

ROSEACRE PRIMARY ACADEMY & NURSERY



Ethos Statement

This policy reflects our Academy's ethos, which promotes, recognises, celebrates and welcomes diversity, tolerance, respect and honesty. The policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background. The policy abides by the Equality Act 2010, promotes fundamental British values and community cohesion.

Rationale

This policy is designed to provide clear information about attendance that can be understood by all our stakeholder, supports us in meeting our attendance targets and promotes the highest expectations of pupil attendance.

PART 1 – Introduction for Parents and Carers

Good attendance is essential for a child's education and establishes a positive working ethos early in life. 100% is certainly achievable but, in the event of your child being absent, it is essential that you inform us of the reasons for absence.

Why?

- The Education Act 1996 requires parents and carers to ensure that their child receives full-time education, suitable to their age, ability, aptitude and any special needs they may have, either by regular attendance or otherwise.
- Under current government legislation, all absence figures must be reported to the:
 - Academy's Governing Body
 - Local Authority (LA), and
 - Department for Education (DfE)
- Parents and carers must ensure that they are fully aware of the academy's attendance policy, as any absence will have an impact on their child's learning. Regular attendance is vital; parents and carers, together with Roseacre staff, all have a part to play in ensuring that each child's potential is achieved.
- Children are expected to attend for the duration of the academic year, unless there are exceptional reasons for the absence. There are two main categories of absence:
 - Authorised absence is when the academy has accepted the explanation offered as satisfactory justification for the child's absence, or given approval in advance for such an absence.
 - Unauthorised absence is when the academy has not received a reason for the absence or has not approved a child's absence following a request.

The Academy complies with and uses the DfE compulsory national attendance Codes (Appendix 2)

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- Please be aware that when a parent/carer telephones or uses the Roseacre App to provide information that their child is unable to attend due to illness, or other circumstances, this may not be automatically authorised. The child's current and previous attendance will be taken into consideration and, as a result, the absence may not be authorised. (Appendix 2)
- Keeping children away from school with minor ailments, such as a headache or slight head cold, is not acceptable. Repeated absences will require us to request medical evidence from the doctor's surgery, which may be in the form of a date-stamped compliments slip/appointment card confirming the visit or a prescription or medicine bottle. Any of the above should be presented to a member of the front office. (Please note: the academy is not asking any parent/carer to incur a charge for such information and will not be liable for any cost).
- There is a clear connection between regular attendance and achievement. As attendance deteriorates, so does performance, achievement, friendship circles and self-esteem.
- The achievement and maintenance of high levels of attendance is the shared responsibility of parents, carers, the academy with its Governing Body and the Local Authority.

PART 2 – THE AIMS AND OBJECTIVES OF THE POLICY

1. To improve attendance and punctuality.
2. To make attendance and punctuality a priority for all those associated with the academy, including children, parents/carers, teachers and governors.
3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. To provide support, advice and guidance to parents and children.
5. To develop a systematic approach to gathering and analysing attendance related data.
6. To further develop positive and consistent communication between Roseacre and home.
7. To implement an effective system of incentives and rewards, which acknowledge the efforts of children to improve their attendance and timekeeping and will challenge the behaviour of those children and parents who give low priority to attendance and punctuality.
8. To promote effective partnerships with the Pupil Welfare Service and with other services and agencies.
9. To recognise the needs of the individual child when planning reintegration following significant periods of absence.

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AIM NO 1

To improve the attendance and punctuality of children, we will:

1. Aim for 96% attendance or higher
2. Apply the Attendance Policy consistently
3. Establish and maintain a high profile for attendance and punctuality
4. Relate attendance issues directly to Roseacre's values, ethos and curriculum
5. Monitor progress in attendance measurable outcomes
6. Bring regular "lates" or any attendance falling below 95% to the attention of parents/carers
7. Actively discourage holidays during term time by not authorising requests for family holidays unless the circumstances are considered to be exceptional
8. Implement legislation i.e. referral to the Pupil Welfare Service, issuing Penalty Notices & Warning Letters for unauthorised holidays and/or poor punctuality. Letters from employers, other than the emergency services, will not be considered when authorising term time absences.

AIM NO 2

To make attendance and punctuality a priority for all those associated with the academy, including children, parents/carers, teachers and governors, we will:

1. Meet regularly to analyse attendance data and follow Attendance Procedures (Appendix 1)
2. Produce termly reports to governors
3. Hold induction evening for parents of children joining reception
4. Meet individually with parents of children joining the academy mid-year
5. Raise awareness on weekly newsletters and attendance-specific letters or texts
6. Provide training for newly appointed staff
7. Display attendance rewards at focal points
8. Refer persistent absent/late issues to the Pupil Welfare Service, in line with the Attendance Procedures
9. Maintain regular rewards systems and incentives

AIM NO 3

To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks, we will:

1. Maintain clear-cut procedures for statutory registration
2. Make phone/text contact, using designated staff, on the first day of a child's absence
3. Ensure the clearly defined late registration procedures are maintained: recording L for children late before 9.30am and recording U (unauthorised late) or children arriving after 9.30am
4. Respond swiftly to lateness (in respect of both children and parents)
5. Define clearly the roles and responsibilities within the school staffing structure
6. Ensure time is given to liaise on attendance issues
7. Timetable relevant staff to meet with Pupil Welfare Officer

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8. Have clear procedures prior to referral to Pupil Welfare Service (Appendix 1)
9. Review attendance regularly
10. Be familiar with the Pupil Welfare Officer's referral and recording system

AIM NO 4

To provide support, advice and guidance to parents/carers and children, we will:

1. Highlight attendance in:
 - PSHE & C
 - Assemblies
 - Staff available to talk to children
 - School Council
 - Pastoral system
 - Homework clubs
 - Breakfast clubs
 - Newsletters
2. Set aside time for parents/carers to speak to staff
3. Seek improved communication with parents/carers, e.g. letter at beginning of the year, to discourage holidays in term time, information given at Reception parent induction meetings
4. Provide accurate and up-to-date contact information for parents
5. Involve parents from the earliest stage

AIM NO 5

To develop a systematic approach in gathering and analysing attendance related data, we will:

1. Maintain the computerised registration system (SIMS)
2. Ensure standardised recording of attendance and absence
3. Be consistent in the collection and provision of information
4. Disseminate relevant information to:
 - governors
 - pastoral staff
 - other staff
 - parents/carers
 - children (individual or groups)
 - Pupil Welfare Service
5. Identify developing patterns of irregular attendance and lateness.

AIM NO 6

To further develop positive and consistent communication between home and school, we will:

1. Initiate first day absence contact

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2. Make full use of agreed standard letters/texts
3. Promote an expectation of absence letters/texts/phone calls from parents
4. Explore the wide range of opportunities for parent partnerships (see Aim 2)
5. Provide information in a user-friendly way
6. Encourage all parents into school

AIM NO 7

To implement an effective system of incentives and rewards, we will:

1. Assign funding for a system of rewards
2. Actively promote attendance and associated rewards
3. Ensure fair and consistent implementation
4. Hold a regular attendance raffle
5. Trophies for the highest attending class in each cohort
6. Rewards for 100% attendance over the year
7. Attend 100% party held at Roseacre Primary Academy

AIM NO 8

To promote effective partnerships with the Pupil Welfare Service and with other services and agencies, we will:

1. Designate key staff for liaison with the Pupil Welfare Service and other agencies
2. Give priority to timetabled meetings with the Pupil Welfare Officer
3. Undertake initial enquiries/intervention prior to referral
4. Gather and record relevant information to assist the Pupil Welfare Service
5. Arrange multi-agency liaison meetings as appropriate
6. Establish and maintain list of named contacts within the local community e.g. community police contact officer
7. Encourage active involvement of other services and agencies e.g. Ed Diversity, School Nurse
8. Develop an understanding of agency constraints and operating environments

AIM NO 9

To recognise the needs of the individual child when planning reintegration following significant periods of absence, we will:

1. Be sensitive to the individual needs and circumstances of returning children
2. Involve/inform all staff in reintegration process
3. Provide opportunities for counselling and feedback
4. Consider peer support and mentoring
5. Involve parents/carers as far as possible
6. Agree a timescale for review of the reintegration plan
7. Include appropriate professionals i.e. Pupil Welfare Officer, Health, Ed Diversity, CAMHS etc., along with parents/carers and children in the reintegration process

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SUCCESS CRITERIA

This policy will have been successful in its aims when attendance is 96%, or better, and improving as a result of the policy; when positive attendance is celebrated routinely and when communication with parents and carers is established and consistent.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on the school web site.

Reviewed on 12th March 2020

Presented to governors on 13th March 2020

This policy will be reviewed in spring term 2022.

Date adopted: March 2020