

Attendance Policy
September 2020

Policy Written: May 2020	Written by Rob Holbeche
Ratified on	Review: June 2021
Signed:	

STATEMENT OF INTENT

Lansdown Park Academy recognises that punctual and regular attendance alongside high standards of behaviour is an essential prerequisite to effective learning and is therefore committed to improving levels of attendance, punctuality and positive behaviour. The academy actively promotes a teaching and learning ethos that encourages all pupils to attend whatever their level of ability or need.

AIM

To raise levels of achievement by ensuring the highest possible levels of attendance in the academy.

OBJECTIVES

1. To keep an accurate and up to date record of attendance
2. To inform parents/carers of attendance issues
3. To identify causes of non-attendance and take action
4. To improve attendance of individuals, groups and the academy

ROLES AND RESPONSIBILITIES

The **Head Teacher** has overall responsibility for whole academy attendance. The **Head Teacher** is also responsible for:

- Promoting, celebrating and rewarding good attendance.
- Ensuring that parents/carers and pupils are aware of their responsibilities regarding attendance at the point of admission.
- Ensuring that attendance is an integral part of long term action planning.
- Receive regular reports analysing attendance patterns and trends.
- Liaising with the LA at a strategic level on issues relating to Behaviour and Attendance.
- Submitting returns to Local Authority
- Reporting to Academy Council on attendance matters

The **Assistant Head** is responsible for:

- Promoting, celebrating and rewarding good attendance.
- Setting annual academy attendance targets with SLT
- Ensuring that the whole academy attendance policy is implemented
- Ensuring that the policy is communicated to pupils, staff, parents/carers and Academy Council
- Ensuring detailed attendance data is regularly collected and used to inform strategic planning on attendance matters
- Liaising with and informing SLT on attendance matters
- Implementing appropriate intervention strategies for identified pupils
- Meeting with the Attendance Mentor to discuss individual students attendance rates and implement and review intervention/strategies where needed.
- Managing Reward Scheme for pupils who have consistent high attendance and those who have shown a significant improvement
- Monitoring attendance on a regular basis, setting targets for improvement as appropriate
- Monitoring the performance of Attendance Mentor's caseload students, following up with Specialist Advisors instances where patterns of absenteeism are not being effectively addressed
- Reviewing registers and attendance figures
- Ensuring that contact is made with parents of poor attenders
- Together with relevant staff, following up internal truancy with appropriate actions
- To use data to monitor the attendance of students and to respond to issues and patterns.
- To display attendance data
- To create Attendance Plans for students not meeting their targets.

Attendance Mentor is responsible for:

- Promoting, celebrating and rewarding good attendance.
- Monitoring attendance within their respective caseload groups.
- Implementing a range of strategies to improve and monitor attendance and to reward good attendance
- Liaising with Assistant Head re. attendance information, issues and concerns and proposed interventions.
- Arranging / supporting with Home visits where appropriate.
- Raising the importance of good attendance throughout the academy.
- Escalating responses in line with the whole academy policy on attendance.
- Together with the Assistant Head, following up internal truancy with appropriate Attendance actions.
- Monitoring patterns of absence for individual students.
- Supporting pupils who return after long absences
- Recording contact with parents, other agencies or significant concerns in contacts folder and pupil profile
- Being aware of home/personal circumstances which may affect a pupil's attendance
- Working closely with families to challenge and support individual's attendance.
- Monitoring progress towards attendance targets.
- To use data to monitor the attendance and to respond to issues and patterns.
- To display attendance data
- To regularly monitor and discuss attendance plans and targets with students.

Teaching Staff are responsible for

- Monitoring patterns of absence for individuals within their subject area.
- Offering praise to individual pupils whose attendance and/or punctuality is good or improves.
- Promoting, celebrating and rewarding good attendance.
- Monitoring progress of pupils with poor/good attendance and how it relates to their attainment
- Providing work for pupils with unavoidable long-term absenteeism

Parents/Carers are responsible for:

- Ensuring that their children attend regularly.
- Informing the academy as soon as possible if their child is absent
- Responding to any queries relating to an absence promptly
- Keeping the academy updated on any changes to address or contact numbers
- A child continues to be of compulsory academy age until the last Friday of June in the school year that they reach sixteen.

Pupils are expected to:

- Maintain a high level of attendance
- Stay on the academy grounds unless given permission to leave.
- Work with the academy and other agencies to improve attendance
- Let relevant staff know of any concerns / problems that may affect their attendance.

Administrative Support is responsible for:

- Promoting, celebrating and rewarding good attendance.
- Processing registers
- Producing absence lists on a daily basis
- First day response calls home
- Updating records and logs
- Sending out letters / certificates.
- Distributing attendance data

Contents of Admission Register

The admission register must contain the personal details of every pupil in the academy, along with the date of admission or re-admission to the academy, information regarding parents and carers and details of the provision last attended.

Expected First Day of Attendance

Students must be entered on the admission register and attendance register from the beginning of the first day on which the academy has agreed, or been notified, that the pupil will attend the academy. For most pupils the expected first day of attendance is the first day of the academy year.

If a pupil fails to attend on the agreed, or notified, date the academy must establish the reason for the absence and mark the attendance register accordingly.

Deletions from the Admission Register

A pupil can lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

Amendments to the Admission Register and Attendance Register

Every amendment made to the admission register and the attendance register must include: the original entry; the amended entry; the reason for the amendment; the date on which the amendment was made; and the name and position of the person who made the amendment.

Preservation of the Admission Register and Attendance Register

Every entry in the admission register and attendance register must be preserved for a period of three years after the date on which the entry was made.

REGISTRATION:

The Assistant Head will carry out registration between 9.00 and 9.15 am every morning. Pupils arriving after this time will be recorded as present by Administrative staff as they arrive.

Registration closes at 10:45 a.m.

Students arriving after this will be recorded as late.

Teaching Staff should follow up any missing pupils by checking with administrative staff/Attendance Mentor as soon as is possible.

FORESEEN ABSENCE

Parents must inform the Academy in writing of any future, expected absence, and gain assurance that the reason given for absence is authorised.

UNFORESEEN ABSENCE

Where possible, parents should inform the academy of child's reason for absence on the first day of absence. In any case, parents must inform Administrative Staff within three days of their child's illness, and, where possible, the date of intention to return should be given. All absences should be explained either before or when the student returns to the academy. Where the parents fail to make contact during or following a student's absence, we will contact the parents either by telephone, letter or email, in order to secure an explanation of absence.

After an absence of more than three days or where it is felt necessary, the Attendance Mentor will be asked to visit the home of the absent student.

Where it is suspected that a student is truanting from the academy, either with or without a parent's permission, relevant staff will pursue all available measures to ensure the students immediate return to the academy.

REASONS FOR ABSENCE

ILLNESS

Genuine illness constitutes an authorised absence. It should always be supported by correspondence from parents. Long term absences should be investigated and confirmation of illness sought through a medical certificate.

CARING FOR FAMILY

Here we should apply our discretion as to whether or not we grant leave of absence. Children should not be allowed to habitually take on responsibilities in the home at expense of academying. Where circumstances are exceptional and genuine, consideration should be given to authorising leave until other arrangements can be made. A time limit for the absence should be set.

SPECIAL OCCASIONS

Lansdown Park Academy will exercise its discretion as to whether or not to grant leave. Only truly exceptional circumstances should be permitted. (Birthdays are **NOT** considered to be a special occasion).

In considering individual cases regard for the following must be shown:

- the nature of the event
- its frequency (i.e. whether or not the event is a one-off)
- whether advance notice was given
- the overall pattern of attendance for the student

FAMILY BEREAVEMENT

Lansdown Park Academy will respond sensitively to request for leave of absence. Where, however, the student is absent for more than the agreed period, early contact should be made with the family.

WORK EXPERIENCE

If a student is found, during the period of work experience, to be absent from the work experience location without a good reason, the absence should be treated as unauthorised.

STUDY LEAVE

Where this is granted it constitutes an authorised absence.

APPOINTMENTS- MEDICAL & DENTAL

These are discouraged in academy time. Students are expected to return promptly to the academy and resume studies on completion of the appointment. If a student fails to return from a morning appointment and misses afternoon registration without adequate explanation, the afternoon absence should be treated as unauthorised.

RELIGIOUS FESTIVALS

Students are allowed leave for a day set aside for a religious observance. Application for more than one day must be made in writing in advance otherwise the absence will be regarded as unauthorised.

HOLIDAYS

Only in exceptional circumstances may leave be granted for holidays.

No parent can demand leave of absence for the purpose of a holiday, as a right. We would strongly discourage such holidays. The onus is on the parent to show why his or her child should be treated differently from the norm. All the circumstances of each individual request should be taken into account. Blanket approval will not be given.

The following should be taken into consideration before granting leave or otherwise;

The nature and purpose of the trip

- duration of the trip
- circumstances of the family
- distance of the trip
- overall attendance of the student

Where such absences occur they constitute authorised absences. Where parents keep a child away in excess of the agreed time or take the child away, without permission in advance of the holiday, the absence should be treated as unauthorised.

LATENESS

This should be actively discouraged. Attention is been paid to emerging patterns of late arrival, is monitored and may provide grounds for prosecution.

PERMISSION TO LEAVE DURING THE DAY

- No student may leave Lansdown Park Academy during academy hours, once registered unless he/she has gained permission from their Specialist Advisor.
- Every student must be noted in the off-site book as they leave the academy during the day.
- All students must bring a note or medical appointment card which must be shown to their Specialist Advisor.
- Students, absent during lessons, must report back to the Admin. Office if they return to Lansdown Park Academy.
- No students are allowed out at lunch time.

IF A CHILD IS ILL

Reception should be notified immediately so that the necessary agencies, parents and carers can be alerted.

PROCEDURES FOR FOLLOWING UP ABSENCE:

It is the parents/carers responsibility to inform academy of the reason for a child's absence as soon as possible. If a pupil is absent without an explanation, then office staff will endeavour to contact parents/carers that day.

Where an absence from academy occurs:

Office staff call home to find out reasons for absence.

Office staff will then email the Assistant Head and Attendance Mentor informing them of absences for that day.

If there are known Attendance concerns, then the academy will attempt to contact home and relevant authorities as a priority.

If absence persists:

If there has been an unsuccessful contact with home, then the Attendance Mentor may visit home. This will also result in attempts to contact other professionals to ensure the safety of the student.

Individual Attendance Plans: (See Appendix 1.)

These should be completed with students who are not meeting their attendance targets or whose attendance is a cause for concern or has been highlighted in fortnightly attendance meetings involving Attendance Mentor and Assistant Head.

The majority of pupils have an education provision of five academy days a week, Monday to Friday; however exceptions could possibly arise if:

- A time limited induction programme is agreed which phases a pupil into academy
- A pupil is attending an approved placement not on the academy site such as a mainstream academy, college or vocational placement
- A student has been placed at an Alternative Provision.
- A part-time provision has been agreed for particular individual circumstances. This will be for as short a period as possible and a time-frame will be clearly prescribed.

Where none of the exceptions apply and a pupil's attendance falls below 80% over a period of two weeks, or a pattern of non-attendance emerges which is causing concern, then correspondence will be sent home.

If there is no improvement, then further correspondence will be sent home informing of the need for the creation of an Individual Attendance Plan. The IAP will be written up between individual students and the Assistant Head. An invitation for parents/carers to be involved in this process will be sent out. The progress of the Individual Attendance Plan will be monitored jointly by the Attendance Mentor and Assistant Head.

Following the creation of IAP the following should occur:

Attendance Meetings:

Stage 1

Targets should be set for improvement using Individual Attendance Plans and a review meeting held to monitor progress in improving attendance after 2 weeks of the first review.

In the event of the attendance target not being met, a further target should be set, any necessary support put in place, and a further review meeting should be held in two weeks from that date.

Stage 2

If the target is not met a second time, a multi-agency meeting should be held involving all outside agencies concerned, to discuss further strategies such as part-time timetables, possible off-site provision, and any other strategies deemed appropriate. If considered appropriate a further target for improvement should be set.

This should be followed up with a review two weeks after the multi-agency meeting. In the event of this target not being met, a review should be held involving the EWO and any other professional deemed necessary.

Stage 3

In the event of the pupil's attendance improving such that the target is met, then a further two reviews at Stage 1 should be held to ensure a sustained improvement. Communication regarding these reviews may be made via the telephone or during a home visit if necessary.

If there is no improvement, then a referral will be made to the EWS.

Parents/carers should be acquainted with this attendance policy on the admission of their child to the academy.

Overview of procedures (See separate flowchart)

If attendance falls below 80% over a 2 week period, complete Individual Attendance Plan with student and tutor.

If pupil's attendance falls below 80% in a 2-week period



Attendance Monitoring Sheet completed by Attendance Mentor and Plan drawn up with student.



If no improvement: **STAGE 1** meeting



Review Meeting 1 after 1 week of Stage 1 meeting



Review meeting 2 within 2 weeks of Review meeting 1



STAGE 2 multi agency meeting to discuss further strategies



Review meeting 1 within 2 weeks of Stage 2 meeting



STAGE 3 meeting involving EWO

STRATEGIES FOR PROMOTING ATTENDANCE

In the belief that all pupils are more likely to attend regularly if the curriculum is lively and meets their needs, the curriculum will be regularly reviewed. The curriculum will be monitored and developed to meet the needs of all pupils.

Attendance statistics will be collected and used to inform pastoral and curriculum practices.

A fortnightly meeting between Assistant Head and the Attendance Mentor will be held to discuss Primary Interventions and discuss any trends in attendance figures which are a cause for concern.

Parents/carers and staff will be regularly reminded of the types of absence which are recognised as authorised and as unauthorised.

The academy will award termly certificates to all pupils whose attendance is either excellent or much improved.

There will be a raffle each month to reward students whose attendance has improved / is 100%.

Attendance targets will be set for all students. Pupils whose attendance falls beneath this target will draw up an action plan with relevant staff. The Attendance Mentor will be responsible for monitoring this. These targets will be reviewed termly by the Assistant Head and the Attendance Mentor.

Good and improved attendance will be promoted and rewarded through termly awards.

Parents/carers will be kept regularly and fully informed of all concerns regarding attendance.

Correspondence will be sent out by office staff. These letters will be recorded so it is clear where students are in the process.

The Head Teacher will make monthly reports to the academy council on the issue of attendance.

Pupils are to be constantly reminded of the importance and value of attendance.

Pupils who have been absent for any extended period of time will be reintegrated back into academy through a structured and individually tailored programme.

All issues that may cause a pupil to experience attendance difficulties are to be promptly investigated by the Attendance Mentor and Assistant Head.

At the end of every term certificates will be sent to the parents/carers of those pupils who have met their target, or a letter informing them that their child did not meet their target.

Children at Risk of Missing Education

The Local Authority must be informed of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of academy by their parents and are being educated outside the school system e.g. home education (see below on home educated children);
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the academy at the end of that period; or,
- Have been permanently excluded.

The local authority should be notified in advance of the deletion, when the academy becomes aware that the deletion will be made.

All schools must agree with the relevant local authority the regular interval that the school will inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for up to 10 days.

Persistent Non-Attenders:

Students whose attendance is a concern will be monitored by The Assistant Head. They will keep records of actions, interventions and communications.

Key information will be recorded on **the Student Profile Document**.

Students on this list will be discussed regularly at staff meetings and Daily briefing and their attendance will be monitored closely.

If the attendance of students on the Register does not improve significantly, other agencies will need to be involved in line with the procedure above.

Information will be passed to EWS on a regular basis using the BCC referral process.

COLLECTION OF ATTENDANCE DATA

Each fortnight the following data will be collected and analysed in order to assess performance and trends:

- Whole academy attendance rates
- Numbers and proportion of persistent absentee pupils
- Rates of unauthorised absence
- Attendance/absence rates for particular cohorts (year groups, CIC, gender, ethnicity etc)

This attendance data will be analysed by The Assistant Head in order to identify trends and patterns and to link attendance with attainment.

Pupil-level attendance data will be analysed on a monthly basis in order to identify persistent absentees and those pupils at risk of becoming persistent absentees.

Attendance data will be used to set a range of attendance targets for the whole academy, for identified cohorts and for individual pupils.

MONITORING, EVALUATION AND REVIEW

- Daily monitoring of attendance by Attendance Mentor.
- Termly Attendance Report produced by Assistant Head. This is regularly discussed with Academy Council and at Progress Review Meetings.
- Inclusion of Attendance as an item on SLT weekly meetings.
- Yearly review of attendance policy.
- Yearly report on Attendance

Attendance Action:

Daily:

SIMs update by Office staff.

First Day Calling by Office staff. Escalation of this by Attendance Mentor

Fortnightly:

Inputting of weekly Data into Attendance file by Assistant Head.

Attendance Review meetings with Assistant Head and Attendance Mentors.

Outcome of Attendance Review meetings to be discussed with students by relevant staff.

Each fortnight the following data will be collected and analysed in order to assess performance and trends:

- Whole academy attendance rates
- Year group data and proportion of persistent absentee pupils
- Rates of unauthorised absence
- Attendance/absence rates for particular cohorts (year groups, CIC, gender, ethnicity etc).

If attendance falls below 80% over 2 weeks, home will be contacted.

Targets should be set for improvement. Progress should be monitored by Attendance Mentor and reviewed at subsequent Attendance Review meetings.

Termly:

Positive letter sent home for students who have 100% attendance.

Raffle. All students whose attendance has gone up and above 90%.

Action Plan created for students not meeting target.

Termly awards for students meeting targets.

Termly awards for students with 100% attendance.

Termly awards for students with attendance 92% +.

Positive Letters sent home for students meeting their targets by Office Staff.

Negative letter sent home for students missing their target by Office staff.

Attendance data sent home to parents in newsletter
Meeting with EWS.

Yearly:

Review of attendance over the year.

Document to include:

Whole academy attendance.
Authorised.
Unauthorised.
Attendance by Year Group.
Attendance for CiC.
Attendance for BME
Attendance for FSM.
Attendance by Gender.
Unauthorised attendance
Students with unauthorised attendance.
FTE info.
FTE for BME.
FTE for CiC.
Individual student %

Review of attendance policy.

**Appendix 1:
Individual Attendance Plan.**

Name:		Date:	
Current attendance:			
Target attendance:		92-100%	
Has my attendance improved at all from last term?		Yes	No
Reasons for absence:			
How can I help myself to meet my target?			
How can academy help?			
How can home help?			
How can others help?			
If I meet my target I will:			

Signed:

	Role:
	Role:
	Role:
Review date:	

Appendix 2:

Individual Attendance Target.

Name:		Tutor group:	
Attendance 2020/21			
Target attendance:	92-100%		

Steps in achieving this target:			
	Target	Actual	Achieved?
Term 1			
Strategies / Comments:			
Signed:			
Term 2			
Strategies / Comments:			
Signed:			
Term 3			
Strategies / Comments:			
Signed:			
Term 4			
Strategies / Comments:			
Signed:			
Term 5			
Strategies / Comments:			
Signed:			
Term 6			
Strategies / Comments:			
Signed:			

Additional Information In response to Covid-19 Pandemic

If there is an incident of unsafe behaviour constituting a Health and Safety risk to the school population, such as failure to follow Covid secure practices of maintaining social distance / wearing face masks (unless exempt), coughing, sneezing, biting or spitting towards anyone, then a risk assessment will be carried out and parents/carers will be contacted.

This may require a period of home learning whilst the risk assessment is completed. If the actions are repeated or perceived as deliberate, namely purposefully putting someone else's safety at risk, there will be a requirement for the pupil to engage in a programme of home learning until it can be demonstrated. This is covered in our 'Remote Learning Policy' and ensures your child can still access learning. We will regularly review the risk assessment, and they will be welcomed back onto the Academy site when we all determine that the pupil is no longer a risk to the health and safety of others.

Where there is an issue of a family not wanting to send their child in due to anxieties around COVID-19 it may be necessary to create a 'blended learning approach' eg. Remote learning plus 1:1 sessions in a outdoor session/sports based/walk and talk to get them out and check wellbeing, plus regular welfare calls.

Blended learning approaches are appropriate bespoke learning packages to support the needs of a young person who is having difficulty processing the complex health and safety issues surrounding COVID-19, and as a result are in a regular state of heightened anxiety and dysregulation. In these circumstances we may decide with the support of our specialist team and the parents/carers to deliver a blended learning package for that child.

Such a blended approach will be reviewed regularly and the young person will be receive a supportive transition to a fuller on-site programme of learning as and when it is felt they can manage the higher sensory setting of the Academy.