



Grosvenor Road Primary School

Attendance Policy

Signed:

Headteacher

Date

Chair of Governors

Date

MISSION STATEMENT

Grosvenor Road Primary School believes that the regular education of all children, irrespective of age, gender, race or ability is crucial to each and every pupil. Regular and prompt attendance allows every child access to the education to which they are entitled by law.

Grosvenor Road Primary School will endeavour to work alongside parents, the local community and the Local Authority.

AIMS AND OBJECTIVES

Grosvenor Road Primary School aims to improve attendance figures to 96% and to encourage high levels of attendance and punctuality by promoting the following strategies:

- Demonstrate a strong attendance ethos.
- To have a clear policy on absence.
- To have effective systems for monitoring attendance.
- Use attendance data to improve school and pupil performance.
- Early intervention when individual pupil absence gives cause for concern.
- To reward and celebrate good and improved attendance and punctuality.
- Inform parents of their legal requirements regarding attendance and punctuality.
- Provide clear guidelines for staff on the registration process and the accurate use of register codes.
- Ensure that clear information is regularly communicated to parents/carers in a variety of ways.
- Raise awareness of attendance and punctuality at parent's evenings and new intake meetings.

PROCEDURES AND INTERVENTION TECHNIQUES

We demonstrate a strong evidence ethos by having:

- A whole school approach, which reinforces good attendance, teaching and learning to encourage all pupils to attend and achieve.
- An attendance and behaviour policy, which is easily understood by all and regularly updated and shared with all stakeholders.
- Appropriate attendance targets.
- The Attendance Coordinator monitors attendance weekly.
- Close working relationships with our Education Welfare Officer who will carry out home visits, without prior notification to pupils whose attendance is a concern/unexplained.

- Panel meetings for persistent absentees, held by the Education Welfare Officer and the Attendance Coordinator which may involve other support services where necessary.
- When a child is identified as missing from education, either due to moving out of the authority or leaving school without providing a destination setting, a Child Missing Education (CME) referral will be made to the Local Authority.

ABSENCE PROCEDURES

We expect the parent/carer to make contact with school before 9.45am on each day to report that their child will be absent from school. We encourage parents to inform school via ParentApps in the first instance. The school has a first day response system in place in which the following happens:

- Day one: A phone call or a text message is sent to 1st contact for an absent child.
- If no satisfactory explanation is received the absence counts as unauthorised.
- Registration is the responsibility of the class teacher or teaching assistant and is done twice a day, at 9.00-9.15am and 1.15pm (1.30pm for KS1 and Reception and 1.00pm for the Foundation Stage.)
- The school actively discourages parents going on holiday in term time.

Following Salford City Council guidelines the Attendance Coordinator can issue the request of a penalty notice to parents in the following circumstances:

- For unauthorised holidays in term time. (5 days/10 sessions or more absence.)
- When a child has 10 unauthorised sessions, including unauthorised sessions recorded as a U code in the register, due to arriving late for school (after 9.30am)
 - 1 day=2 sessions.

HOLIDAYS IN TERM TIME

Parents are strongly urged to avoid booking a family holiday during term time. Parents have a legal duty to make sure that their child aged 5-16, if registered at a school, attends that school regularly and is consistently punctual.

The Government legislation does not give ANY entitlement to parents to take their child out of school during term time. Even if a child has good attendance, this will not be taken into consideration. Any absences will be marked as unauthorised unless they are deemed exceptional circumstances (See attached appendix 1.)

Requests for holidays in term time must be sent by letter or email to the Headteacher or Attendance Coordinator. On receipt of the request, parents will be sent a response, indicating whether the school is able to authorise the leave of absence or not. If parents,

contrary to the school refusing the request, still decide to take their child out of school for a leave of absence, then the absence will be coded as unauthorised and a fixed penalty fine may be issued

Under the new legislation from DFE, holidays during term time are not permitted except in exceptional circumstances and under the discretion of the Headteacher. Unauthorised holidays taken during term time may result in a £60 fine per pupil per parent. If the fine is not paid within 21 days, the fine will increase to £120. **IF A CHILD'S ABSENCE HAS BEEN RECORDED AS SICKNESS BUT IT IS LATER PROVEN THAT AN UNAUTHORISED HOLIDAY HAS TAKEN PLACE, A FINE CAN BE ISSUED AFTER THE CHILD RETURNS TO SCHOOL.**

Should a holiday be taken when no written request has been made, a request for the implementation of a penalty notice will be made to the Local Authority.

MEDICAL APPOINTMENTS

Should a child have a medical appointment, it is expected that they return to school to complete the school day. Appointment cards with times and dates should be shown to the school office staff when taking your child out. **FAILURE TO PRODUCE MEDICAL EVIDENCE WILL RESULT IN AN UNAUTHORISED ABSENCE.**

PERSISTENT ABSENCE

Pupils are categorised as being 'persistently absent' if they accumulate 10% or more absences (below 90 %.) For children whose attendance falls in the 'persistent absence' category, school will refer to the Education Welfare Officer who may implement the Government's 'Fast Track to Prosecution' scheme.

During these meetings:

- An action plan will be compiled with input from the parent/carer and school.
- Targets will be agreed and reviewed.
- There will be a focus on how the school can support the child and his/her family to promote improved attendance, progress, and attainment in school.
- A contract will be agreed.

If there is no improvement in attendance then the matter may proceed to Court.

DEFINITIONS

Authorised absence

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school received notification from a parent or guardian. For example, if a child has been unwell and the parent has followed the procedures as set out in the policy.

Only the school can authorise an absence. Parents do not have this authority and consequently not all absences supported by parents will be classified as authorised.

Unauthorised Absences

An absence is classified as unauthorised when a child is away from school without the permission of the school.

Therefore, the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

Religious Observances

The school will authorise religious observances e.g. Diwali and will need a letter or email from the parent/carer to the Headteacher or Attendance Coordinator explaining the details of the absence.

The school will provide alternative educational provision for the children who cannot participate in the school's Christian Celebrations e.g. Christmas Nativity rehearsals, concerts, Christmas Parties and Easter Productions due to their religious beliefs.

Details of the alternative education will be provided to the parents/carers of the children concerned at the appropriate times.

Absences will not be authorised for families who do not participate in the offered educational provision.

Punctuality

Punctuality is vital to the education process.

If your child misses the start of the day, they can miss work and do not spend time with their class teacher missing vital information and news for the day. This can significantly reduce achievement, regardless of academic ability. Pupils who arrive late also disrupt lessons, which can be embarrassing for the child and can in turn, encourage absence. Parents must take responsibility for getting children to school on time.

In accordance with the COVID-19 Return To School Risk Assessment, staggered start arrangements are in place. The doors open at 8.40am-8.55am for EYFS and KS1 and 9.00-9.15am for KS2. The start of the school day is 8.55am for EYFS and KS1 and 9.15am for KS2
Updated 21st July 2020

children. Children arriving after their allotted time must enter through the main entrance, where their parent/carer will have to sign in at reception, and offer reasons for lateness. Children must be accompanied to the office by an adult if late.

Children will receive a late mark (L) if they are not in by their allotted time.

At 9.30am the registers are closed for EYFS and KS1 and 9.45am for KS2. In accordance with the Regulations, if a child arrives after that time they receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that parents face the possibility of a Penalty Notice if the problem persists. An arrival after 9.30am for EYFS and KS1 and after 9.45am for KS2 will be marked as an unauthorised absence. (U code.)

Persistent latecomers will be referred to the Education Welfare Officer.

Rewards

Good attendance and punctuality are vital to the progress of our pupils at school. At Grosvenor Road Primary School we promote good attendance in many ways:

- The Headteacher gives certificates to the classes with the best attendance in a weekly assembly and a trophy for the week.
- The classes with the best attendance for the half term will receive a treat in class.
- Each week some pupil's with 100% attendance will receive a certificate, pencil and sticker in the attendance assembly on Monday afternoons.
- At the end of each term, all children with at least 96% attendance will receive a good attendance badge and additionally all children with 100% attendance will receive a certificate.

MONITORING AND EVALUATION

Grosvenor Road Primary School will evaluate the effectiveness of its strategies annually. The Senior Leadership Team are involved in monitoring and evaluation.

DATE: 21/07/2020

SIGNED: Mr J L Pridden

REVIEW: 04/01/2021

APPENDIX 1 COVID-19 – ADDITIONAL MEASURES SEPTEMBER 2020

The following measures will be implemented in line with Covid-19 Return To School Risk Assessment September 2020:

Staggered Arrival Times

EYFS and KS1:

Start: 08.40-08.55

Finish: 15.00

KS2:

Start: 09.00-09.15

Finish: 15.15

APPENDIX 2 ADDITIONAL GOVERNMENT GUIDANCE ISSUED 9TH JULY 2020



Department
for Education

Checklist for school leaders to support full opening: behaviour and attendance

Introduction

This checklist is to assist all school leaders and staff in preparing to welcome back all pupils full-time from the beginning of the autumn term (see [full opening guidance](#)). It is a tool for schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive. The tool is intended for mainstream schools and has been developed by the Department for Education (DfE) with input from the Department's Lead Behaviour Adviser, Tom Bennett, and the [behaviour adviser team](#).

As set out in the [full opening guidance](#) for schools, for the new school year we are asking schools to work with families and local authorities to secure regular school attendance and to evaluate their behaviour policies and practices, ahead of welcoming all pupils back this autumn. Over the last few months schools and parents have worked hard to support children and young people, either in the classroom or remotely, to continue their education. Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Schools will need to make changes to reset behaviour and attendance expectations and consider additional support to successfully reintegrate pupils back.

School leaders will be best placed to use this advice to develop their own plans for re-engaging pupils in a way that works for their pupils' needs and in line with the following key actions:

1. Plan
2. Communicate
3. Be consistent
4. Support
5. Monitor and Improve

The DfE guidance on [attendance](#) and [behaviour](#) includes advice on the powers and duties schools have to support good behaviour and attendance.

1. PLAN: ensure your school has clear, consistent and robust behaviour and attendance policies and practices in place

- ✓ Review existing behaviour and attendance policies, systems and practices.

For behaviour:

- ✓ Set clear, reasonable and proportionate standards of behaviour. Make things as simple as possible so that the plans can be remembered and understood easily by everyone.
- ✓ Plan new routines, habits and systems, including:
 - expectations for arriving at and leaving school (including behaviour on public transport)
 - hygiene practices
 - lunch and break time routines
 - any transitions between lessons
 - staff supervision of movement during social times
 - safe use of school spaces and equipment
 - consider restrictions on movement within school and new hygiene rules (see [guidance](#)).
- ✓ Plan how new behavioural expectations will be monitored and supported. Take time to train staff in the behaviour that will be expected of them and also in the behaviour that they will be expected to teach to pupils.
- ✓ Clarify sanctions and rewards and how rules will be enforced consistently, including use of exclusions. Make sure that this can be effectively maintained in the changed school environment and take into account individual needs. Make explicit what behaviours are now considered more serious due to the coronavirus (COVID-19) outbreak, for example purposefully coughing on someone, including any escalation points in how they will be dealt with.

For attendance:

- ✓ Be clear that attendance will be mandatory from the start of the new school year, except where statutory exemptions apply. Ensure that parents are clear about when pupils should not attend due to public health or clinical advice (see [guidance](#)) and plan a process for keeping absence for these reasons under review, for example when a self-isolation period should come to an end. Ensure these pupils have access to remote education and that engagement is monitored.
- ✓ Take the register as usual and use attendance codes consistently. Consider extending registration periods to accommodate any staggered start times. We will issue further guidance for schools on recording attendance and absence.

- ✓ Resume the expectation that parents will let the school know if a child is unable to attend and the reason. Contact the pupil's parent or carer on the first day of absence where this does not happen. Schools should be clear with parents and carers that pupils of compulsory school age must be in school unless a statutory reason applies.
- ✓ Consider how attendance policies will address new or more prevalent causes of absence (for example, anxiety) due to the coronavirus (COVID-19) outbreak, balancing reward, support for pupils and families and sanctions appropriately.

2. COMMUNICATE: set high expectations for behaviour and attendance and actively communicate this to parents and pupils

- ✓ Make sure all staff, governors and trustees understand the importance of good behaviour and attendance and have a good understanding of the school's policies. This may include having an attendance and/or behaviour lead on the senior leadership team to ensure policies are implemented effectively and on the governing body to provide additional visibility, support and challenge.
- ✓ Communicate revised behaviour and attendance policies to staff, pupils and parents as soon as possible and ensure expectations are clearly understood. Ensure the Senior Leadership Team are visible around the school and invite discussion and feedback.
- ✓ Include behaviour and attendance expectations in your induction sessions with pupils and parents, newsletters and your website. Establish new ways to communicate, use visual reminders around the school and make use of technology where appropriate.
- ✓ Build a strong relationship and keep an open dialogue with parents who need further information or reassurance on the importance and/or safety of returning to school.

3. BE CONSISTENT: ensure expectations are enforced consistently

- ✓ Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community. Provide regular feedback to staff, pupils and families on how well they are executing new procedures.

4. SUPPORT: identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support

- ✓ Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.
- ✓ Engage with the parents and carers of these pupils as soon as possible, ideally before the start of the new school year, to set expectations, understand concerns and build confidence.
- ✓ Make sure Pastoral Leads and Designated Safeguarding Leads have undertaken appropriate training to spot signs of distress and poor [mental health](#). Ensure staff are able to identify where changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue.
- ✓ Where further support is needed, staff should consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have education, pastoral support or multi-agency plans, these should be updated.
- ✓ Where children have special educational needs and disabilities, work with local services (such as health and the local authority) to ensure the services and support are in place that will ensure a smooth return for pupils.
- ✓ For children who have a social worker or who are otherwise vulnerable, work with social workers and other relevant services to ensure the right services and support are in place. This includes making contact to discuss re-engagement over the summer and informing them if the child does not attend in the new school year.

5. MONITOR AND IMPROVE: track attendance, behaviour data and intelligence to intervene early and review policies and processes regularly

- ✓ Regularly review your behaviour and attendance data and compare it with neighbouring schools and local and national averages where possible. This will inform decisions on where to focus efforts to intervene early and prevent patterns of poor attendance and behaviour becoming habitual and entrenched.
- ✓ Invite feedback from staff and pupils regularly and discuss how new habits and routines are working, in order to provide useful data to support high-quality strategic decisions, inform practice and provide a regular commentary to all stakeholders on new expectations. Regularly use data to assess the effectiveness of behaviour and attendance policies and adjust provision in what is likely to be a changing context.