

HARTFORD CHURCH OF ENGLAND HIGH SCHOOL
Attendance & Truancy

| Date | Review Date | Coordinator | Nominated Governors Committee |
|-------------------|-------------------------|--------------------|--------------------------------------|
| 12/10/2020 | Autumn Term 2023 | L Naylor | Welfare |

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.

Sometimes a pupil's absence or lateness may not be their fault and in these circumstances it is our policy to be supportive of the child and not to make them feel guilty or inadequate. Also, at times we have to give allowances for religious beliefs and individual family circumstances.

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 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 wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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.

Aims

- 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 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

Role of the Governing Body

The Governing Body will:

- delegate powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- Delegated responsibility to the Welfare Committee to agree the contents of the policy and to ensure its effective implementation, monitoring and evaluation.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- undertake the daily monitoring of school attendance via the Attendance Officer by using an appropriate and effective registration system;
- monitor attendance according to gender, age, ethnicity, first language, eligibility for Free School Meals and special educational needs;
- monitor trends by using data effectively to help strategic planning;
- send to parents at the end of each half term a detailed attendance report on their child;
- target intervention and support to those children that have been highlighted as poor attenders;
- ensure the Heads of Houses attend regular meetings with the EWO;
- have in place a system for parents to report a child's absence;
- report to the Governing Body the attendance figures and progress to achieving the set targets;
- remind parents of their commitment to this policy;
- promote the importance of attendance and punctuality during collective worship; publicise good attendance during assemblies, newsletters and the termly report to the Governing Body;
- award good attendance certificates to pupils when they have achieved 100% attendance;
- introduce rewards and incentives to encourage punctuality;
- organise training for school personnel on the use and understanding of attendance codes and authorised and unauthorised attendance;
- work closely with the Welfare Committee and Attendance officer;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the School Office Staff (Attendance Officer)

The office personnel are responsible for:

- implementing the policy with the Headteacher and Coordinator;
- monitoring individual and class attendance on a daily basis;
- keeping the Headteacher and Coordinator informed of attendance figures and trends;
- contacting parents regarding concerns about their child's attendance;
- compiling attendance data for the Headteacher, the Governing Body and the EWO;
- ensuring registers are available to the teaching staff and are kept up to date
- contacting parents if they have not reported their child's absence by 10.30a.m;
- sending a letter if no contact is made;
- inform the pastoral managers if no contact is made;
- contacting the pastoral manager for safeguarding if a child is on the child protection register and no reason has been given for the child's absence;
- informing the Headteacher of trends in absence

Role of School Personnel

School personnel will:

- comply with and implement this policy
- set an example of punctuality and good attendance;
- ensure that registers are taken at the appropriate times and are accurate and up to date;
- monitor 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;
- discuss individual pupil attendance at parent-teacher consultations

Role of the Governors' Welfare Committee

The Welfare Committee will:

- work closely with the Headteacher and the coordinator;
- ensure that the attendance policy is carried out;
- set the attendance targets for the year;
- ask questions about trends and what is being done to prevent persistent poor attenders;
- monitor termly progress towards these targets
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of Parents

Parents are responsible for:

- ensuring that their children are punctual and know the importance of good attendance;
- informing the school on the first day of absence and all subsequent days;
- informing the school of any changes to their contact details;
- ensuring their children have a means to get home
- taking part periodic surveys conducted by the school;
- supporting the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Pupils

Pupils are responsible for:

- arriving at school on time;
- knowing the value of good attendance;
- knowing the seriousness of truancy, attending classes during the school day and not playing truant;
- 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

Dealing with Trends in Attendance

When there is a pattern of poor attendance then the following procedure will take place:

- Parents are invited to attend an informal meeting with the Head of House or Pastoral Manager to explain their child's repeated absence.
- Parents will be requested to provide Medical Evidence
- Parents may be asked to attend an Attendance Panel comprising of the Assistant/Deputy Headteacher, a Pastoral Manager, a Governor and the EWO.
- Support will be given if there are underlying reasons for the absence.
- If not, then the situation will be monitored for improvement.
- If there is no improvement then the EWO will take the appropriate action.

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

Dealing with Truancy

If a pupil is thought to be truanting then the school will inform:

- the parent/carer;
- If the parent/carer is not contactable, the police

All truants will receive:

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

The parents must be informed immediately if a pupil leaves school without prior permission. If the parents are not contactable, the police must be informed

Absence

Holidays during term time – parents are asked not to take their children on holiday during term time. The change in legislation in 2013 indicates that only in 'exceptional' circumstances will a parent be given permission to take their child on a leave of absence during term time. This must be requested through a Leave of Absence form.

Medical, Dental or Hospital Appointments – we encourage these appointments to take place out of school time in order not to disrupt the child's education.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parents evening appointments, progress day appointments and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as half - termly newsletters

Approved by the Governors' Welfare Committee 12th October 2020

- reports such as annual report to parents and Headteacher reports to the Governing Body
- information displays

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Linked Policies

| | | |
|-------------|-----------------|-------------------------|
| ▪ Behaviour | ▪ Anti-bullying | ▪ Home School Agreement |
|-------------|-----------------|-------------------------|

Approved by the Governors' Welfare Committee 12th October 2020

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|--------------|---------------------------|---------------------|-------------------------|--------------------|
| | | | ✓ | |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors | Wider School Community |
|--|--------|------------------|----------------|-----------|-------------------|-----------------|------------------------|
| | | | | | | | |

| Question | Equality Groups | | | | | | | | | | | | | | | | | | Conclusion | | | | | | | |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|---|----|
| Does or could this policy have a negative impact on any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'yes' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ |
| Does or could this policy help promote equality for any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |
| Does data collected from the equality groups have a positive impact on this policy? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |

| | |
|-------------------|---|
| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
|-------------------|---|

| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
|------------------------------|------|-----------------------------|------|
| | | | |

Approved by the Governors' Welfare Committee 12th October 2020

| Policy Evaluation | | | | |
|---|-----------------|-----------|-----------------|-------------------------------|
| Points to be considered | Ye s | No | N/ A | Please supply evidence |
| • Policy annually reviewed | | | | |
| • Policy in line with current legislation | | | | |
| • Coordinator in place | | | | |
| • Nominated governor in place | | | | |
| • Coordinator carries out role effectively | | | | |
| • Headteacher, coordinator and nominated governor work closely | | | | |
| • Policy endorsed by governing body | | | | |
| • Policy regularly discussed at meetings of the governing body | | | | |
| • School personnel aware of this policy | | | | |
| • School personnel comply with this policy | | | | |
| • Pupils aware of this policy | | | | |
| • Parents aware of this policy | | | | |
| • Visitors aware of this policy | | | | |
| • Local community aware of this policy | | | | |
| • Funding in place | | | | |
| • Policy complies with the Equality Act | | | | |
| • Equality Impact Assessment undertaken | | | | |
| • Policy referred to the School Handbook | | | | |
| • Policy available from the school office | | | | |
| • Policy available from the school website | | | | |
| • School Council involved with policy development | | | | |
| • All stakeholders take part in questionnaires and surveys | | | | |
| • All associated training in place | | | | |
| • All outlined procedures complied with | | | | |
| • Linked policies in place and up to date | | | | |
| • Associated policies in place and up to date | | | | |
| A statement outlining the overall effectiveness of this policy | | | | |