ATTENDANCE POLICY

This policy relates to all sections and activities of the school e.g. Senior School, Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

1   AIMS

1.1   Red House School is committed to providing a full and effective education for all its pupils to ensure they achieve their potential in all that they do.

1.2   Red House School recognises the strong link between attainment and attendance and the important role that parents play in ensuring that attendance is as high as possible; we are committed to maintaining the highest levels of attendance and punctuality and to reducing levels of absence. Attendance is pivotal to keeping children safe, to social inclusion and to equal opportunity. Please refer to Appendix 1: Impact of Attendance and Punctuality on a Pupil's Academic Attainment.

1.3   The School believes that all pupils benefit from the education it provides and from regular and punctual school attendance and good behaviour. To these ends, the staff will do all they can to ensure that all pupils attend regularly and that any problems which impede this are identified and acted upon as soon as possible.

2   STATUTORY FRAMEWORK

2.1   This policy complies with the requirements in:

- The Education Act (1996, 2011)
- The Education (Pupil Registration) (England) Regulations (2006, 2011, 2012, 2013, 2016, 2023)
- The Children and Families Act (2014)
- Department of Education, 'School Attendance: Guidance for Schools (2022)
- Department of Education, 'School Attendance Parental Responsibility Measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (January 2015)
- Department of Education, 'Safeguarding and Remote Education' (March 2021)
- Department of Education, 'Providing Remote Education: Guidance for Schools' (March 2022)
- Department of Education, 'School Attendance: Guidance for maintained schools, academies, independent schools and local authorities (May 2022)
- Department of Education, 'Working Together to Improve School Attendance' (2023)
- Department of Education, 'Keeping Children Safe in Education' (September 2024)

2.2   This policy should be read in conjunction with the following School policies and procedures:

- Child Protection (Safeguarding) Policy
- Special Educational Needs and Disability (SEND) Policy
- Anti-Bullying Policy
- E-Safety and Pupil Acceptable Use of ICT Policy
- Behaviour Management Policy

3   MONITORING ATTENDANCE

3.1   All pupils' attendance is monitored daily and weekly using the absence report from iSAMS.

3.2   The Head of the Senior School, the Head of the Junior School and the Director of Wellbeing and Pastoral Care monitor pupils whose attendance falls below 95% and contact parents as required.

3.3   Attendance is discussed at the weekly safeguarding meeting and at ad hoc pastoral meetings.

3.4   Persistent absence is defined as less than 90% attendance accumulated since the start of the academic year.

3.5   Red House School will follow the advice from the Stockton on Tees Borough Council Attendance Team to support attendance: https://www.stockton.gov.uk/school-attendance

3.6 Early intervention to support attendance will include letters home to parents from Heads of Year, home visits, meetings etc. as well as possible support from Early Help or other agencies as required.

3.7 Parents can view their child's daily registration status via the Parent Portal.

3.9 Cumulative attendance data is shared with parents each term.

4 CHILDREN WHO ARE ABSENT FROM EDUCATION

4.1 Staff at Red House School recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

4.2 Red House School has a robust response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

5 EXPECTATIONS

5.1 We expect that all pupils will:

- Attend school regularly.
- Arrive on time, appropriately dressed in school uniform and prepared for the school day.
- Through our effective pastoral system, tell a member of staff about any problem which is making it hard for them to attend school regularly.

5.2 Parents can expect that the school will:

- Provide a good quality education.
- Record their child's attendance regularly, accurately and efficiently; this will be done via electronic registration.
- On the first day of absence make every reasonable effort to contact the parent when their child fails to attend and the school has not been notified by 10.30am.
- Deal discretely and properly with any problem notified to the school by the parent.
- Provide access to online attendance data.
- Encourage good attendance and behavior.

6 THE ROLE OF PARENTS

6.1 Parents have a legal responsibility to ensure their children receive efficient full-time education by regular school attendance. This means their child(ren) must attend school every day that the school is open, except in a small number of allowable circumstances, such as being too ill to attend or being given permission for an absence in advance from the school. Full attendance is essential to the all-round development of a child and they should be allowed to take full advantage of educational opportunities available to them.

6.2 It is the responsibility of parents to ensure pupils arrive at school on time. Parents also have a responsibility to inform the school of the reason for a pupil's absence and when they may be expected to return and resume their studies.

6.3 In cases of unavoidable prolonged absence due to illness or other circumstances, the school will support the pupil and family by sending appropriate work home.

6.4 Parents are asked to:

- Notify the school if their child is absent via a phone call to the school office on the morning of absence before 9am.
- Ensure that their child arrives in school appropriately dressed and fully prepared for the school day.
- Provide the school with up to date home, work and emergency telephone numbers.
- Arrange medical appointments during the holidays or outside of the school day, wherever possible.
- Use school holidays for family holidays etc. In particular, we ask that parents adhere to the school term dates which are published over a year in advance.
- Inform the school in confidence about any problem which might affect their child's attendance or behaviour.

6.5 Parents must receive permission from the Head if they want to take their child out of school during term time.

6.6 Parents can only do this if they make an application to the Head, in writing, in advance, and if there are exceptional circumstances. It is up to the Head how many days a child can be away from school if leave is granted.

6.7 The Head can only grant leaves of absence in exceptional circumstances; therefore, it is unlikely a leave of absence will be granted for the purpose of a family holiday.

7   ATTENDANCE REGISTER

7.1 Only authorised staff may complete registers and they must be taken at the same time twice a day. Registration is taken electronically using ISAMS.

7.2 There is a legal obligation to complete a register, morning and afternoon, and the school has a legal obligation to make returns to the DfE on absences. The register is a legal document, which must be retained by School. It is the responsibility of the form tutor to take the register and to follow up in all cases when a pupil is absent.

7.3 At the time of registration, each pupil must be registered present or absent. To be marked present, the teacher must see the pupil in person.

7.4 In every case where a pupil is not present at registration, this must be marked as absent. Reasons for absence are to be found on the drop-down list.

7.5 A pupil arriving after registration has closed must report to reception where they will be entered as late onto ISAMS. Continually doing this will mean a letter will be sent home. If a pupil has another commitment during the registration period (e.g. a music lesson), they must inform the office so they can be registered as being present in school.

7.6 If the electronic register is unable to be taken, the School Office staff will provide a paper register and will then input the information on the electronic register in the office.

8   PUPIL REGISTRATION

8.1 Registration takes place in classrooms. Names are called out in alphabetical order. Each pupil answers with 'Yes Sir' or 'Yes Miss' or 'Yes Mrs'. The office staff inform teachers if a pupil is going to be late in. A parent may inform the teacher of an impending absence earlier on in the week by letter or email accompanied by the reason for being absent.

8.2 There is a register for Snack and Tea & Prep at the Senior School, and Session 6 at the Junior School. Pupils who are staying for 'Snack', 'Tea & Prep 1' or' Session 6', or 'Tea and Prep 2' must be recorded on ISAMS during morning registration.

8.3 If a pupil has failed to come into school by 10.30am and there has been no communication from home, then the office staff will endeavour to contact parents to ascertain the reason for the absence.

8.4 The Wrap Around Care supervisor's record pupils staying for Snack, Tea & Prep or Session 6 and these activities operate as per the Daily Routines document.

9   UNEXPLAINED ABSENCE

9.1 To ensure that there are no unexplained absences, the School secretaries will follow the procedure below without delay:

- Check ISAMS for absentees whose reason for absence is unknown at the end of registration. Print out a registration status report.
- Check classes to ensure a child, whose reason for absence is unknown, has not arrived late into School and not signed in (Senior School only).
- Telephone contact numbers, leaving messages where possible, to ascertain if the child is at home unwell. Record time on registration status report.
- Follow up with text and email if no contact made by telephone, recording time sent on registration status report.
- If a child is missing, in conjunction with parents, contact the police.

10   PUNCTUALITY

10.1 Good punctuality is essential to maximise learning and also develop positive behaviours which are transferable to higher education or the workplace. The school, therefore, expects all pupils to arrive punctually in good time for registration. Pupils are expected to be punctual to all lessons as well as afternoon registration.

10.2 Pupils who are late should sign in at reception. If a pupil is regularly late, the class teacher/Key Stage Coordinator (Junior School) or the form tutor/Head of Year (Senior School) will contact his/her parents. This will usually be by telephone to see if there is a problem with which we can assist.

10.3   Persistent lateness to school will be addressed by a letter from either the Head of the Junior School or the Deputy Head (Head of the Senior School) if the situation does not improve, or an invitation to attend a meeting in school.

10.4   Punctuality shows respect for others and we therefore expect pupils to be punctual to lessons. Pupils who arrive late to a lesson will be warned that this is unacceptable. In the Senior School, repeated lateness will trigger a demerit which can lead to a detention (see the School's Behaviour Management Policy).

10.5   If pupils are expected to be in school and fail to register, once initial checks have been completed and if the pupil is not found, staff should refer to the Missing Child Policy.

11   REMOTE EDUCATION
11.1   The priority is always for Red House School to deliver high-quality face-to-face education to all pupils and remote education is only ever be considered as a short-term measure and as a last resort where in person attendance is not possible. Please refer to Appendix 2 Providing Remote Education for further details.

12   RESPONSIBILITIES
12.1   All pupils' attendance is monitored daily and weekly using the absence report from ISAMS.

12.2   The class teacher/form tutor to alert poor attendance record/non-attendance pattern to the Key Stage Coordinator (Junior School) or the Head of Year (Senior School). The Head of the Junior School and the Deputy Head (Head of the Senior School) will investigate absence records and take appropriate action. Attendance is discussed at the weekly Safeguarding Meeting between the Senior Management Team and the Heads of Year.

12.3   The Designated Safeguarding Lead to contact the Local Authority Attendance and Exclusion Officer when a pupil has been absent for 11 consecutive days without permission or earlier if felt necessary (the Local Authority Family Information Service to be contacted if the child is an EYFS pupil).

12.4   If appropriate, the Designated Safeguarding Lead will liaise with the Local Authority School Attendance Team, Early Help or other agencies as appropriate to offer support to families to remove barriers to attendance.

12.5   The Head of Admissions or the Head to notify the Local Authority Attendance & Exclusion Officer if a pupil is permanently excluded from the school.

13   CHILDREN AT RISK OF MISSING EDUCATION
13.1   The School will report to the Local Authority Attendance Team if it has a serious concern over a child's attendance or the child has been absent, without the School's permission, for a continuous period of ten days or more. Please refer to the School's Children Missing in Education Policy.

Reviewed by Dr R Ashcroft & Mrs C Thompson
September 2024

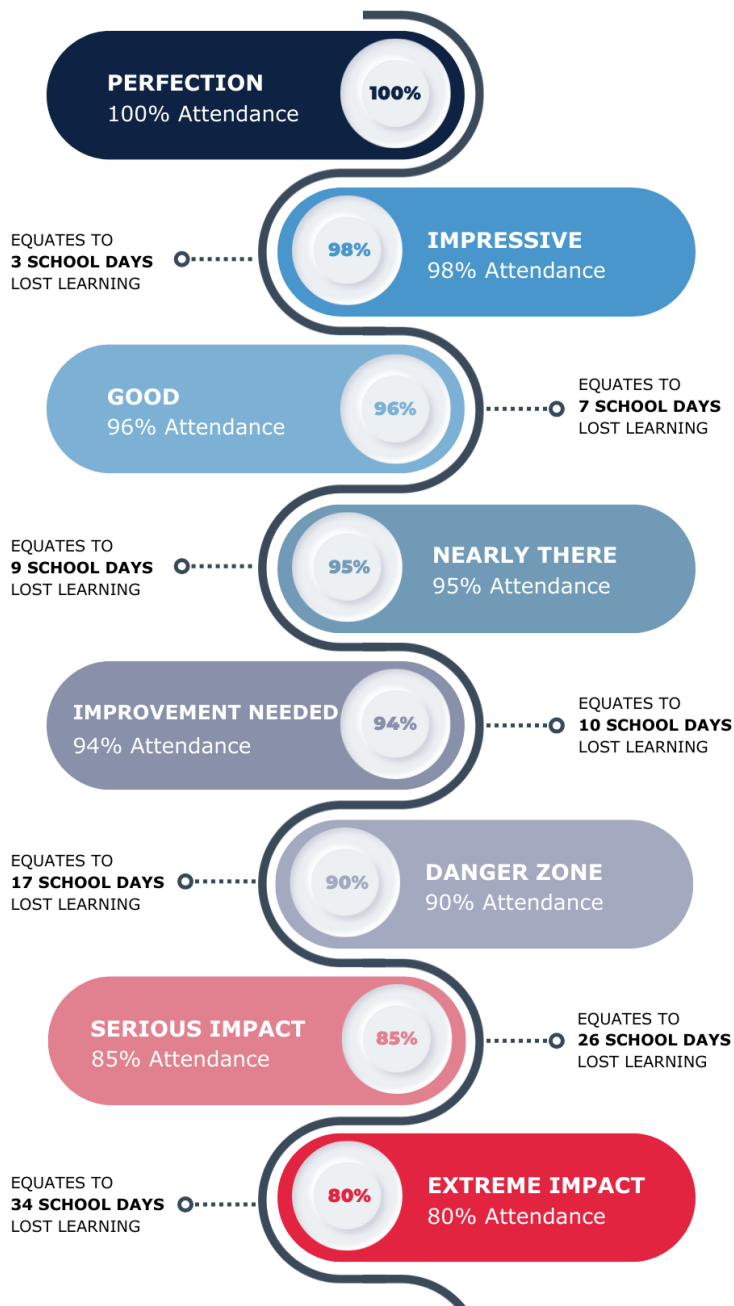Ratified by: The Board of Governors
September 2024

RED HOUSE SCHOOL

VERITAS · IN · VIRTUTE

ATTENDANCE & PUNCTUALITY

171 days of term time

194 non-term days
for appointments, holidays, etc

PERFECTION
100% Attendance
100%

EQUATES TO
3 SCHOOL DAYS
LOST LEARNING
98% **IMPRESSIVE**
98% Attendance

GOOD
96% Attendance
96%
EQUATES TO
7 SCHOOL DAYS
LOST LEARNING

EQUATES TO
9 SCHOOL DAYS
LOST LEARNING
95% **NEARLY THERE**
95% Attendance

IMPROVEMENT NEEDED
94% Attendance
94%
EQUATES TO
10 SCHOOL DAYS
LOST LEARNING

EQUATES TO
17 SCHOOL DAYS
LOST LEARNING
90% **DANGER ZONE**
90% Attendance

SERIOUS IMPACT
85% Attendance
85%
EQUATES TO
26 SCHOOL DAYS
LOST LEARNING

EQUATES TO
34 SCHOOL DAYS
LOST LEARNING
80% **EXTREME IMPACT**
80% Attendance

APPENDIX 2: PROVIDING REMOTE EDUCATION

1 INTRODUCTION
1.1 This appendix is based on the Department of Education's guidance on 'Providing Remote Education: Guidance for Schools (published in March 2022), which provides non-statutory guidance to schools on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

1.2 The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

2 SCENARIOS WHERE REMOTE EDUCATION SHOULD BE PROVIDED
2.1 Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- Occasions when the Head decides that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness.

2.2 In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

2.3 Where needed, we would provide, wherever possible, remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

2.4 According to the DfE, good practice is considered to be:

- 3 hours a day on average across the cohort for Key Stage 1, with less for younger children.
- 4 hours a day for Key Stage 2.
- 5 hours a day for Key Stages 3 and 4.

3 REMOTE EDUCATION PROVISION
3.1 The DfE guidance has stated that online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided instead of school led video content, e.g. Oak Academy.

3.2 Red House School already has a remote education plan in place (Microsoft Teams), which worked well during the March-June 2020 and January-March 2021 lockdowns and school closures, when face-face education was not possible.

4 REMOTE PROVISION FOR PUPILS WITH SEND
4.1 If pupils with SEND are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

4.2 We recognise that some pupils with SEND may not be able to access remote education without adult support. We would work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

4.3 The requirement within the 2014 Children and Families Act for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

5 DELIVERING REMOTE PROVISION SAFELY
5.1 Keeping children safe online is essential. Red House School adheres to the DfE guidance on 'Safeguarding and Remote Education' (March 2021) regarding what education settings should be doing to protect pupils online.

6 RECORDING ATTENDANCE
6.1 Red House School is continuing to refer to the DfE's 'School Attendance' guidance (2013 and any updates). We continue to keep a record of, and monitor pupils' engagement with remote education; however according to the DfE update (2022), this does not need to be tracked in the attendance register.