



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
<b>Policy Title: School Attendance</b>	
<b>Section: A</b>	<b>Policy No: A.10</b>
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<b>Name of Originator: JMC/PC</b>	<b>Designation: Principal/Wellbeing lead</b>

## Introduction

Regular school attendance is essential if children are to achieve their full potential.

Dawn House School believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

Dawn House School values all pupils. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties.

Dawn House School recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, bullying, behaviour and inclusive learning.

Dawn House School attendance policy is drawn from **Department for Education, School attendance Guidance for maintained schools, academies, independent schools and local authorities July 2019**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/818204/School\\_attendance\\_July\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818204/School_attendance_July_2019.pdf)

Dawn House School will adhere to statutory guidance in developing and maintaining attendance registers using to record, monitor and produce data as required by schools. The attendance records are scrutinised as part of an approach to keeping children safe in education.

## Children at Risk of Missing Education

A child going missing from education is a potential indicator of abuse or neglect. Attendance is monitored closely by the Wellbeing Lead [families] who identifies any patterns and trends, particularly repeated absences, as this could be an indicator of abuse or neglect, including sexual exploitation (see Children Missing from Education, Home and Care Policy, Child Protection Policy, and Safeguarding Policy).

The school **MUST** inform the local authority of any pupil who is going to be deleted from the admission where they:

- Have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- Have a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school.
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The local authority should be notified in advance of the deletion, when the school becomes aware that the deletion will be made.

The school will notify the relevant local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more as this again may be an indicator of safeguarding issues, such as abuse and neglect including sexual abuse, forced marriage, FGM and radicalisation. Staff response to such concerns are detailed in the school's Child Protection Policy.

### **'The Hidden Missing'**

The school is also aware that a substantial number of children who go missing are not actually reported to the police and as professionals, we should be alert to this. The school accepts its responsibility to safeguard all pupils and so will actively analyse all absences to determine patterns of approved absence which may mask other reasons for non-attendance. The school will be mindful that children and young people can be vulnerable to a variety of exploitation.

If it comes to the attention of staff that a pupil is missing and has not been reported to the police, the DSL will be informed who will seek advice from the local authority missing children's officer, and advise the parents or carers of the need to do so. As professionals, we have a duty to follow this up.

If the child has returned but was not reported as missing to the police, the DSL will ensure that the Children Missing Officer is aware of the young person and the suspected or confirmed missing incident.

To support our work in this area, the school employs a Wellbeing Lead who checks registers on a daily basis, making first day contact with families when children are recorded as absent.

All communication is logged in a timely fashion on staff common/pupil central file/communication with parents.

## Roles and Responsibilities

Dawn House School believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents, pupils and the wider school community. The Chair of Governors leads on attendance matters. The Governing Body will:

- Ensure that the importance and value of good attendance is promoted to pupils and their parents.
- Annually review the school's Attendance Policy and ensure the required resources are available to fully implement the policy.

Ensure that the Registration Regulations, and other attendance related legislation is complied with as detailed in **DfE, School attendance Guidance for maintained schools, academies, independent schools and local authorities July 2019**

- Monitor the school's attendance and related issues through termly reporting at I CAN Trustees and the school's Governing Body Meetings.
- Ensure that attendance data is reported to the Department for Education as required and on time.
- Ensure that there is a named senior manager to lead on attendance.
- Ensure that the school has clear systems to report, record and monitor the attendance of all pupils, including those who are educated off-site.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence.
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions.
- In cases of persistent absenteeism, the school will actively seek to work collaboratively with other agencies to support the family.

The Senior Leadership Group will:

- Actively promote the importance and value of good attendance to pupils and their parents.
- Form positive relationships with pupils and parents.
- Ensure that there is a whole school approach which reinforces good school attendance with good teaching and learning experiences that encourage all pupils to attend and to achieve.
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually.
- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues.
- Ensure that the Registration Regulations and other attendance related legislation is complied with.
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resource.
- Return school attendance data to the DfE as required and on time.
- Report the school's attendance and related issues through termly reporting to the I CAN Trustees and the school's Governing Body.

- Ensure that systems to report, record and monitor the attendance of all pupils, including those who are educated off-site, are implemented.
- Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence.
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions.
- Develop a multi-agency response to improve attendance and support pupils and their families.
- Document interventions used to a standard required by the placing local authority should legal proceedings be instigated.

**Core Teams will:**

- Actively promote the importance and value of good attendance to pupils and their parents.
- Form positive and welcoming relationships with pupils and parents.
- Contribute to a whole school approach which reinforces good school attendance with good teaching and learning experiences that encourage all pupils to attend and to achieve.
- Comply with the Registration Regulations and other attendance related legislation.
- Implement systems to report, record and monitor the attendance of all pupils, including those who are educated off-site.
- Monitor attendance data to identify causes and patterns of absence.
- Contribute to the evaluation of school strategies and interventions.
- Work with other agencies to improve attendance and support pupils and their families.
- Document interventions used to a standard required by local authorities should legal proceedings be instigated.

**Request that parents will:**

- Talk to their child about school and what goes on there. Take a positive interest in their child's work educational progress and have active communication with school staff.
- Instil the value of education and regular school attendance within the home environment.
- Encourage their child to look to the future and have aspirations.
- Contact the school if their child is absent to let them know the reason why and the expected date of return. Follow this up with a note where possible.
- Try to avoid unnecessary absences. Wherever possible, make appointments for the doctors, dentists etc. outside of school hours.
- Ask the school for help if their child is experiencing difficulties.
- Inform the school of any change in circumstances that may impact on their child's attendance.
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.
- Encourage routine at home, for example: bed times, homework, limiting nighttime use of electronic devices, preparing school bag and uniform the evening before.

- Not keep their child off school unnecessarily or to attend an event, to help at home or to look after other members of the family.
- Avoid taking their child on holiday during term-time; in exceptional circumstances, send a written leave request to the Principal in advance of booking the holiday.

## Using Attendance Data

Pupil's attendance will be monitored and may be shared with the Local Authority and other agencies if a pupil's attendance is a cause for concern. Scrutiny of attendance data will identify patterns and trends to safeguard students and in particular to identify the 'Hidden Missing'. Any such concerns are reported immediately to the safeguarding designated lead.

Every week the Wellbeing Lead will scrutinise all registers and half termly or more frequently when required. The Attendance Administrator will produce Reports from the system will be produced alphabetically and colour coded for every pupil.

<b>GREEN</b>	<b>pupils with attendance between 100% and 96%</b>
<b>AMBER</b>	<b>pupils with attendance between 95% and 90%</b>
<b>RED</b>	<b>pupils with attendance below 90%</b>

The Wellbeing Lead [families] will identify if attendance has improved, stayed the same or deteriorated for individual pupils.

The Principal will receive a complete set of data for scrutiny.

Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

Dawn House School will share attendance data with the DfE and the Local Authority as required.

All information shared will be done so in accordance with the GDPR 2018

## Support Systems

School recognises that poor attendance is often an indication of difficulties in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example: bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

Dawn House School also recognises that some pupils are more likely to require additional support to attain good attendance, for example: those pupils with a history of school refusal, physical or mental health needs, migrant and refugee pupils, looked after children.

The school will implement a range of strategies to support improved attendance.

Strategies used will include:

- Discussion with parents and pupils.
- First day response to absence.
- Home visits.
- Referrals to support agencies.
- Regular meetings with the school's Learning Mentor/Wellbeing lead/Child and adolescent psychotherapist
- Pupil Voice Activities.
- Friendship groups.
- PSHE.
- Reward systems.
- Time limited individual part time attendance.
- Additional learning support.
- Behaviour support.
- Reintegration support packages.

Support offered to families will be child centred, planned in discussion and agreement with both parents, pupils and, when appropriate, placing authorities.

Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Dawn House School will actively seek to work collaboratively with other agencies.

## Escalation of Attendance Interventions

### **GREEN: pupils with attendance between 100% to 96%**

Parents will receive a letter home congratulating them on their child's good/excellent attendance.

Pupils will be presented with a certificate celebrating their attendance each half term.

Term time holiday requests may be approved for pupils with this level of annual attendance.

The Principal will monitor the effectiveness of interventions. This will be used to review and inform whole school strategies.

### **AMBER: pupils with attendance between 95% and 90%**

Class Teacher/Form Tutor will speak to the pupil to:

- Welcome the pupil back to school.
- Confirm with the pupil the reason for absence and offer any support that may be required.
- Update the pupil on other work they have missed and support any catch-up required.

In addition, where unauthorised absence has occurred, The Wellbeing Lead [families] will alert the senior Leadership Group to consider a response which could result in parents being contacted advising of concern and outlining the parents' responsibilities.

### **RED –: pupils with attendance 90% and below**

The Wellbeing Team and/or core team will speak to the pupil and or parents/carers to:

- Identify underlying home/school issues that may be causing the pupil's absence.
- Review the pupil's academic progress and make links to the pupil's attendance, e.g. if you attended all your classes, you could achieve...
- Make arrangements for the pupil to catch up on work they have missed.
- Identify strategies to support the family to improve attendance.
- Set an individual attendance target for the pupil using sessions rather than percentages that will see the pupil move to the band above.
- Agree a review date.

In addition, where unauthorised absence has occurred or attendance has not improved following the review with the pupil, parents will be contacted advising of concern and outlining the parents' responsibilities.

The Wellbeing lead [families], will provide fortnightly reports to the senior leadership group highlighting patterns of absence for discussion and onward referral to local services for advice guidance and support. The school upholds its responsibility to inform the Local Authority of pupil's levels of attendance.