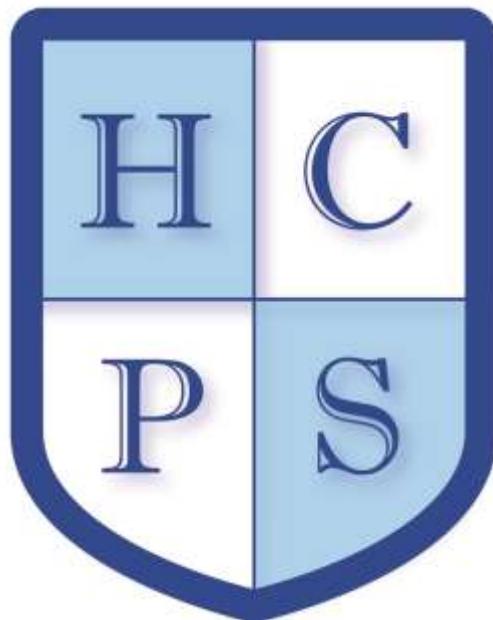


Hunslet Carr Primary School



Attendance

**High expectations
Caring
Positive attitude
Successful**

Policy reviewed: Nov 2021

Next review: Nov 2023

High expectations, Caring, Positive Attitudes & Successful

STRENGTHS OF OUR SCHOOL



The Children

Are well behaved, calm and polite

Are engaged, positive and resilient

Are supportive and helpful towards others

Have an input on important decisions

Have a sense of belonging

The Community

School supports the whole family not just the child

Recognises the importance of attendance

Spreads our growing reputation as a good school

Helps celebrate the children's achievements

Supports the school on improving behaviour

The Curriculum

Is a fun curriculum that is engaging

Maintains a strong focus on the basic skills

Is enriched through extra-curricular activities

Supports our most vulnerable children

Provides a rich variety of experiences & opportunities

The Staff

Develop nurturing relationships with children

Provide good quality teaching and learning

Support one another to help the children

Are consistent in how they treat children

Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Purpose of the policy

Hunslet Carr Primary School acknowledges that irregular attendance disrupts the continuity of learning, can lead to underachievement and low attainment and impedes the child's ability to develop friendships which are essential to their social and emotional wellbeing.

The purpose of this policy is for all people connected with Hunslet Carr Primary School to understand why attendance is so important, how we will address poor attendance and promote good attendance. The school assesses children, the techniques they use to assess and how the assessment is used to plan for children's progress.

1. Adoption

This policy will be shared with the school governors at their Child Support Committee meeting on **November 18th 2021**. This is to be reviewed bi-annually or sooner if changes are to be made to reflect current guidance.

2. Aims to raise and maintain levels of attendance

- Promote a positive and welcoming atmosphere in which children feel safe, secure and valued.
- Raise awareness of the importance of good attendance.
- Ensure that attendance is monitored effectively and reasons for absences are recorded promptly and consistently, with any follow up needed for safeguarding reasons to be carried out without delay.
- Work closely with parents/carers and other agencies to ensure all children maintain a minimum level of 96% attendance

3. What parents/carers can expect from the school

- A quality education.
- To give a high priority to punctuality and attendance.
- Recognition and reward for good attendance.
- Regular and efficient recording of attendance within the guidance of the 1995 Education Act.
- Early contact with parents/carers when a child fails to attend school without providing good reason.
- Immediate confidential action on any problem notified to us.
- Excellent home/school communication, including regular attendance percentage updates
- Welfare / safeguarding home visit if a child's absence spans a notable period.

4. What we expect from parents/carers

- To ensure that their child arrives at school on time, properly dressed, with the right equipment and condition to learn.
- To provide the school with a reason for any period of absence on the first day or, where possible, before the absence.
- To provide the school with a reason for lateness.
- To work closely with the school to resolve any problems that may impede their child's attendance.
- To take family holidays during school holiday periods and be aware that requests for holidays during term time will be refused except in exceptional circumstances.
- To support their child and recognise their successes and achievements.

Parents/carers have the prime responsibility for ensuring that their child attends school regularly and punctually. They have the legal responsibility to ensure their children attend school unless there is an acceptable explanation given for their absence which the school may then authorise.

Good attendance is also expected in our Nursery as a foundation for the future. Poor attendance will be challenged as it can impact on children's development and it could lead to loss of the Nursery place.

The school day begins at **8.50am** but children should arrive in the school yard by **8.45am**.

School closes at **3.20pm** Monday to Friday.

5. What children can expect from the school

- A quality education
- To give a high priority to punctuality and attendance
- Recognition and reward for good attendance
- To be supported with any issues affecting attendance
- Excellent home/school communication
- Access to safe adults in school to be able to discuss any concerns and worries that could be impacting their attendance, punctuality and emotional well-being.

6. Procedure for Recording and Monitoring Attendance

- Children should arrive in the school playground by 8.45am.
- School begins at 8.50am and class teachers will mark the registers from that time.
- Parents/carers must accompany their children to the office if they are late and sign their child in with the reason for their late arrival. All late arrivers must report to the school office.
- Any children arriving after the register closes will be marked absent unless a suitable reason for late arrival is offered.
- If a child is absent without any communication with the school, parents/carers will be contacted by text and/or telephone by the attendance officer to ascertain the reason for the absence.
- If a child is absent for a second day without explanation, a phone call will be received or a home visit could be carried out
- If a child is absent for three or more days without explanation then school will endeavour to carry out a home visit.
- A home visit could be carried out at any point during unexplained absence or after the third day of absence due to illness
- If, following a home visit, a reason for absence has not been ascertained or is deemed unsatisfactory, this will be discussed with our Safeguarding Lead
- On the tenth day of absence without explanation the Local Authority will be informed as per the DFE School Attendance Guidance published in August 2020
- All absences will then be added to the electronic database with the appropriate code attached.
- All absences will fall into the category of authorised or unauthorised absence

An authorised absence is where the school has either given approval in advance for a child to be away or has accepted an explanation offered afterwards as a satisfactory reason for absence.

The following may be reasons for authorised absences:

- Illness (medical evidence is required after 3 days of absence)

- Family bereavement.
- Medical and dental appointments where proof is available.
- Days of religious observance.
- Fixed term exclusion.
- Permanent exclusion until removed from roll or re-instated.
- Unavoidable School closures; e.g. Severe weather conditions; circumstances that could make it dangerous for children to attend.

Absences will not be authorised without medical evidence if a child's attendance is below 90% or they have had 3 or more illnesses in one term.

All other absences will be regarded as unauthorised.

7. Covid-19 Addendum (2021-2022) – Attendance expectations

Attendance is mandatory. The usual rules on attendance continue to apply, including:

- Parents/carer's duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered child
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct
- the duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education

Not attending in circumstances relating to COVID-19

This category must be used to record sessions that take place in the 2021 to 2022 academic year where a child does not attend because their travel to, or attendance at, school would be:

- contrary to guidance relating to the incidence or transmission of COVID-19 from Public Health England (PHE), or its successor UK Health Security Agency (UKHSA), and/or the Department of Health and Social Care (DHSC)
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of COVID-19

This category must only be used to record where a child is not attending for the reasons set out above. It should not be used to record any other type of non-attendance or absence - for example, where a parent or child is anxious about attending school because of COVID-19.

The [schools COVID-19 operational guidance](#) sets out when children should self-isolate and when they ought to be tested in the 2021 to 2022 academic year.

Examples in which 'not attending in circumstances relating to COVID-19' could apply

In line with current legislation, and guidance from PHE (and its successor the UKHSA) and DHSC, examples are as follows.

Children who are required to self-isolate as they have symptoms or confirmed COVID-19

Children who have symptoms of COVID-19, or have had a positive lateral flow device (LFD) test, should self-isolate and get a confirmatory polymerase chain reaction (PCR) test.

If a child tests negative and if they feel well, they can stop self-isolating and return to school. If the child remains unwell following the test (such as with a different illness), then they should be recorded as code I (illness). Code X should only be used up until the time of the negative test result. Schools should not retrospectively change the attendance register due to a negative test result.

If a child tests positive, they should continue to self-isolate in line with public health guidance. Code X should be used for the period of self-isolation until the test. After the child tests positive, they should be recorded as code I (illness) until they are able to return to school.

Children who are a close contact of someone who has symptoms or confirmed COVID-19

Children who are a close contact of someone who has tested positive for COVID-19 do not need to self-isolate. They should instead get a PCR test, and should only self-isolate if they test positive. If they do test positive, they should be recorded as code I (illness) until they are able to return to school.

Children who are required by legislation to self-isolate as part of a period of quarantine

As usual, parents/carers should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider that their child may need to self-isolate following trips overseas that require a period of quarantine. If a child is required to be in quarantine on arrival in, or return to, the UK, the school should use code X in the register.

Children who are self-isolating but who have not had a PCR test

In line with public health advice, children with symptoms must self-isolate and schools should strongly encourage children to take a PCR test. Where the child is unable to take a PCR test, the school should record the child as code X in the register.

Schools should follow up with families if they are not satisfied with the reason as to why the child is not in school. Schools can request supporting evidence from the family. Where the school is not satisfied with the reason given for absence, they may record this using one of the unauthorised absence codes, in line with the [school attendance: guidance for schools](#).

Remote education

If a child is not attending school because their attendance would be contrary to government guidance or legislation around COVID-19, we expect schools to offer them access to remote education. Schools should keep a record of, and monitor engagement with, this activity, but this does not need to be tracked in the attendance register.

Family Holidays

Holidays in school term time are not allowed.

Unauthorised absences due to holidays may result in a Penalty Notice being issued under the provisions of the Education Act 1996 (as amended) which means that both parents/carers will be fined for their child's absence.

Exceptional circumstances may be considered but there are strict guidelines that the Head Teacher must adhere to.

If a holiday is taken, the absence will be recorded as **unauthorised**.

Extended Leave

Extended leave is not permitted.

8. Removal from the school role

There are strict guidelines on the circumstances under which a child may be removed from the school roll. These are detailed in Education (Child Registration) Regulations 1995 (as amended 1997) and the Schools Administration Handbook (Section A2).

Children Missing Education (CME)

A child missing from education is a potential indicator of abuse or neglect. Staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future ([Keeping Children Safe in Education 2021](#) (and Children Missing in Education September 2016)

In such cases, of repeat occasions of absence, an initial discussion will take place with the Safeguarding Lead and a joint approach to addressing this will be established

If a child is offered a place in Reception and fails to take up this place then this will warrant further investigation. If that child has not accepted a place at another school then this will be reported to the CME team.

We will comply with our statutory duty to inform the local authority of any child who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#).

This attendance policy is part of broader suite of Safeguarding policies including the schools Safeguarding and Child Protection Policy.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

Elective Home Education (EHE)

The school must delete the child's name from their admissions register upon receipt of written notification from the parents/carers that the child is receiving education otherwise than at school. However, schools should not wait for parents/carers to give written notification that they are withdrawing their child from school before advising their local authority. Schools must make a return (giving the child's name, address and the ground upon which their name is to be deleted from the register) to the local authority as soon as the ground for deletion is met, and no later than deleting the child's name from the register. They should also copy parents/carers into the notice to the local authority.

9. Strategies used to promote good attendance and punctuality

See appendix: 1. Rewards/Initiatives, 2. Interventions, 3. Relevant documents.

1. Appendix 1 - Rewards/Initiatives

| Foundation | Key Stage 1 | Key Stage 2 |
|--|--|--|
| Weekly | | |
| <ul style="list-style-type: none"> • Certificate and race for highest class • Children with 100% entered into a raffle to receive small prize from box and note home • Early bird prize draw | <ul style="list-style-type: none"> • Certificate and race for highest class • Children with 100% entered into a raffle to receive small prize from box note home • Classes with above 96% to be awarded with 5 minutes extra play, can be accumulated • Classes with 100% receive an additional 15 minutes play/golden time • Early bird prize draw | <ul style="list-style-type: none"> • Certificate and race for highest class • Children with 100% entered into a raffle to receive small prize from box and note home • Classes with above 96% to be awarded with 5 minutes extra play, can be accumulated • Classes with 100% receive an additional 15 minutes play/golden time • Early bird prize draw |
| Half Termly | | |
| <ul style="list-style-type: none"> • Draw for children with 100% to gain privileges • Draw for shopping voucher for parents of children with 100% • 100% attendance party | <ul style="list-style-type: none"> • Draw for children with 100% to gain privileges • Draw for shopping voucher for parents of children with 100% • Class with highest attendance receive a trophy and class reward • 100% attendance party | <ul style="list-style-type: none"> • Draw for children with 100% to gain privileges • Draw for shopping voucher for parents of children with 100% • Class with highest attendance receive a trophy and class reward • 100% attendance party |
| Termly | | |
| <ul style="list-style-type: none"> • Children with 100% will receive a small prize and a certificate • Children with 100% entered into a prize draw for trip/field games | <ul style="list-style-type: none"> • Children with 100% will receive a small prize and a certificate • Children with 100% entered into a prize draw for trip/field games | <ul style="list-style-type: none"> • Children with 100% will receive a small prize and a certificate • Children with 100% entered into a prize draw for trip/field games |
| Yearly | | |
| <ul style="list-style-type: none"> • Children with 100% attendance will be awarded a special certificate in assembly • All children with 100% attendance can invite a parent carer to afternoon tea. • Children with 100% are entered into a prize draw to win a Samsung tablet • All children with over 98% will be invited to a fun afternoon with ice cream | <ul style="list-style-type: none"> • Children with 100% attendance will be awarded a special certificate • All children with 100% attendance can invite a parent carer to afternoon tea • Children with 100% are entered into a prize draw to win a Samsung tablet • All children with over 98% will be invited to a fun afternoon ice cream | <ul style="list-style-type: none"> • Children with 100% attendance will be awarded a special certificate • All children with 100% attendance can invite a parent carer to afternoon tea • Children with 100% are entered into a prize draw to win a Samsung tablet • All children with over 98% will be invited to a fun afternoon ice cream |
| Special week – different 100% incentive weeks across the year | | |
| <ul style="list-style-type: none"> • Children with 100% attendance on these weeks will have a chance to win a picnic in the park/lunch with the Head master • Shopping vouchers for parents can be won • Some prizes for 100% in seasonal week such as Easter/Xmas | <ul style="list-style-type: none"> • Children with 100% attendance on these weeks will have a chance to win a picnic in the park/lunch with the Head master • Shopping vouchers for parents can be won • Some prizes for 100% in seasonal week such as Easter/Xmas | <ul style="list-style-type: none"> • Children with 100% attendance on these weeks will have a chance to win a picnic in the park/lunch with the Head master • Shopping vouchers for parents can be won • Some prizes for 100% in seasonal week such as Easter/Xmas |

Appendix 2 - Interventions (further details in addition to those outlined above)

Class Teachers & SLT

- Teachers inform the Attendance Officer of any particular concerns for individual children.
- Teachers will meet with parents/carers if a child is frequently late. If appropriate, and punctuality has not improved, further discussion will take place the Assistant Head, and if there is no improvement then the Head Teacher will intervene.
- All classes to use their attendance displays daily to record lates and absences. All classes use their display to monitor and discuss attendance.
- Teachers may ring parents/carers of children with poor attendance before passing their concerns to Attendance Officer.
- Attendance is discussed at child progress meetings and parents/carer's evening.
- Regular meetings are held in school with parents/carers whose children have continuing poor attendance. This will be with the Attendance Officer and could involve an Assistant Head Teacher, a designated School Governor or an Attendance Improvement Officer from Children's Services.
- Attendance incentives to be discussed with school council.

Attendance Officer & Office

- Regular percentage attendance texts will be sent out for the information of the parents/carers
- Regular letters will be sent out to parents/carers of children whose percentage attendance is below 96% and meetings may be arranged
- Parents/carers of children whose attendance percentage is below 90% could be contacted by Children's services
- Parents/carers of children who have 10 or more unauthorised absences will be part of school's Fast Track Initiative
- Parents/carers are texted on the first day of absence and two or more absences without explanation may result in a home visit.
- In instances of persistent absenteeism, cases are to be monitored, dealt with accordingly and recorded accurately ready to present in court for further action.
- Constant monitoring of all procedures and policy for amendment and revision where necessary.
- Parents/carers must accompany children into school if they are late and sign in with reason for late arrival.
- Parents/carers who do not accompany their children into school when they are late will be contacted, initially by letter, to inform them of the school policy.

Support & Other Services

- Attendance Officer and Parent Support Advisor to arrange late gates so that Parent Support Advisor can offer support to parents/carers.
- If persistent, unauthorised absence, co work will take place between the Attendance officer and Safeguarding Lead, which will be dealt with as a Cause for Concern. If necessary, further referrals may be made to the Cluster or Duty and Advice.
- Support from school based attendance officer and family support advisor to discuss and resolve any problems.

- Liaise closely with the Cluster Support to achieve positive outcomes for children and their families.
- Engagement of other professionals through multi-agency meetings or Early Help.
- Use of parenting contracts where appropriate.
- School will contact the LA giving details of children where there is unauthorised absence recorded for 10 consecutive days with no acceptable reason given by parent/carer.
- Fast Track initiative to be run a minimum of once a year for children with 10 or more unauthorised absences within the previous 12 weeks.

Holidays

- All holidays taken in term time will be referred to the Local Authority for a Penalty Notice of £60 per child per parent.
- A reintegration procedure for persistent absentees returning to school after a long period of absence. Children who are absent and believed to be on holiday without prior notification to the school will receive a letter requiring an explanation for this absence.

Appendix 3: Child Movement Form



Admissions Team – Pupil Movement Form (Hunslet Carr Primary School)

Starters

You must complete this form for every child who starts your school. It is now a legal requirement to inform the Local Authority of new starters within 5 days. All details requested below must be completed.

Please note that you can inform us of multiple school transfers on one form. Please return the completed form to education.transfers@leeds.gov.uk

| Child's Name | DOB | Yr Gp | Gender | Previous School | Current Address | Start Date |
|--------------|------------|---------------|---------------|-----------------|-----------------|------------|
| [REDACTED] | [REDACTED] | Please Choose | Please Choose | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | Please Choose | Please Choose | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | Please Choose | Please Choose | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | Please Choose | Please Choose | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | Please Choose | Please Choose | [REDACTED] | [REDACTED] | [REDACTED] |

On roll figures – this should reflect the details of starters given above (including children who are due to start but are not yet on roll):

| R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| [REDACTED] |



Pupil Movement Form – Leavers

You must complete this form for every child who leaves your school. It is now a legal requirement to provide the Local Authority with all of the details requested below. Please note: this is not a referral for Children Missing Education.

Please note that you can inform us of multiple school transfers on one form. Please return the completed form to education.transfers@leeds.gov.uk.

Leavers

| Child's Name | DOB | New address (and the date from which they will reside there) | Parent/Carer they will be residing with | Destination School | Have you confirmed the child has started? (if no please follow CME procedure) | Date removed from your roll |
|--------------|------------|---|--|--------------------|--|--------------------------------|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Yes <input type="checkbox"/> No <input type="checkbox"/> | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Yes <input type="checkbox"/> No <input type="checkbox"/> | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Yes <input type="checkbox"/> No <input type="checkbox"/> | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Yes <input type="checkbox"/> No <input type="checkbox"/> | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Yes <input type="checkbox"/> No <input type="checkbox"/> | [REDACTED] |

On roll figures – this should reflect the details of starters given above (including children who are due to start but are not yet on roll):

| R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| [REDACTED] |

