EGGINTON PRIMARY SCHOOL

Attendance and Truancy

Date	Review Date	Strategic Lead	Attendance Champion	Nominated Governor
September 23	September 24	J. CUNNINGHAM	J. CUNNINGHAM	To be confirmed

Start of School	Class Register closing time	End of School
8.50am	9.00am	3.20pm

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- Data Protection Act 2018
- Criminal Justice and Courts Services Act 2000
- Education (School Attendance Targets) (England) Regulations 2005
- Education (Pupil Registration) (England) Regulations 2006
- Education (School Attendance Targets) (England) Regulations 2007
- Education (School Attendance Targets) (England) (Amendment) Regulations 2010
- Education (Pupil Registration) (England) (Amendment) Regulations 2010
- Equality Act 2010
- Education (Pupil Registration) (England) (Amendment) Regulations 2013
- Education (Penalty Notices) (England) (Amendment) Regulations 2013

The following documentation is also related to this policy:

- School Attendance: Guidance for maintained schools, academies, independent and local authorities May 2022 (DfE)
- Improving school attendance: support for schools and local authorities (GOV.UK)
- Advice on School Attendance (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Improving Attendance at School (DfE)
- School attendance parental responsibility measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

School Expectations

We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all our children take full advantage of the educational opportunities available to them and to raise standards by promoting regular attendance and punctuality of pupils.

We are committed to providing an education of the highest quality for all our pupils. We believe high attainment depends on good attendance. We expect all school personnel to support and promote excellent school attendance by acting as role models and to work hard to provide a learning environment in which all pupils are eager to learn, feel valued and enjoy coming to school. School personnel have a responsibility for identifying trends in attendance and punctuality.

EGGINTON PRIMARY SCHOOL

We believe it is essential to regularly remind parents of the importance of good attendance and its links to pupil attainment. The Education Act 1996 clearly states that the prime responsibility of parents/carers is to ensure that their children attend school regularly. We have a duty to monitor pupils' attendance through daily registration and will address all poor or irregular attendance by contacting and discussing the situation with parents. We will inform the local authority of pupils who are regularly absent from school or have missed ten days or more without permission. The local authority must have in place 'robust procedures and policies' to enable them to meet their duty in relation to Children Missing from Education (CME).

We ensure school personnel, pupils and parents/guardians understand that pupil absence from school is a potential safeguarding risk. Therefore, we have in place a first day contact supervisor who is responsible for monitoring pupil attendance and will make contact with parents if the school has not been informed of their child's absence. We have a duty to establish the whereabouts of all absent pupils and will send a member of the school personnel to a child's home if contact cannot be made by phone with the child's parents/carers. We will inform the police if there is no answer when school personnel visit the family home. For all pupils we have in place at least two emergency contact phone numbers for different adults associated with each pupil.

We believe truancy is a matter that we treat very seriously as we feel pupils are not only losing valuable learning time but they are putting themselves at serious risk as the school and their parents are not aware of their whereabouts. We have a duty to ensure that all parents are aware of our *'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school'*. Parents have a duty to ensure their children are well behaved and attend school regularly as *'good behaviour and attendance are essential to children's educational prospects'.*

We are aware that *'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school'* while *'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school'.* We believe it is essential to have a strong working relationship with the Education Welfare Service which provides support for pupils and their families in order promote good pupil attendance and to reduce truancy.

We are aware that leave of absence can only we granted to a pupil only in exceptional circumstances and in authorising a holiday in term time, we will take into account the child's attendance record, the child's age, the reason for the trip, the time in the academic year and the employment difficulties that parents face by taking holidays in school holiday time. We will exercise a consistent approach and ensure fairness for all pupils.

Equality

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. We have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

1. Aims

- To offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all stakeholders
- To create a culture in which good attendance is accepted as the norm
- To demonstrate that good attendance and punctuality is valued by the school
- To maintain and develop effective communication regarding attendance between home and school
- To ensure the safeguarding of pupils by establishing the whereabouts of all absent pupils by making contact with parents if the school has not been informed of their child's absence
- To ensure compliance with all relevant legislation connected to this policy
- To have in place procedures to prevent truancy
- To work with other schools to share good practice in order to improve this policy

Responsibility for the Policy and Procedure

2. Role of the Governing Body

The governing body:

- has delegated powers and responsibilities to the headteacher to ensure all school personnel are aware of and comply with this policy
- has appointed a strategic lead for school attendance
- has appointed an attendance champion
- promotes the importance of attendance and punctuality with all stakeholders
- ensures compliance with all statutory pupil registration regulations
- has appointed a first day contact supervisor
- ensures the first day contact supervisor identifies and follows up all absence and lateness
- ensures that the attendance policy is carried out
- sets statutory attendance targets for the year that are realistic and challenging in order to raise school attendance
- asks questions about trends and what is being done to prevent persistent poor attenders
- monitors termly progress towards these targets by considering the following questions:

  ☐ Has attendance improved?
  ☐ Has punctuality improved?
  ☐ Has parental response to absences improved?

- ensures the headteacher exercises discretionary power to authorise absence in extenuating circumstances for up to 10 days in an academic year between September and July which may include term time holidays
- ensures the headteacher does not authorise absence if it is to the detriment of a child's education
- has responsibility for ensuring that the school complies with all equalities legislation
- ensures funding is in place to support this policy
- ensures this policy and all policies are maintained and updated regularly
- ensures all policies are made available to parents
- makes effective use of relevant research and information to improve this policy

3. Role of the Headteacher/Strategic Lead for School Attendance

The headteacher will initiate an effective whole school strategy for attendance by:

Leadership and Management

- having a clear vision and high expectations for attendance which is communicated to and understood by school personnel, pupils and parents
- ensuring all stakeholders understand that absence from school is a potential safeguarding risk
- ensuring all stakeholders understand their role in keeping pupils safe
- expecting good attendance and punctuality from everyone and ensuring pupils understand its importance
- making clear that absence affects attainment, wellbeing and wider outcomes
- empowering school personnel to take responsibility for attendance
- recognising attendance as an important area for school improvement
- ensuring attendance is resourced appropriately in order to create, build and maintain systems and performance
- ensuring school personnel receive professional development and support to deploy attendance systems effectively
- ensuring governors have an accurate view of school attendance and engage in ways to improve it when appropriate
- providing leadership and vision in respect of equality
- providing guidance, support and training to all school personnel especially on bullying and the needs of vulnerable groups

Relationships and Communication

- raising the profile of pupil attendance with pupils and parents
- creating a welcoming and positive culture across the school
- building respectful relationships with all stakeholders in order to secure their trust and engagement
- communicating openly and honestly with school personnel and parents about what is expected of them in regard to school life and school performance
- liaising with external agencies working with pupils and parents to improve attendance;
- expecting school personnel to:

  - ☐ treat pupils with dignity and respect
  - ☐ take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively
  - ☐ understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff
  - ☐ communicate effectively with families regarding pupils' attendance and wellbeing

Systems and Data

- using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences
- ensuring these systems are inclusive and appropriate to all pupils
- making sure escalation procedures to address absence are:

  - ☐ initiated proactively
  - ☐ understood by pupils and parents
  - ☐ implemented consistently and their impact reviewed regularly

- ensuring all school personnel know and understand their responsibilities for attendance
- having in place robust systems to provide useful data at cohort, group and individual pupil level in order to give an accurate view of attendance, reasons for absence and patterns amongst, such as:

  - ☐ children who have a social worker including looked-after children
  - ☐ young carers
  - ☐ children who are eligible for free school meals
  - ☐ children who speak English as a second language
  - ☐ children who have special educational needs and disabilities

- monitoring and analysing attendance data regularly to:

  - ☐ allow early intervention to address issues
  - ☐ identify when a pupil's attendance starts to drop so that the school proactively engage with the pupil and his/her parents early before it becomes a big issue
  - ☐ pick up patterns

- providing regular reports to school personnel to enable them to track attendance of pupils and to implement attendance procedures

Intervention

- delivering intervention in a targeted way in response to data or intelligence
- monitoring and analysing attendance data regularly to ensure that intervention is delivered quickly to address absence
- using attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance
- creating action plans in partnership with families and other agencies that may be supporting families;
- commissioning or delivering interventions to improve attendance
- monitoring the intervention, making adjustments if necessary and using findings to inform future strategy;
- identifying the reasons where interventions fail to address attendance issues and, where appropriate, change or adjust the intervention accordingly
- following local authority codes of conduct, policies and procedures
- making referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers/threshold are met

Pupils at Risk of Persistent Absence

- establishing procedures to deal with pupils who may be at risk of persistent absence such as:

  - ☐ sending letters to parents and carers
  - ☐ having a weekly review
  - ☐ engaging with local authority attendance teams and/or independent attendance organisations;
  - ☐ using fixed penalty notices
  - ☐ engaging with children's social care staff

Persistently Absent Pupils

- establishing clear and effective service level agreements with external partners to support pupils with persistent absence namely:

- local authority education welfare and attendance services
- independent attendance organisations
- alternative providers
- youth services
- social nursing and mental health professionals
- children's social care staff where appropriate

- establishing good relationships with:

  - mental health charities
  - mentoring organisations
  - young carers association

- putting in place a system to call pupils who are regularly late or absent before school starts to make sure they are awake, getting ready and planning to come to school.

Safeguarding and Child Protection

- providing safeguarding and child protection information to ensure parents are aware of:

  - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
  - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
  - the Safeguarding and Child Protection policy
  - safeguarding procedures in place
  - all safeguarding policies
  - their role in safeguarding and child protection

(Amended from 'Improving school attendance: support for schools and local authorities' (DfE))

Risk Assessments

- ensuring risk assessments are:

  - in place and cover all aspects of this policy
  - accurate and suitable
  - reviewed annually
  - easily available for all school personnel

Policy Effectiveness

- monitoring the effectiveness of this policy by:

  - monitoring trends and patterns as highlighted in attendance data
  - achieving results above the national average
  - looking at results from parent, pupil and school personnel questionnaires

Reporting
- annually reporting to the governing body on the success and development of this policy.

4. Role of School Attendance Champion (Headteacher)

The school attendance champion will:

- offer a clear vision for attendance improvement
- evaluate and monitor expectations and processes
- oversee data analysis
- regularly communicate messages to pupils and parents

5. Role of the First Day Contact Supervisor

The first day contact supervisor must:

- implement this policy with the head
- understand the barriers to pupil attendance
- try to understand why a pupil is regularly late or has poor attendance
- monitor pupil attendance and will make contact with parents if the school has not been informed of their child's absence
- monitor pupils with low attendance and work with them to improve
- develop attendance plans for individual pupils
- build relationships with Pupil Premium children and their parents
- ensure the following procedure is carried out each day:

  ☐ Telephone pupils who are regularly late or absent before school starts to make sure they are awake, getting ready and planning to come to school
  ☐ Collect registers once registration has been completed
  ☐ Monitor registers
  ☐ Listen to absence calls and text messages
  ☐ Read emails from parents
  ☐ Make a list of absence pupils without no explanation
  ☐ Double check the list before calling parents/carers to establish the whereabouts of absent pupils
  ☐ Contact parents/carers if they have not reported their child's absence by 9.20am
  ☐ If unable to make contact with parents/carers then call everyone on the contact list
  ☐ Leave voicemail and text messages in all cases
  ☐ Use school intelligence to establish any information about the unexplained absence
  ☐ Check if the absent pupil has been seen in the locality, as we are seeking intelligence from others, such as pupils and parents, in order to establish the whereabouts of the absentee
  ☐ If still no contact with the parents/carers, then repeat the calls
  ☐ Contact the key worker if a child is on the child protection register and no reason has been given for the child's absence
  ☐ If still no contact, then send appropriate school personnel to the family home
  ☐ If no contact has been made even after visiting the family home of an absent pupil, then inform children's services/the police
  ☐ Continue to contact the parents/carers throughout the day until contact is made
  ☐ Inform the headteacher and the designated safeguarding lead of the situation
  ☐ Keep a log of all actions

- keep an up-to-date list of at least two emergency contact phone numbers for different adults associated with each pupil
- monitor individual and class attendance on a daily basis
- keep the Headteacher informed of attendance figures and trends

- organise meetings between the headteacher and parents to discuss their child's poor attendance
- organise meetings between the headteacher and parents to discuss their child's truancy
- organise meetings between the headteacher and parents to discuss their application for a term time holiday
- analyse school attendance data and compile attendance data reports for the headteacher, the governing body and the Educational Welfare Officer (EWO)
- ensure registers are distributed to the teaching staff and are kept up to date

6. Role of Attendance Officers, Pastoral Personnel and Family Support Workers

Attendance officers, pastoral personnel and family support workers will:

- engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and manage moves
- provide appropriate support and challenge to establish good registration practice
- carry out robust first-day calling procedures including priority routine for vulnerable children including children with a social worker
- undertake home visits in line with school policy to engage families and ensure children are safe
- identify and mitigate potential barriers to good attendance in liaison with families and relevant support agencies
- implement punctuality routines such as late gate or sign in procedures
- implement children missing in education procedures when appropriate
- ensure parents fully understand the demands and responsibilities of elective home education
- arrange meetings for pupils with additional vulnerabilities and multi-agencies outside lesson time
- when dealing with pupils at risk of persistent absence:

  ☐ provide weekly attendance reports to the SENDCo, the designated safeguarding lead and the pupil premium lead
  ☐ initiate and oversee the administration of absence procedures

- provide regular reports to leaders on the at-risk cohort
- provide regular reports to raise awareness of emerging at-risk pupils to:

  ☐ local authority attendance teams or
  ☐ independent attendance organisations

- when dealing with pupils who are persistently absent:

  ☐ develop and implement persistent absence action plans with pupils and parents which addresses barriers and help establish positive attendance routines
  ☐ identify tailored intervention which meets needs of the pupil
  ☐ lead daily or weekly check-ins to review progress and impact of support
  ☐ make regular contact with parents to discuss progress
  ☐ hold regular meetings or reviews of caseload with the local authority attendance team, external partners and alternative providers to check welfare and review progress
  ☐ liaise with school leaders on referrals to external agencies and multi-agency assessments
  ☐ coordinate and contribute to multi-agency meetings to review progress and agree on actions
  ☐ work in partnership with local authority attendance teams and other agencies to ensure the appropriate use of statutory parental responsibility measures
  ☐ provide regular reports to leaders on the impact of action plans and interventions

(Amended from 'Improving school attendance: support for schools and local authorities' (DfE))

7. Role of the Data Protection Officer

The data protection officer will:

- have expert knowledge of data protection law and practices
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws
- ensure data management is strengthened and unified
- monitor compliance with the GDPR and other data protection laws
- manage internal data protection activities
- ensure risk and impact assessments are conducted in accordance with ICO guidance
- report data breaches within 72 hours
- ensure individuals have greater control over their personal data
- ensure that prior to the processing of an individual's data that:

  - ☐ the process is in line with ICO guidance
  - ☐ the process is transparent
  - ☐ the individual will be notified
  - ☐ the notification is written in a form that is understandable to children
  - ☐ when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications

- share an individual's data where it is a legal requirement to provide such information
- process all written subject access requests from individuals within 40 days of receiving them
- have in place a formal contract or service level agreement with a chosen data processor who is Data Protection Act 2018 compliant
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance
- train school personnel
- conduct audits
- be the first point of contact for supervisory authorities and for individuals whose data is processed;
- keep up to date documentation of all data protection activities
- work closely with the headteacher and nominated governor
- periodically report to the headteacher and to the governing body
- annually report to the governing body on the success and development of this policy

8. Role of School Personnel

School personnel will:

- comply with and implement this policy
- be aware of all other linked policies
- reinforce attendance and punctuality expectations continually with pupils
- emphasise the importance of attendance and its impact on attainment
- promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom
- promote rewards and celebrate progress but continue to outline sanctions
- apply rewards and sanctions consistently – 'Eggcellent Attendance'
- follow up on absence and lateness with pupils to identify barriers and reasons for absence
- contact parents and carers regarding absence and punctuality

- review class attendance weekly to share data, identify issues, intervene early and help set targets
- consider the individual needs and vulnerabilities
- in regard to pupils at risk of persistent absence, undertake the following by:

  - ☐ welcoming pupils back following an absence and provide good catch-up support to build confidence and bridge gaps
  - ☐ meeting with pupils to discuss absence, patterns, barriers and problems
  - ☐ establishing action plans to remove barriers, provide additional support and set targets
  - ☐ leading daily or weekly check-ins to review progress and the impact support
  - ☐ making regular contact with families to discuss progress
  - ☐ considering what support for re-engagement might be needed

- in regard to pupils who are persistently absence, undertake the following by:

  - ☐ preparing supporting resources to ensure pupils can access learning when they return
  - ☐ developing targeted intervention to address gaps and build pupils confidence
  - ☐ contributing to action plans which attendance school personnel draw together where appropriate
  - ☐ providing tailored praise and encouragement when pupils attend and arrive on time

- set an example of punctuality and good attendance
- ensure registration is taken at the start of the morning session and at the beginning of the afternoon session
- ensure pupils are aware that registration is a significant part of the school day;
- ensure registers are up to date
- be responsible for identifying trends in attendance and punctuality by monitoring class and individual attendance patterns
- inform the school office of any concerns about attendance or suspected truancy
- emphasise the importance of punctuality and good attendance with pupils and parents
- discuss individual pupil attendance at parent-teacher consultations

School personnel:

- **who work directly with children** must read both **Part One and Annex B** of 'Keeping Children Safe in Education' (KCSiE) guidance
- **who do not work directly with children** can either read **Part One or Annex A**
- must understand their roles and responsibilities
- must:

  - ☐ understand that safeguarding and promoting the welfare of children is everyone's responsibility
  - ☐ attend appropriate safeguarding and child protection training at induction
  - ☐ be made aware of the following policies:

    - Safeguarding and Child Protection
    - Behaviour

  - ☐ attend regular updated safeguarding training
  - ☐ be aware of all safeguarding systems within the school
  - ☐ be in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating
  - ☐ have responsibility to provide a safe environment in which children can learn
  - ☐ be prepared to identify children who may benefit from early help

☐ follow the processes as set out in KCSiE if they have any concerns about a child's welfare
☐ be aware of the process for making referrals to the local authority
☐ support social workers and other agencies following any referral
☐ report to the designated safeguarding lead any concerns they have regarding a child
☐ know what to do if a child tells them they are being abused, exploited or neglected
☐ be able to reassure victims that they are being taken seriously and that they will be supported and kept safe
☐ be familiar with 'Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)'

9. Role of Parents

Parents/carers will:

- comply with this policy
- work as partners with the school in the education of their children
- ensure their children of compulsory school age receives suitable full-time education
- ensure their children are punctual and know the importance of good attendance
- inform the school on the first day of absence
- inform the school of any changes to their contact details
- collect their children on time
- take part in periodic surveys conducted by the school
- avoid taking family holidays in term time
- be aware that the headteacher, when considering an application for a term time holiday request, will consider the:

  ☐ time of year of the proposed trip
  ☐ length and purpose of the holiday
  ☐ impact on continuity of learning
  ☐ circumstances of the family
  ☐ overall attendance of the child
  ☐ wishes of the parents

- be aware that where parents fail to seek permission for time off, then the absence will be treated as unauthorised
- be aware that it is not advisable to apply for a term time holiday during the following times of the year:

  ☐ the first six weeks of any academic year
  ☐ during Y6 transition week
  ☐ during Y6 SATs week

- be encouraged to take an active interest in their child's work and to take an active role in the life of the school by attending:

  ☐ parent-teacher consultations
  ☐ class assemblies
  ☐ school performances
  ☐ fundraising and social events

- encourage effort and achievement
- encourage completion of homework and return it to school

- provide the right conditions for homework to take place
- expect their child to hand in homework on time
- join the school in celebrating success of their child's learning
- supporting the school code of conduct and guidance necessary to ensure smooth running of the school.

10. Role of the Local Authority

The local authority and external partners will:

- monitor and interrogate local and national data, feedback from schools and intelligence from partner agencies to develop and local authority wide strategy to improve attendance and monitor impact;
- monitor and share relevant absence information with schools for specific groups including those with protected characteristics
- maintain regular communication and build relationships with school leaders through local networks and forums, to share local and national data, disseminate best practice and respond to intelligence from school leaders
- use children's services team to facilitate community strategies and initiatives
- engage partners from virtual school, early help and social care teams to ensure that they understand attendance expectations and ensure that the vulnerable cohort they serve are supported to sustain good levels of attendance
- work closely with local health services and school nursing teams to ensure practitioners understand attendance requirements/responsibilities and work collaboratively with them to link families into the right support
- establish and implement robust children missing education procedures to follow up reports from school and other educational organisations within agreed timescales
- ensure that parents fully understand the demands and responsibilities of elective home education;
- in regard to pupils at risk of persistent absence:

  ☐ have a clear process for how attendance issues should be managed and escalated if unresolved, making clear to follow different steps of intervention and involving all relevant agencies

- in regard to pupils who are persistently absent will:

  ☐ consider using the full range of parental responsibility measures, such as:

  - fast track
  - parenting contracts
  - parenting orders
  - educations supervision orders
  - penalty notices
  - prosecution

  ☐ use supportive measures alongside sanctions to change parental behaviour
  ☐ build relationships with families of persistently absent pupils and provide practical support to unblock barriers to attendance
  ☐ coordinate strategies and services to ensure that messages on attendance are consistent and that information is shared appropriately

(Amended from 'Improving school attendance: support for schools and local authorities' (DfE))

11. Role of External Agencies

Virtual School Headteachers will:

- monitor the attendance of looked-after children
- for looked-after children ensure personal education plans identify and address any barriers to good education
- set aspirational targets for attendance with personal education plans
- provide training for designated teachers about their role in promoting the attendance of looked-after and previously looked-after children
- provide advice and guidance to those services supporting previously looked-after children and their families about promoting and securing good attendance

School nursing teams

- may provide support to help implement care plans to support the attendance of pupils with healthcare needs
- will provide support and advice when pupils return to school, such as:

  ☐ attendance routines
  ☐ hospital education provision
  ☐ home tuition
  ☐ medical needs provision

Social workers and family support workers should:

- convey high expectations for attendance
- make sure school attendance is prioritised within multi-agency plans
- in line with local guidance, use children in need or other multi-agency plans to identify barriers to attendance and engage schools and services in providing early intervention support

(Amended from 'Improving school attendance: support for schools and local authorities' (DfE))

12. Role of Pupils

Pupils are responsible for:

- being aware of the school attendance and truancy policy
- arriving at school on time but no earlier than 10 minutes before the official school opening time;
- knowing the value of good attendance
- knowing the seriousness of truancy, attending classes during the school day and not playing truant;
- accepting sanctions if they are caught playing truant
- returning to school after a period of illness
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council
- take part in questionnaires and surveys

13. Dealing with Lateness

The office personnel monitor lateness and inform:

- the headteacher of patterns of lateness
- parents of the school's concerns and arrange a meeting so that the problem can be addressed

14. Dealing with Truancy

If a pupil is thought to be playing truant, then the school will immediately inform:

- the police
- the parent/carer

All truants will receive:

- sanctions
- support
- discussions with the EWO to understand the seriousness of the matter
- a programme of monitoring and support

The police must be informed immediately if a pupil leaves school without prior permission.

15. Pupils with Medical Conditions

We will ensure:

- pupils are not penalised if their absence from school is related to their medical condition such as attending hospital appointments
- parents are aware that:

  - ☐ in order to avoid being fined for non-attendance, they must obtain permission from school in advance of an appointment so that the absence can be treated as authorised
  - ☐ an absence can also be authorised if the child is too ill to attend school and the school is notified as soon as possible
  - ☐ if a pupil's absence is expected to be for more than 15 days, then the local authority is under a duty to ensure that the child receives as normal an education as possible by home teaching, a hospital school or teaching service while he/she is absent;
  - ☐ the school will not encourage non-attendance by frequently sending home a pupil with medical conditions or preventing a pupil from staying for normal school activities including lunch

16. Raising Awareness of this Policy

We will raise awareness of this policy via:

- School handbook/prospectus
- School website
- Staff handbook
- Meetings with parents such as introductory, transition and parent-teacher consultations
- Meetings with school personnel
- Headteacher reports to the governing body
- Email
- Written communications with home such end of monthly newsletters
- Annual report to parents

17. Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:

  ☐ All aspects of this policy
  ☐ Equal opportunities
  ☐ Inclusion

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure

18. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

19. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

20. Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

21. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the governors.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

22. Linked Policies

- Behaviour
- Inclusion
- Data Protection and the General Data Protection Regulation (GDPR)

- Home School Agreement
- Anti-bullying
- Safeguarding and Child Protection

We believe this policy:

- has been reviewed thoroughly by the governor for pupil attendance and the headteacher has been questioned on it to make sure it stands up to scrutiny
- flows and is easy to follow
- is an essential part of the school
- supports staff in managing certain situations
- forms an important framework that will ensure consistency in applying values and principles throughout the school
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates
- provides a roadmap for day-to-day operations
- ensures compliance with laws and regulations, gives guidance for decision-making
- stems from the school's vision and objectives
- has been received by all school personnel via appropriate safeguarding training
- is accessible to all school personnel and a hard copy can be found in the policies folder in the office

Headteacher:	*J. Cunningham* J. Cunningham	Date:	18/09/2023
Chair of Governing Body:	A. Farrow	Date:	27/09/2023

September 2023

We are aware that:

- hospital admissions from flu in England are at the highest level since the winter of 2017-2018
- absence rates across schools in England rose sharply at the start of December as more pupils missed class due to illness
- flu was most prevalent among children aged between five and 14 in the week commencing 5 December 2022
- schools have managed this situation as best they can
- the rise in pupil absence rates is a concern from both a health and education point of view
- there appears to be an unusually high level of illness around at the moment even for this time of year;
- the UK Health Security Agency (UKHSA):

  ☐ urges parents to keep their children off school if they have a fever amid high levels of flu and Covid-19 cases
  ☐ states that currently, flu and Covid cases are circulating at high levels and are likely to increase in coming weeks
  ☐ advises the importance of washing hands and catching coughs and sneezes in tissues
  ☐ advises adults should also stay at home when unwell and wear a face covering if they go out

☐ the uptake of the flu vaccine remains low among nursery and primary children

We have a duty to:

- remind parents that children with a fever should remain home until they feel better and the fever has gone
- ensure school policies reflect this

September 2023

We are aware that the DfE is launching a package of new and innovative measures to ensure that more children are in school every day, including:

- targeted support for individuals for individuals who need it
- a three-year 1-2-1 attendance mentoring pilot beginning in the autumn term and aimed at tackling the factors behind non-attendance such as bullying or mental issues
- access to a powerful new attendance data visualisation tool that will:

  ☐ help spot and respond to issues
  ☐ support the launch of the new, interactive national attendance dashboard alongside the publication of the first full fortnightly attendance data of the term and provide ongoing transparency which will vastly improve potential for insight and analysis of daily, weekly and termly trends

We look forward to these new and innovative measures as new evidence shows that students with the highest attendance throughout their time in school gain the best results.