



## Attendance and Punctuality Policy

Signed: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

Dated: September 2018

Review Date: September 2021

# Ebor Academy Filey Attendance and Punctuality Policy

## RATIONALE

All young people have a right to an education. Parents/carers have a legal responsibility to ensure that their child attends regularly and punctually. If a child does not, parents/carers may be breaking the law.

Ebor Academy Filey believes that excellent attendance and punctuality is vital for all students if they are to gain the most from the education we provide. We strive for 100% attendance for all students. Ebor Academy Filey actively promotes good attendance and discourages unjustified absence. There are clearly documented links between regular attendance and attainment and we recognise that promoting good attendance and punctuality prepares students for the disciplines of adult working life. Every member of the school community will work to raise the attendance levels of the school. This strategy will be led by the Behaviour and Attendance Team who will work in partnership with Subject areas to ensure that interventions are synchronised to maximise the potential of all students. A crucial part of the partnership is parents. We hope that parents will assist us in our work of raising attendance levels throughout the school.

Ebor Academy Filey through the work of the Headteacher and Governing Body of the school are committed to:

- ensuring that the correct legal procedures are followed in school with regard to attendance;
- roles and responsibilities are clearly defined and understood by all parties;
- ensuring that every attempt is made to support students, parents and carers to attend a full time education package suitable to their needs.

## BROAD GUIDELINES

Ebor Academy Filey will enable students to attend regularly and on time by:-

1. Helping them to understand what excellent attendance is and why it is important to them
2. Setting attendance targets which are tracked weekly and reviewed every ATL cycle
3. Sharing attendance data with all students on a weekly basis
4. Encourage students to attend regularly and on time by giving regular praise and rewards for good attendance and progress with attendance and punctuality
5. Support students with any issues which may affect their ability to attend regularly and on time
6. Liaise with outside agencies where extra support is needed, e.g. The Prevention Team
7. Provide a safe, caring and stimulating environment where all students feel safe, valued and nurtured to achieve their full potential.

Ebor Academy Filey will follow and enforce the correct legal procedures for attendance. It will encourage all students to attend regularly offering support where appropriate. It will work in partnership with all parties to ensure that opportunities for all students are maximised. A whole school strategy involving key members of the school community will be applied consistently to ensure that attendance patterns are kept under review and that significant and sustained progress is made in improving attendance rates in line with targets.

## ATTENDANCE TARGETS

Our whole school attendance target for 2018/19 is 96%. The target for Persistent Absences (PA's) for all year groups is 10% (10% PA)

## ATTENDANCE SUPPORT FOR STUDENTS

**All staff members** are responsible for promoting excellent attendance of students at school. However, there are key roles for particular groups of staff.

Member of staff	Percentage attendance (NB : % are an approximate guide as students can move between the groups temporarily)	Actions
All staff	All students	<p>Take class registers at the start of a lesson. Record as late, students who arrive 3 minutes after the lesson starts. Let the Attendance Co-ordinator know, via Hangout or email, if working with a student which prevents them from being in their timetabled lesson eg Faculty Leader speaking to a student, 1 to 1 session for intervention or meeting with a student. Class teachers should pay attention to the attendance pattern of their students and indicate an attendance concern to the Faculty Leader. If the student has otherwise good attendance then contact should be made with the parent/carer to address the issues involved.</p>
Attendance Co-ordinator (JBE)	All students	<p>Monitor all attendance marks. Notify Assistant Headteacher (Family Support &amp; Safeguarding) of class registers not taken within the specified time. Send a message to parents/carers of students who are absent but for whom we have had no reason for absence. Liaise with Faculty Leaders and Mentors. Record lates before 9.30am using the L code. Record lates after 9.30am as a U. Produce and collate attendance reports daily, termly and yearly. Text to be sent to parent/carer in the afternoon of the day of absence to say we hope to see your child in school tomorrow morning.</p>
Form Tutors Faculty Leaders	100 - 96%	<p>Weekly display of % attendance figures. Discussion with form group as a whole about the importance of excellent attendance. Encourage excellent attendance by introducing an element of competition within the form group. Following up unexplained absences on a monthly basis with students and parents. Individual discussions with students about barriers to attendance. Pass on information to Faculty Leader and Attendance Co-ordinator (JBE) that may help them to address attendance issues.</p>

Head of Year	96 - 91%	<p>Weekly monitoring of whole year group attendance, including weekly and cumulative totals of the whole year group as well as groups of students such as boys, girls, FSM and Disadvantaged.</p> <p>Attendance Co-ordinator (JBE) to advise Faculty Leaders of students who have received Wave 1 letter. Faculty Leaders to monitor.</p> <p>Praise for students' excellent attendance through Year group assemblies, qualification for activities such as the prom and rewards trips.</p> <p>Should attendance not increase, referral to outside agency, 10 day monitoring and panel meetings.</p> <p>Investigate students who have more than 1 late to school in a week or more than 2 lates in a ATL cycle.</p> <p>Liaise with form tutor and parents to create an improvement plan for students who are regularly late to school.</p>
Family Support and attendance intervention work (JCO, JBE & Faculty Leaders)	94 – 85%	<p>Promotion of excellent attendance through discussions with students, parents and carers, displays around the school</p> <p>Fortnightly meeting with Attendance Co-ordinator (JBE) and Faculty Leader, where progress will be discussed and instruction given.</p> <p>Phone calls and letter 2 to parents of students with reduced attendance, below 94% recording actions on the attendance action logs.</p> <p>In liaison with parents/carers and students set up attendance contracts as necessary (Stage 3) for students whose attendance falls below 92% and send letter home.</p> <p>Identify students who may benefit from individual support with their attendance. This work may include; information gathering from teachers, parents/carers, actioning any support needed, referrals to the Prevention Service</p> <p>Attendance Co-ordintaor (JBE) will log actions and evaluate the impact of the work and feedback to Faculty Leaders.</p> <p>Identified staff to carry out pick-ups as needed and agreed with JCO.</p>

Assistant Headteacher, Family Support and Safeguarding (JCO) and Attendance Co-ordinator (JBE)	90% and below Persistently late students	Weekly meeting with JCO, where the progress on cases already referred will be discussed and any new referrals made. Casework will commence with an Initial Assessment being carried out using the Prevention Service Referral Form . Initial warning letter issued. 10 day monitoring period. Attendance Panel meeting 20 day monitoring period with optional review meeting. Prepare documents for a PACE caution formal interview / LA Panel meeting, in collaboration with the Prevention Service. Panel makes a decision (NFA, Penalty notice, ESO or prosecution)
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#### Removal from classes for any reason short or long term

If a student is removed from their normal timetabled lesson for any reason (mentor appointments, 1:1 tuition etc) It is the responsibility of the person removing the student to inform the Attendance Co-ordinator of the students' whereabouts.

When students are removed from a lesson on a long term basis it is the responsibility of the person organising the package to ensure that the students' attendance is kept up to date. This may mean contacting external providers to gain information. All information should be given to the Attendance Co-ordinator. Any timetable change for any student must be completed via the green form system and forwarded to the Data Manager (TDO) to process.

#### The Role of the Headteacher

The Headteacher is a key person in our School who motivates and leads the whole staff by demonstrating a commitment to promoting good attendance by:

- Ensuring regular celebrations of good attendance take place.
- Providing regular reports to the Governing Body about attendance.
- Ensuring the monitoring and implementation of the agreed policy and procedures.
- Being available, if appropriate, for parents who may wish to discuss specific problems or in-School difficulties which their child is experiencing.
- Ensuring that appropriate training is provided as required on attendance.
- Providing regular information to Governors, parents, LA and DCSF, regarding training undertaken, monitoring and evaluation of the School attendance policy and the associated in-School practices.

#### The work of the Governors

Through the Governing Body of the School is actively engaged in promoting good attendance by supporting and encouraging students and teachers in their work. They will achieve this by appointing an Attendance Link Governor who will support the School by:

- Being available if required to monitor and evaluate attendance trends in the School.
- Being available to attend Fast Track Panel meetings and meet with parents where appropriate.

#### The Role of the Senior Leader in charge of Attendance.

The School has a designated member of the Leadership Team to adopt specific responsibility for attendance matters. Over time he/she will develop an overall view of attendance matters in the School by:

- Leading and supporting the implementation of an attendance policy and framework for the School, within which specified responsibilities are delegated to identified members of staff.
- Organise and lead attendance inclusion meetings
- Ensure the improvement of attendance is high profile within the School through a number of measures.
- Monitoring and evaluating the work of staff to ensure that specific responsibilities described within the whole School framework are carried out consistently.
- Supporting staff in the development of clear guidelines for promoting good attendance.
- Supporting staff in the development of in-School strategies to tackle specific lesson truancy and post registration truancy.
- Supporting staff in the development of clear guidelines for identifying students who have begun to develop a pattern of absence.
- Refer students to The Prevention Service or outside agencies which will support strategies to improve attendance including supporting, Fast Track procedures and the dissemination of Fast track penalties.
- Work with the Attendance Team on specific strategies to reduce persistent absenteeism.
- Produce half termly attendance reports to be published to Governor and SLT.

### The role of Parents/Carers

This school believes that its students are able to achieve success when:

- school and family work in partnership.
- parents take an active interest in their child's work .
- parents ensure that their child attends school on the days that it is open, punctually, dressed in full uniform and equipped to learn.
- parents do not allow time off from school for trivial or unacceptable reasons.
- parents contact the school on each and every day of absence by 9.30 am and provide the reason for absence and intended return date.
- parents avoid taking their children on holiday during term time.
- parents ensure that, so far as is possible, any work that has been missed because of absence is completed, checking with staff at school if necessary.
- parents attend any necessary meetings and respond as quickly as possible to any letters and information about their child's attendance or other matters.

### The role of Students

Ebor Academy Filey believes that all students should attend regularly if they are to succeed and reach their full potential. Students should:

- aim for 100% attendance, only being absent through genuine illness .
- register in form group at 8.40 am (school opens at 8.25am).
- be punctual for the start of every lesson
- bring a note from home explaining the reason for an absence, following every session of absence, if requested by the Attendance Co-ordinator (JBE).
- see individual teachers and catch up any work missed during the period of absence
- not leave the school premises during the school day without permission

### School Procedures

Any child who is absent from school at the morning or afternoon registration period must have their absence recorded as being authorised, unauthorised or as an approved educational activity. Only the Headteacher, or a member of SLT acting on their behalf, can authorise absence. Until there is a known reason for an absence, it should be recorded as unauthorised.

### Punctuality

- Morning registration will take place at the start of school at 8:40am.
- The registers will remain open until 9.30 am. Any student arriving after this time will be marked as having an unauthorised absence unless there is an acceptable explanation i.e. school transport was delayed. In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.
- If a student arrives at the gate after 8.40am students are deemed to be late. Students without a satisfactory explanation for lateness will be given a correction for half an hour on the same day. Parents will be notified.
- Students arriving after the start of school but before the end of the registration period will be treated for statistical purposes as present, but will be coded as late before registers close.

### Authorised/Unauthorised Absence

The Attendance Co-ordinator (JBE) will request medical appointment evidence, i.e. appointment card, letter from hospital or GP.

### On each day of absence

On each day of absence, parents are requested to telephone the school to explain the reason for the child's absence.

### Third Day Absence

If the child is still absent on the third day and there has been no contact from parents, the Attendance Co-ordinator will contact them to ascertain the reason for their absence. Parents are requested to provide a valid reason and/or written evidence.

### Continuing Absence

Should it prove impossible to contact parents, the Attendance Co-ordinator will discuss the case with JCO. A letter will be sent by the school to request the parents to make contact and a visit made.

### Ten Days' Absence

If any student is absent without an explanation for 10 consecutive days this will be notified to the Local Authority, by submitting a referral to the Children's Services Attendance Team and The Prevention Service. The school will include details of the action that they have taken.

See appendix 1 which details the attendance codes used in school

Students with an N code will have their code changed to a O 1 month after the absence if no reason is provided.

Registers by law must be kept for three years.

Authorised absence is where the school has given approval for absence in advance or where the explanation given afterwards has been accepted as satisfactory justification for the absence. Parents/carers may not authorise absence; only the school can do this.

- Parents/carers should contact the Attendance Co-ordinator (by telephone or email) on the morning of absence (preferably before 8.25 am) giving a reason and an expected date of return.

Absence may be authorised for such reasons as:

- illness
- unavoidable medical/dental appointments
- exceptional family circumstances e.g. bereavement
- days of religious observance (see Appendix 2)

- study leave
- exclusion
- involvement in a public performance

Absence will not be authorised for such reasons as:

- looking after brothers/sisters/unwell parents/carers
- birthdays
- days out, e.g. The Yorkshire Show
- shopping trips
- family holidays where permission has not been granted (please note, family holidays during term time will not normally be approved).
- special occasions, where the school does not agree that the absence should be granted

Medical/dental and other appointments should be arranged out of school hours wherever possible. Where this is not possible, students should, where practically possible, come to school before the appointment, sign out and return to school after the appointment. Confirmation of all appointments by way of appointment card, letter or appointment slip must be provided for any absence to be authorised. The school requires sight of an appointment card or letter in order to authorise any absence from school. If medical appointments are attended at the start of the day, causing the student to arrive late, medical evidence (as above) must be provided or a correction will be issued.

Following an explanation from parents/carers regarding a student's absence, the school will decide whether or not it accepts the explanation and authorise/unauthorise accordingly.

Absence which hasn't been explained will remain as unauthorised.

### **How we respond to Absence/Lateness**

If a student is absent at morning registration without contact from a parent/carer to explain the absence, the school will contact parents/carers. We take our safeguarding responsibilities seriously and will always do our best to contact parents/carers to ensure that they are aware of their child's absence. Contact will be to call/text landline numbers and mobile numbers for priority 1 and 2 contact numbers. Alternatively, where a message has been left, a parent should contact the Attendance Co-ordinator to inform us of the reason for their child's absence. The school asks that parents/carers ensure that we have the most up to date contact details at all times.

If no response is received, the school may send a member of staff to the student's home to carry out a welfare check.

All absence notes will be retained.

Where a student's continued absence is cause for concern, the school will write to parents/carers and/or invite the parents/carers into school or visit parents/carers at home.

Where no sustained improvement in attendance is demonstrated despite intervention, the Fast Track to Attendance process will be followed (Appendix 3). Penalty notices may be issued in line with the Local Authority's Code of Conduct.

### Promoting good attendance

The school will use opportunities as they arise to remind parents/carers, that it is their responsibility to ensure that their children receive their education. This will be achieved through regular comment in our newsletters, information on our website, our Home/School agreement and regular assemblies to promote



attendance with the students including student briefing, attendance displays, Year 11 Prom eligibility and rewards trips.

#### Holidays in term time

Normally holidays during term time will not be authorised and will be considered an unauthorised absence from school. Parents will be fined for unauthorised holidays in accordance with NYCC procedures. The Attendance Co-ordinator will provide the HT with detailed info about students requesting holidays using a holiday request form so that an informed decision can be made as to fining.

#### Attendance Awards

Individuals with 100% or improved attendance qualify for entry into a draw every half term. In addition, students will be sent a certificate each half term for 100% attendance or improving attendance.

#### Managing Attendance

##### Wave 1

Students with attendance at 96% and above may be rewarded for excellent attendance and will be monitored weekly in Mentor Groups using the attendance tracking system

##### Wave 2

Students with attendance below 96% will be managed using the attendance tracking system in form groups. On a weekly basis, form tutors are expected to hold learning conversations with students about their attendance and give students time to record their percentage in their planner. Form tutors are expected to challenge poor attendance and encourage students who are making progress in improving their attendance.

##### Wave 3

Students with an attendance 95.9 - 91% will be monitored by Faculty Leaders and The Attendance Co-ordinator, who will look at the students' profile to ascertain patterns and reasons for absence.

The Faculty Leader and the Attendance Co-ordinator will discuss all wave 3 students with the Assistant Head at the fortnightly meetings.

Letter 1 (stage 2) sent at below 94%, letter 2 (stage 3) sent at below 92%. Stage 4 – fast track process.

The following actions will be considered on a case by case basis:

- a) A series of home visits with the relevant Faculty Leader to bring the student into school
- b) A referral to involve other agencies with family support
- c) A formal attendance contract
- d) 10 day monitoring period
- e) Panel meetings and resulting reviews
- f) Pace Caution arrangements
- g) A personalised curriculum placement resulting in approved educational activity
- h) A referral to medical professionals resulting in outreach tuition.

#### Persistent Absence

A student becomes a Persistent Absentee when they miss 10% of their schooling across the academic year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents'/carers' fullest support and co-operation to tackle this. Any student whose attendance has reached the PA threshold or is at risk of moving towards that threshold is given priority for intervention. Intervention may be via:

- An action plan to improve attendance will be created which may involve a family support plan and referrals to other agencies alongside meetings between relevant school staff and parents/carers.

- Where parents/carers fail to co-operate with support and strategies provided by the school, further advice may be sought which could lead to legal sanctions being imposed.

Persistent Absence data is communicated to the relevant Local Authority via the School Census on a termly and annual basis.

### **Re-integration following Long-term Absence**

Where a student has been absent for a prolonged period of time, perhaps due to illness, the school will:

- Welcome the student back to the school and value their return
- Provide support for the student in consultation with parents/carers to enable a successful return to the school.
- Ensure that all relevant staff are informed of the circumstances.
- Work with other agencies, where appropriate, to ensure a successful outcome.
- Consider a personalised programme of return if appropriate, making use of Inclusion, the school's base for vulnerable students.
- Nominate a key member of staff to monitor and review the student's return.

### **The Language of attendance**

The following language should be used in all discussions regarding attendance and also when commenting on a student's attendance in any type of written document such as a school report:

*100% Outstanding*

*98-99% Excellent*

*96-97% Good*

*90-95% Requires improvement*

*Under 90% Serious cause for concern*

*Under 85% Very serious cause for concern*

It is important that all communications about attendance reflect the above judgements. However, it is also crucially important that a degree of sensitivity is used in cases where students have very genuine reasons for absence such as a serious illness or a bereavement. It is always important to find out the reason for absence before having a conversation with a student/parent/carer or external agency.

## Appendix 1: Attendance Codes

<b>Code</b>	<b>Description</b>	<b>Meaning</b>	<b>For statistical purposes</b>
<b>/</b>	Present (am)	Present	
<b>\</b>	Present (pm)	Present	
<b>B</b>	Off-site educational activity	Approved education activity	Counted as physically present
<b>C</b>	Leave of absence authorised by the school	Authorised absence	
<b>D</b>	Dual registered – at another educational establishment	Approved education activity	Counted as physically present
<b>E</b>	Excluded – no alternative provision made	Authorised absence	
<b>G</b>	Family Holiday ( <b>NOT</b> authorised by the school or days in excess of agreement)	Unauthorised absence	
<b>H</b>	Family Holiday authorised by the school	Authorised absence	
<b>I</b>	Illness ( <b>NOT</b> medical or dental etc appointments)	Authorised absence	
<b>J</b>	Interview	Approved education activity	Counted as physically present
<b>L</b>	Late (before registers close at 9.30am)	Present	
<b>M</b>	Medical/Dental appointments	Authorised absence	
<b>N</b>	No reason yet provided for absence	Unauthorised absence	
<b>O</b>	Unauthorised absence (not covered by any other code/description)	Unauthorised absence	
<b>P</b>	Approved supervised sporting activity	Approved education activity	Counted as physically present
<b>R</b>	Religious observance	Authorised absence	
<b>S</b>	Study leave	Authorised absence	
<b>T</b>	Gypsy, Roma and traveller absence	Authorised absence	
<b>U</b>	Late (after registration closes)	Unauthorised absence	
<b>V</b>	Educational visit or trip	Approved education activity	Counted as physically present
<b>W</b>	Work experience	Approved education activity	Counted as physically present
<b>X</b>	Non-compulsory school age absence	Not counted in possible attendances	
<b>Y</b>	Unable to attend due to exceptional circumstances (enforced closure)	Not counted in possible attendances	
<b>Z</b>	Pupil not yet on the admission register	Not counted in possible attendances	
<b>#</b>	Planned whole or partial school closure	Not counted in possible attendances	

## **Appendix 2: Religious Observance**

Authorised absence may be granted for religious observance, for example, Eid. The Department for Education definition is as follows:

**“Absence to take part in any day set aside exclusively for religious observance by the religious body to which the parents belong, including religious festivals.”**

If the religious body has not set the day apart, there is no requirement for the school to approve the absence or grant leave of absence.

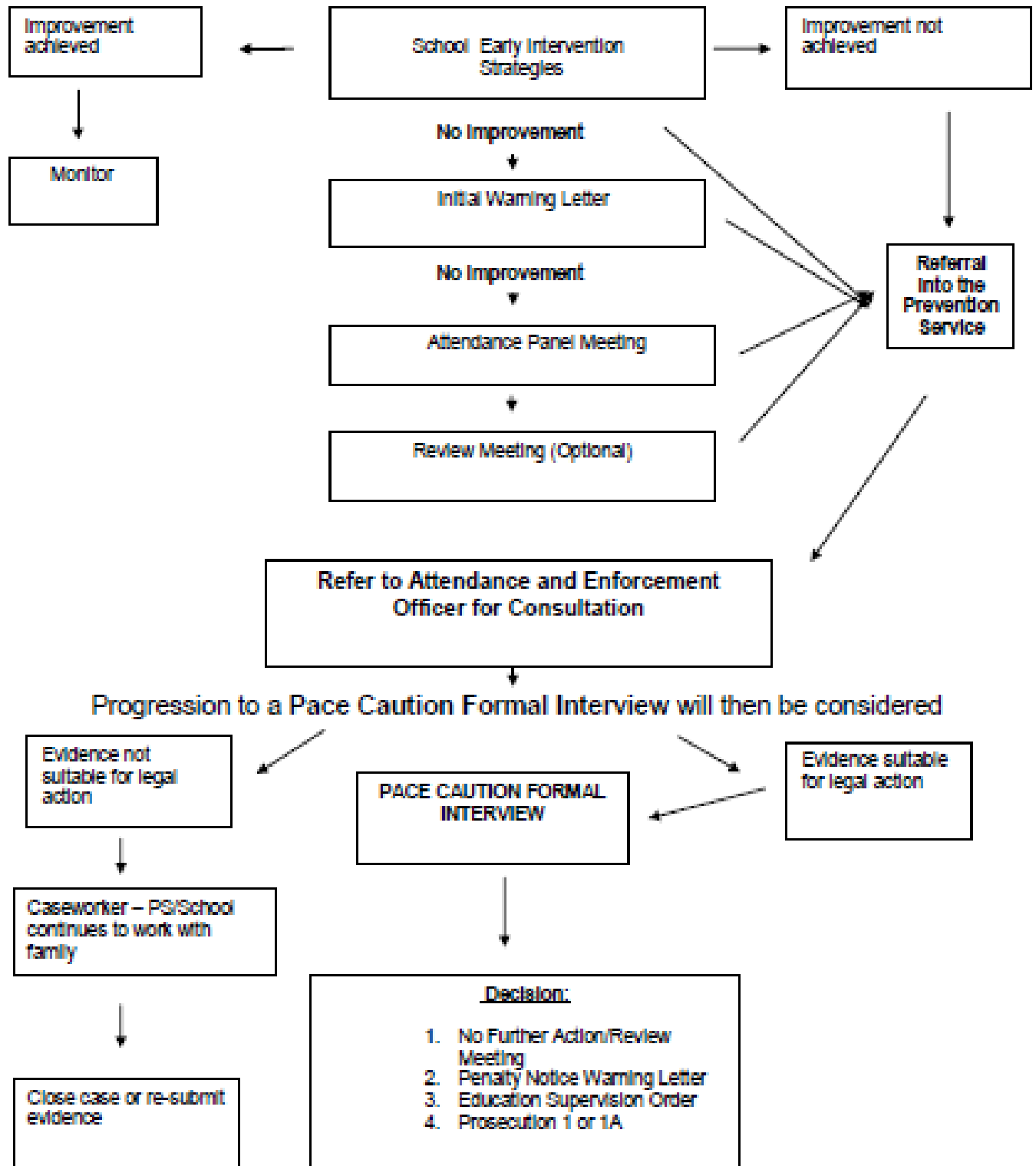
Individual religions and their religious observance are too numerous to detail in this document.

Parents should contact the school to request leave of absence for all religious observance.

## **Appendix 3: Persistent Absence 2017-18**

There has been a change to the way that PA's are worked out. A student is now classed as a Persistent Absentee if they miss 10% or more of their own possible sessions rather than if they reach a standard threshold.

**Appendix 4: Referral pathway for Fast Track procedures**



*This Policy was reviewed by the Resources Committee on a annual cycle and must be signed by the Chair of Governors and Headteacher.*

Policy Reviewed:	
Next Review:	
Signature of Chair of Governors:	Signature of Head Teacher:

***Please ensure you complete the Equality Impact Assessment below***

### **Equality Impact Assessment Form**

1. Title of policy, project or practice being reviewed or planned

Attendance and Punctuality Policy
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2. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

A new appendix has been added referring to Religious Observance as a possible reason for absence. There is also a reference to the provision we offer students with on-going medical conditions (G21) and the procedures for return from long term absence, which may affect someone from one of the protected groups.
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3. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Group	Characteristics /	Yes (brief explanation)	No
Age (staff only)			X
Disability			X
Gender			X
Gender reassignment			X
Marriage / civil partnership			X
Pregnancy / maternity			X
Race / ethnicity			X
Religion / belief			X
Sexual orientation			X

5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

Not applicable

6 Outline the decision made and actions planned.

Not applicable