



**HANNAH MORE**  
PRIMARY SCHOOL

**Policy Title:** Attendance and Punctuality Policy

**Date Drafted:** 09.2011

**Date Ratified by Governors:**

**Effective From:**

**Date for Renewal:**

**Signed by the Headteacher:**

**Policy Structure:**

1. *Rationale*
2. *Principles*
3. *Aims*
4. *Procedure*
5. *Appendices*

## 1. Rationale

Regular attendance at Hannah More is essential for all children and young people to achieve their full potential. Working in partnership with families ensures all children receive the best education we can offer.

Research shows children and young people who attend school at least 95% of the time are more likely to achieve good results. Patterns of attendance tend to be set in early years. Local data capturing children's progress within the Early Years Foundation Stage shows a clear correlation between attendance and achievement. Good attendance develops the essential life skills necessary for young people to be responsible and successful citizens and is important for personal, social and emotional development and self esteem.

## 2. Principles

- Our respect and understanding for our diverse communities will support us in improving attendance
- We will establish a good working partnership with parents/carers and other agencies to help and support good attendance and punctuality
- It is parents/carers responsibility to ensure their children attend school regularly. This includes not taking extended holidays during term-time.
- Where necessary, we will challenge poor attendance and punctuality
- Appropriate legal action will be taken where parents continually fail to ensure their children attend school regularly.
- We will celebrate good attendance and punctuality

## 3. Hannah More aims to:

- Respond to attendance issues to ensure that safeguarding is paramount.
- Improve attendance and punctuality in each of our schools including early years settings
- Make good attendance and punctuality a priority for all members of the school community
- Promote a consistent approach within and between our schools and early years settings
- Provide an inclusive and high quality learning environment with which all members of our school communities will want to engage.
- Provide a framework, which defines the roles and responsibilities of our attendance teams.

This policy should be read in conjunction with the Child Protection Policy and the EC3 Partnership Agreement.

## 4. Procedure

Aims	How we will fulfil these aims	Intended outcomes
Respond to attendance issues to ensure that safeguarding is paramount.	First day calling when pupils are marked absent with no reason given	Working with parents <sup>^</sup> . Open dialogue. Reduce unauthorised absences.
	When parents tell a member of staff the reason for absence it is recorded on the school database with the person's name who took the message written first in	

	the box.	
	Training for staff	Staff challenge reasons provided for absence in an appropriate manner
	Encouraging parents to contact the school on the first day of a child's absence	
	<p>*If no contact has been made with a child's parents, on the <i>first day</i> of absence the setting will</p> <ul style="list-style-type: none"> <li>• follow any specific plans for identified children such as Looked After Children (LAC) or those with Child Protection (CP) plans or persistent absentees or children for whom there are concerns</li> <li>• make repeated attempts at contacting the family</li> </ul> <p>On the <i>second/third/fourth day</i> follow the procedure as day one. The Social Worker for the child should also be contacted, if one has been allocated. Within a five day period, a range of interventions will be used including, where possible, home visits<sup>A</sup> All attempts at contact will be recorded on School Information Management System (SIMS).</p>	Whereabouts of children known – safeguarding all children Need for support for families identified – early identification
	Upon return to school parents will be given a letter <sup>B</sup> requesting a reason for absence if none is given and/or a flier informing them of trigger points which will result in a formal meeting being called. This meeting will be automatic for parents of children for whom no contact was able to be made	No absence without a reason recorded. Clarity of systems for all schools and parents well informed about their child's attendance
	If a child has 4 days (or 8 half days) unauthorised absence in a 10-week period, the Education Welfare Officer will be contacted.	
	Trigger is a recognisable pattern of absence e.g. 3 periods of absence in 2 consecutive terms	Need for support for families identified – early identification
	For a Child in Need or a child with a CP Plan, school will inform the allocated	

	<p>Social Worker of attendance and punctuality issues as well as failures to collect a child from school on time.</p> <p>If a child is LAC, school will report a child's attendance/punctuality on a daily basis to 'Welfare Call' who pass attendance information to Children and Young People's Services (CYPS) and then to the Social Workers.</p>	
<p>Improve attendance and punctuality in each of our schools including early years settings by promoting a consistent approach within and between our schools.</p>	<p>Systematically use and share attendance data to support both individual schools and locality improvements.</p> <p>The task group will plan actions in response to the data share</p>	<p>All schools will share and have knowledge of each other's data in January, May and September.</p>
	<p>The EC3 term-time holiday form<sup>C</sup> will be used consistently across schools and settings.</p>	<p>Parents experience consistency from all schools in the way attendance and punctuality are dealt with</p>
	<p>The EC3 unauthorised absence letter<sup>D</sup> will be used consistently across schools and settings.</p>	
	<p>If a child's attendance falls below a school's targets then a maximum 10 day holiday will not be sanctioned.</p> <p>If a parent requests extended leave of absence a meeting will be set up with a member of Senior Leadership Team (SLT) and authorisation may be given for exceptional circumstances such as family bereavement and family long term separation.</p>	
	<p>EC3 schools will follow the same procedures for dealing with absence and lateness</p>	
	<p>The parent of a child who is persistently late or absent will receive a 'persistent lateness/absence' letter<sup>E,F</sup> and will be referred to EWS.</p>	
	<p>Up to 10 minutes after the school/setting starts in the morning, a child is recorded as present. At this point, the register is sent to the office. After 10 minutes and up to 30 minutes after the start of the school day, a child is recorded as 'late after register closed' (L). Over 30 minutes late, a child is recorded as unauthorised absence (U).</p>	
	<p>Authorised absence for religious</p>	

	<p>observance will match the schools Leave of Absence policy for staff</p> <p>All documents and letters will be translated into the relevant languages where appropriate and possible</p> <p>Where a pupil is attending school part-time (if for example they are transferring to a Special School) the school will ensure the correct code is used.</p> <p>For advice on traveller children with attendance issues and who are still resident in the area, refer to the EWS.</p> <p>In order to remove a child from a school roll, schools must follow the guidance given on <b>Deletions from the Register</b>, which can be found in section 119 to 122 of <b>Keeping Pupil Registers - Guidance on applying the Education Pupils Registration Regulations (2006)</b>. Schools should liaise with the EWS and where appropriate use their 'Pupil Tracking' procedure.</p> <p>The parent of a child who is persistently absent due to unknown illness, will receive an 'absence due to illness letter'<sup>G</sup> and, where appropriate a slip for their GP to stamp<sup>H</sup></p> <p>Pupils who are persistently absent will be identified by the EWO for the school using the Local Authority Guidelines and will be the focus of discussions at attendance meetings with the EWO.</p>	
Provide an inclusive and high quality learning environment with which all members of our school communities will want to engage.	<p>Hannah More will be committed to the development of a relevant and inclusive curriculum</p> <p>Hannah More will be committed to the development of exciting extracurricular opportunities</p> <p>Hannah More will be committed to providing a breakfast club which promotes attendance and punctuality</p>	School community has confidence in and wants to engage with school
Provide a framework, which defines the roles and responsibilities of our attendance teams.	<p>Roles and responsibilities of Attendance team listed</p> <p>Hannah More will provide a representative to attend the EC3 attendance task group</p>	Roles and responsibilities of Attendance team defined and understood

	Hannah More will have a flow chart which describes roles and responsibilities (including a named governor) and can be shared with parents	
Make good attendance and punctuality a priority for all members of the school community.	The review of attendance data will be a standing agenda item for governors meetings with a report from SLT detailing current trends and the impact of interventions	School community understands why regular attendance and punctuality are essential
	Attendance data will be celebrated and published to parents on a regular basis	
	Promote good attendance through the media, posters, banners "Up Our Street" neighbourhood forums etc	
	Incentives and rewards in place for good attendance	

^Parents means all those with parental responsibility

*\*Early Years settings alternative procedure:*

If no contact has been made with a child's parents, on the *first day* of absence the setting will

- follow any specific plans for identified children such as LAC or CP plans
- make at least 1 attempt at contacting the family

On the *second day* follow the procedure as day one

On the *third day*, if no contact, follow the procedure as day two and if still no contact a home visit will be made and a standard letter<sup>1</sup> will be put through the letter box if no one is home. Other education professionals involved with supporting the family will offer to support the family in bringing the child into school.

After *five days* unexplained absence, there will be a further home visit and a letter explaining that the setting is contacting the Health Visitor and/or Social Care as appropriate.

All attempts at contact will be recorded on SIMS or similar database system.

*The following EC3 schools and Early Years settings have agreed this policy:*

Bannerman Road Community School and Children's Centre

Barton Hill Primary School and Children's Centre

The City Academy, Bristol

Easton Church of England Primary School

Hannah More Primary School

May Park Primary School

The Meriton

Millpond Primary School

Rosemary Early Years Centre

*The following partners support this policy:*

East Central Multi Agency Project

Easton & Lawrence Hill Neighbourhood Partnership

East Central Early Years

## **5. Appendices: Standard letters and forms**

Home visit (letter)

Return to school after absence (letter)

Request for leave of absence (form)

Persistent absence (letter)

Persistent lateness (letter)

Absence due to illness (letter)

GP stamp (slip)

Unauthorised absence (letter)