



South Gloucestershire and Stroud Academy Trust

Attendance Policy – SGS Pegasus School

If you would like this document in an alternate format

Please contact the Human Resources Department

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| Prepared by: | Dominic Broad |
| Job Titles / Role: | Head Teacher |
| Procedure Ref. No.: Q/P 111.2 | Date of this version: May 2020 Review date: May 2022 (Subject to any legislative changes) Upload to School website? Yes |
| Approved by: | SGSAT Board of Trustees |
| Date: | May 2020 |

Impact Assessment

| | | | | | |
|--|---|---|---|---|--|
| Main aim and purpose of the policy: | To prioritise and promote the safeguarding and protection of children, young people and vulnerable adults from harm | | | | |
| Is this policy (or its constituent parts) relevant to a general equality duty? (please tick) | This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups? | Implementation of this policy will promote equal opportunities for identified groups? | Implementation of this policy will promote positive attitudes and participation between groups? | Implementation of this policy will promote good relations between groups? | |
| Age | ✓ | ✓ | ✓ | ✓ | |
| Disability | ✓ | ✓ | ✓ | ✓ | |
| Gender Reassignment | ✓ | ✓ | ✓ | ✓ | |
| Race or Ethnicity | ✓ | ✓ | ✓ | ✓ | |
| Religion or Belief | ✓ | ✓ | ✓ | ✓ | |
| Marriage | ✓ | ✓ | ✓ | ✓ | |
| Pregnancy/ Maternity | ✓ | ✓ | ✓ | ✓ | |
| Sex | ✓ | ✓ | ✓ | ✓ | |
| Sexual Orientation | ✓ | ✓ | ✓ | ✓ | |
| Carers/ Care givers | ✓ | ✓ | ✓ | ✓ | |
| Persons in care | ✓ | ✓ | ✓ | ✓ | |
| Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently: | | | | | |
| | | | | | |
| How much evidence is there: | None | A little | Some | A lot | |
| Is there any concern that the policy may operate in a discriminatory way? | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | None | A little | Some | A lot | |
| | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Assessed relevance to equality (tick one row only) | High | Med | Low | None | Brief reason for this assessment |
| Age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Gender Reassignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Race or Ethnicity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Religion or Belief | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Marriage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Pregnancy/ Maternity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Sexual Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| Carers/ Care givers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | |
| What is the next step? (tick one only) | What priority level is this policy? | | | Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA? | |
| | High <input type="checkbox"/> | Medium <input checked="" type="checkbox"/> | Low <input type="checkbox"/> | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not require | | | | | |
| Completed by: Dominic Broad Position: Head Teacher Date: 14 May 2020 | | | | | |

1. Introduction

This policy reflects the vision and aims of SGS Pegasus School.

At SGS Pegasus, all staff work collaboratively to encourage every pupil to achieve the best they can. Every child will be supported, challenged and valued. One way in which we strive to do this is by encouraging staff, parents and children to maximise the learning experience in order that all children reach their maximum potential. We are determined in encouraging the development of high self-esteem and for our children to take pride and ownership of their learning. In conjunction with this, we will continuously provide a clear framework for parents and staff as well as clear procedures for involving parents and/or external agencies where appropriate.

Our policy applies to all children registered at SGS Pegasus School and this policy is made available to all parents/carers of pupils that are registered at our school on the school website.

SGS Pegasus encourages all parents/carers to work in partnership with the school in order to improve attendance and punctuality and recognises that ***“parents have the primary responsibility to ensure that pupils of compulsory school age attend school regularly”*** (DfE 1999).

2. Aims & Objectives

This attendance policy ensures that all children, parents, staff and Local School Board members in our school are fully aware of and clear about the actions necessary to promote good attendance.

Through this policy we aim to:

- Improve pupils' achievement by ensure high levels of attendance and punctuality.
- Achieve a minimum of 95% attendance for all pupils, apart from those with chronic health issues.
- Create an ethos in which good attendance and punctuality are recognised as the norm and seen to be valued by the school.
- Raise awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- Ensure that our policy applies to younger children in order to promote good habits at an early age.
- Work in partnership with pupils, parents, staff and the Education Welfare Service so that all pupils realise their potential, unhindered by unnecessary absence.
- Promote a positive and welcoming atmosphere in which pupils feel safe, secure and valued, and encourage in pupils a sense of their own responsibility.
- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of all staff in promoting good attendance.

3. Responsibility of Parents/Carers

Children who are persistently late or absent soon fall behind with their learning.

Children who are absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age related learning expectations. A child

whose attendance drops to 90% each year will, over their time at school, have missed two whole terms of learning.

4. Punctuality

It is the parent/carers responsibility:

- To ensure that their children arrive to school on time. Many pupils come to school via the school transport so parents will need to make sure that they are ready for the 'pick up' time
- To ensure children who are late and brought into school by parents report to the school office to sign in. Records are kept of the pupils that are late
- Many pupils travel home on the school transport but if children are collected promptly at the end of the school day the parents need to make sure that the necessary arrangements are in place for the journey home. If these differ from the child's normal arrangements, the class teacher and school office should be made aware of this asap. No child will be allowed to go home with another significant other adult unless this has been approved in writing from the parents.

5. Absences

It is the parent/carer's responsibility:

- To notify the school on the first day of absence before 9:30am or as soon as possible. Parents can report an absence by telephoning the school office, or via Class Dojo.
- To provide medical evidence where possible, on the child's return to school.
- To ensure that as far as possible, medical appointments are arranged for outside school hours. Where this is not possible, parents are expected to provide evidence of the appointment in advance, and the child should attend school before/after the appointment.
- To liaise with the school as soon as possible regarding any specific issues that might cause absence or lateness, e.g. a sick parent/carer.

Parents/carers of children for whom we do not know the reason for absence will be contacted after 9:30am.

6. Illness/Medical absences

In addition to the points above, if a child is repeatedly absent due to illness, the school may request medical evidence for further absences. This can take the form of a GP appointment card, a consultant letter, a copy of a prescription etc. The school will automatically request medical evidence for any illness absence taken immediately before or after a school holiday.

7. Absence for Holidays

Parents/carers are expected to take their children on holiday during the school holidays to minimise the impact of missing education. If there are exceptional circumstances, parents/carers must complete a leave of absence request form in advance of the trip (ideally at least 4 weeks prior). These requests will be considered on a case-by-case basis by the Head, and they will use their discretion whilst applying government recommendations.

It is the parent/carer's responsibility:

- To obtain a leave of absence form from the school office.
- To complete and submit the form in advance of the period of absence (ideally 4 weeks prior).

If parents/carers decide to take a holiday without the Heads' authorisation, the child's absences will be marked as unauthorised. **Fixed Penalty Notices will be issued by the Education Welfare Service for unauthorised holiday absence during term time. This fine is payable at £60 per child, per parent.**

8. Absence for Other Reasons

Absences for reasons such as religious observance (up to 2 days per year) or close family bereavement may be authorised by the Headteacher. These requests must be discussed with the school. Absences for close family members' weddings or funerals will be limited to one day's authorised absence, if granted by the headteacher.

It is the parent/carer's responsibility:

- To inform the office, in writing, of the need for leave in circumstances which are known in advance.
- To inform the school as soon as possible when sudden circumstances occur which prevent a family bringing a child to school, so that the appropriate code can be recorded in the register.

9. Unexplained Absence

When a child is repeatedly absent and no satisfactory reason is given, the parent/carers will be investigated and may be liable for prosecution and/or a fine from the Local Authority. Regular monitoring is carried out by the Education Welfare Officer. Children who have repeated unauthorised absences, holidays or otherwise, will be contacted by the Education Welfare Officer and may be invited in to an attendance meeting to discuss absences and any appropriate support.

10. Role of the Education Welfare Officer

- To investigate absence which exceeds more than 10%, and to hold meetings with these parents as required.
- To investigate lateness which exceeds more than 5%.
- To investigate any unexplained absence which exceeds more than 5 consecutive days
- To ensure parents are aware of their legal duty under the Education Act to ensure their children attend school.
- To refer cases to the Local Authority for prosecution where persistent absenteeism has not improved despite thorough intervention and support from the school and Education Welfare Officer.
- To report accurate whole school and individual attendance data when required.

11. Children Missing in Education

If a child is absent (unexplained) for at least 5 consecutive days, the Education Welfare Officer will be notified. A home visit may be carried out. If the absence continues for a total of 10 days, the family will be referred as a Child Missing in Education case for the Local Authority.

12. Persistent Latecomers

For children brought to school by parents/carers - Children who repeatedly attend school late after 9:00am will be brought to the attention of the Education Welfare Officer. Warning letters can be issued to the parents/carers of these children. Parents/carers should note that children who arrive late after 9:20am are given a 'U' code, which is the equivalent of an unauthorised absence and this will affect the child's attendance figures. Fixed penalty notices may be issued to parents/carers whose children persistently arrive after this time.

Where the lateness is a result of school transport this will not be put in place. The parents are advised to contact the Local Authority transport team and make a formal complaint.

13. Support to parents/carers

At SGS Pegasus School, we understand that children with autism can sometimes be reluctant to come into school. Small concerns can grow out of proportion. Parents and carers can discuss any concern they might have in terms of attendance with our pastoral team. The pastoral team will work with parents to support attendance and ensure that any issues for the child are considered early and wherever possible action is taken to support attendance. Parents should share any concerns at the earliest point to ensure action can be put in place. Please note that the responsibility is with the parents to ensure attendance.