

The Springfield Centre

Attendance Policy

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1. Introduction:

At Springfield Centre we regard regular attendance as essential in ensuring the best possible outcomes for our students. There is a clear link between good attendance and academic progress and the development of a well-rounded young person. In order for our students to achieve their potential it is essential that they attend regularly and are on time every day. For this reason, we encourage all students to feel that their attendance at the Centre is valued and that they are missed when they are absent.

Improving attendance is the responsibility of everyone in our learning community. Identifying and addressing problems affecting attendance generates a clearly focused approach specifically targeted at returning the learner to full attendance. This is achieved by:

- developing positive teacher-student relationships
- establishing and maintaining close home-school links promoting a shared commitment to learning
- rewarding good and improved regular attendance
- ensuring prompt follow-up in cases of non-attendance and lateness, to develop personalised strategies
- working in partnership with the Education Welfare Service (EWS).
- collaborative working with other external professional and voluntary agencies involved in a student's care

This policy sets out the procedures through which we seek to raise attendance and is intended:

- to give a clear outline of our strategies to promote good attendance
- to explain the roles and responsibilities of all stakeholders (Students, Parents/Carers, All Staff and the Attendance Team)
- to explain the procedures for monitoring attendance to clarify the mechanisms for dealing with poor attendance

This policy is written with due regard for the legal powers and duties included in the following:

- The Education Act 1996 – sections 434(1)(3)(4) & (6) and 457 (4) & (5).
- The Education (Pupil Registration) (England) Regulations 2006.
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010; and
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011

2. Roles and responsibilities

All stakeholders play a vital role in ensuring students are attending school regularly and on time. Below are the roles and responsibilities of key stakeholders in ensuring students attend school

Stakeholder	Role and responsibility
Students	<ul style="list-style-type: none"> ✓ Attend on time and regularly ✓ Follow Centre rules and routines ✓ Not take holidays in school time
Parents and Carers	<ul style="list-style-type: none"> ✓ Perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly. ✓ Ensure transported students get into their taxis or leave the house on time to walk to school or get public transport. ✓ Under Section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive efficient full-time education
All staff	<ul style="list-style-type: none"> ✓ Deliver engaging lessons which encourage students to attend ✓ Celebrate good attendance ✓ Reward good or improving attendance through intrinsic and extrinsic relation in line with the Behaviour policy ✓ Act as positive role models
Assistant Headteacher (Inclusion)	<ul style="list-style-type: none"> ✓ Continuously monitor whole centre and individual attendance ✓ Set and monitor attendance targets ✓ Implement systems of rewards and sanctions ✓ Report to staff and parents on issues related to attendance and punctuality ✓ Provide regular updates on how attendance can be improved ✓ Report on attendance to the Management Board ✓ Give attendance a high profile ✓ Act early to address patterns of absence ✓ Provide support, leadership and guidance to the Attendance and Behaviour support Team ✓ Ensure that accurate records are maintained to support strong and effective casework
Attendance Team	<ul style="list-style-type: none"> Ensure registers are accurately marked Coordinate phone-calls home when students do not arrive at the Centre Make sure the reasons for absence are appropriately recorded and challenged Ask challenging questions when patterns of absence start to form, or answers are unsatisfactory. Conduct home visits where necessary Follow the Centre Absence Follow Up procedure Meet with parents to discuss attendance problems as soon as they are identified Offer an Early Help assessment to families to support with attendance Provide support to parents who are struggling to get their child into the Centre Inform the Local Authority if unacceptable attendance does not improve

3. The Admission and Attendance Registers

The law requires our Centre to have both an admission register and an attendance register. All of our students are placed on both registers. The admissions register contains the personal details of every pupil in the Centre, along with the date of admission and, where relevant, re-admission to the school. Students are entered into the admissions register and attendance register from the beginning of the first day on which they attend the Centre. Every amendment to either register includes the original entry, the amended entry, the reason or the amendment, the date on which the amendment was made and the name and position of the person who made the amendment - this is done electronically.

Class teachers take the attendance register at the start of the day and once during the afternoon session. On each occasion they record whether every pupil is present. Absences are followed up by the Attendance Team to ascertain the reason, ensure the proper safeguarding action is taken if necessary, identify whether the absence is approved or not and identify the correct code to use before entering it on to the school's register. Codes are used in accordance with DfE guidance. Examples of authorised absence include proven illness and medical emergencies. Examples of unauthorised absences include refusal, absences for shopping and birthdays, day trips and holidays. Unauthorised absences can lead to the Local Authority using sanctions and or legal proceedings to help improve a student's attendance.

4. Persistent Absenteeism

Students who miss 10% or more schooling across the year for whatever reason are regarded as Persistent Absentees (PA). Absence at this level does considerable damage to a student's educational prospects and we need parents/carers' fullest support and cooperation to tackle this. All PA students are closely tracked and monitored. All our Persistently Absent students and their parents will be offered support by the Attendance Team who may set clear targets and expectations. Persistent Absenteeism will also be referred to the Local Authority where attendance does not improve and this could result in a penalty notice or prosecution

Exclusion

A penalty notice may also be issued for pupils in a public place during the school day, without reasonable excuse during a fixed period exclusion of 5 days or more

5. Absence Procedure for Parents

If a student is absent parents/carers must:

- Contact the Centre as soon as possible on the first day of absence
- Provide more detailed information and ask for support if required
- Provide medical evidence for all unavoidable appointments and procedures

6. Holidays in Term Time

Taking holidays in term time will affect a child's education as much as any other absence and we expect parents to help us by not taking young people away in term time. The current law does not give any entitlement to parents to take their child on holiday during term time. Parents can be fined for taking their child on holiday during term time without consent from the school. If parents/carers take their child out of school on a holiday, or for any reason other than illness, which has not been authorised by the Headteacher they may be fined £60.00 if paid within 21 days, rising to £120.00 if paid after 21 days but within 28 days. This is per parent, per child. Alternatively, the Local Authority may take legal action against parents/carers for the non-attendance of a child where they have taken multiple leave of absences. On these occasions the maximum penalty for an offence is £2500. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave.

7. Attendance Rewards

The ideal attendance is 100% however students will be given personalised targets to encourage improved attendance and in order to be entitled to receive rewards. The nature of these rewards will be determined and pre-agreed by SLT and the Attendance Lead.

8. Children Missing in Education (CME)

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving a suitable education otherwise than being at a school (for example, at home or in alternative provision). Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (Not in Education, Employment or Training) later in life. All pupils at risk of CME are reported to the Local Authority in line with relevant guidance within agreed timescales.

There are many circumstances where a child may become missing from education. It is vital that local authorities make judgements on a case-by-case basis. This may include children from the following vulnerable groups below (this list is not exhaustive):

- Students at risk of harm/neglect
- Children of Service Personnel
- Missing children and runaways
- Children and young people supervised by the Youth Justice System
- Children of new migrant families
- Children of Gypsy, Roma Traveller Families

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Effective intervention should be at the earliest opportunity in the lives of vulnerable children to help prevent poor outcomes.

9. Action the Centre Will Take Regarding CME

The Springfield Centre understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between agencies in line with the Centres Attendance Policy. We understand that a parent failing to inform the Centre has an authorised absence could be a cause for concern and thus will follow Springfield's 'Following Up Absence Procedure' (Appendix 1). Wakefield Education Welfare Service procedure will also be followed

At the Springfield Centre we appreciate that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

We understand that it is essential that the DSL contact the Wakefield Education Welfare Service and complete a CME referral to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence.

In line with Wakefield Education Welfare Service [CME guidance for schools](#) (September 2020) and [Department for Education Children Missing in Education Guidance](#) The Springfield Centre will make reasonable enquiries to locate the child in line with the Centre's duty under section 10 of the Children's Act 2004

Reasonable enquiries to find the child include:

- Checking with all members of staff who the child/young person may have had contact with
- Checking with the student's friends, siblings, and known relatives
- Checking with other professionals who may be involved or have had contact with the pupil or family
- Making telephone calls to any numbers held/identified including emergency contacts
- Sending a letter to the last known address
- Carrying out home visits at different times to check who is at the home address and other known addresses and check with neighbours and known friends

- Asking for the address the family is moving to
- Requesting copies of flight information if appropriate

This list is not exhaustive or prescriptive and each case will be considered on its individual merits ensuring all the facts of the case have been taken into account. Additional enquiries to those above may be necessary. If there is reason to believe a child is in immediate danger or at risk of harm, The Centre will make a referral Children's Social Care and Police if appropriate.

10. Elective Home Education (EHE)

We recognise that we should not guide parents to educate their children at home as a way of avoiding further action being taken due to poor attendance. We understand that there is no requirement for parents to obtain ours or the Local Authority's agreement to educate their child at home and should not prevent parents from educating their children outside the school system. It is the parents' duty to ensure their child of compulsory school age receives suitable full-time education, but this does not have to be at a school. We will, however, discuss this decision in depth with parents and carers and the Local Authority, in line with DfE guidance issued in October 2020, to ensure they are aware of the potential short- and long-term implications and effects of Elective Home Education.

On receipt of written notification to home educate, The Centre understands that it is essential that the DSL contacts the Wakefield Education Welfare Service to inform them that the student is to be deleted from the admission register. A local agreement exists with schools and the Local Authority whereby when a parent notifies the centre of their wish to Electively Home Educate, the pupil will not be deleted from the admission register until a period of 10 school days has elapsed so that parents have made a considered decision.

11. Monitoring, Evaluation and Review

The Senior Leadership Team and specifically the Assistant Headteacher (Inclusion) will ensure all staff take responsibility for implementing this policy and associated guidance. Overall responsibility for this policy rests with the Headteacher.

SLT will regularly audit the effectiveness of this policy in order to inform the Springfield Improvement Plan and lead to identification of targeted training for staff implementing the policy. The audit will consider the effectiveness of support, including use of rewards, attendance challenges and monthly meetings with EWS.

A report on Attendance is provided to the Management Committee during the academic year.

Adrian Anderson

Reviewed: -----

Date: **May 2021**

Appendix 1

Daily Attendance Dynamic

The Centre will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use. There is a daily **attendance dynamic** whereby the Attendance team seek to quickly have complete and accurate data and follow up any safeguarding concerns e.g., when a parent has not contacted school, or the student is absent.

Time	Action	Led by
8:45am	<i>AM Registration Opens</i>	All staff
	<i>Paper registers to be completed during social/breakfast time</i>	Allocated staff member in social area
	<i>T2P, voicemail, emails checked for absence notifications and register updated</i>	First responder/Attendance Lead
9:00am	<i>Registration closes (any pupil arriving after 9:00 to be marked as L)</i>	
	<p>Paper register to be passed to first responder</p> <p>Pupils arriving after 9:00am report to allocated registration point – Behaviour Support to be called to wand & escort to lesson and inform attendance office of arrivals who will update register and inform parents via text/call (Pupils not to be sent to advise of arrival themselves) – Registration codes to be updated accordingly and first responder made aware</p>	<p>Behaviour Support</p> <p>Behaviour Support</p> <p>Reception/First responder/Attendance Lead</p>
By 9:10am	Registers to be completed by teaching staff within first 10mins of period 1	Teaching Staff
		Form Tutors
	Paper registers to be checked against Integris and any discrepancies reported to Behaviour Support (to monitor whereabouts of pupils who have arrived at school but failed to arrive at lesson 1)	<p>First Responder/Attendance Lead</p> <p>Behaviour Support</p>
9:15am	First response absence text sent via T2P to advice of all non-attenders	First Responder/Attendance Lead
	Absent pupils open to Social Care/Hub/CiC to be reported to Deputy DSL (who will advise of next course of action, regarding contact, or follow-up directly)	First responder/Deputy DSL
9:30am	Late Registration closes (any pupils arriving after	

	9:30 to be marked with the U code, late arrivals process as detailed above to be followed throughout the day)	
	Phone Alternative Provision providers to confirm student attendance and update Integris (contact parents/pupils of AP pupils where necessary)	First Responder
	Re-check all registers for late arrivals and T2P for any absence notifications then calls to be made to all unexplained absentees – calls to be logged on Integris notes and CPOMS if required (calls to continue throughout the day as time required)	First Responder/Attendance Lead
10:00am	AM Attendance data published, and 3-day absences highlighted	Attendance Lead
	Meet and discuss all home visits regarding risk, attendance and up to date situation regarding the students with Safeguarding concerns – Including 3-day absentees (authorised or unauthorised)	SLT/Attendance Lead/Deputy DSL/EWO
Lunch time	PM Registration Paper registers completed by lunch time staff	Lunch Time staff
Period 4	Paper register passed to attendance office Then to be checked against Integris and any discrepancies reported to Behaviour support (to monitor whereabouts of pupils who have arrived at school but failed to arrive at lesson 1	Lunch Time Staff/First responder Behaviour Support
	Check all registers and update SLT (via daily dashboard on GDrive) with the final attendance figures for the day	Attendance Lead
Through out the day	Follow-up calls made to pupils with whom there was no contact made on 1 st attempt.	First Responder/Attendance Lead/DDSL