended leave are arranged outside of school term time. Parents may request a leave of absence during term time where there are exceptional circumstances. Requests for leave of this type must be made in writing to the headteacher at least 1 week in advance of the leave being taken. In the case of unforeseen circumstances, such as a family bereavement that requires the child to travel to another country, this will be taken into consideration.

Retrospective applications will not be considered, and this time taken will be processed as unauthorised absence. The headteacher may only grant such requests in exceptional circumstances and the headteacher's decision is final on whether the request is approved, and the length of absence approved.

All requests for authorised absence will be responded to in writing and will outline the details of when the child is expected to return to school. Parents should contact the school immediately if there will be a cause for delay from the stated date of return.

It remains the headteacher's decision whether to authorise any request for absence during term time.

If permission is not granted, but the child is still absent, the absence is classed as unauthorised and parents may be subject to further action by the school or prosecution by the local authority.

#### **4.6 Religious observance**

At Pakeman, we recognise that there may be times where children of different faiths observe religious festivals that fall outside of school holidays and weekends. At these times, 1 day of absence will be authorised.

Parents will be aware of these dates and should give the school written notification in advance.

#### **4.7 Late arrival**

The attendance register will be taken at the start of the school day and again in the afternoon. In the morning **registration begins at 9.00am**. Pupils who arrive after this time but within the registration period will be marked as late. **The morning registration period ends at 9.30am**.

Pupils who arrive after the registration period has ended should go straight to the school office to sign in and give a reason for their lateness. Any unjustifiable reason for absence will be marked as unauthorised. It is vital that pupils sign in at the office to ensure that appropriate health and safety regulations are followed and that all pupils are accounted for.

The School also takes the attendance register during the afternoon of each school day. If a pupil is not present at the time that the afternoon registration takes place they will be marked absent. Any unjustifiable reason for absence will be marked as unauthorised.

Persistent lateness may result in disciplinary action being taken against the pupil and/or criminal action being taken against the parents.

## **5. School action: following up absences**

Class registers are completed electronically. Where there are unexplained or unauthorised absences, the school will contact the parents or carers. If a pattern of unauthorised absences emerges, the attendance officer will contact the parent or carer to discuss possible reasons and school support systems that could help.

Class teachers will follow up with pupils for explanations from parents / carers for absences upon the pupil's return from being away. This is for the school records and is necessary no matter what the reason or length of the absence.

Where pupils have been away for either short or long term, the school will support that child when they re-enter school to help them catch up on any work that they have missed.

After 10 days without communication from parents/carers, the attendance officer will report the child to the local authority as missing in education.

Where a child has been continuously absent from school for a period of 20 school days or more, and where the absence was unauthorised and both the school and LA have been unable to establish the whereabouts of the child after jointly making reasonable enquiries, the school may remove the child from the school roll. The school will notify the local authority when such action is taken.

The school may take disciplinary action against any pupils who are discovered to be persistently truanting and parents or carers will be contacted to discuss possible reasons and school support systems that could help. The school may take further action against the parents, including [the issuing of fixed penalty notices and/or] referral to the local authority to begin criminal proceedings against the parents.

**Signed by:**

\_\_\_\_\_ **The chair of governors**

**Date: .....**

\_\_\_\_\_ **Headteacher**

**Date: .....**

**This document will be reviewed annually**

**PAKEMAN PRIMARY SCHOOL - HOME SCHOOL AGREEMENT**

**At Pakeman we want to create** a safe, supportive and stimulating learning environment in which each child is treated as an individual and the needs of all are considered. We will encourage children to aim high, work hard, to behave appropriately and to take pride and pleasure in their own and others' achievements. We look forward to working together on a basis of mutual respect to help our children become confident and enthusiastic learners.

	<b>SCHOOL</b>	<b>PARENT</b>	<b>CHILD</b>
<b>CURRICULUM</b>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>- ensure that every child is taught at an appropriate and challenging level by qualified staff;</li> <li>- maintain an attractive environment with good materials and equipment;</li> <li>- deliver a rich, broad and balanced curriculum.</li> </ul>	<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>- encourage my child to participate fully in school activities;</li> <li>- support my child's learning at school by attending parents' meetings and school performances and events;</li> <li>- provide my child with proper uniform and equipment for school activities;</li> </ul>	<p><b>As a child I will:</b></p> <ul style="list-style-type: none"> <li>- take part in all school activities;</li> <li>- always work hard;</li> <li>- listen carefully;</li> <li>- keep trying when things are hard;</li> <li>- wear a proper uniform;</li> </ul>
<b>BEHAVIOUR</b>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>- set high expectations and make sure children are familiar with school rules;</li> <li>- use rewards and sanctions fairly;</li> <li>- make sure that school staff always set a high standard of personal behaviour;</li> <li>- respect the views of children and parents, acknowledging the different circumstances that exist.</li> </ul>	<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>- help my child understand and follow the school rules;</li> <li>- encourage my child to respect school property and the school environment;</li> <li>- behave in a way that sets children a good example when I am on school premises;</li> <li>- support the school's behaviour and anti-bullying policy.</li> </ul>	<p><b>As a child I will:</b></p> <ul style="list-style-type: none"> <li>- follow the school rules;</li> <li>- be polite, friendly and helpful to other children and staff;</li> <li>- treat school property with respect;</li> <li>- behave in a way that sets a good example for others.</li> </ul>
<b>EQUALITY</b>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>- enable all children to take part in all activities;</li> <li>- celebrate the diverse backgrounds that we come from;</li> <li>- use different cultural examples in teaching;</li> <li>- ensure bullying, racist, sexist and other discriminating behaviour is not tolerated;</li> <li>- teach British values;</li> <li>- treat everyone with respect.</li> </ul>	<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>- help my child understand that everyone is of equal importance;</li> <li>- encourage my child to appreciate and respect the views, beliefs and religions of others.;</li> <li>- support the school in teaching British values;</li> <li>- encourage my child to be tolerant and respectful of others;</li> <li>- treat everyone with respect.</li> </ul>	<p><b>As a child I will:</b></p> <ul style="list-style-type: none"> <li>- be tolerant and respectful of others;</li> <li>- appreciate and respect the views, beliefs and religions of others;</li> <li>- respect and follow British values.</li> </ul>
<b>HOME LEARNING</b>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>- ensure children have appropriate reading materials are sent home;</li> <li>- set appropriate homework regularly and ensure that it is marked;</li> <li>- provide opportunities for parents to learn about the curriculum and supporting children at home.</li> </ul>	<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>- read to and with my child daily and use the home reading record to inform staff about home reading</li> <li>- help my child return homework on time;</li> <li>- help my child find a quiet place and time to do homework and give appropriate support;</li> <li>- attend curriculum events to better support learning at home;</li> <li>- be responsible for school books and property and ensure they are returned.</li> </ul>	<p><b>As a child I will:</b></p> <ul style="list-style-type: none"> <li>- read at home daily;</li> <li>- complete my homework on time;</li> <li>- ask my parents for help if I need it;</li> <li>- invite and encourage my parents to attend curriculum events;</li> <li>- treat books and school property with respect and ensure they are returned.</li> </ul>



<b>ATTENDANCE</b>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>- welcome children to classes from 8.45 (Soft start)</li> <li>- ensure classes start promptly at 9.00;</li> <li>- maintain an accurate record of attendance and pursue persistent absence and lateness</li> <li>- rigorously follow up on absenteeism and lateness (First day calling, Education Welfare Officer and home visits)</li> </ul>	<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>- make sure that my child is at school regularly and arrives on time;</li> <li>- make sure that my child is collected on time;</li> <li>- contact the school office before 9.00am promptly when my child is absent;</li> <li>- not take holidays during term time</li> </ul>	<p><b>As a child I will:</b></p> <ul style="list-style-type: none"> <li>- get to school on time (or encourage my parents to get me to school on time);</li> <li>- be ready to learn when I arrive at school.</li> </ul>
<b>WELFARE &amp; COMMUNICATION</b>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>- ensure that children are safe on school premises and on school trips;</li> <li>- give full and clear information about the curriculum, and each child's progress, standard achieved and development needs;</li> <li>- communicate frequently with parents about school matters through meetings, newsletters and website;</li> <li>- set dates for events and inform parents as quickly as possible.</li> <li>- Follow the school safeguarding procedures/Policy to ensure safety of children</li> </ul>	<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>- ensure my child has adequate sleep;</li> <li>- teach my child about healthy eating and personal hygiene;</li> <li>- make sure the school always has an up-to-date emergency contact number;</li> <li>- raise any concerns with the appropriate person as early as possible;</li> <li>- let the school know of issues that may affect my child's welfare or progress at school;</li> <li>- never undermine staff in front of children.</li> <li>- Discuss safeguarding issues with my child and support the school in their safeguarding approaches, reinforcing appropriate safe behaviours at home;</li> <li>- Identify changes in behaviour which could indicate that my child is at risk of harm online, or in the wider community.</li> </ul>	<p><b>As a child I will:</b></p> <ul style="list-style-type: none"> <li>- make sure I go to bed at a reasonable time;</li> <li>- ensure that I eat healthily, brush my teeth, and keep myself clean;</li> <li>- speak to someone at school if I am worried about something.</li> </ul>
<b>PLAY</b>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>- provide exciting, high quality play experiences to support the development of the "whole child";</li> <li>- encourage children to be imaginative, creative, collaborative and independent in their play;</li> <li>- adopt a risk versus benefit approach to play;</li> <li>- encourage children to make the right choices to keep themselves safe;</li> <li>- ensure playtimes are well resourced.</li> </ul>	<p><b>As a parent I will:</b></p> <ul style="list-style-type: none"> <li>- recognise that play is an important part of learning;</li> <li>- encourage my child to be imaginative, creative, collaborative and independent in their play;</li> <li>- encourage my child to talk about their play;</li> <li>- support the school to gather a broad range of play resources.</li> </ul>	<p><b>As a child I will:</b></p> <ul style="list-style-type: none"> <li>- enjoy my play;</li> <li>- collaborate well with others and include them in my play;</li> <li>- make sensible decisions to keep myself safe;</li> <li>- look after the play resources so that others can enjoy them;</li> <li>- help to keep the playground tidy.</li> </ul>

Signed by parent / carer:

Signed by child:

Class:

Date: