



Bishop Chadwick

Catholic Education Trust

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Policy Dated / Approved by Directors :	20 July 2021
Reviewed by Directors:	3 October 2022
Date of Next Review:	Autumn 2023

Named personnel with designated responsibility for Attendance:

Name:	Role:
Mrs M Butt	Headteacher
Mrs J Parker	Deputy Headteacher
Mrs S Hulley	Child Wellbeing Lead (Attendance Lead)
Mrs M Massey	BCCET Attendance Officer

Our School Attendance Aspiration is 100%
Our School Attendance Target is 97%

Bishop Chadwick Catholic Education Trust

The vision of Bishop Chadwick Catholic Education Trust is that “As a family of schools inspired by Christ, we aim to enable each individual to fulfil their God given potential. Excellence for everyone through learning, respect and partnership is the heart of our Trust.” Underpinning this, is the Trust’s mission of “Better Schools, Better Communities and Better Futures in Christ”.

In order to achieve both the Vision and Mission of the Trust, good attendance in our schools is crucial. In doing so, those in our Trust community will live out our six values: ‘Excellence’ can be achieved; ‘Respect’ is demonstrated; the sense of ‘Community’ is fostered; pupils can fully realise their unique ‘Gifts’; ‘Aspiration’ is developed; and achieving this goal, is a real ‘Celebration’.

The Trust is committed to ensuring each school develops a robust attendance strategy that supports all learners in regular and punctual school attendance. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to ensure their formation: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad, balanced and aspirational curriculum.

Ss Peter and Paul are proud of the attendance of our pupils. We work closely with parents, carers and pupils to ensure that good attendance is seen as crucial in ensuring all children reach their full potential.

Introduction

Ss Peter and Paul Attendance Policy takes account of the guidance set out in the DfE Document 'Improving School Attendance May 2022'.

Regular and punctual school attendance is important. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to them by law. Ss Peter and Paul fully recognises its responsibilities to ensure pupils are in school and on time, therefore having access to learning for the maximum number of days and hours.

Our policy applies to all children registered at this school and this policy is made available to all parents/carers of pupils who are registered at our school on our school website or available from reception for those without access to the internet.

This policy has been written to adhere to the relevant Children Acts, Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority.

Although parents/carers have the legal responsibility for ensuring their child's good attendance, the Headteacher and Governors at our school work together with other professionals and agencies to ensure that all pupils are encouraged and supported to develop good attendance habits. Procedures in this policy are followed to ensure this happens.

Children who are persistently late or absent soon fall behind with their learning. Children who are absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age related learning expectations. A child whose attendance drops to 90% each year will, over their time at primary school, have missed two whole terms of learning.

Aims and Objectives

This attendance policy ensures that all staff and governors in our school are fully aware of, and are clear about, the actions necessary to promote good attendance.

Through this Policy, we aim to:

- Improve pupils' achievement by ensuring high levels of attendance and punctuality.
- Achieve a minimum of 97% attendance for all children, apart from those with chronic health issues.
- Create an ethos in which good attendance and punctuality are recognised as the norm and seen to be valued by the school.
- Raise awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.

- Ensure that our policy applies to Nursery and Reception aged children in order to promote good habits at an early age.
- Work in partnership with pupils, parents, staff and the Attendance Service so that all pupils realise their potential, unhindered by unnecessary absence.
- Promote a positive and welcoming atmosphere in which pupils feel safe, secure, and valued, and encourage in pupils a sense of their own responsibility.
- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of all staff in promoting good attendance.
- Recognise the role of class teachers as they will be able to identify where attendance is having an impact on attainment.

We maintain and promote good attendance and punctuality through:

- Raising awareness of attendance and punctuality issues among all staff, parents and pupils.
- Ensuring that parents understand the responsibility placed on them for making sure their child attends regularly and punctually.
- Equipping children with the life skills needed to take responsibility for good school attendance and punctuality appropriate to the child's age and development.
- Maintaining effective means of communication with parents, pupils, staff and governors on school attendance matters.
- Developing and implementing procedures for identifying, reporting and reviewing cases of poor attendance and persistent lateness.
- Supporting pupils who have been experiencing any difficulties at home or at school which are preventing good attendance.
- Developing and implementing procedures to follow up non-attendance at school.

Procedures:

At all phases of education, schools will undertake the following procedures to support exceptional attendance by:

- Monitoring and interrogating local and national data, feedback from schools and intelligence from partner agencies to develop strategies to improve attendance and monitor impact (including join up with early help, children's social care and other LA services)
- Maintaining regular communication with leaders across our Trust Schools and through local networks and forums, to share local and national data, disseminate best practice and respond to intelligence from school leaders
- Utilising fully intelligence gathered from across Trust schools via the Trust attendance survey, ensuring good practice is shared and embedded.
- Engaging partners from virtual school, early help and social care teams to ensure that they understand attendance expectations and ensure that the vulnerable cohort they serve are supported to sustain good levels of attendance

- Working closely with local health services and school nursing teams to ensure practitioners understand attendance requirements/responsibilities and work collaboratively with them to link families into the right support
- Weekly analysis of attendance data (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking) to ensure that appropriate intervention is delivered quickly to address absence
- Weekly reports to staff across the school from attendance leaders to enable them to track the attendance of pupils and to implement attendance procedures effectively
- Establishing a range of evidence-based interventions to address barriers to attendance
- Creating action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance
- Ensuring additional targeted support in place to remove any barriers for pupils where absence becomes persistent. Where necessary this includes working with partners
- Ensuring join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed
- Intensifying support through statutory children's social care where safeguarding concerns exist
- Ensuring attendance leaders monitor the impact of any intervention, adjusting if necessary and using findings to inform future strategy. *Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention*
- Establishing robust escalation procedures which are initiated before absence becomes a problem:
 - sending letters to parents and carers
 - first day response and phone calls to parents by 9.30am
 - weekly tutor review (secondary schools only)
 - creating attendance clinics
 - home visits where appropriate
 - engaging with the Trust Family Liaison Officer
 - engaging with local authority attendance teams and/or independent attendance organisations
 - using fixed penalty notices as outlined by the DfE
 - engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
- Monitoring the implementation and quality of escalation procedures (and intervention), for example, sampling of case files by senior leader with responsibility for attendance
- Evaluating the impact of escalation procedures half termly with Trust Family Liaison Officer, seeking robust evidence of the escalation procedures that work and that reflect the school context best
- Following local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met

- Engaging governors in attendance panels to reinforce messages and outline relevance in terms of training and employment
- Providing a termly attendance report to stakeholders
- Clearly communicating to staff, parents and pupils our expectations using the following traffic light system:

Responsibilities

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals *might have*.

Class teachers are responsible for:

- Maintaining class registers and completing them accurately in accordance with school policy, and forwarding completed registers to school office staff after registration closes.
- Informing the nominated person where there are concerns and acting upon them
- Where poor attendance re occurs ensuring appropriate school staff are informed.
- Emphasising with their class the importance of good attendance and promptness
- Ensuring appropriate school staff are informed of additional information provided by the child so it can be recorded in line with school policy
- Discussing attendance issues at consultation evenings where necessary

The Head teacher is responsible for:

- Overall monitoring of school attendance
- Monitoring trends in authorised and unauthorised absence
- Contacting families where concerns are raised about absence including arranging meetings to discuss attendance issues
- Monitoring individual attendance where concerns have been raised
- Making and supporting referrals to the Local Authority
- Providing reports and background information to inform discussion with BCCET Attendance Officer
- Liaising with other professionals to determine potential sources of difficulties and reasons for absence.

Staff in the School Office are responsible for:

- Collating and recording registration and attendance information.
- Taking and recording messages from parents regarding absence
- Ensuring the Absence/Late Book is completed
- Contacting parents of absent children where no contact has been made.
- Recording details of children who arrive late or go home early
- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and/ or unusual explanations for attendance offered by children and their parents/ carers and reporting concerns to the Head teacher to address

- Liaising with the BCCET Attendance Officer to monitor attendance and implement strategies for improvement on a whole school and individual basis.
- Sending out standard letters regarding attendance regularly and consistently
- First Day Response: Contacting home if no reason for absence is received (phone call or text message)

Family Support / PSA/ Attendance Officer are responsible for:

At Ss Peter and Paul we have employed a Child Wellbeing Lead to offer additional support to Parents / carers and pupils. This includes support in relation to:

- Improving school attendance by carrying out home visits, attending meeting with the parent / carer
- To identify with parents the reason for poor attendance and work with parents to achieve improved attendance and reduce exclusions
- Monitor attendance levels & punctuality
- Offer parent contracts and attendance plans
- Identify patterns of absence
- Talk to pupils on a 1:1 basis regarding attendance related matters
- Offer group work sessions to remove the barriers to attendance including friendship groups
- Refer to outside agencies for additional support for families including School Health, CYPS, Attendance Service, Police, Youth Offending Team & Social Care

BCCET Attendance Officer is responsible for:

The Bishop Chadwick Catholic Education Trust have an Attendance Officer in post to support schools with their attendance and offer additional support to Parents/Carers and Pupils. This includes support in relation to:

- Improving school attendance by carrying out home visits and attending meetings with the parent/carer(s)
- To identify with the school and parent/carer(s) the reason for poor attendance and work with both the school and parent/carer(s) to achieve improved attendance and reduce exclusions
- Work with the Senior Leadership Team and Attendance Officer, where appropriate, to monitor attendance levels, identify patterns of absence and create strategies to improve attendance
- Support the school with parent contracts and attendance plans, where necessary
- Talk to pupils on a 1:1 basis regarding attendance related matters, where requested by the school
- Work alongside the Senior Leadership Team with referrals to outside agencies for additional support for families including School Health, CYPS, Attendance Service, Police, Youth Offending Team & Social Care, where necessary
- Working alongside the BCCET Mental Health Co-ordinator and Counselling Service

Parents/Carers are responsible for:

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness or attendance at a medical appointment.
- Contacting the school office on the first morning of absence.
- Informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or dentist. (Appointment card/letter). Where possible, ALL medical appointments should be made outside of the school day.
- Making requests for authorised absence in term time, only if absolutely necessary as these are not automatically authorised.
- Talking to the school as soon as possible about any child's reluctance to come to school so that problems can be quickly identified and dealt with.

Authorised absence

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent telephones the school to explain the absence.

Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised.

Unauthorised absence

An absence is classified as unauthorised when a child is away from school without the permission of the school.

Therefore, the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

Registers

1. Registers are legal documents and will be marked twice a day.
2. Parents must always give reasons for absence to the school.
3. Schools are to determine whether absence is authorised or unauthorised in exceptional circumstances, considering factors such as frequency, duration, attendance patterns, i.e. within reason. Staff must be observant of situations where absence is continually condoned by parents.

The guidelines below clarify possible actions

Authorised Absence	Unauthorised Absence
Illness	Absence without a valid reason

Medical Appointment / Dental (For the time of appointment including travelling)	Latecomers beyond 30 minutes after the session has started
Family Bereavement	Persistent lateness within the first 30 minutes of the day
Religious Observance	Babysitting children including siblings.
Interview / Work Experience	Shopping during school time.
Excluded Children	Special occasions, e.g. birthday.
Sports / Music / Exams	Holidays
Agreed other educational activity at the discretion of the Head teacher	

Reintegrating Long Term Absentees

Following a long period of absence, a child may feel vulnerable, so staff may wish to arrange a phased or gradual return, allocation of a 'Key Worker', consider whether Special Needs support is appropriate, ensure that all staff are aware of the situation and nominate a key person to monitor the child's reintegration into school. All children must feel welcomed back and know from whom they can seek help. Never leave children sitting in corridors or outside an office for long periods.

Registration

All the school doors open at 8.45 am (KS1 and KS2) until 8.55 am. This time is sufficient for all pupils to come into their classroom. Nursery doors open at 9.00am for the morning session and 12.00 pm for the afternoon session.

Each class teacher has the responsibility for keeping an accurate record of attendance. Any pupil who is absent must be recorded at the beginning of the morning and afternoon session. The attendance register must be completed by the class teacher by 9.00 am (KS 1 and KS2) and by 1.05pm. Nursery attendance registers must be completed by 9.05 am and 12.05 pm.

All attendance records are documented using the School Management Information System. Attendance registers are legal documents and these must be kept secure and preserved for a period of three years after the date they were last used.

Lateness

Repeated absence at the beginning of a school session can amount to failure to attend regularly for the purpose of the 1996 Education Act. The school seeks to improve general punctuality and to improve attitude of persistent offenders by:-

- a. Informing parents of our expectations and offering ways of helping combat lateness.

- b. Parents of persistent offenders must be contacted, and reported to the Attendance Officer if no improvement.
- c. Praise and acknowledge latecomers who improve.
- d. Ensure that staff set a good example by arriving punctually for lessons.
- e. All children and parents must understand that lateness is actively discouraged, although sensitivity may be appropriate in some cases.
- f. Schools may use other incentives to improve levels of punctuality
- g. The Child Wellbeing Lead will be used to support pupils and families with any of the above issues.

Once the doors are closed at 8.55am the only way to get into school is via the school office. Any pupil who comes into school this way from 8.55am will be marked as late in the attendance record. Records are kept of those pupils who are late, this is documented on the electronic register for each pupil (Attendance code L). Any child who arrives for school later than 9.25 am (KS1 and KS2) will be marked as having an unauthorised absence for the morning. (Attendance code U).

Children who have attended a dentist or doctor's appointment and subsequently come to school later than 9.05am will have the absence recorded as a medical absence (Attendance code M).

Children who are persistently late miss a significant amount of learning, often the most important aspect, as the beginning of the day is where the teacher explains the learning and what each child is expected to achieve. (School to expand: Is lateness challenged/how is it challenged)

Where there have been persistent incidents of lateness parents/carers will receive a letter advising them of the concerns and the school will provide opportunities for parents/carers to seek support and advice to address these issues.

Absences

Parents/carers should contact the school on the first day of their child's absence. When parents/carers notify us of their child's absence it is important that they provide us with full and accurate details of the reason for their absence and expected date of return. This information is used to determine whether the absence is authorised or unauthorised. The Headteacher has the responsibility to determine whether absences are authorised or unauthorised

Where we have not received reasons for a child's absence then we will speak to the parent/ carer requesting these details. If we cannot contact the parent/ carer by phone then we send a letter requesting this information. If this letter is not completed and returned by the specified date then the absence will be recorded as an unauthorised absence (Attendance Code O)

First Day Contact

Where a child is absent from school and we have not received any verbal or written communication from the parent, then we initiate a first day contact process. Office staff check all of the registers from 9.00am to 9.30am on a daily basis, to identify those pupils who are absent. There are occasions when we are unaware why the child is absent and we will attempt to contact the parent to check the reasons for the child's absence.

Illness

When children have an illness that means they will be away from school long term, the school will do all it can to send material home and operate remotely, where appropriate, so that they can keep up with their school work.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the support services of South Tyneside Attendance and Monitoring Team to see if arrangements can be made for the child to be given some home tuition outside school.

Where over the course of an academic year, a child has repeated periods of illness, the school will write to parents to ask them to provide medical evidence for each future period of illness related absence. This evidence could be a Doctor's note, appointment card/letter or copy of a prescription. We may seek written permission from you for the school to make their own enquiries. Alternatively, we may make a referral to the School Health Advisor to offer support.

Parental Request for Absence from School for Holiday

With effect from September 2013, the government abolished the right of Head Teachers to authorise absence specifically for holidays of up to 10 days per year if special circumstances exist. Instead, Head Teachers will only be allowed to grant leave of absence for any reason if they are satisfied exceptional circumstances exist. Parents are encouraged to keep open lines of communication with school over absence as persistent absence can be considered a safeguarding matter. Fixed penalty notices will be issued in line with DfE guidance.

Addressing Attendance Concerns

The school expects attendance of at least 97%.

It is important for children to establish good attendance habits early on in their primary school career. It is the responsibility of the Head Teacher and the Governors to support good attendance and to identify and address attendance concerns promptly. In our school, parents are to ensure their child attends school regularly and punctually. If we become concerned about your child's attendance, we will inform parents/carers of our concerns. Initially concerns about attendance are raised with parents/carers via letters which are sent home. In some cases, parents/carers may be offered a parent contract. A parent contract is an agreement / action plan which looks at ways to work together to improve attendance. There will be opportunities for the parent/carer to discuss reasons for absence and support to be given by the

school with the aim to improve attendance. It is common practice that this may be escalated to the BCCET Attendance Officer. Where a child's attendance record does not improve over a period of time with support from the school, then it is the responsibility of the school to make a referral to the LA Attendance Officer.

The Attendance Service will look at each case and may issue fixed penalty notices to parents where there is poor attendance.

The LA Attendance Service working jointly with Legal Services may also consider:

- Applying for a parenting order
- Applying for an education supervision order
- School Attendance Order (If parent has not registered their child in a school)
- Community Order

The LA Attendance Officer can remotely check and monitor attendance levels. The LA Attendance Officer regularly carries out register checks to identify children with low attendance.

Monitoring Attendance

Our office staff have the responsibility for ensuring that all of the attendance data is accurately recorded on the School Information Management System. Regular meetings are held with the Head teacher and the BCCET Attendance Officer to discuss all attendance concerns and appropriate actions are taken following these meetings, such as letters sent to parents or meetings arranged to discuss attendance concerns with parents.

At Ss Peter and Paul we follow a traffic light system. The purpose of colour coding helps Staff, Parents and Pupils to have a clear understanding of our expectations

Attendance Flag	Information
Red – Under 92%	Pupils in the red zone are more likely to underachieve, find making friendships difficult and often exhibit poor behaviour. Pupils with this level of absence have large gaps in their learning and struggle to make expected progress despite support. Legal action may also be taken against Parents/Carers of Red Zone pupils.
Amber – 92-96.99%	Pupils in the amber zone are still at risk of underachieving due to the absence level. Pupils who miss school regularly are more likely to suffer from school related stress. Pupils in this zone have gaps in their learning which put additional pressures on children and parents to fill those gaps with the support of the school. If your child in in the Amber Zone we will contact you to complete a suitable action/intervention plan to help avoid attendance falling into the Red Zone.
Green – 97+%	We expect pupils to have Green attendance throughout their education. Those in the Green zone have minimal learning gaps which are addressed within the school day. This means that they are more likely to do well in examinations, achieve their full potential, have better job

	opportunities, develop good mental health and can develop strong friendships within school.
--	---

Rewards & Recognition

Although good attendance is an expectation the school seeks to improve whole school attendance by offering incentives, this may include:

- 100% Certificates
- Prizes
- Positive Postcards
- Letters
- School / Class Events
- Trips
- Additional Play time

Appendix

Appendix 1: Parent Contract

Parenting Contract Parenting Contract

Personal details

Pupil's Name:

Parents' Names:

School's Name:

Name: Mrs S Hulley

Position: Child Wellbeing Lead

Contact details:

Background to Parenting Contract

Following a meeting on _____ between _____ that we want to work together to help _____'s attendance is currently _____ %.

_____ and Mrs Hulley, we have all agreed to attend school more regularly.

What has been agreed

The School's promise

- Contact the parent if the pupil is absent from school without an explanation.
- Be available as a named person for parents to contact in school regarding attendance.
- Provide pupils with a school support worker if needed.
- Respond to any problems reported that could affect attendance.
- Make referrals to other agencies for example the attendance service or school health.
- Be a point of contact in school for the student.

Parent's promise

- To supply details of their full names, address and telephone number and notify school immediately of any changes.
- To contact school on the first day of absence regarding the reason for absence and give an estimated day of return.
- To inform the school of any problem affecting attendance.
- To work with other agencies to resolve any issues affecting attendance.
- To bring or arrange for someone to bring their child into school.
- Attend parenting classes or support groups if needed.
- Provide supporting medical evidence if their child is sick.

Review

We will meet again if required to discuss how things are going and whether this agreement needs to be changed in any way.
 Anyone can ask for a meeting at any time to discuss the agreement further or to discuss any difficulties or problems.

Important dates

We will next meet if required.

Other important dates are:

We will review this agreement if required.
 We will end this agreement on

Agreement :

We will do what we have agreed in this parenting contract and will work together to help attend school regularly.

Signed: _____ (Parent)

Date:

_____ (School)

Date:

_____ (School)

Date:

Complaints procedure

Any complaints will be dealt with using the school's complaints procedure.

Appendix 2: Traffic Light System



Below 92%

Between 92-96.99%

Above 97%