



## Attendance Policy

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## ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

## **1. Introduction**

- 1.1. Good education gives a child the best possible start in life. Good school attendance and punctuality are crucial to student learning, happiness and safety. All children have the right to an education every day of the school year which will enable them to engage and progress. Attending school means that students can learn the powerful knowledge and habits they need to succeed.
- 1.2. This policy explains our attendance structure and how staff, parents, students, carers, and external agencies can contribute to high attendance and outstanding punctuality.
- 1.3. This policy meets Department for Education, Ofsted and Royal Borough of Greenwich guidelines.
- 1.4. We explain our absence and attendance procedures to all staff, students and families and how absence affects attainment and wellbeing.
- 1.5. We direct significant resources towards maintaining and improving our systems. Staff are trained and supported in deploying attendance systems effectively.
- 1.6. We want our attendance and absence policy and practices to be based on trust, engagement and openness, characterised by our welcoming and positive ethos.
- 1.7. We liaise openly with other agencies to support attendance.
- 1.8. Staff, students and families are expected to model respectful relationships and good communication with each other and pupils. Communication is made face to face, by telephone, email, text, or home visits, depending on the family situation.

## **2. Objectives**

- 2.1. To improve overall attendance of Thomas Tallis students
- 2.2. To ensure excellent attendance is a priority for students, parents, staff, and governors.
- 2.3. To develop and maintain transparent systems for excellent attendance and punctuality, communicating this to all staff, students and parents so all may work together.
- 2.4. To make sure students want to attend consistently and punctually because they are seen, known and loved, protected and secure.
- 2.5. To have a successful and useful attendance management system in place to monitor attendance and intervene accurately with concerns.
- 2.6. To give students and their families support, guidance and advice on excellent attendance and punctuality.

## **3. Systems Data and Intervention**

- 3.1. Thomas Tallis School has clear systems and processes to improve and reward attendance and address absence.
- 3.2. This system provides useful data at cohort, group and individual level to give an accurate view of attendance, reasons for absence and patterns amongst groups of pupils such as those eligible for free school meals, looked after children or those with special educational needs and disabilities.

- 3.3. Data reports provide different postholders with information to monitor and scrutinise attendance and intervene early to address issues. These reports include register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking. They will be used by attendance, pastoral and SEND staff to supporting pupils and their families to identify and overcome barriers to attendance. We also use such reports to share concerns with external agencies so that they may provide services for families.
- 3.4. Thomas Tallis School works with all Local Authority policies and procedures, making referrals for statutory intervention when the relevant thresholds are met.

#### **4. Roles and responsibilities**

##### 4.1. Students

- 4.1.1. Take responsibility for excellent levels of attendance and punctuality. They should arrive in school by 0830 in full school uniform and be on time for every lesson.
- 4.1.2. Follow school procedures for attendance and punctuality e.g. signing in at reception if late or leaving early.
- 4.1.3. Catch up on any work and homework missed if they are unavoidably absent.
- 4.1.4. Log on to remote learning if applicable.

##### 4.2. Parent and Carers

- 4.2.1. Support and enable excellent attendance and punctuality.
- 4.2.2. Support attendance by not taking holidays during term time and reducing where possible all other authorised absence.
- 4.2.3. Make routine and medical dental appointments out of school time where possible.
- 4.2.4. Provide medical evidence in support of any absences when the student is absent for medical reasons.
- 4.2.5. Follow procedures for attendance by contacting the school promptly about absence.

##### 4.3. Teacher Responsibilities

- 4.3.1. Inspire students to be accountable for their attendance and punctuality, giving attendance a high profile as the gateway to all other success.
- 4.3.2. Setting good examples by being punctual themselves, and maintaining good routines.
- 4.3.3. Complete the register within the first ten minutes of every lesson in accordance with the procedures outlined in this policy.
- 4.3.4. Provide the attendance team with any communication with parents and carers regarding student attendance or punctuality.
- 4.3.5. Deal with any unauthorised absence from lessons, monitor the daily attendance statistics and report any suspected truancy to the Head of Year, Walkabout and the attendance officer via email.

- 4.3.6. Make certain that students who have been absent for a long period are supported to catch up.
- 4.3.7. Provide resources on remote learning when applicable.

#### 4.4. Curriculum Lead Responsibilities

- 4.4.1. Inspire students to be accountable for their attendance and punctuality, giving attendance a high profile as the gateway to all other success.
- 4.4.2. Setting good examples by being punctual themselves, and maintaining good routines.
- 4.4.3. Give attendance a high profile by explaining how attendance affects learning, progress and outcomes.
- 4.4.4. Monitor teachers to make sure they complete accurate registers promptly, taking action when needed.
- 4.4.5. Ensure there is a strategy devised for students to access missed learning during long term absences.

#### 4.5. Tutor Responsibilities

- 4.5.1. Inspire students to be accountable for their attendance and punctuality, giving attendance a high profile as the gateway to all other success.
- 4.5.2. Setting good examples by being punctual themselves, and maintaining good routines.
- 4.5.3. Complete the register within the first ten minutes of every lesson or registration period in accordance with the procedures outlined in this policy.
- 4.5.4. Provide the attendance team with any communication with parents and carers regarding student attendance and punctuality.
- 4.5.5. To support and challenge students whose attendance is below 95%
- 4.5.6. To track unauthorised absences to lessons and address these with the student and home as applicable
- 4.5.7. To reward and promote excellent attendance.

#### 4.6. Deputy Head of Year Responsibilities

- 4.6.1. Inspire students to be accountable for their attendance and punctuality, giving attendance a high profile as the gateway to all other success.
- 4.6.2. Setting good examples by being punctual themselves, and maintaining good routines.
- 4.6.3. To support HOY to promote the importance of attendance in assemblies, communicating with families and working with tutors
- 4.6.4. To develop and lead on strategies to support students whose attendance are between 93%- 91% to improve their attendance and limit the number of PAs

#### 4.7. Head of Year Responsibility

- 4.7.1. Inspire students to be accountable for their attendance and punctuality, giving attendance a high profile as the gateway to all other success.

- 4.7.2. Setting good examples by being punctual themselves, and maintaining good routines.
- 4.7.3. To take action on and monitor attendance, punctuality and persistent absence using the school policy, liaising with external agencies where appropriate to improve outcomes.
- 4.7.4. To build up an outstanding tutor team to ensure that every child receives the best quality support, according to needs, holding them to account for the fulfilment of the tutor standard, which includes achieving excellent attendance.
- 4.7.5. To lead, train and monitor tutors regarding attendance so that provision is consistent, developing the team and responding to their professional needs.
- 4.7.6. To complete attendance management tasks in the year group, planning team meetings, establishing effective communication through the timely preparation of agendas, chairing of meetings and publication of notes.

#### 4.8. Attendance Officer (Team), Family Support & Deputy Child Protection Officer

- 4.8.1. To provide regular attendance reports to colleagues as directed by DHT responsible for attendance and punctuality.
- 4.8.2. To send out attendance letters.
- 4.8.3. To tackle poor attendance across the school by arranging attendance reviews including relevant external agencies.
- 4.8.4. To oversee cases of students at risk of persistent absence or where attendance falls below 90% and improve attendance in accordance with procedure.
- 4.8.5. To meet or otherwise liaise with parents and students whose attendance is a major concern to explain the legal responsibilities with regards to attendance and if it applies provide for reintegration back to school. This may involve home visits.
- 4.8.6. To manage and maintain the attendance communication log.
- 4.8.7. To support and advise parents regarding attendance concerns

#### 4.9. Family Support & Deputy Child Protection Officer

- 4.9.1. Work with Attendance Administrator and Heads of Year to identify and support vulnerable students by attending biweekly meetings and implement agreed strategies.
- 4.9.2. To lead on 'hard to reach parents' to improve attendance.
- 4.9.3. To observe and monitor the attendance of the most vulnerable students including looked after students, those on our child protection register and children classified as being 'in need' either by the school staff or external agencies.

#### 4.10. Governors

- 4.10.1. Annually to review and agree the Attendance Policy.
- 4.10.2. To scrutinise and visit procedures in practice
- 4.10.3. There are robust systems in place for the induction of new staff on the school's

safeguarding procedures and relevant policies (CP policy, Behaviour policy, Staff Code of Conduct, procedures regarding children missing from education and the role of the DSL)

## 5. Attendance Procedures

A good education enables young people to achieve and develop into mature and responsible citizens. The purpose of the Education (Welfare) Act 2000 is to encourage regular school attendance and participation in education and training for as long as possible. Under the law, every child must attend school regularly.

### 5.1. Parents and carers must:

- 5.1.1. Contact school as soon as possible on the first day of absence, providing the school with reasons for absence (including its likely duration). Email [attendance@thomastallis.org.uk](mailto:attendance@thomastallis.org.uk) or telephone 0208 856 0115
- 5.1.2. Provide medical evidence to enable school to authorise the absence if due to ill health.
- 5.1.3. Request a discussion or meeting with the relevant Head of Year to discuss extended absence due to illness or any other concerns affecting school attendance.

### 5.2. Authorising Absence

- 5.2.1. Thomas Tallis will authorise a student's absence due to illness or medical appointment with valid medical evidence. This can be in the form of GP, Hospital, Medical, Dental Appointment letters or cards, or copies of prescriptions issued (provided they are in the child's name).
- 5.2.2. In exceptional circumstances (excluding medical illnesses) the school may authorise a child's absence for a maximum of 10 days. To authorise an absence due to an emergency or unavoidable cause, parents or carers must speak or write to the relevant Head of Year, advise them of the issue and request the absence be authorised. The Head of Year will seek the Headteacher's permission for such authorization.
- 5.2.3. Unauthorised Absence may be a result of
  - I. Parents or carers keeping children off school unnecessarily.
  - II. Parents or carers not communicating reasons for absence
  - III. Parents or carers not providing medical evidence to support ill health.
  - IV. Students arriving at school after the Registration period has ended.
  - V. Students truanting or otherwise absent without the parents' or carers' knowledge.
  - VI. Parents taking students on holidays or trips during term time.
  - VII. It is likely that unauthorised absence will be considered for referral to the LA Attendance Advisory Service if the student absence already causes concern.

## 6. Lateness

Poor punctuality is unacceptable. It prevents students from starting the day effectively, disrupts lessons and encourages absence in others. Poor punctuality is classed as irregular school attendance and is dealt with accordingly. This may mean that parents or carers could face the possibility legal action if the problem persists.

- i. The school day starts at 08:40 and we expect students to be in their tutor rooms or ready for Registration or assembly by 08:35.
- ii. Any student who arrives after the front gate is shut will be late and be asked to sign in at reception.
- iii. Any student who is marked late to school or late to a lesson will be held after school in a Late Detention from 15:15-15:45
- iv. Lateness to a registration period or lesson is classed as when a student arrives after the majority of other students and the register has been saved/closed by the teacher.

## **7. Informing parents of absence, lateness, and illness**

- 7.1. If a child is absent, the school will telephone or text parents or carers on the first and subsequent day of absence if the school has not already been notified.
- 7.2. If a student is unwell at school.
  - 7.2.1. The student should speak to the Tutor or Head of Year
  - 7.2.2. The student, with permission, may take time out of a lesson to see if their condition improves and attend first aid.
  - 7.2.3. The Head of Year or member of the Leadership Group may authorise the reception team to contact parents.
  - 7.2.4. Parents will be requested to give permission for students to leave school.
  - 7.2.5. Students must NOT contact parents and request collection or permission to leave.

## **8. Removing a student from the school roll**

- 8.1. If parents or carers decide to transfer their child to another school, they should advise the relevant Head of Year as a matter of priority, providing all necessary details, including any new address (if relevant) and the school to which the child is transferring.
- 8.2. If the school does not receive this information and a child ceases to attend school, they becomes a 'Child Missing from Education (CME)'. Such a child will be reported to the Child Missing from Education Officer of the Local Authority, who will follow up the matter under safeguarding legislation.
- 8.3. If parents or carers take the decision to educate a child at home (Elective Home Education (EHE)), they must tell the school in writing.
- 8.4. Once this letter is received, the school will remove the student from the school roll and advise the Elective Home Education Officer of the Local Authority, who will contact parents or carers.
- 8.5. If a letter is not received, the student remains on the school roll and attendance procedures will carry on.



## 9. Persistent Absence

- 9.1. A student become a 'Persistent Absentee' when he or she misses 10% (26 sessions or 13 days) or more schooling across the school year for any reason. This includes authorised and unauthorised absences.
- 9.2. Persistently absent students are monitored daily, weekly, monthly, and termly by school, LA and external agency staff. Thomas Tallis Follows the TAS stages to monitor and track student attendance.

## 10. Tallis Attendance Support

10.1. These procedures are in place to:

- i. Identify absence concerns early
- ii. Understand the causes of absence
- iii. Offer appropriate support to both students and parents
- iv. Avoid unnecessary prosecution.
- v.

10.2. The 4 stages of Tallis Attendance Support provide a framework for students, parents, and the school to collaborate in promoting excellent attendance for all our students.

10.3. Parents receive letters regarding TAS stages. This includes:

- vi. Rewarding excellent and improved attendance
- vii. [Stage 1 and Stage 2](#): Form Tutors working with students and parents
- viii. [Stage 3](#): Establishing a clear plan to improve attendance with the Head of Year
- ix. [Stage 4](#): Referring attendance concerns to the Local Authority Attendance Advisory Service

10.4. Tallis Attendance Support includes support from the Local Authority Attendance Advisory Service. The Attendance Advisory Service is independent of the school and will give impartial advice or guidance on attendance matters. Their telephone number is 020 8921 8510. If necessary, the Attendance Advisory Service will take legal action to enforce school attendance in accordance with Anti-Social Behaviour Act 2003 and or Section 444 of the Education Act 1996.

10.5. We will follow CME Procedures if it is not possible to proceed with Tallis Attendance Support due to student absence and parent's failure to respond to contact.

10.6. At Thomas Tallis there is a strong attendance system in place to support students in their educational sector and in welfare. Parents are encouraged to seek assistance from the school if their child struggles to attend school for any reason, the school can help.