SACRED HEART HIGH SCHOOL

ATTENDANCE & PUNCTUALITY POLICY

JANUARY 2023

To be reviewed January 2024

This Policy should be read in conjunction with all other Sacred Heart High School Policies

Contents

ATTENDANCE PLANS

APPENDICES

1   INTRODUCTION

Sacred Heart High School is committed through its Mission Statement to creating a well ordered, stimulating, secure and encouraging learning environment which will support high levels of achievement and the holistic formation of all students. There is no doubt, however, that achievement flourishes in a situation where there is not only lively teaching and learning but also one where there are high expectations of all members of the community with regard to attendance and punctuality as well as behaviour.

The school requires all pupils and parents to sign a Home School Agreement which commits both parent and child to the child's regular and punctual attendance at school.

The school will establish an ethos for students where they understand the importance of their own entitlement to full time education and recognise that **96% attendance and 100% punctuality** is the norm. This whole school policy sets out the processes which will be used to achieve this.

While responsibility for absence and punctuality ultimately rests with parents or carers, all members of the school community need to create a culture in which pupils come to school daily without question and that lateness both in the morning and to lessons during the day, is recognised as a form of truancy and a matter of discourtesy to members of the school community.

> We adopt the approach of **listen, empathise and support** – but we will at the same time, do everything in our power to ensure students' attendance in school and this may include regular challenge regarding absenteeism and referral to outside agencies. We will hold parents/carers to account where appropriate.

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

2   BACKGROUND

2.1   Trends

Sacred Heart High School has a tradition of high levels of attendance and punctuality amongst pupils. Research and our own statistics show that there is a clear link between 'attendance & punctuality' and high achievement. In Years 7 - 9 trends show high attendance levels for most pupils. There is however a changing pattern of attendance and punctuality at Key Stage 4 when a growing number of pupils show a marked decline in punctuality and in attendance below our school target of 96%

The reasons for this are often linked to changing perceptions of the role and importance of studying for examinations which often overwhelms the student leading to a decline in mental health and well-being and subsequent opting out. Once this cycle starts, it is very difficult for the young person to break the pattern which inevitably becomes one of underachievement, failure and even alienation.

Furthermore, there are other social and complex reasons why students are either absent or late. This may be as a result of family circumstances, or safeguarding issues linked to mental health.

3   AIMS

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance and punctuality
- Reducing absence, including persistent absenteeism

- Ensuring every pupil has access to the full-time education to which they are entitled

- Acting early to address patterns of absence

- Building strong relationships with families to ensure pupils have the support in place to attend school

- We will also promote and support punctuality in attending lessons.

4 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

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

5 ROLES AND RESPONSIBILITIES

5.1 The Governing Board

As part of our whole-school approach to maintaining high attendance, the governing body will:

- Promote the importance of school attendance across school policies and ethos

- Hold the headteacher to account for the implementation of this policy

- Identify a member of the governing body who will take the lead role in monitoring attendance (Kate Farmer).

- Annually review this policy and ensure that its provisions and procedures (including the recording and organising of data) are being effectively implemented and staff receive adequate training on attendance.

- Make sure school leaders fulfil expectations and statutory duties; ensure that all legislation regarding attendance is complied with and that up-to-date guidelines are communicated to parents, children, and staff.

- take time at governor's meetings to consider the schools' attendance target; to review and challenge attendance data and discuss relevant issues in order to stay on top of attendance targets for the year.

The governors' Ethos Committee agrees attendance targets, reviews attendance data and monitors progress.

5.2 The Headteacher

The headteacher will have a strategic overview of attendance:

- ensuring that there is an Attendance Strategy in place including a clear vision for attendance improvement**.**
- ensuring that clear plans are in place to increase attendance and punctuality including:
    a) **Plan 1: Universal Support** to ensure everyone is aware of the importance of attendance and to keep parents informed of their daughter's attendance level;
    b) **Plan 2: Unexplained Absence** responding to unexplained absence to minimise Children Missing Education (i.e. those absent for 4 weeks or more); and
    c) **Plan 3: Trigger Points** to respond to trigger points identified in half termly reviews.
- reporting on absence and punctuality data to governors including comparisons with the national average.
- supporting staff with monitoring the attendance of individual pupils
- issuing fixed-penalty notices, where necessary

5.3   The Senior Leadership Team

The Senior Leadership Team (SLT) plays a strategic role, ensuring that this policy actively adhered to and is visible through the line management process.

All staff but specifically the SLT have a duty to communicate to pupils, the importance of this Attendance & Punctuality Policy and to ensure that they are aware of what is expected of them. Relevant text is included in the Parent Pack and on the parents' tab on the school website.

In particular, the Senior Leadership Team will:

- emphasise the shared role of parents in taking seriously the importance of regular attendance and punctuality by their daughters for whom they are legally responsible and accountable.
- ensure that the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance for their own progression and achievement;
- ensure that all staff are familiar with this Attendance & Punctuality Policy and government legislation, and that staff are fully trained to recognise and deal with attendance issues.
- Lead the implementation of this policy and maintain oversight of data and benchmarking to identify areas of focus for improvement; and using data to monitor and evaluate the impact of interventions to modify them and inform future strategies.
- Assistant Headteachers with Key Stage responsibilities to review historic and emerging patterns of attendance, across Year Groups and categories within these, and develop strategies to address them.
- coordinate with the governors' Ethos Committee to monitor the implementation and effectiveness of this Attendance & Punctuality policy, including an annual review and spot checks of registers.
- develop multi-agency relationships to help with poor attendance and support families who are having difficulties getting their child to attend.

- document any specific interventions or steps taken to work with families to improve their child's attendance in case of future legal proceedings.

5.4   The Attendance Officer

The attendance officer is Mrs D Cahill and she can be contacted on 0208 748 7600 x217 and using absent@sacredh.lbhf.sch.uk

The Attendance Officer should always act promptly where absence is concerned. All actions taken should be recorded.

SIMS Resolution of Attendance Codes

All official codes are set out in **Appendix 1**. The school's Attendance Officer is responsible for:

- Checking all registers have been completed on line by 8.50am and entering any paper copies on to the system as soon as possible after that;

- Noting verbal phone messages from parents every morning, and filing as part of the child's record.

- Producing absence reports daily by 9.30am so that these can be cross referenced with any messages received from parents and these messages to be recorded on SIMS. The Attendance Officer will only overwrite the 'unexplained absence' mark on the register, on receipt of a **handwritten hard copy** (not emailed) absence note from parents/carers when the child returns to school.

- If no call has been received to explain the absence, the Attendance Officer is required to contact the parents, by telephone or by email.

- If there is still no response on the day of absence, then the absence is to be recorded as 'unexplained' until a satisfactory explanation is received.

- On receipt of a follow-up note, the Attendance Officer recodes the register as appropriate on SIMS including a brief note on SIMS where appropriate, to ensure that tutors also have access to this information. Letters are to be scanned and stored electronically.

- If no note or if no satisfactory explanation is received within 3 days, the absence code will be changed to 'unauthorised'.

Attendance & Punctuality Data Monitoring

The school Attendance Officer will:

- **Daily:** Track attendance through the school's management information system and act in accordance with *Plan 1, Universal Support and Plan 2, Unexplained Absence.*

- **Weekly:** Monitor individual, group and whole school attendance levels sending 'Form Group Absence Reports' to Form Tutors and 'Year Group Absence Reports' to the TACT team.

- **At least once per half term**: Monitor individual, group and whole school attendance levels and identify students reaching set trigger points and acting in accordance with *Plan 3, Trigger Points*.

Reporting on Attendance and Punctuality

- **Weekly Attendance reports:** The Attendance Officer will routinely inform
    - Form Tutors about attendance in their form; and also

- The TACT team (i.e. Heads of Year, AHT, Counsellors, SENCO, Chaplain, and Deputy Head) about attendance across each Year Group

by issuing weekly attendance reports to facilitate discussions with pupils and families. She will also meet with the Pastoral Support Managers weekly to discuss any concerns and be updated on any pastoral/medical issues which may be causing absence.

- **Full Week of Absence:** Attendance Officer will report by email to the Pastoral Support Manager and Head of Year (with the appropriate Assistant Headteacher copied in) all absences of a week's duration.

- **Attendance Patterns:** Attendance Officer will liaise with Form Tutors, Heads of Year, the relevant Assistant Headteacher and Pastoral Support Managers to discuss and highlight particular absence patterns that may be evident for example days when particular subjects/work deadlines occur; or Friday/Monday, last/first days of term; etc.

- **Daily Lates**: The Attendance Officer will provide to Form Tutors, Pastoral Support Managers and senior staff, a daily list of all pupils who report late with their time of arrival and reasons given, so that detentions can be issued in line with the school's Behaviour Policy.

- **Punctuality Patterns:** The Attendance Officer will run regular 'morning punctuality' checks and identify those with poor punctuality and those where patterns may be evident. This will be reported to the relevant Pastoral Support Manager.

PLAN 1: UNIVERSAL SUPPORT

Threshold	Strategies to be used	Monitoring procedures
All students, all the time, irrespective of their attendance level.	**Communicating expectations** • Regular reminders of the importance of good attendance, through the school newsletter, website, etc. **(SLT)** • Half termly improvement awards for attendance and punctuality awards **(Heads of Year)** **Direct contact with parents/carers** • Day of absence phone calls **(Attendance Officer)** • Parents informed of attendance levels via Edulink and IPM reports, giving attendance percentages/punctuality data **(Attendance Officer)** • Requests for term-time absence to be declined, unless there are exceptional circumstances **(Attendance Officer with Headteacher)**	• Attendance tracked through the school's management information system (MIS) • Individual, group and whole-school attendance monitored by **Attendance Officer** to identify any concerns and trigger points • **Form tutors** to be on alert for any absence patterns • **Attendance Officer** will weekly issues attendance reports to **Form Tutors** about their form; and to **Heads of Year** the **TACT Team** (i.e. AHT, Counsellors, SENCO, Chaplain, and Deputy Head) about attendance across each Year Groups to facilitate discussions with pupils and families.

PLAN 2: UNEXPLAINED ABSENCE

DAY 1: **No message left on phone and no email that satisfactorily explains the absence.**
In line with universal support, **Attendance Officer** contacts parents/carers and if no response, also the emergency contacts, to establish the whereabouts of the student.

DAY 2: No satisfactory reason for the absence.

STUDENT REMAINS ABSENT

STUDENT HAS RETURNED TO SCHOOL

Form tutor seeks the reason for absence in discussion with the student and reminds her of the importance of bringing a signed note from the parent/carer of sufficient detail to confirm this (not simply 'was unwell'). Attendance Officer kept informed buy the Form Tutor.

Vulnerable Students
Attendance Officer attempts to further contact with family but if no response received by midday, absence is immediately escalated to the **PSM/Inclusion Manager** for further reasonable enquires including home contact & liaison with local authority as appropriate / external agencies already involved, e.g. social worker and

Other students
Attendance Officer attempts further reasonable enquires to parent/carer and emergency contacts

DAY 3: No satisfactory reason for the absence.

Attendance Officer also changes the code to unauthorised (N). **Template Letters 1a (student in school) & 1b (student still absent)** used to notify parent/carers that the absence is now recorded as unauthorised and seeking further clarification. Letter issued by Attendance Officer, signed by Headteacher and copied to Form Tutor.

Form tutor again reminds student of the importance of bringing in the note.

Vulnerable Students
PSM/Inclusion Manager attempts further home contact every day and further liaises with external agencies/local authority.

Other Students
Attendance Officer refers to PSM for further reasonable enquiries & referral to agencies/ local authority as appropriate.

DAY 6: No satisfactory reason for the absence.

Template Letter 2a/2b issued to parent/carer signed by Headteacher, stating that the Head of Year will be in touch with them to set up a meeting in school to resolve the matter. Head of Year sets up the meeting

Form tutor again reminds student of the importance of bringing in the note.
Attendance Officer issues

Vulnerable Students
PSM/Inclusion Manager attempts further home contact every day & liaises with local authority/ agencies.

Other Students
PSM continues daily to attempt contact with the family and liaison with local authority/external agency as appropriate

SOONER THAN 6 WEEKS: no satisfactory reason for absence.

SIX WEEKS: *no satisfactory reason for absence.*

Bespoke letter issued by **PSM/Inclusion Manager** in collaboration with (& signed by) Headteacher and copied to Form Tutor, Head of Year and Assistant Headteacher. Consideration of a referral to the ACE team for penalty notice; or to Family Support for support with underlying issues impacting attendance.

Any student
Bespoke letter issued by **PSM/Inclusion Manager** in collaboration with (& signed by) Headteacher and copied to Form Tutor, Head of Year and Assistant Headteacher.

PSM/Inclusion Manager attempts further home contact every day and refers the matter ACE team/Family Support and keeps the Attendance Officer informed as appropriate

FURTHER UNAUTHORISED ABSENCE BELOW 90% ATTENDANCE & PENALTY NOTICE

If penalty notice and referral to Family Support has failed to affect an improvement **PSM/Inclusion Manager** in collaboration with the Headteacher consider initiating a school-led prosecution with support/guidance from ACE

If Family Support were involved, they will retain evidence any evidence of interventions for any potential witness statements to contribute to a school-led prosecution

PLAN 3: HALF-TERMLY REVIEW TRIGGER POINTS

Trigger 1, Initial Targeted Support
(see also Attendance & Punctuay Template letters

| Threshold	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: • 93% - 96% attendance • One day unauthorised absence over the last half term • Five late arrivals over a half-term period	**Communicating expectations** • Pupils will continue to receive the universal support referred to above. **Direct contact with parents/carers** • Trigger 1 letter issued by **Attendance Officer**, signed by Headteacher and copied to **Form Tutor**. • The **Form Tutor** will have an informal discussion with the student to explore whether they have any concerns or issues that could be a barrier to attendance. This conversation to be logged on Provision Map. **Support** Form Tutor to consider referral to TACT if external agencies may be appropriate for pupil/family and make referrals as required. Possibilities include: School counsellor; CAMHs; Early Help	• Attendance tracked through MIS • **Form Tutor** to do **weekly** checks on the pupil's data • Form tutor to monitor pupil more closely

Trigger 2, Enhanced Targeted Support

Threshold	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: • 90% - 93% attendance • 2-5 days unauthorised absences • 6-10 late arrivals over a half term period	**Communicating expectations** • Students continue to receive the universal support. **Direct contact with parents/carers** • Trigger 2 letter generated and issued by **Attendance Officer**, signed by Headteacher and made available to Form Tutor and **Head of Year**. • Trigger 2 letter includes text to explain that the **Head of Year** will be in touch to arrange an Attendance Meeting attended by the parent/carer, student Head of Year and where appropriate the **PSM** or **Form Tutor** **Support** • **Individual Attendance Audit** (Appendix 2) and **Individual Attendance Plan** (Appendix 3) initiated by the **Head of Year** and resolved at the meeting - support to be offered in line with this plan. • **Head of Year** liaises with **PSM** and **Assistant Headteacher** to consider whether any additional partners could be engaged - make referrals as needed. • **Head of Year** to keep the Attendance officer aware of what is happening	• Attendance tracked through MIS • **Head of Year** to do **weekly** checks on the pupil's data • Form tutor continues to monitor pupil more closely. *Any conversations to be logged on Provision Map*

Trigger 3, Intensive Support for Persistent Absentees

Threshold	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: • Attendance 80-90% *(Persistent absentee)* • 6 or more days unauthorised absences. *(Note: this assumes that the continued unauthorised absences are sporadic and that the child is otherwise normally attending school. For those who are not attending school, then Plan 2 to minimise Children Missing Education is used)* • More than 10 late arrivals	**Communicating expectations** • Students continue to receive the universal support **Direct contact with parents/carers** • Trigger 3 letter issued by **Attendance Officer**, signed by Headteacher and made available to **Form tutor, Head of Year, Pastoral Support Manager/Inclusion Manager & Assistant Headteacher**. • Letter notifies parents that the **PSM/Inclusion Manager** will contact them to attend an Attendance/ Punctuality Panel Meeting to include the parents, student, **PSM/Inclusion Manager, Assistant Headteacher,** to review the Attendance Plan and the involvement of external agencies **Support** • Individual Attendance Plan reviewed by the **PSM/Inclusion Manager** as part of the panel meeting. • During the Panel meeting those involved will identify whether any additional support could be offered by the school or partner agencies. • For those on 90% attendance or below, or 10% unauthorised absence, referral made to the **Local Authority** including provision of details of previous correspondence and interventions, as appropriate (some limited exceptions as appropriate if a separate plan of action and monitoring set up) • Consideration of referral to ACE or Family Support	• Attendance tracked through MIS • **Pastoral Support Manager/Inclusion Manager** to do **daily** checks on the pupil's data and call home on a daily basis when student is absent • **Form tutor** offer more direct support as needed. *This to be logged on Provision Map* • The **PSM/Inclusion Manager** to keep the Attendance Officer informed.
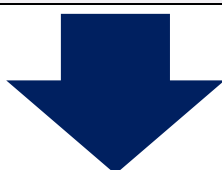
Trigger 4, Use of Parental Responsibility Measures

(Letters at this point are bespoke)

Threshold	Actions to be taken	Monitoring procedures

Initiate support at this level if any of the following criteria are met:
 	
• Attendance of 80% or below;
 	
• Any of the thresholds for legal action (School attendance and absence: Legal action to enforce school attendance - GOV.UK (www.gov.uk) have been met
	Communicating expectations:
	• Students continue to receive the universal support.
	
	Support:
	• Support initiated at previous stages will continue as appropriate
	
	Direct Contact with parent/carers
	• Bespoke letter notifies parents that a welfare referral is being made to the Educational Welfare Officer at the home local authority and the **PSM/Inclusion Manager** will be in touch to arrange a further Attendance/ Punctuality Panel Meeting to include the parents, student, **PSM/Inclusion Manager, Assistant Headteacher,** and where possible **the Local Authority Attendance Officer**
	
	Enforcement:
	• The Educational Welfare Officer at the home local authority will be notified of the school's concerns by the **PSM/Inclusion Manager** in collaboration with the Headteacher
	
	• The **PSM/Inclusion Manager** will ensure that a parenting contract is be put into place which includes:
	
	   - a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract;
	
	   - a statement by the school/local authority/ academy trust agreeing to provide support to the parents for the purpose of complying with the contract.
	
	• Local authority to utilise appropriate legal powers to enforce attendance
	
	• The **PSM/Inclusion Manager** to keep the Attendance Officer informed.
		• Attendance tracked through MIS
		
		• **PSM/Inclusion Manager** to continue to do daily checks on the pupil's data.
		
		• **Form tutor** to maintain regular individual support as required
		
		• **PSM/Inclusion Manager** in collaboration with the Headteacher to liaise with the local authority regularly to support any measures that are being taken and equally to consider other legal options including the issuing of a fixed penalty notice

5.5 Pastoral Staff/Inclusion Manager

This section joined for both PSM and Inclusion Manager for now until Inclusion Manager appointed then responsibilities divided in line with JD etc.

- **Safeguarding:** From school data and from their own interaction with students and their families, Pastoral Support Managers will identify vulnerable families and those for whom special care needs to be provided to avoid children missing education. As appropriate, awareness of these students will be shared with the relevant AHT, Head of Year, Form Tutor and Attendance Officer.

Pastoral staff/Inclusion Manager will also carry out responsibilities in line with Plan 2 Unexplained Absence and Plan 3 Trigger Points, including meeting parents.

- **Referrals:** Pastoral Support Managers will make referrals to the Education Wels fare officer and to the ACE Team or Family Support in accordance with Plan 2 for Unexplained Absence and Plan 3 for Trigger Points.

- **Penalties:** In consultation with the Attendance Officer, advise the headteacher about when to issue fixed-penalty notices and ensure that the Head of Year is kept informed.

- **Reducing Persistent & Severe Absenteeism:** Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

    The PSM/Inclusion Manager will:

    - Use attendance data to find patterns and trends of persistent and severe absence

    - Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school

    - to call home on every day of absence of persistent and severe absentees

    - Develop and deliver individual targeted intervention and support to persistent and severe absentee students and their families to try to increase attendance

    - work with the Education Welfare Officers at the borough to tackle persistent absence

    - Provide access to wider support services to remove the barriers to attendance

- **Punctuality:** Respond to reports from the Attendance Officer highlighting students with poor punctuality and those where patterns may be evident, calling home to try to establish the context.

- **Registration:** If a student is with the PSM at the time that registration normally occurs, the PSM will use the facility on SIMs or Edulink One to register the pupil's whereabouts

5.6 Heads of Year

Heads of Year will carry out their responsibilities as set out in the **Plans 1-3** including:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families.

- Organising the Attendance Meeting and preparing the Attendance Audit and Individual Attendance plan.

- Maintaining records of the meeting and a copy of the plan on provision map

- Monitoring the student's attendance weekly

- Regular Assemblies and Celebration of Achievement Events will recognise the importance of good punctuality.

5.7 Form tutors

Form tutors are responsible for

- **Recording attendance** on a daily basis, using the correct codes, and submitting this information to the school office in line with the times prescribed in section 7.2 below.

- **Silence:** Ensuring that the register is taken in silence. There should be no other activity taking place in the room. Tutors must emphasise the importance of the register to all pupils.

- **Using N:** For the avoidance of doubt, when a child is not present at registration (and not known by the tutor to be present in school, perhaps in a meeting with another member of staff) the child should always be marked as N (unexplained absence) even if the tutor suspects that the child may be unwell.

- **Paper Copy:** If for some reason it is not possible to complete the register electronically, then a paper copy must be made and sent to the Attendance Officer (Mrs Cahill) where it will be inputted electronically as soon as possible.

The school is procedurally required daily to attempt to resolve all unexplained absence codes in a register; hence the emphasis (see later) on prompt early morning calls from parents regarding absence and follow up notes. Where these are not received, significant work is created for the Attendance Officer in daily tracking down parents and establishing the whereabouts of their children.

Form tutors play a key role in this by also:

- **Chasing up** missing absence letters and passing these straight to the attendance officer via the Register Folder; and

- **Conversations:** having conversations with individual students about punctuality or where reasons for absence are not apparent, stressing to the students the importance of absence notes, and keeping the attendance officer informed.

Form Tutors will also carry out their responsibilities as set out in the **Plans 1-3**

5.8 Heads of Department

Heads of Department are responsible for

- **Lateness to lessons**: Monitoring lateness to lessons and should offer support to individual teachers as appropriate, especially where the problem is related to behaviour and / or pupils experiencing difficulty with the subject itself.

- **Display:** Ensuring that display within and outside of the classroom makes the physical environment stimulating and welcoming;

- **Rewarding & Interesting Lessons**: Developing approaches to teaching and learning that support individual pupil needs and thus make the learning environment a rewarding, challenging and interesting one for pupils where all can achieve at the highest level of their potential and want to be in

- **Support for teachers:** Supporting teachers as appropriate in their consideration of attendance and /or punctuality concerns

5.9   All teaching staff and tutors

All staff should be active in their approach to promoting good attendance to pupils and their parents, which includes forming positive relationships with families.

- **Registration:** If student is with another member of staff at the time they would normally be registered by their Form Tutor, the member of staff should use the facility on SIMs or Edulink One to register the pupil's whereabouts.

- **Care about attendance**: Making it clear to pupils at every opportunity how much they care about their school attendance and punctuality;

- **Reporting Concerns**: Reporting to their line managers any patterns in non-attendance or concerns they may around the attendance of an individual pupil, to support the whole school approach to safeguarding and child protection

- **Meeting Deadlines**: Establishing the importance of keeping to deadlines while at the same time supporting pupils in realistic scheduling and target setting;

- **Sympathetic welcome:** Giving a sympathetic welcome and support to pupils returning from a period of absence, even if they are regular absentees and/or present other difficulties;

- **Available to talk:** Being ready to talk to pupils about the difficulties they are having in school and in attending regularly;

- **Organisation:** Supporting older pupils in the management of coursework, either by discussing with them how to organise workloads or directing them to the relevant member of staff so that strategies for catching up on the backlog of work can be suggested.

- **Rewarding & Interesting Lessons**: Developing approaches to teaching and learning that support individual pupil needs and thus make the learning environment a rewarding, challenging and interesting one for pupils where all can achieve at the highest level of their potential.

- **Personal Punctuality:** Always being on time themselves for registration, assembly and lessons

Staff should seek support if they are unsure how to deal with an attendance issue and contribute to strategy meetings and interventions where they are needed

5.10   Parents/carers

Parents/carers are expected to make sure their child attends every day (and timetabled session) on time and to provide the school with more than one emergency contact number for their child.

Telephone Message Early in the Morning

If your child is unwell or unable to attend school for whatever reason, it is vital that you notify the school first thing in the morning before 9.00am on **every** day of absence, unless agreed with the Attendance Officer, (or beforehand where possible) to explain why your child is unable to attend and advise when they are expected to return.

Attendance Officer 0208 748 7600x217   absent@sacredh.lbhf.sch.uk

Follow-Up Note

The telephone message/email must then be followed up by a written note submitted to the form tutor. Such notes can be short but should not simply say '*my daughter was feeling unwell*'.   We need more specifics, for example '*my daughter had an upset*

stomach'. This is important for our monitoring of absence across the school and the prevalence of any particular condition or outbreaks of similar symptoms across pupils in a Year group.

The submitting of the note does not in itself, guarantee that the absence will be authorised.

Form Tutors place notes in the register folders where they can be collected by the Attendance Officer immediately following registration.

Note: *As an issue of safeguarding, the school is required daily to attempt to resolve all unexplained absence codes in a register; hence the emphasis above on prompt early morning calls from parents regarding absence and follow up notes. Where these are not received, significant work is created for the Attendance Officer in daily tracking down parents and establishing the whereabouts of their children.*

Medical Appointments

We are increasingly seeing girls arriving late, and explaining their lateness as 'I had a medical appointment'. Such cases are routinely recorded as 'lateness' and would remain as so unless proof of an emergency appointment is provided. Routine medical appointments should be made outside school hours.

For any unavoidable medical appointment made in school hours, supporting evidence providing confirmation of the appointment, such as a stamped appointment card, letter or screenshot of text appointment reminder is required. This should be submitted with a signed letter from the parent requesting permission for the absence. Doctors' notes are not required.

Parents can help us by ensuring that medical appointments within school hours are only be made in an emergency. We would otherwise expect girls to visit their GP/dentist either after school or during school breaks.

Further Communications

Parents can also help us by keeping us updated by telephone or letter if their child has an extended period of absence due to illness and by keeping the school informed of any circumstances which may affect their child's attendance.

We encourage parents to use the school as a support when they or their child are having difficulties, and work to form a positive relationship with the school so that there is easy communication when a problem arises.

We also encourage parents to enforce a regular routine at home in terms of homework, bedtime, etc. so that the child is used to consistency and the school day becomes part of that routine. It is vital that the child receives the same message at home as they do at school about the importance of attendance and punctuality.

5.11   Students

Students are expected to:

- Attend school on time and every day
- Attend every timetabled session on time

6   PUNCTUALITY

Consistent punctuality will be important for our students in their later working lives and it can only be achieved through consideration to others, and appropriate journey planning (allowing sufficient time for the vagaries of public transport and congestion for example).

The school celebrates and rewards high levels of punctuality.

Students are expected to be in school by 8.15am. This punctuality is important to allow time for students to prepare for morning lessons but particularly because of the legal registration procedures (both in the morning and also after lunch). These registration sessions are used to give out notices and instructions.

If a child misses this short but vital session, their work for the whole day may be affected. Late arrivals are disruptive to the whole class, discourteous and often embarrassing for the child.

All staff should demand of themselves and of pupils high standards in terms of punctuality to registration and to lessons.

6.1   How late is considered 'officially late'?

Lateness is not defined by 'missing the register'. We expect students to be in school by 8.15am. A student is marked late when they fail to enter the school gates before their ID passes for the Bute Gardens Gate 'time out' at 8.25am. This is a full 10 minutes after they were expected in school by 8.15am.

After this time students must enter the school via the main reception on Hammersmith Road.

Registration normally takes place at 8.30am on each school day but sometimes lining up is needed before this. On mornings when there is a Year Assembly, all pupils should line up outside of the assembly location in silence and in alphabetical order, in order to allow the register to be taken quickly by the Form Tutor before Assembly. Form Tutors are expected to be outside the Assembly location by 8.25am and are responsible for the good order and organisation of their classes during this time.

To help reduce the chance of being accidentally late, we expect all students to be **on site by 8.15am**

6.2   Late codes on the register

 A student who arrives late

- **before the register has closed** at **8.50am** and **3.00pm** (in line with s7.2 below), will be marked as 'Late', using the appropriate code, **L.**

- **after the register has closed** will be marked as absent, using a specific different code

unless the school has been notified via TfL of major transport problems or an emergency dental appointment (for example) for which they have evidence.

A bus simply 'being late', will not generally be considered as a sufficient excuse since students are expected to be at school by 8.15. Girls' need to learn to plan their journey's to allow for such unforeseen circumstances.

Note for Form Tutors**:** If the register was taken at 8.30 and the pupil was absent and marked absent, but then the student arrives in registration before 8.50, you MUST go back and amend the absent code to 'Late' because the school is legally required to use a set time for when registers officially close (8.50am). Tutor responsibility for amending the register finishes at that point, so if a child was marked absent and is not in registration by 8.50, then tutors leave the mark as absent. The school must differentiate the codes for those arriving late before 8.50 and late after this time which the Attendance Officer then records with a different code as 'Unauthorised Late' unless backed up with a satisfactory written explanation. Routine medical appointments will not be sufficient.

Arrival after registration closes (if persistent) will be marked as unauthorised absence in line with the DfE guidance if there is not a valid reason for this. Parents must communicate this reason to the school.

6.3 Reporting 'Lateness to School'

A list of all pupils who report late with their time of arrival and reasons given for lateness is provided daily to Pastoral Support Managers and senior staff. All reasons for lateness should be followed up by the tutor/Pastoral Support manager.

6.4 Sanctions for lateness to school

As set out in the school's Behaviour for Learning Policy section 11.1, students who arrive late to school other than in the case of unavoidable **TfL reported**, public transport disruption, will be given an automatic 30-minute 'Late Detention' on the day.

If a student is late to school in this context more than once in the same week, then they are required to attend a 90-minute 'SLT detention' in place of a further 'Late detention'.

6.5 Consistent Lateness to school

As soon as any student is late five or more times in any half term, this will be handled in line with the half-termly monitoring **Plan 3 'Trigger Points'**.

6.6 Recording Lateness to Class

All teachers should:

- **Use Lesson Monitor**: Use lesson monitor so that there is a record of attendance and punctuality to lessons. This should be completed and saved within the first ten minutes of the lesson;

- **Report Concerns**: Teachers should report to the Head of Department / Form Tutor any cause for suspicion or concern.

- **Ensure Challenge**: teachers should not allow lateness to lessons to go unchallenged, even though the best time to deal with this may well be at the end rather than the beginning of the lesson. If a pupil is late to class then teachers will follow the school's Behaviour Policy with regards to the appropriate sanction.

- **Silence:** Like class registers, lesson registers should also be taken in silence and should be regarded as important records of pupil behaviour and progress.

- **Recording:** All lates to class must be recorded.

6.7 Responding to Lateness

An improvement in punctuality should be positively rewarded.

As appropriate and in line with the '**Plan 3, Trigger Points'** it may be useful to set an individual a clear target for improvement in punctuality meetings, which can be monitored with agreed with dates for review.

Regular Assemblies and Celebration of Achievement Events organised by Heads of Year will recognise the importance of good punctuality.

7 RECORDING ATTENDANCE

7.1 Attendance register

We will keep an attendance register, and place all students onto this register.

We will take our attendance register at the start of the morning ('first session') of each school day and once during the afternoon ('second session'). The Register will mark whether every pupil is:

• Present	• Absent
• Attending an approved off-site educational activity	• Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

• The original entry	• The date on which the amendment was made
• The amended entry	
• The reason for the amendment	• The name and position of the person who made the amendment

See **Appendix 1, DfE attendance codes**.

We will also record:

• For pupils of compulsory school age, whether the absence is authorised or not	• The nature of circumstances where a pupil is unable to attend due to exceptional circumstances
• The nature of the activity if a student is attending an approved educational activity	

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

7.2   Taking the Register

Students are expected on site by 8.15am but must be in the school building no later than 8.25am ready for the registration.

The register (for the morning 'first session' will be taken (by form tutors) at 8.30am and will be kept open until 8.50am and then submitted immediately to the Attendance Officer. The register for the afternoon ('second session') will be taken at 2.45pm and will be kept open until 3.00pm and then submitted immediately to the Attendance Officer

On mornings when there is no Year Assembly, an act of morning worship takes place after registration has occurred.

All staff will be given reminders about approaches to registration and the use of codes at the start of each academic year. The register is to be taken in silence. There should be no other activity taking place in the room. Tutors must emphasise the importance of the register to all pupils.

If for some reason it is not possible to complete the register electronically, then a paper copy must be made and sent to the Attendance Officer (Mrs Cahill) where it will be inputted electronically as soon as possible.

7.3   Unplanned absence

Parents/carers must notify the school of the reason for the absence on the first (and every subsequent) day of an unplanned absence by 9.00am or as soon as practically possible by calling the school Attendance Officer and leaving a message on 0208748 7600 x217 or emailing absent@sacredh.lbhf.sch.uk (see also Section 10 on attendance monitoring). On the students return to school they should come with a note from the parent or carer confirming the reason for the absence. This note should be handed to the form tutor.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card

or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

7.4   Planned absence

See section 8.1 below

7.5   Following up unexplained absence

The Attendance Officer will call home on the morning of the first three days of unexplained absence to ascertain the reason. If the Attendance Officer cannot reach any of the pupil's emergency contacts or is the reason given is unsatisfactory then 'Plan 2 Unexplained Absence' is followed.

7.6   Keeping Parents Informed

The school will ensure that parents are kept regularly informed of their child's attendance level. End of year reports include attendance data but in line with **Plan 3, Trigger Points**, we will additionally notify parents on a half termly basis if their child's attendance slips below 96%, even when the school accepts that the absences, perhaps for illness, are entirely appropriate.

These letters are for information and are not intended to be critical. We believe that it is important that parents have all the facts to hand when making decisions about whether to allow their child to stay off school and we recognise that severity of symptoms are not always clear cut. Persistent Absenteeism (defined by DfE as applying to any student who has missed 10% or more of sessions, i.e. 90% attendance) is considered to be a serious concern.

We wish to support our parents in this process, therefore communication with the school is crucial.

8   AUTHORISED AND UNAUTHORISED ABSENCE

Some absences are allowed by law and are known as 'authorised absences'. Others are not allowed by law and are classified as 'unauthorised' absences, for example holidays taken in term time.

'Unauthorised Absences' will always be followed up by the school and in some cases parents may be liable to a fixed penalty fine and/or legal action against them if their child has unauthorised absences.

8.1   Approval for term-time absence

All requests for term time absence must be submitted to the Attendance Officer only. The attendance officer will refer such correspondence to the Headteacher as required.

Medical/Dental

Requests for leave to attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the Attendance Officer well in advance of the appointment. Mrs Cahill is authorised to approve such absences herself but is also required to refer the matter to the headteacher when such absences raise concern. The headteacher has overall authority on the granting or not of term time absence including for medical/dental appointment.

Mrs D Cahill
0208 748 7600 x217
absent@sacredh.lbhf.sch.uk

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Special Absence Leave Form (submitted to the Attendance Officer)

We are always concerned about the amount of school time pupils' miss, as a result of unauthorised activities such as holidays in term time. There is no 'automatic entitlement' to a certain amount of days off in term time.

For any issue beyond a simple local medical/dental appointment, then the student's parent/carer must request leave well in advance (at least 2 weeks term time notice) using the Special Absence Request form to be submitted by the parent/carer to the Attendance Officer using *absent@sacredh.lbhf.sch.uk*.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

The Attendance Officer liaises with the headteacher in relation to the authorisation (or not) of the leave. Special Leave is only allowed at the discretion of the headteacher and in accordance with the school policy as agreed by the board of governors.

The headteacher has no legal discretion to allow time off in term time for **holidays**.

It is our policy that:

- Only in exceptional circumstances will a term time leave of absence be granted;

- The Headteacher may require evidence to support any request for a Special Leave of Absence

- The Headteacher may ask to meet with a parent to discuss their request and will advise the parent of her decision. If denied and parents decide to take their child anyway they are most likely to be issued with a penalty notice and fined. Any time taken over and above that agreed by the headteacher will be unauthorised and may also incur a fixed penalty notice and fine. See more about penalties in section 8.2 below.

- Approval for leave of absence cannot be given without application, or retrospectively.

- Applications for leave of absence in May, June and July will NOT be approved due to whole school assessments/examinations.

- Leave of Absence will not be granted in the first or last week of any term or immediately either side of a half term or other holiday. If a pupil is absent at such a time, medical evidence will be required to authorise the absence.

- Leave of Absence may only be considered where the pupil has an attendance record of over 97% from the start of the academic year to the date of request and the reason for absence is due to exceptional circumstances or in some cases for cultural, religious or emotional benefit for the child.

- The number of Leave of Absences will be recorded by the school. If there is a dip in a pupil achievement or attendance, then further applications could be refused.

- If the school does not agree to authorise a leave of absence request and the child then fails to attend school in the specified period, the absence will be unauthorised. Parents may be liable to a fixed penalty fine or other form of action if this occurs.

Please remember that the more time your child misses from school, the more difficult it is for them to catch up with their work. Valuable learning time is lost. A good understanding of the work can only take place when the pupil is in the classroom.

8.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

There is no right of appeal by parents against a penalty notice.

9 RECORD KEEPING

Hard copy official registers for the whole school (divided by tutor group and year) should be printed by the Attendance Officer monthly and retained in an accessible location for a period of three years.

Absence notes from parents and records of any action taken in relation to absences and lateness should also be retained for a period of three years.

10 LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour for Learning Policy

11 RATIFICATION

This Policy to be launched in January 2023 has been approved and ratified by the Headteacher and the Ethos Committee, November 2022. It will be reviewed in January 2024.

Mrs S O'Donovan
Headteacher

Dr M Phelan
Chair of the Ethos Committee

APPENDIX 1
Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

General Codes

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Authorised absence

Code	Definition	Scenario
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school

Unauthorised absence

Code	Definition	Scenario
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Other codes

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: Attendance Audit Template

(used in by Heads of Year in conjunction with the
individual Attendance Plan response to the second trigger)

Name of pupil	27
Date of audit	
Audit carried out by	

Potential barrier to attendance	Has this been explored?	Could this be a factor in the pupil's poor attendance?	Notes
Health-related issues			
Medical problems	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor medical care	Yes / Not yet Who by? When?	Yes / Unsure / No	
Disability	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor mental health	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poorly controlled medical issue(s)	Yes / Not yet Who by? When?	Yes / Unsure / No	
Pregnancy	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential substance abuse	Yes / Not yet Who by? When?	Yes / Unsure / No	
Health issues caused by unsanitary environment or poor housing	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other **(give details below)**	Yes / Not yet Who by? When?	Yes / Unsure / No	

Home-related issues

Young carer	Yes / Not yet Who by? When?	Yes / Unsure / No	
Caring for younger siblings	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential substance abuse in the home	Yes / Not yet Who by? When?	Yes / Unsure / No	
Parental mental health issues	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential domestic violence in the home	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential abuse/neglect	Yes / Not yet Who by? When?	Yes / Unsure / No	
Financial issues in the home	Yes / Not yet Who by? When?	Yes / Unsure / No	
Unable to afford/obtain correct uniform	Yes / Not yet Who by? When?	Yes / Unsure / No	
Homelessness	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Academic issues

Poor academic performance	Yes / Not yet Who by? When?	Yes / Unsure / No	
Undiagnosed or suspected Special Educational Needs and/or Disabilities (SEND)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Unmet academic needs	Yes / Not yet Who by? When?	Yes / Unsure / No	
Issues with staff	Yes / Not yet Who by? When?	Yes / Unsure / No	
Frequently excluded	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Social issues

Bullying	Yes / Not yet Who by? When?	Yes / Unsure / No	
Issues with peer group	Yes / Not yet Who by? When?	Yes / Unsure / No	
Issues with personal relationships	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potentially involved in gangs/criminal activity	Yes / Not yet Who by? When?	Yes / Unsure / No	
Doesn't feel safe on journey to/from school	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Transport problems

Too far to travel	Yes / Not yet Who by? When?	Yes / Unsure / No	

Lacking a reliable means to get to school	Yes / Not yet Who by? When?	Yes / Unsure / No	
Cannot afford transport costs	Yes / Not yet Who by? When?	Yes / Unsure / No	
Doesn't feel safe on school/public transport	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Pupil factors			
Low self-esteem/ confidence	Yes / Not yet Who by? When?	Yes / Unsure / No	
Low aspirations	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor morning routines	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor sleeping patterns	Yes / Not yet Who by? When?	Yes / Unsure / No	
Gender/sexuality anxieties	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Appendix 3
Individual Attendance Plan Template
(used in by Heads of Year in response to the second trigger)

It is important to capture a full picture of support offered over time. Therefore, rather than deleting or editing historical entries, it is better to add subsequent interventions or updates to the plan along with the date that these were added. Ensure that other separate records are retained as appropriate, for example on Safeguard.

Name of Student	
Year & Reg	
Staff supporting with attendance plan and roles	
Date plan agreed	

Attendance history

Include details of attendance percentages (broken down by attendance code where appropriate), details of trends or patterns over time and any historical factors that might be relevant.

Current risk factors/barriers to attendance

To help with this, it might be useful to carry out an individual attendance audit, see template in Appendix 4 .

Academic Targets	Milestones	Date each milestone achieved
Target 1 - *add specific target here*	*For each target, provide a number of measurable milestones* • xxx • xxx	
Target 2 - *add specific target here*		
Target 3 - *add specific target here*		

Strategies to be implemented by the school

Details of strategy (including date commenced)	Purpose of implementing strategy	Member of staff responsible
e.g. daily wake-up calls for two weeks, starting from 16th October	*e.g. to establish an effective morning routine*	*e.g. parent support worker to carry out calls*

Expectations of the pupil

Details of expectations	How this has been communicated to the pupil?	Monitoring arrangements (who by and when?)
e.g. set an alarm for 7 a.m. every day	*e.g. discussion with attendance officer and ongoing reminders*	*e.g. attendance officer will monitor this daily*

Expectations of the family

| Details of expectations	How this has been communicated to the pupil's family?	Monitoring arrangements (who by and when?)
e.g. for parents to phone school before 9 a.m. to report the reason for any absence	*e.g. expectations explained during face-to-face attendance meeting and agreed by parents*	*e.g. attendance officer will monitor this daily*

External support

Details of agency/partner	Support being offered	Date support commenced
e.g. social care	*e.g. Early Help referral has been made as mother is reporting that she feels overwhelmed*	*e.g. referral made 2nd November - currently awaiting first contact*

Agreed Follow up Actions

Action	By whom	By when

APPENDIX 4
Pastoral Team Structure

'PSM' is Pastoral Support Manager
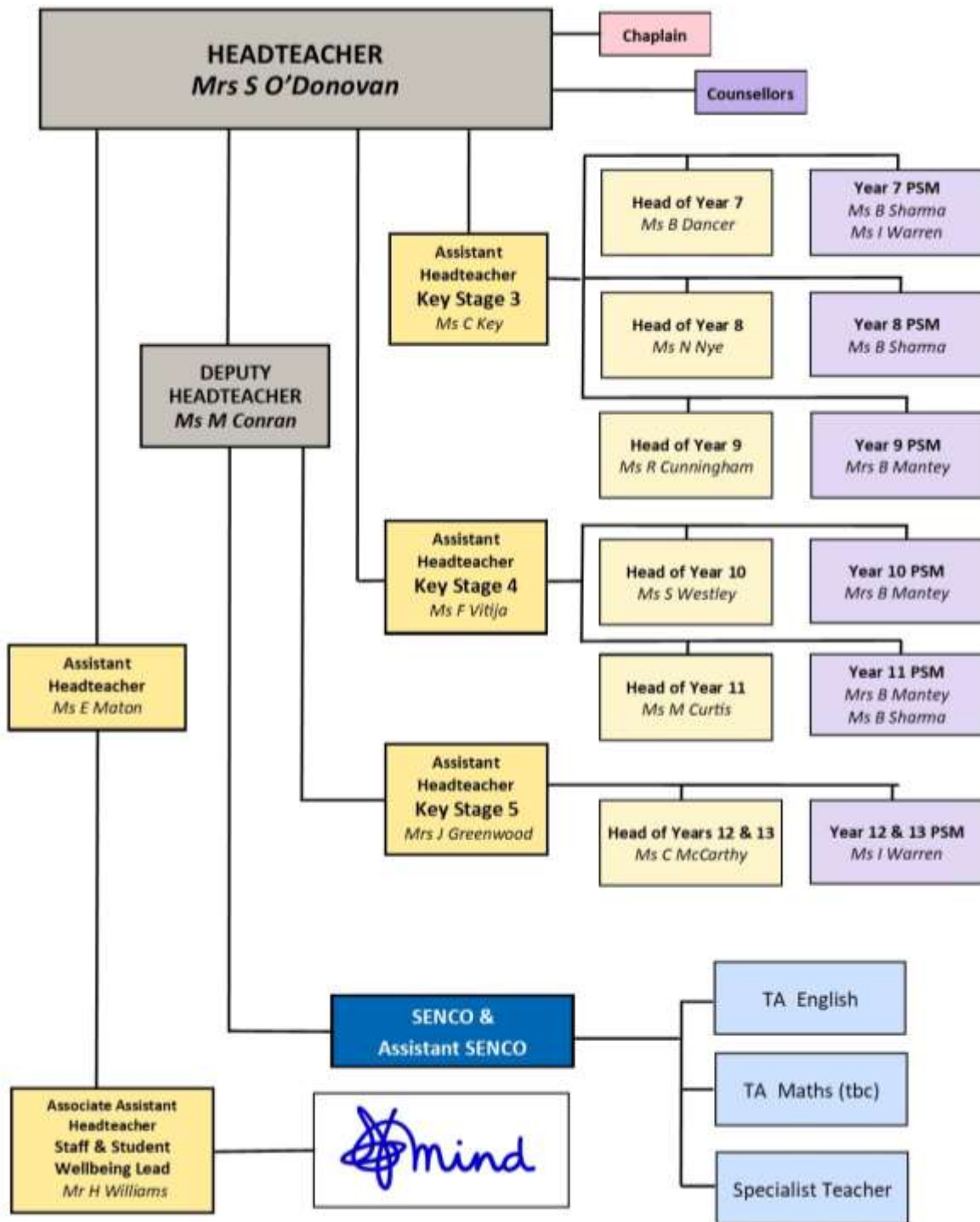
APPENDIX 5

Request for Special Absence During Term Time

Please submit all requests for special absence to the Attendance Officer Mrs D Cahill at least 10 days beforehand. Mrs Cahill will liaise with the headteacher as appropriate.

Forms can be submitted by email to absent@sacredh.lbhf.sch.uk or by hand to the school office

For school use only	Date request received:

Name of Student	Form Group	Name of parent/carer
Address/Contact details		Dates of Requested Absence From: To:

Please outline your reasons for requesting special absence in term time.		
Signed by parent/carer	Print name	Date

For school use:

Current Attendance: %	Authorised YES/NO	Letter sent to parent Date:
Reason for not authorising special absence.		
Signed:		Date:

APPENDIX 6
Summary information provided to parents

The Parent Pack, circulated to all parents includes

- A copy of the Home School Agreement
- Clarification of the time that students should aim to be in school and the time when they will be recorded as late, in line with this policy
- An explanation of why attendance is so important and clarification that special absence in term time will not be approved in other than very exceptional circumstances
- The procedure for parents to report their child as absent
- The requirement for hand written notes explaining the absence
- An explanation of the trigger points
- Reference to referrals to the Education Welfare Officer in all cases where attendance drops to 80% or below

The school website, parents tab includes

- Reference to the link between attendance and attainment including statistics and a table to show the approximate no of days missed in relation to different attendance percentages
- Reference to the partnership between parents and the school
- A link to the Special Term Time Absence request form