

ATTENDANCE FOR LEARNING POLICY

ABOUT THIS POLICY -

This policy seeks to identify best practice when dealing with attendance and punctuality. Whilst emphasising that all staff have a responsibility towards promoting good attendance, it seeks to clearly establish each colleagues' specific role and responsibility in this area.

The policy seeks also to establish clearly and succinctly the procedural guidelines that should inform our work.

Lastly, it seeks to be a working document that informs our day to day procedures. To this end it attempts to draw out of our roles and responsibilities, operational guidelines for each colleague, and set against our procedural guidelines, establish what each colleague should do.

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VISION AND VALUES

This policy is underpinned by our values and vision and seeks to promote our ethos of fully inclusive education. The removal of barriers to learning including poor attendance and punctuality is vital if students are to achieve 'without limits'.

Our provision should be based on equality of opportunity, so all young people, irrespective of ethnic origin, religion, age, gender, physical impairment, emotional or social need, care status or personal circumstances have an equal right to develop their skills and abilities in a caring and supportive community.

We strive to achieve all underachieving, challenging and disaffected students can be helped to return to and succeed in normal classroom teaching, given appropriate help and guidance.

AIM

- To ensure that every student at EGA can realise their full potential by attending school both regularly and on time.

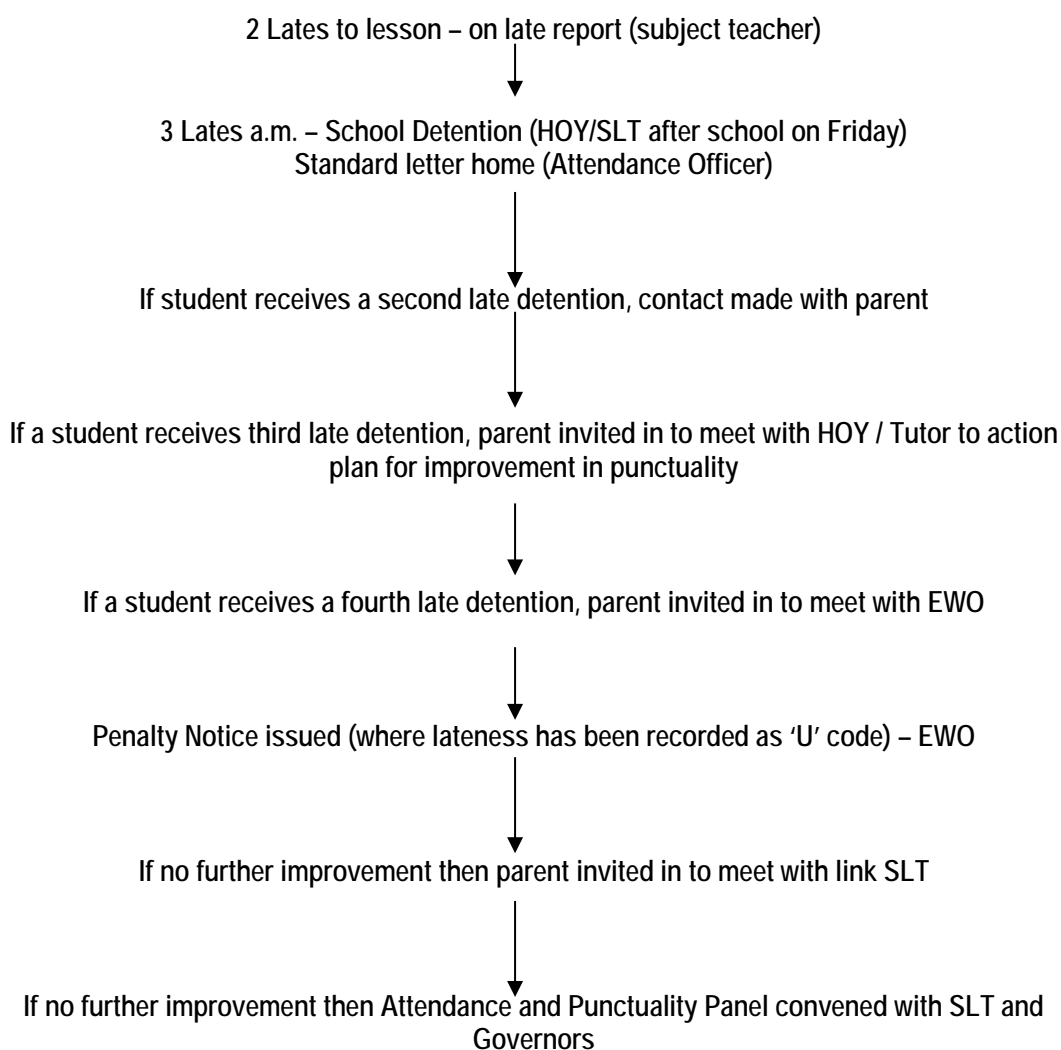
PRINCIPLES

- Regular, punctual attendance to school is the key to every child achieving their potential.
- The pattern of attendance at school reflects many complex factors which need to be taken into account when designing strategies to promote good attendance.
- It is the parent's/carer's responsibility to ensure that their child attends school regularly. Where necessary, parents will be supported and encouraged to continually seek ways to improve their child's attendance.
- Promoting and improving attendance is the responsibility of all school staff working in a coordinated and structured approach.
- The school will work in partnership with parent/carers and liaise closely with other services to produce a systematic and coordinated response to attendance issues.
- We will operate on a basis of secure data, effective communication, supportive intervention and challenge.
- Early intervention is vital to avoid the build up of poor habits and patterns of unauthorised absence and poor punctuality.
- There are many external agencies who will contribute to the school attendance and punctuality support structure. These may include the EWO, School Attendance Officer, Educational Psychologists, Health Workers, Social Services Departments, Connexions, Pupil Support Team, Safer Schools Officers, Youth
- Offending Teams, Ethnic Minority Achievement Service and Youth Services.
- It is expected that staff involved with attendance and punctuality will make sure that communication is maintained and information reviewed and referred within their statutory and 'best practice' guidelines. It is recognised that multi-agency training and sharing of information provides greater opportunities to develop strategies for successful working with young people, their families and their education providers.

PUNCTUALITY PROCEDURES

KEY STAGE 3

1. School starts promptly at **8.40 a.m.** All students are expected to arrive **prior to this time** to ensure a smooth start to the school day.
 2. Lesson 1 starts promptly at 8.45 a.m. Any student late for lesson 1 will be dealt with in the first instance by the subject teacher. Departmental/faculty policies should be followed in all cases.
 3. If a student is late 3 times in a week this will be followed up by a detention held by HOYs and SLT every Friday after school
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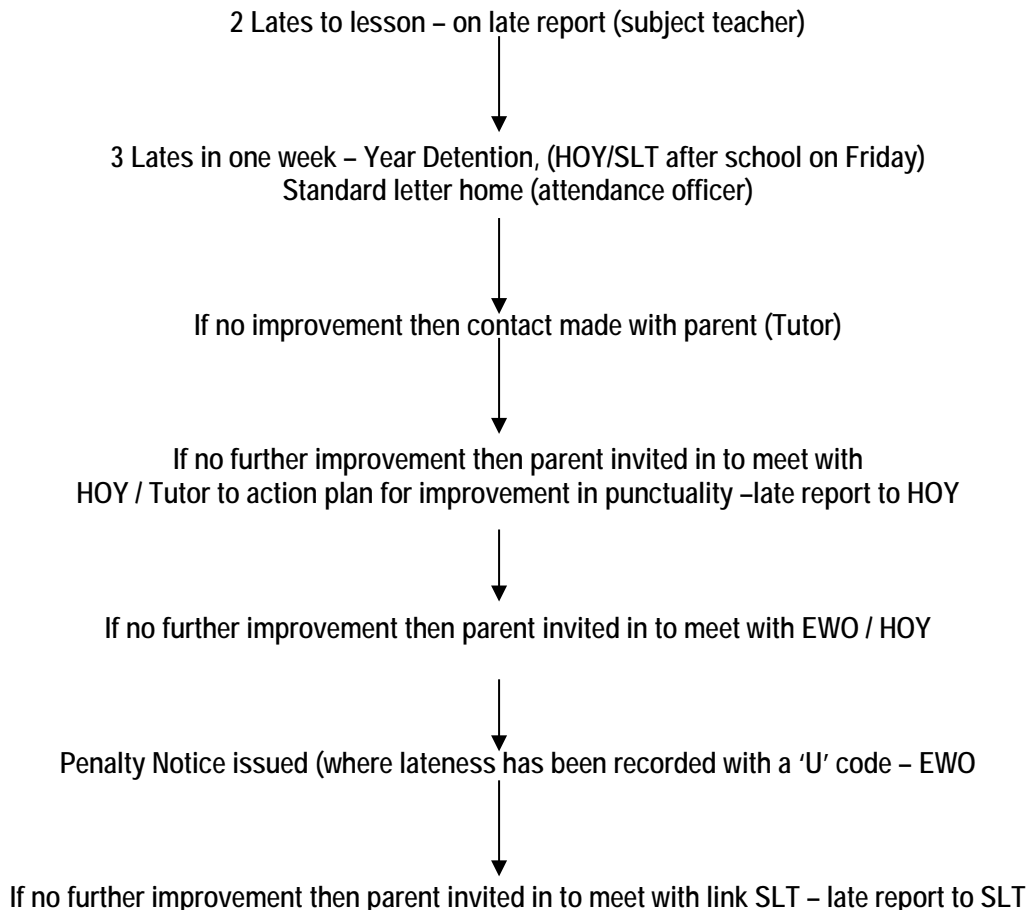


PUNCTUALITY PROCEDURES

KEY STAGE 4

1. School starts promptly at **8.40 a.m.** All students are expected to arrive prior to this time to ensure a smooth start to the school day.
2. Lesson 1 starts promptly at 8.45 a.m. Any student late for lesson 1 will be dealt with in the first instance by the subject teacher. Departmental/Faculty policies should be followed in all cases.
3. If a student is late 3 times in a week she will not meet the criteria for rewards and trips where appropriate unless there is an improvement in punctuality.
4. If a student in Year 11 is late to morning registration her 'privilege card' will be confiscated for 1 week and she will not be allowed off site at lunch time.
5. If the card has to be confiscated for a second time due to lateness it will be held for a minimum of 2 weeks.
6. On a third confiscation the card will be held until half term.

Any student who refuses or claims to not have a card with them will be required to hand this to their head of year or form tutor on the following day. **If the card is not handed in, it will be collected at the gate and held until half term.**



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If no further improvement an Attendance and Punctuality Panel meeting convened with SLT and Governors

ROLES AND RESPONSIBILITIES

Headteacher

- To promote, celebrate and reward good attendance/punctuality.
- Overall responsibility for the Attendance for Learning Policy.
- Ensure policy is implemented, monitored and reviewed.
- Ensure that attendance and punctuality is an integral part of all long term school action planning.
- To receive and examine regular reports analysing attendance patterns and trends, and discuss this with SLT line managers.
- Liaise with the LA at a strategic level on issues relating to Behaviour and Punctuality.
- Act as a signatory for all legal proceedings.

Deputy Headteacher (attendance)

- To fully implement the school's agreed Attendance for Learning Policy.
- To promote, celebrate and reward good attendance.
- Advise the Headteacher and Governors regarding target setting for improving attendance and punctuality.
- Responsible for overall policy development and review.
- To provide leadership and direction to the attendance teams.
- To provide leadership and advice to the Heads of Year and Learning Mentor (Years 7-11).
- Report periodically on attendance to the governing body.
- To monitor the implementation of the Attendance for Learning Policy and evaluate its impact.
- To manage the policy and operational links with the LA.
- To ensure the governing body, teaching staff, parents and pupils are fully informed of attendance/punctuality patterns and trends.
- Line manage the attendance officer/EWO
- Ensure that attendance and punctuality systems are fit for purpose and are being used effectively.
- Ensure that accurate data is correctly transmitted to external agencies, including the LA and D.F.E when required
- To ensure attendance and punctuality to exams is outstanding and is challenged on an individual basis when necessary

Head of Year

- To fully implement the school's agreed Attendance for Learning Policy.
- To promote, celebrate and reward good attendance.
- Responsible for leading their tutor teams on attendance issues and supporting the work of tutors and subject teachers.
- Responsible for levels of attendance in their year group, reporting to Deputy Head (attendance).
- Responsible for monitoring the quality of registers and ensuring that agreed guidelines and procedures are followed.
- Work with Attendance Officer in response to data provided; keep Attendance Officer informed of student attendance issues raised by tutors.
- Liaise with external agencies on issues relevant to promoting good attendance including regular meetings with the EWO.

TUTORS

- To fully implement the school's agreed Attendance for Learning Policy.
- To promote, celebrate and reward good attendance.
- To act as first point of contact over issues of attendance.
- Responsible for maintaining accurate SIMS registers and for implementing attendance routines on a daily basis.
- To work closely with families to challenge and support their tutees attendance. Tutors should maintain a dialogue with parents of their tutees if a regular pattern of non-attendance becomes apparent.
- To work closely with Heads of Year and refer issues at the appropriate time and in the appropriate way.
- To set individual and Tutor Group improvement targets and monitor progress towards them.
- To use data to monitor the attendance of individuals and whole tutor group and to respond to issues and patterns.

SLT (All)

- To implement fully the school's agreed Attendance for Learning Policy.
- To promote, celebrate and reward good attendance.
- Responsible for ensuring that accurate lesson registers are taken each lesson and that agreed routines and procedures are followed across the school within their line management teams.
- Responsible for monitoring their line management team for the accuracy and timeliness of lesson attendance data recorded into SIMS.
- Ensure that the team has access to accurate data on lesson attendance and respond effectively to it.
- Leading on the development of team policies and practices to effectively re-engage students returning from absences of varying lengths.

CLASSROOM TEACHER

- To fully implement the school's agreed Attendance for Learning Policy.
- To promote, celebrate and reward good attendance.
- Responsible for maintaining accurate records of attendance to lessons using agreed procedures. **Periods 1 and 5 will be taken as the legal registration points during the day.**
- Work closely with Heads of Year and Heads of Department on issues of attendance to school & lessons.
- Develop strategies with their teams to re-connect with and support students who have returned after absences of various lengths and for whatever reason.
- Be available as a point of contact and work with parents to assist them to promote their child's attendance at the school.
- To monitor lateness to the school and at the start of each session using SIMS 'Lesson Monitor'.

ATTENDANCE OFFICER

- Ensure the completion by all staff of all procedures relating to absence and punctuality recording on a daily basis.
- Monitor teacher input of registers into SIMS and ensuring all missing registers are completed by the end of the day. Period 1 and 5 registers must be taken within 15 minutes of the lesson start.
- Update registers received by cover teachers who were not able to enter registers directly onto SIMS.
- Support EWO with all required data.

- Be a point of contact for parents and pupils relating to attendance and punctuality on a daily basis.
- Complete all first day absence calls and challenge parents for their daughter's non-attendance.

SCHOOL OFFICE

- To implement fully the school's agreed Attendance for Learning Policy.
- To promote, celebrate and reward good attendance.
- Be a point of contact for parents for information regarding attendance and absence.
- Provide timely and accurate reports to Tutors, Heads of Year and SLT on individual student attendance and absence.

OPERATIONAL GUIDELINES

Deputy Head teacher (Attendance)

Will:

Daily:

- Follow up issues with SIMS/lesson monitor registration procedures.

Weekly:

- To scrutinise whole school attendance data and respond to patterns and trends at individual and group level.
- Meet with attendance teams to discuss attendance issues and progress.
- To respond to issues raised by attendance teams.
- To meet with attendance officer and provide advice and challenge on year group and individual attendance data.
- Provide Headteacher with continuously updated profile of attendance across the school as part of SLT meetings.

As necessary:

- Report on attendance issues to leadership team and governing body
- Report termly on trends emerging from analysis of attendance figures by different ethnic groups
- Liaise with the LA/DFE on attendance & punctuality issues.
- Set year attendance targets with Heads of Year for all tutor groups.
- Develop whole school attendance targets.
- Focus on 'PA' students and ensure systematic follow-up & support are being carried out

On-going:

- To review, revise and develop our Attendance for Learning Policy.

ATTENDANCE OFFICER – Home School Liaison

Will:

Daily:

- Ensure all registers are completed in SIMS on time by all staff.
- Pursue any missing registers and ensure they are entered onto the system.
- Ensure information received from parents is entered onto the database.
- Create list of first day absences.
- Ensure all missing students are contacted by telephone to challenge absence.
- If contact cannot be made by telephone then a text message must be sent.
- Enter any information authorising absence onto the system.
- Pass concerns over the validity of authorisation to the tutor/Head of Year teams.
- Distribute to Heads of Year/HOFs a list of team members with missing registers, copied to Deputy Headteacher (attendance)
- Identify and seek information to resolve 'missing marks' on system.

ATTENDANCE OFFICER SUPPORT TEAM – Front Office

Weekly:

- Distribute updated league tables and certificates for best tutor groups to Head of Year in time for Year Group assemblies. Distribute same information but without certificates to each year's link Leadership Team member.
- Print off weekly attendance and punctuality data, including raw previous week data and updated information for the week before.
- Distribute weekly attendance and punctuality data with certificates to Heads of Year in time for Year Group assemblies. Distribute same information but without certificates to each year's Leadership Team line manager.
- Print off weekly attendance history and distribute to form tutors.
- Update weekly attendance summary giving the number of students in each attendance category.
- Check attendance of students educated off-site.
- Work through attendance history and send attendances letter to parent/carers' of alert list pupils.
- Liaise with Heads of Year and EWO to examine students 'off-role'
- Send letters home to all students with persistent punctuality and attendance issues on a half termly basis.

Ongoing:

- Update registers with any information received regarding the above.
- As appropriate, ensure that students' records are updated with the appropriate code e.g. extended work educational visit, educated off site etc.
- Support Heads of Year with monitoring the quality and accuracy of their tutor teams' registers.
- Support Heads of Year with regard to monitoring procedures and guidelines being followed by the teams and themselves.
- Meet regularly with Heads of Year regarding their year group's attendance.

As necessary:

- Update SIMS with paper registers.
- Provide attendance data together with any other data requested to Attendance team.
- Contact parents regarding their child's attendance and where necessary work with them to effect an improvement.

Deputy Headteacher (Data manager)

Will:

Termly:

- Transmit accurate attendance data to the LA and DFE, liaising with both the Attendance Officer and EWO.
- Respond to anomalies reported regarding class lists and amend as necessary.
- Meet with Attendance Officer weekly to line manage the operation of systems and routines and to give advice where necessary.

As necessary:

- Assist staff with queries regarding SIMS systems and lesson monitor.
- Add new students to SIMS.net in a timely and accurate manner and inform LA Admissions Section. Assist Heads of Year in developing timetable for new students.
- Remove students who have left the school in a timely and accurate manner and inform LA Admissions Section.
- Communicate any faults/anomalies with SIMS.net that will affect taking registers and attendance data.

Heads of Year

Will:

Daily:

- Follow up with subject teachers on any attendance issues
- Ensure that subject teacher and tutors follow agreed policy and procedures around attendance.

Weekly:

- Scrutinise attendance data across their year team.
- Ensure that correct procedures are followed by tutors, in particular unauthorised absence, and that they respond to weekly print-outs with pupils on Mondays and update tracking sheet in forms.
- Celebrate and reward best tutor group and improvement in groups and individuals through year assemblies.
- Hold structured detentions for all students who have been late for school on more than 3 occasions in that week.

Monthly:

- Scrutinise attendance across their year group and ensure that appropriate strategies are being deployed across the team and that correct systems and procedures are being followed.

As necessary:

- Liaise with Deputy Head teacher (attendance) over targets for overall year group attendance and monitor progress.
- Through celebration assemblies, celebrate individual and group achievements in attendance.
- Ensure that tutors refer attendance issues in the correct format and in a timely fashion.
- Prepare referrals to EWO regarding issues of attendance.
- Contact parents as necessary to alert them to developing attendance problems.
- Ensure case histories are drawn up for poor attenders identifying action taken.

Ongoing:

- Ensure that attendance is a standing item at team meetings.
- Ensure that the links between achievement and attendance is emphasised.

TUTORS

Will:

Daily:

- Record latecomers **INCLUDING MINUTES LATE** to tutor time.
- Challenge any absences – request sick notes and report concerns to Attendance Officer.
- Send sick notes to Attendance Officers in the blue register folder.

Weekly:

- Inform Head of Year of students missing registration and patterns of poor attendance.
- Raise concerns over unauthorised absence.

- In response to pattern of attendance to school or lessons, follow-up with tutees and if necessary parent/carers
- Respond to weekly print out of attendance/punctuality figures as appropriate.

As Necessary:

- Contact parents over concerns regarding attendance
- Set improvement targets for poor attenders
- If a pattern of absence becomes apparent, contact parents by telephone/letter. Raise concerns with Head of Year/Attendance Officer
- Use tutor time and individual interviews to set individual improvement targets and monitor progress.
- Use tutor time to emphasise the direct link between attendance and achievement.
- Ensure that students returning from a range of absences are quickly and effectively reintegrated back into both the tutor group and School routines.

Ongoing:

- Promote good attendance by praise, by rewards and through constant celebration linked to the 'Attendance Challenge'

SLT (All)

Will:

Weekly:

- Follow-up missed registers or inaccuracies with line management team members.
- Scrutinise data on attendance to lessons and respond to any patterns, trends or issues with the HOY.
- Follow-up truancy from lessons when indicated by data from Attendance Officer.
- Ensure that lateness to lessons is recorded appropriately and agreed sanctions carried out in line managed areas.

Periodically:

- Discuss attendance with team at meetings and develop strategies to address issues arising.
- Develop strategies to successfully reintegrate students returning from a range of absences of differing lengths.

On-going:

- Monitor link between achievement and attendance and share this with staff and students.

As necessary:

- Discuss technical issues or problems over SIMS/ Lesson monitor with Deputy Head teacher (Data Manager).

CLASSROOM TEACHER

Will:

Each lesson:

- Ensure the period 1 and 5 register is taken **within 15 minutes of the start of the lesson**.
- Take accurate SIMS registers before the end of every lesson.
- Record lateness to lessons **INCLUDING MINUTES LATE**.
- Re-open registers as necessary when students appear part-way through lessons for a variety of reasons and update records.

Daily:

- Report any technical issues or problems regarding SIMS/Lesson Monitor registers to the Attendance Officer/Deputy head
- Issue and administer detentions/report cards for unexplained lateness to lessons of over five minutes.

Weekly:

Inform HOD/HOY of any problems or patterns emerging regarding either a group or individual's attendance as appropriate.

- Discuss patterns of poor attendance and individual issues with HOD and take appropriate action.

Ongoing:

- Emphasise the direct link between attendance and performance and achievement when appropriate.

As necessary:

- Welcome back returnees from significant absence and ensure that they are able to access current work and are able to catch up on previous work.

Learning Mentor:

Will:

Daily:

- Work with the leadership team 'On-call' person P1 and P5 to record/challenge lateness to school.
- Encourage timely attendance to lessons to reduce internal truancy.
- Administer appropriate sanctions to promote attendance.

Weekly:

- Attend fortnightly attendance/line management meeting with SLT line manager.
- Publish attendance results on the attendance notice board.

Monthly:

- Include lesson attendance issues in regular meeting agenda.
- Monitor form tutor attendance actions.

Termly:

- As part of regular meeting agenda discuss response to attendance to lesson issues with SLT line manager.

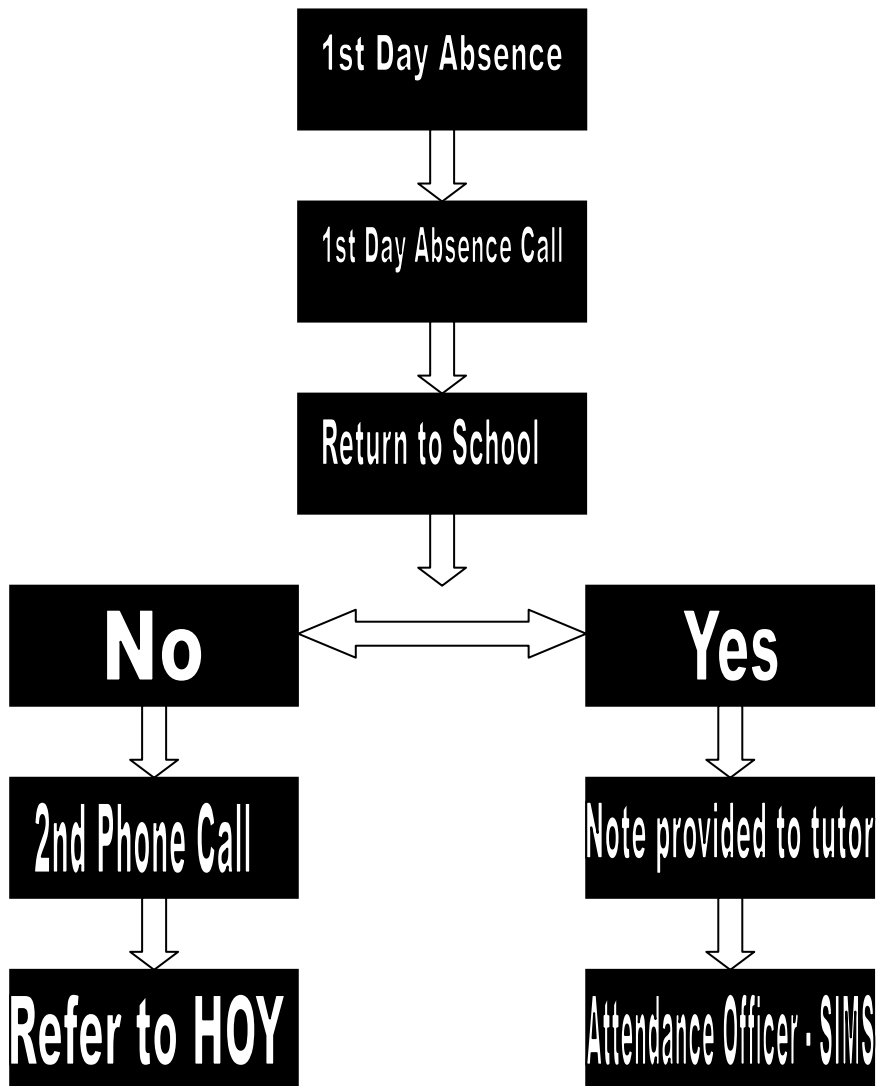
As necessary:

- Review lesson register data from the Attendance Officer and discuss issues with appropriate Head of Year.
- Support Heads of Year in following up issues around attendance routines within the team.

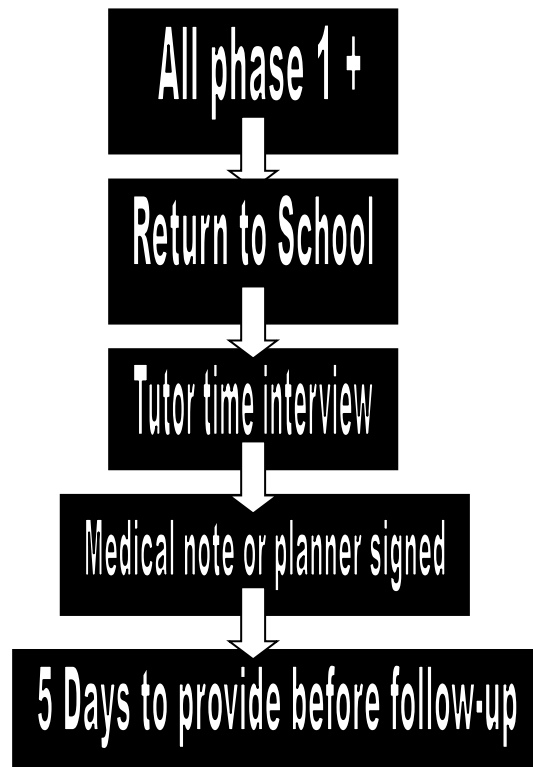
On-going:

- Periodically review lesson attendance data, look for patterns and provide support and advice.

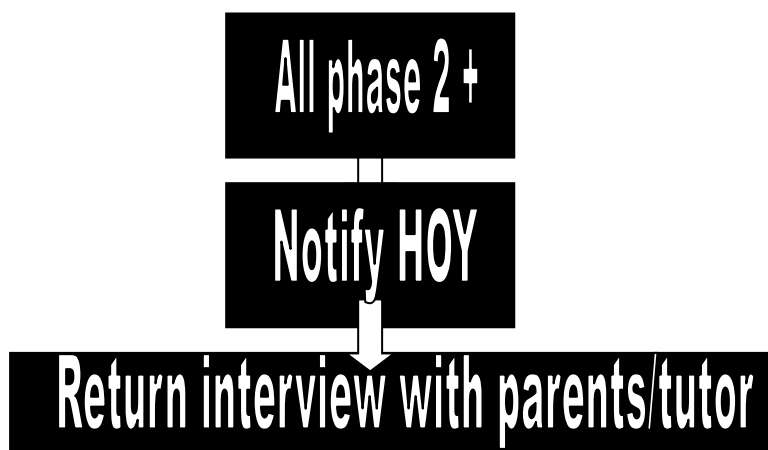
Absence Procedures Flow Chart – Phase 1 –
Pupils above 94% Attendance



Absence Procedures Flow Chart –
Phase 2 – Pupils 85-94%



Absence Procedures Flow Chart –
Phase 3 – Pupils 80-85%



Absence Procedures Flow Chart – Phase 4 – Pupils <80%



<p style="text-align: center;">PROCEDURAL GUIDELINES AUTHORISED AND UNAUTHORISED ABSENCES</p>
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As a school it is our task to decide when an absence is authorised/unauthorised. A telephone call or letter from parents/carers does not in itself authorise an absence; only the school's acceptance of the explanation offered by the letter authorises the absence.

Authorised Absences

- Sickness
- Emergency medical/dental appointments
- Days of agreed religious observance such as Eid.
- Exceptional family circumstances, such as bereavement
- Going to other educational establishments such as secondary schools for visits, interviews or examinations

Unauthorised Absences

- Shopping
- Looking after family members who are unwell or home from school
- Minding the house
- Birthdays, including parties or treats
- Staying at home to be with visiting relatives
- Day trips
- Medical/dental appointments should, wherever possible, be made outside of school hours
- Holidays during term time

HOLIDAYS IN TERM TIME

The school **WILL NOT** authorise **ANY** holiday taken during term time. Any unauthorised holidays will be handed to the EWS service and penalty notices will be issued.

If a student is absent for more than 10 days (20 sessions) a letter will be issued to parents and the students will be removed from our role. **If the parents do not make contact with the school, this matter will be handed over to the missing persons unit.**

MISSING CHILDREN

Statutory Responsibilities

It is the duty of all who work in the education service to secure the safety of children in their charge.

The maintenance of registers is governed by the Education (Pupil Registration) Regulations 1995, as amended. Deletion from roll must follow strict guidelines and procedures as detailed below. Where a child is known to be moving, the Secretary of State would expect staff at the initial school to establish the name and address of the ongoing school, also the start date. This should be confirmed by contact between the schools – either written, or orally when the pupil file is requested.

If any professional has good reason to suspect that a crime against a child may have been committed they should contact the police directly.

Possible avenues to pursue for further information may include:

- an approach to housing who should hold records for any school-age child who is involved in a housing transfer or crisis move;
- Contact with the Health Authority – which may be made by the school through the school nurse.

The police may contact the Department of Social Security for access to confidential Child Benefit information in circumstances where there is reason to believe a crime may have been committed.

Multi-Agency Protocol

Where a child is withdrawn or “disappears”, Headteachers and agencies involved with the school or young person must make every effort to gain information at the earliest opportunity. This may include EWS, Social Services, Connexions Personal Advisers and Learning Mentors etc. Factors in assessing risk are length of absence, level of concern and level of perceived risk to the pupil.

Even without specific concerns liaison must be sought between College and agencies that may have contact or information. These may include Social Services, Connexions Personal Advisers, local Housing Offices and Education Welfare Offices in area of absence and possible destination. All cases must automatically be considered for referral to Social Services (who may refer on to the police), the Education Welfare Service or Connexions under their responsibilities for the Young Runaways Strategy.

It may be appropriate for agencies to approach possible sources of information such as relatives or neighbours.

In cases where concern is specific, action to gain information and alert agencies and/or police must be swift in order to protect vulnerable parties.

Such concerns may include:

- A record of poor attendance
- Evidence of poor or inappropriate parenting
- Child’s health/general development
- Certain categories of special educational need
- Child and/or siblings on the Child Protection Register

Unexplained, continued absence of any child on the Child Protection Register must automatically be treated as high priority and procedures set out in the multi-agency Procedures for Working with Children in Need must be followed.

Deletions from Admissions Register

The following information is to be used as a guide when considering whether children should be removed from the school roll.

Schools should always use **extreme caution** when making a decision to remove, and should consult with the Education Welfare Service if in any doubt.

It is vital for child protection reasons that children do not 'disappear' from the system. If a child has not been admitted to another school and is removed from the last school roll they can slip through the safety net.

If a child is not on a school roll the LA cannot prosecute for non-attendance.

This guidance has been devised in accordance with the 1995 Pupil Registration Regulations and the Amendments contained in the 1997 Regulations.

The following are prescribed as the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register:

1. Permanent Exclusion: where the Discipline Committee have upheld a decision to PEX and either the 15 day appeal limit has expired, the parent notified the school in writing that they do not intend to appeal or if the parent has appealed and the decision of the Panel is known.
2. After 4 weeks continuous absence as a direct result of a final detention, Court Order or Order of Recall. (This does **not** include the issuing of a Parenting Order or an Education Supervision Order for non-attendance).
3. Where a parent makes a **formal** written request to the Head teacher and the LA to educate their child 'otherwise than at school'. (This is **not** the same as a parent withdrawing a child from school due to a decision made by the school that they are at odds with, such as permanent exclusion).
4. Where a child has been certified by the school's medical officer/nurse as unlikely to be in a fit state of attend school.
5. When a child, for whatever reason, leaves to attend another school. Confirmation that the child has attended and gone on to another school roll **must** be obtained before removal.
6. This is also the case where the LA 'names' another school in Part IV of a pupil's Statement of Special Educational Need. Confirmation that the pupil has been admitted must be obtained before removal.

In all of these six instances the pupil before removal will have been confirmed to be on another school or LA roll thus ensuring the safe passage of children between schools. If confirmation has not been obtained by the school that the pupil is on another school or LA roll, then they cannot be removed from the roll.

The following three situations require both the LA and the school to complete a thorough investigation before the pupil is removed from the admissions register:

1. The pupil has ceased to attend and no longer lives at a place which is a reasonable distance from the school at which they are registered.
2. In the case of a pupil granted leave of absence exceeding ten school days for the purpose of a holiday and that pupil has failed to attend the school within ten school days immediately following the agreed return date and this is not due to sickness or unavoidable absence.

3. That a pupil has been continuously absent from school for a period of not less than four weeks and the school and LEA are unable to locate the pupil.

In all three of these cases the LA must be informed of these pupils as the LA tracking procedures must be implemented. Only when the LA (through the EWS) is satisfied all efforts have been made to locate a pupil can they be removed from an admissions register. No deletion from roll is possible until written confirmation from the EWS Team Manager is received by the school.

LOOKED AFTER CHILDREN

It is recognised that there are particular problems attached to the underachievement of looked after children.

As a starting point the collection of accurate data is vital if planning for these vulnerable pupils is to be effective and targeted. Attendance data of all looked after children will be collected by the EWS from schools. EWS use an organisation called Welfare Call to check daily on the attendance of looked after children. Any unexplained absence will be followed up by telephone call from EWS looking for an explanation for absence or the school's efforts in finding why the child is absent. The EWS will expect to be advised of strategies and provision put in place for looked after children with continued unauthorised absence. It is necessary for the school's Welfare Call contact to be able to differentiate between actual unauthorised absence and internal truancy.

It is expected that there will be regular and open communication between the school's designated Looked After Children Teacher, the EWS, Social Services, ECLAS and other relevant parties.

The attendance of looked after children must be given high priority, with schools, support staff, partner agencies and EWO giving priority to monitoring the attendance data of looked after children. Flexible and creative approaches, with particular attention to transitional phases are of the utmost importance. Early intervention is vital to resolve attendance difficulties at the earliest stage.

Early intervention, following indicators of change or problems are vital and schools will be expected to identify this and respond by swift information-seeking, planning and action. Where appropriate, other involved parties should be involved in the early discussions and reactions/responses.

First concerns must also be passed on, with action plans or responsive measures to ensure ongoing communication and a unity of response. The level of communication with the home placement at this stage may also prove paramount to change.

The use of rewards and congratulations cannot be over-emphasised.

Where exclusion occurs schools have a responsibility under social inclusion guidance to ensure that all parties are fully aware of appropriate procedures, rights and responsibilities. It is likely that any looked after young person's social worker will require advocacy in such situations. ECLAS Children's Officer can offer support and advice.

All parties should be enabled to evaluate and access support that may be on offer.

PENALTY NOTICES (PN)

- A Penalty Notice (PN) may be issued where a student has an unacceptable level of unauthorised absences - i.e. 10 or more unauthorised sessions of absences - when the previous 10 week span in the college register is examined, giving attendance of 80% or less in this period.

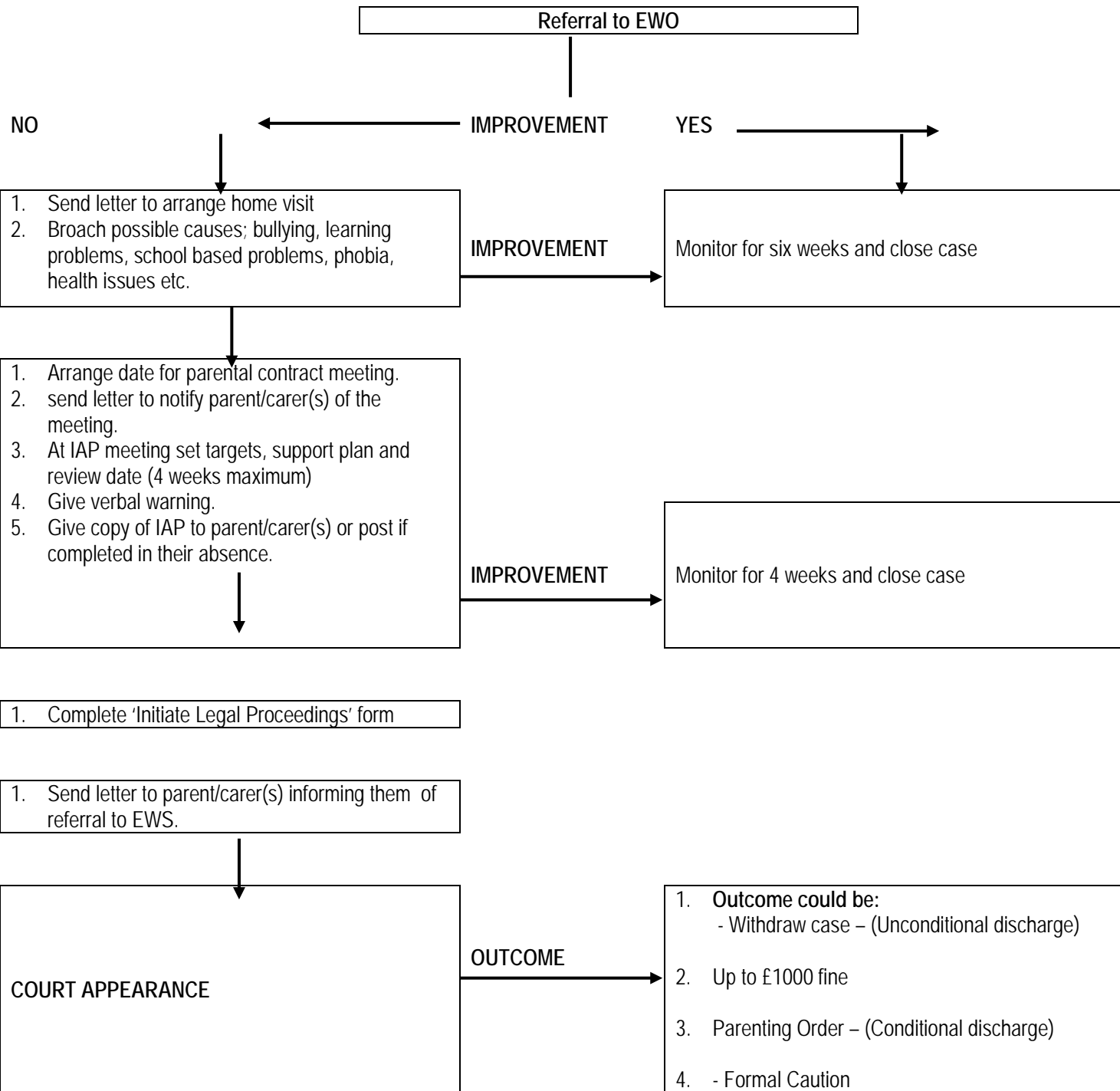
- 1) PN's may be issued when:

- a) a parent has chosen to take their child on holiday during term time without authorisation, especially where the absence will lead to the child missing public examinations
- b) where following a Truancy Sweep, enquiries show that the school has recorded the student's absence for that session as unauthorised and there are an additional 20 unauthorised absences within the previous 10 week span;
- c) in cases where students are persistently late for school after the register has closed;
- d) In cases where a student's parent(s) fail to work with the school and the EWS to improve attendance (and the 10 unauthorised sessions criteria is met);
- e) The Police during the course of their enquiries may also make a request to the EWS for the issuing of a PN if the student has been identified as truanting. The EWS will investigate the circumstances before a decision is made;
- f) A PN may be issued where a student has 20 unauthorised absences when the previous 10 week span in the school register is examined

PNs may be issued to any or all parents as defined by section 576 of the Education Act 1996.

- A written warning of the possibility of a PN being issued will be sent to the Parent/Carer advising of the number of absences and giving 15 college days to effect an improvement (See Appendix 5 for copy of warning letter).
- There is no limit to the number of warning letters that may be issued.
- If attendance does not improve over the fifteen-day warning period then a PN will be issued by EWS if the absence of pupils meets the criteria.
- Payment is £50 if made within 28 days of issue or £100 if paid within 42 days of issue. Payment in full discharges the parent/carer's liability. However, prosecution may be considered for further periods of poor attendance not covered by the PN (a minimum of three months evidence is required after the Penalty Notice has been paid).
- If full payment is not received the LA is required under the Education Act 1996 to commence proceedings in the Magistrates Court for the original offence of the student's poor attendance.

PROCESS OF REFERRAL TO EWS (LEADING TO PROSECUTION)



MONITORING ATTENDANCE DATA BY ETHNICITY

The Race Relations Amendment Act 2000 (RRAA) placed a duty upon all schools and LAs to monitor attendance by ethnicity and it is good practice to monitor attendance for all equalities groups.

Monitoring the reasons for authorised and unauthorised absence by ethnicity should be a simple task with electronic systems, providing the ethnicity codes have been entered correctly.