

# Attendance Policy

## Temple Learning Academy



**Approved by:**

Stuart Huddleston

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# **Temple Learning Academy Attendance Policy**

## **THE LAW:**

All children of compulsory school age should receive suitable education, either by regular attendance at school or through other arrangements. Compulsory school age is 5-16 years (however, this is up to and including the end of June in Y11). If a child is registered at school, parents have the primary legal responsibility for ensuring that their child attends regularly.

## **1. RATIONALE OF THE POLICY AS OUTLINED BY THE DEPARTMENT FOR EDUCATION**

1.1 The school supports the underlying rationale of the DfE's aims of the behaviour and attendance strand to secure positive behaviour and attendance by:

- 1.1.1 offering appropriate support to staff to help students learn positive behaviour and habits of regular attendance.
- 1.1.2 promoting the kinds of planning, teaching and school routines and procedures that support good learning, constructive behaviour and regular attendance.
- 1.1.3 ensuring all students are motivated to attend school and supported to engage fully in their learning.
- 1.1.4 sharing good practice across schools to promote effective strategies to improve behaviour and attendance for learning.
- 1.1.5 engaging the wider community in a more coherent and imaginative approach to local students, particularly those that are disaffected.

## **2. SCHOOL'S RATIONALE**

2.1 To create a culture in which full attendance is seen as an essential building block in students accessing learning, maximising their opportunities for development and achieving the highest levels of excellence.

### **Temple Learning Academy Strategy**

Aim: To improve the culture of attendance through supportive measures, robust procedures and protocols and the totality of the curriculum offer.

### **Rationale:**

Improving attendance is the responsibility of all stakeholders involved with Temple Learning Academy and Red Kite Learning Trust. The barriers to accessing education are wide and

complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that our school is a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn. At Temple Learning Academy we foster a culture of both excellent attendance and respectful challenge by staff to parents and to children.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, Temple Learning Academy and partners will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with Temple Learning Academy's efforts on curriculum, behaviour, safeguarding, SEN support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It must be a concerted effort across all teaching and non-teaching staff in school, the Trust, Governing Body and the Local Authority.

### **Implementation:**

Parents are expected to communicate absence daily with a specific reason for absence given. Where this does not occur, the absence will be unauthorised. The attendance team will communicate this to parents via phone call and text messages. This also acts as a safeguarding measure to ensure parents are aware that their child has not attended school.

The attendance team will then follow up absences with additional phone calls and home visits. Home visits firstly serve as a safeguarding welfare check for students who have been absent from school for 3 days and secondly an opportunity to address any barriers to attending school.

Punctuality is monitored daily, with an Attendance Improvement Officer, Pastoral Advocate and member of the leadership team at the main reception to greet late arrivals every morning. A 20-minute detention is issued for the same day for any late arrivals. Students arriving after 9:00am receive a U code, which is an AM absence. Any student arriving after this time is issued a 1-hour afterschool detention for the following day.

Student attendance is tracked and monitored by the attendance team with any absence concerns followed up through formal communications in addition to the daily text messages, calls and home visits. Where attendance is a concern a School Attendance Panel (SAP) meeting will be held with parents/carers issued a letter to attend and address barriers to attendance. Panel meetings serve as a supportive opportunity to work with families and offer the relevant support to address attendance barriers and ensure pupils are able to attend school. If parents/carers do not attend a panel meeting, this will still be held and actions decided. Minutes will then be sent out to all stakeholders with agreed actions and timeframes of monitoring periods. Where attendance remains to be an issue following an attendance panel meeting, a second meeting will be held. A review of the previous meeting and barriers to attendance will be discussed with any further issues that may have arisen. After a second panel meeting, if attendance continues to be a concern cases can be referred to the local authority for legal intervention.

Guidance is utilised to raise the profile of the importance of school daily attendance. Students record their cumulative attendance each week in their planners and are made aware of their punctuality. Parents are also made aware of punctuality concerns at the end of each week, with the amount of minutes and sessions missed for that week.

For students with more complex emotional based school avoidance, we work with internal teams and external agencies to support a reintegration back into mainstream education through Student Central, specialist staff and wrap-around pastoral support.

Attendance is recognised, rewarded, and celebrated each week and at key points in the academic year.

When discussing progress or issues within school with students and/or parents **all staff** will link the conversation to the student's attendance if this is a limiting factor.

### **Safeguarding**

Children may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and at Temple Learning Academy promoting the welfare of our children encompasses attendance, managing behaviour, access to the curriculum, health and safety and anti-bullying.

**Failing to attend school on a regular basis will be considered as a safeguarding matter.**

Helping to create a pattern of regular attendance is everybody's responsibility – parents/carers, pupils and all members of school staff.

## **3. PRINCIPLES**

3.1 Our specific principles relating to attendance include:

- 3.1.1 an agreement by students, parents and staff to support our rationale that full attendance enables students to gain the highest levels of achievement.
- 3.1.2 an agreement that lateness can undermine the learning process and that a positive approach to attendance and timekeeping is essential and should be an integrated part of the Behaviour for Learning system.
- 3.1.3 a challenging yet supportive approach to achieving full attendance.
- 3.1.4 a co-operative approach to the development and implementation of attendance strategies between students, parents and staff.
- 3.1.5 a commitment to work co-operatively and collaboratively with our Trust partners, Temple Newsam Community Partnership (TNCP), the Red Kite Learning Trust (RKLT) and any outside agency that will enable our school to achieve full attendance.

3.2 The school's practice in relation to gaining full attendance is based upon legislation, DfE guidance, and Local authority guidance.

#### 4. PROCEDURES

4.1 General Procedures and attendance and times of the school day

4.1.1 the school opens at 8.00 am for students to access breakfast facilities; the Primary and Secondary school doors open at 8:20am.

4.1.2 the school day for attendance purposes is composed of the following elements:

Time	Period	KS1	KS2	KS3	KS4
08.25-09.00				Guidance	Guidance
09.00-10.00	1			Lesson 1	Lesson 1
10.00-11.00	2	Break	Break	Lesson 2	Lesson 2
11.00-11.20				Break	Break
11.20-12.20	3			Lesson 3	Lesson 3
12.20-13.20	4	Lunch	Lunch	Lesson 4	Lesson 4
13.20-14.10				Lunch	Lunch
14.10-	5			Lesson 5	Lesson 5
	End of School	15.00	15.00	15.10	15.10
15.10-16.10	School Clubs				

4.2 Recording Attendance and Absence:

4.2.1 attendance will be recorded electronically in all lessons through the use of class-based computers.

4.2.2 8:25 – 9:00 and 12:20 – 13:20 are designated as the registration points of the morning and afternoon sessions.

4.2.3 if there are any computer problems an email must be sent to TLA Attendance listing present students within the first ten minutes of a lesson

4.2.4 Any student (Primary or Secondary) arriving after 8.25 must enter through main reception to sign in using InVentry, supervised by a member of the Attendance Team. Primary students are escorted to their respected area by a member of staff. Students arriving after 9am must enter the school through Main Reception and sign in via InVentry.

4.2.5 the parents of students who are absent will be contacted by text on the first day of absence and every day where contact is not made with school.

Parents must:

4.2.6 make telephone contact on first day of absence stating a specific reason for Absence

Please ring the Attendance Line **(0113 264 5456)** and select option 1. Alternatively, you can email [TLAAttendance@tla.rklt.co.uk](mailto:TLAAttendance@tla.rklt.co.uk)

4.2.7 contact the school on each day of a child's absence, unless the school has received advanced notification of the length of absence, in the form of a hospital admission or medical certificate.

4.3 Lateness:

4.3.1 lateness will be processed by the Attendance Administrator.

4.3.2 Secondary students who are late after 8.25 am will initiate a direct consequence of a punctuality detention of 20 minutes during breaktime that day. Students who are regularly late will be sanctioned as per the below:

Late per half term	Sanction
1st	Break time detention
2nd	Break time detention
3rd	30 mins after school detention
4th	60 mins after school detention
5th	60 mins after school detention
6th	Day in isolation
7 <sup>th</sup> plus	60 mins after school detention – every third to be a day in isolation

4.4 The Graduated Response

4.4.1 students' attendance will be monitored very closely by the Attendance Team.

4.4.2 the Attendance Improvement Officers (AIO) will have an overview of students whose attendance is dropping and consider if support is required by looking at reasons and patterns of absence.

4.4.3 the Attendance Improvement Officer and further Attendance Team will make contact via telephone or text message with the family on any day of absence where no contact has been made.

4.4.4 home visits will be made on the first day of absence if contact cannot be made for students, or if the reason given by parents/carers is not deemed acceptable.

- 4.4.5 home visits will be conducted on day 3 and day 5 of absence.
- 4.4.6 for students with longer term absence, weekly welfare checks will be conducted by members of the Attendance Team, Safeguarding Team or Safer Schools Police Officer.
- 4.4.7 Following any further unauthorised absences, a letter will be issued to parents informing them of the decision to progress the case down the Fast track or Case Work Legal route. Attendance will continue to be monitored under the fast-track local authority system and meetings and home visits will take place where appropriate.
- 4.4.8 the Attendance Team may consider a referral to the Temple Newsam Cluster meetings after initial interventions have taken place to initiate support
- 4.4.9 At the end of each academic year any student with below 90% attendance will be sent a letter outlining the need for proof of illness for any future absences in the next academic year.

#### 4.5 Truancy:

- 4.5.1 the Attendance Team and Pastoral Team will be key in the identification of external truancy and will work with the student and parents to develop a re-engagement package. An attendance contract may be issued for persistent truancy to monitor and support the student.
- 4.5.2 it is the role of the classroom teacher to inform the Pastoral Team of any suspicious absence within the first 10 minutes of any lesson via 'Attendance Alert' on ClassCharts;
- 4.5.3 all students signing out must be passed to the Attendance Team to be recorded onto Arbor immediately by the Admin Team
- 4.5.4 Internal truancy is prevented using the staff protocols guide. The consequence for internal truancy is 5 consecutive lessons in Isolation.

#### 4.6 Holiday procedures:

- 4.6.1 the school and the RKLTL agree that any absence from school will interfere with a student's ability to reach the highest standards of attainment and therefore believes that family holidays should occur during school holidays and outside of term times.

- 4.6.2 only in exceptional circumstances will the school/Trust consider an application for a holiday. The following steps should be undertaken.
- 4.6.3 a Holiday Form is completed and returned to the Attendance Team at least two weeks before the requested holiday.
- 4.6.4 the Principal or delegated Deputy Principal, will consider the family's reasons for undertaking a holiday during term time in line with the Trust's 'Holidays in Term Time' policy. Authorisation can only be granted in exceptional circumstances.
- 4.6.5 failure to ask for permission will result in the absence being recorded as unauthorised and subject to a potential fixed penalty fine from the Local Authority.
- 4.6.6 If the holiday is for 5 days or more, the family will be subject to a holiday fine from the Local Authority.

#### 4.7 Children missing from education

- 4.7.1 a child going missing from education is a potential indicator of abuse or neglect, as referenced in section 164 of KCSIE ([Keeping children safe in education 2021](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90121/Keeping-children-safe-in-education-2021.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk))). As a result of this, poor or unexplained absences will be followed up relentlessly by the TLA Attendance Team. School and college staff members must follow the Leeds Childrens' Service LA Procedure: Contact: [cme@leeds.gov.uk](mailto:cme@leeds.gov.uk) 0113 378 9686.
- 4.7.2 children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- 4.7.3 we will comply with our statutory duty to inform the Local Authority of any pupil who falls within the reporting notification requirements outlined the Children Missing Education – Statutory Guidance for Local Authorities (DfE September 2016).

#### 4.8 Positive rewards and attendance:

- 4.8.1 All students should aspire to 100% attendance each half term. Attendance in school has a proven correlation with high outcomes and employability.
- 4.8.2 Rewards for attendance are incorporated in the school's rewards system. All students should aspire to 100% attendance.



## 4.9 Suspensions

4.9.1 The school will ensure that any student who has been suspended for a fixed period of up to 5 days will receive appropriate work to complete at home during the exclusion period.

## 4.10 Absence due to long term medical reasons:

4.10.1 the Attendance and Pastoral Teams will monitor the attendance of any student who is receiving medical attention that involves absence from school. The Pastoral Team will liaise with home and provide work, as appropriate. This may include appropriate computer packages that aid home learning

4.10.2 appropriate phased re-integration will be organised in consultation with the student, the parent and external agencies.

## 4.11 Support for re-integrating students

4.11.1 Students who displayed significant difficulties in accessing school will be supported in their reintegration back into school

## 4.12 Absence and examinations

4.12.1 The school will ensure that students will have every opportunity to undertake external examinations if suffering from a medical condition or having been excluded.

## 4.13 External support:

4.13.1 the school will work in partnership with the TNLP/Cluster Team to provide appropriate support for families (parents and children) in an attempt to remove all barriers to poor attendance.

4.13.2 the school will work with local agencies in developing programmes of intervention for individual/ family cases and in developing strategic plans for supporting students and families experiencing social stress.

4.13.3 the school will work in partnership with other Trust schools in best use of the Attendance Improvement Officer (AIO) intervention and in implementing the Trust's Policy on attendance alongside the school's.

## 4.14 Monitoring (Operational):

4.14.1 For secondary students, the initial stage of monitoring of attendance is undertaken by the form tutor and the student themselves; students should expect to be questioned about their absence and the reasons for it on their return to school.

4.14.2 For primary students, the initial stage of monitoring of attendance is undertaken by the class teacher and the student or parent/carer - whichever is more appropriate.

4.14.3 further monitoring is undertaken by Attendance Team and the family, with continued reference to the Attendance Graduated Response.

#### 4.15 Monitoring (Strategic)

4.15.1 The monitoring of the Attendance Development Plan, the attendance elements of the School Improvement Plan and the achievement of attendance targets is undertaken by the Assistant Principal (Student Development), the Principal and the nominated governor responsible for attendance through the academic year. In addition to this, TLA holds a weekly meeting with all relevant personnel from both the pastoral and academic teams to discuss each student in the school over the course of a half term. This ensures no child goes unnoticed.

### 5. KEY ROLES AND RESPONSIBILITIES

#### 5.1 Classroom Teachers

5.1.1 Each teacher is responsible for maintaining an accurate record of students' attendance to their lessons using Arbor. Staff also have the responsibility of informing the Attendance and Pastoral Team of any suspicious absence at the earliest opportunity.

#### 5.2 Form Tutors/Class Teachers

5.2.1 Each form tutor/class teacher is responsible for monitoring the attendance of the students in their form. Form Tutors are responsible for having a conversation with students in their form who return from absence.

#### 5.3 Administrator responsible for Attendance

5.3.1 The Attendance Administrator is responsible for communication with parents/carers on a daily basis where contact with school has not been made or the reason for absence is not clear. The Attendance Administrator is responsible for tracking the student's attendance and initiating communication home in line with the schools monitoring and response protocols. The Attendance administrator will work under the supervision of the Assistant Principal for Attendance and support them with any information required to maximise attendance across school.

#### 5.4 Designated Leadership Team Member with Responsibility for Attendance

The central responsibilities of Assistant Principal (Student Development) are:

- 5.4.1 to ensure that attendance is strategically planned as outlined in the School Improvement Plan.
- 5.4.2 to ensure that the Senior Leadership Team (SLT) is regularly informed about attendance progress towards achieving targets.
- 5.4.3 to ensure that the Governing Board is regularly informed through the designated governor.
- 5.4.4 to ensure that regular meetings take place with the Safeguarding, Pastoral and Attendance teams to discuss attendance, identify concerns early and formulate a strategy for dealing with them.

#### 5.5 Designated Governor with Responsibility for Attendance

- 5.5.1 The designated governor with responsibility for attendance will act as a critical friend to the designated leadership team member responsible for attendance and report directly to the full governing board. The governor will ensure targets are set, action plans are reviewed, and new plans are formulated which will enhance the principles of this policy.

### **6. REVIEW**

- 6.1 The school is committed to reviewing the effectiveness of the Attendance Policy through the monitoring procedures of the School Improvement Plan, the review of the yearly attendance action plan and through consultation with students, parents, staff, governors, the Trust and representative external agencies