



Sutherland House School

# Sutherland House School Attendance Policy

## Statement of intent

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<b>Policy ratified by:</b>		
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## 1. Statement of intent

Sutherland House School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We are committed to:

- Promoting and modelling good attendance.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Rewarding regular attendance and reducing absence
- Acting early to address patterns of absence.
- Building strong relationships with families to ensure pupils have support.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996 which states that:

"The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable to age, ability, and aptitude and to any special educational needs, he/she may have either by regular attendance at school or otherwise".

## 2. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- It also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

## 3. Roles and responsibilities

The governing body has overall responsibility for:

- Promoting the importance of attendance across the school's policies and ethos.

- Making sure school leaders fulfil expectations and statutory duties.
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for whole school
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- Handling complaints regarding this policy as outlined in the Autism East Midlands' Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring adequate training on attendance for staff
- Holding the headteacher to account for implementation of this policy

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring absence data and report to governors
- Supporting staff with monitoring attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

The Senior Leadership Team is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and progress
- Have oversight of attendance data
- Devising strategies to address poor attendance.
- Building relationships with parent/carers
- Creating and delivering intervention plans in partnership with students and families.
- The day-to-day implementation and management of the attendance policy and procedures of the school and distributing these to parents.

The school will inform the LA:

- Are being educated from home.
- No longer live within a reasonable distance of the registered school.
- Have an authorised medical note.
- Are in custody for a period of more than four months and the proprietor does not reasonably believe they will be returning.
- Have been permanently excluded.

Parents/ carers will be expected to take responsibility for the attendance of their child/ children during term-time.

Parents/ carers will be expected to promote good attendance and ensure their child/ children attend school every day.

Pupils, who are able, should be responsible for their own attendance at school and for their punctuality to lessons.

## 4. Expectations

Staff, including teachers, support staff and volunteers are expected to:

- Following the attendance policy, and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Designated members of staff will take the attendance register at the start of each school day and at the start of each afternoon session.

The school will ensure that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

Parents/carers are expected to:

- Support their child to try to attend school every day
- Call the school as soon as possible on the first day of absence and each subsequent day of absence
- Advise on an expected return date
- Ensure that, where possible, appointments for their child are made outside of school.

Pupils are expected to:

- Attend school every day

## 5. Recording attendance

Sutherland House School will keep an attendance register and place all students onto this register.

The designated staff members will take the attendance register at the start of each day at 9:15 and at the start of the afternoon session at 12:30.

This register will record whether every student is:

- Present
- Absent
- Attending an approved educational visit
- Unable to attend due to exceptional circumstance

Any amendments to the attendance register will include:

- The original entry
- The amended entry
- The reason for amendment
- The date of the amendment
- The name and role of the person who made the amendment.

Please see appendix 1 for DfE attendance codes.

Every entry into the attendance register will be preserved for 3 years.

## 6. Absence procedures

### Unplanned absence

Parents/carers are required to contact school on the first day of unplanned absence as soon as practically possible by calling the admin office on 0115 960 9263 before 8 am and leaving a suitable reason for absence.

We will mark absence due to physical or mental illness as authorised unless there is a genuine concern about the authenticity of the illness.

A member of staff will call the parent/carer of any student who has not reported their absence on the first day of absence in order to:

- Ascertain the reason for the absence.
- Ensure the student is appropriately safeguarded and action can be taken.
- Identify whether the absence is authorised or not.
- Identify correct code for absence.
- If absence continues, school will consider appropriate action.

## Planned absence

Our aim is to prepare students for their lives and careers we require parents to observe the school holidays as prescribed. Any holiday taken in term time will not be authorised.

The head teacher will grant a leave of absence during term time for 'exceptional circumstances' only. Each application will be considered at the discretion of the headteacher and will be considered on an individual basis, taking into account, the specific facts, circumstances and relevant contexts.

**Exceptional circumstance** may include (but not limited to):

- Transport provided is not available and student is not within walking distance.
- Widespread disruption to travel services.
- Student is in custody.

Requests should be submitted as soon as possible using a leave of absence request form. The head teacher may require evidence to support this.

Valid reasons for authorised absences will include:

- Attending a medical or dental appointment will be authorised where the parent/carer notifies the school in advance. Parents/carers should use the '*medical appointment request form*' to inform school of the appointment.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart.
- Traveler pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travelers, showmen (fairground people) and circus people, barges (occupational boat dwellers) and new travelers. Absence may be authorised only when a traveler family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- Flexible schooling requests
- Family bereavement

## 7. Persistent absence

In cases of persistent absence, arrangements will be made for parents and/or carers to discuss this with a member of staff.

Following this, a meeting will be arranged to support improved attendance (appendix 2)

School will inform the local authority of pupils who fail to attend regularly or who have missed 10 or more days of school without permission.

## **8. Lateness**

Students should arrive at school between 8:45-9:15.

The school understands that a lot of students travel a significant distance to school and are therefore more likely to find themselves stuck in traffic at times.

The school recognises that most of our students travel to school in a taxi, and therefore it is not always their fault if they are late to school.

## **9. Attendance Monitoring**

The school will:

- Monitor attendance and absence half termly, termly, and yearly across the school and at an individual student level.
- Identify whether there are particular groups of children whose absence may be a cause for concern.

The school's attendance target is 90%.

## **10. Remote Learning**

Remote learning will be provided:

- Where absence is likely to persist beyond a 2-day period or expected to be a repeated period.
- Medical absence where the student is able to continue to engage in learning from home.
- During transitions, where absence is planned or anticipated in the case of transition to a new routine.
- During a suspension remote learning will be provided from the 6<sup>th</sup> day of suspension.
- Where a student is absent due to transport arrangements

## **11. Transition Timetables**

A transition timetable may be in place as part of a student's transition into starting Sutherland House School.

Where this is in place, this will be:

- Agreed with the senior leadership team.
- Agreed with the Local Authority
- Agreed with parents and/or carers.

There must be:



- Clear goals to achieve full time attendance.
- Timescales included.
- Reviewed at least every 3 weeks.

Where students that enrolled at Sutherland House School within a 3-month period fall into attendance monitoring, a Transition Plan will be put in place to monitor and improve attendance. If by 3-months plus, attendance has not improved, the Transition Plan will become an Attendance Plan whereby further actions and support will be implemented to improve attendance in line with the monitoring arrangements (see Point 12).

## 12. Monitoring Arrangements

Students with attendance under 90% will begin to follow the structured plan detailed below around improving attendance and ensuring students and their families are supported to ensure access to a full-time education. This is managed into two-different plans based on enrollment at Sutherland House School:

-A student enrolled within 3-months – *Transition Plan* (see Point 8 – Transition Timetables)

-A student enrolled at Sutherland House School for longer than 3-months – *Attendance Plan* (see appendix 3) following the below monitoring arrangements.



## Appendix 1 – Attendance Codes

The school uses the national attendance codes to enable the school to record and monitor attendance and absence in a consistent way. The following codes will be used:

- I = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Other Authorised Circumstances
- E = Excluded but no alternative provision made
- H = Authorised holiday
- I= Illness (NOT medical or dental)
- M = Medical or dental appointments
- R = Religious observance
- B = Educated off-site/Attending another approved educational activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Late - arrived after registration closed
- N = Reason not yet provided
- X = Non-compulsory school age absence
- S = Study leave
- T = Travelling for occupational circumstances
- W = Work Experience
- V = Attending an educational visit or trip
- P = Participating in a supervised sporting activity
- J = At an interview with prospective employers, or another educational establishment
- D = Dual registered - at another educational establishment
- Y = Exceptional circumstances
- Z = Pupil not on admission register
- # = Planned whole or partial school closure
- \* = Not yet Marked

When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent.

## Appendix 2 – Attendance Audit

### Attendance Audit

Student name:

Date:

Staff completed:

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Home			
Young carer	Yes/Not yet By who? When?	Yes/Unsure/No	
Substance abuse in home	Yes/Not yet By who? When?	Yes/Unsure/No	
Parental mental health	Yes/Not yet By who? When?	Yes/Unsure/No	
Potential domestic violence	Yes/Not yet By who? When?	Yes/Unsure/No	
Potential abuse/neglect	Yes/Not yet By who? When?	Yes/Unsure/No	
Financial concerns	Yes/Not yet By who? When?	Yes/Unsure/No	
Homelessness	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Social			
Bullying	Yes/Not yet By who? When?	Yes/Unsure/No	
Issues with peer group	Yes/Not yet By who? When?	Yes/Unsure/No	
Issues with personal relationships	Yes/Not yet By who? When?	Yes/Unsure/No	
Gangs/criminal activity	Yes/Not yet By who? When?	Yes/Unsure/No	
Feeling unsafe on journey to/from school	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Transport			
Too far to travel	Yes/Not yet By who? When?	Yes/Unsure/No	
Lacking reliable means	Yes/Not yet By who? When?	Yes/Unsure/No	
Transport costs	Yes/Not yet By who? When?	Yes/Unsure/No	
Feeling unsafe	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Pupil			
Low self-esteem/confidence	Yes/Not yet By who? When?	Yes/Unsure/No	
Low aspirations	Yes/Not yet By who? When?	Yes/Unsure/No	
Poor morning routines	Yes/Not yet By who? When?	Yes/Unsure/No	
Sleeping patterns	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Academic			
Unmet academic needs	Yes/Not yet By who? When?	Yes/Unsure/No	
Issues with staff	Yes/Not yet By who? When?	Yes/Unsure/No	
	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

**Appendix 3 – Attendance Action Plan**

# Attendance Plan

Student name:

Date

Staff supporting

Barriers to attendance

Target	Milestones	Date achieved

School Strategies			
Start date	Details of strategy	Purpose	Who is responsible
E.g 11.9.2023	Wake up calls for 2 weeks	Support in establishing morning routine	Teaching assistant to call daily

Students Strategies			
Start date	Details of strategy	Purpose	Monitored by who and when
E.g 11.9.2023	Set alarm for 7am every day	Support to take ownership of own morning routine	Class teacher

Home strategies			
Start date	Details of strategy	Purpose	Monitored by who and when
E.g 1.9.2023	Parents to call school daily with reason for absence	To ensure we have a clear log of reasons for absence	Admin and class teacher

External Support			
Start date	Details of strategy	Purpose	Monitored by who and when
E.g 1.9.2023	Early help worker to be requested through referral	Support at home	



Attendance Review Meeting	
<b>Date of review</b>	
<b>Who is here</b>	
<b>Changes since last review</b>	
<b>Progress and achievement</b>	
<b>Discussion</b>	
<b>Outcome</b>	<ul style="list-style-type: none"> <li>○ Continue with plan</li> <li>○ Changes to plan</li> <li>○ Escalate</li> </ul>
<b>Date of next review</b>	