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Sheffield Springs Academy

ATTENDANCE POLICY



Attendance Policy Template

Introduction

Here at Sheffield Springs Academy, we believe it is of vital importance that our students have good attendance at school. This is a successful academy, and all students play their part in making it so. We aim for an environment which enables and encourages all members of the community to be proud to belong and to achieve of their best. For our students to gain the greatest benefit from their education it is vital that they attend regularly and should be at Sheffield Springs Academy, on time, every day the academy is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly, and this policy sets out how together we will achieve this.

Regular attendance at school is of critical importance to a child's education. Evidence tells us that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment¹. Any absence affects the pattern of a student's schooling and regular absence will seriously affect their learning. Any student's absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. Ensuring your child's regular attendance at Sheffield Springs Academy is your legal responsibility and permitting absence from Sheffield Springs Academy without a good reason creates an offence in law and may result in prosecution.

Aims

An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. To ensure all leaders, staff, pupils, and parents understand these expectations, and how they apply at Sheffield Springs Academy this policy sets out:

- Section 1: the responsibilities for all parties to be followed at Sheffield Springs Academy in relation to attendance.
- Section 2: the measures in place at Sheffield Springs Academy to promote regular attendance by its registered pupils.
- Section 3: the responsibilities of members of staff in relation to attendance
- Section 4: the action to be taken by staff if a registered pupil fails to attend school regularly.

Section 1: Practical Procedures

Sheffield Springs Academy expects all students to arrive on time every day. The first school bell rings at 8.25am, with the school gates shutting at 8.28am. All students are expected to be seated in their form room by 8.30am.

This section sets out the responsibilities for all parties to follow at Sheffield Springs Academy in relation to attendance:

All staff will:

- Expect students to attend the academy regularly, on time, properly equipped and ready to learn.

¹ [Working together to improve school attendance](#)



- Maintain an effective system of incentives and rewards which acknowledges the efforts of students to maintain or improve their attendance and timekeeping.
- Encourage good attendance and will communicate with parents/carers as soon as possible if there is a problem with attendance or punctuality.
- Promptly investigate all absenteeism and lateness.
- Work in partnership with parents/carers and students to resolve issues which affect attendance or punctuality as quickly as possible.
- Include students' attendance in reports to parents/carers on achievement, at least annually.
- Will enforce the requirement to attend school punctually and reserve the right not to authorise absence for persistent offenders or where there is no reasonable explanation.
- Will involve appropriate outside agencies to support vulnerable students and their families.

Students will:

- Attend the school regularly and on time.
- Attend all lessons punctually.

Parents/Carers will:

- Ensure their child regularly and punctually attends school, fulfilling their legal responsibility.
- Telephone the Absence Line on 0114 239 2631 and select Option 1 before 8:30am on the first day and every subsequent day of absence, informing the school of the reasons for absence and stating an expected day of return.
- Discuss with the attendance manager any planned absences well in advance.
- Support the school with their child in aiming for 100% attendance each academic year.
- Avoid taking their child out of school for non-urgent medical or dental appointments.
- Only request leave of absence if it is an exceptional circumstance.
- Instil the value of education and regular Academy attendance within the home environment.
- Ask the Academy for help if your child is experiencing difficulties to solve any attendance issues as and when they occur; this may include engaging with relevant multi-agency staff.

There are clear links from this policy to our safeguarding and child protection duties as set out Keeping Children Safe In Education (DFE 2022). Our Safeguarding policy can be found on the Academy website.

The Admissions Register (or “school roll”)

As a school, we are responsible for keeping the Admissions Register up to date. This contains specific personal details of every pupil along with the date of admission or readmission to the school, information regarding parents and carers, and details of the last school attended.

We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such number, so that we have options to contact a responsible adult should the need arise.

A student's name can only be lawfully deleted from the admissions register in very limited circumstances and we follow the DFE guidance on this.



The Attendance Register

The register will be taken at the start of each morning session of each school day and once during the afternoon session. On each occasion, the school will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.

These records will be kept electronically to ensure accuracy and the timely sharing and analysis of information – all of which is critical to ensure good attendance.

Punctuality and Regular Attendance

The first school bell rings at 8.25am, with the school gates shutting at 8.28am. All students are expected to be seated in their form room by 8.30am. The school day finishes at 3.10pm.

Lateness

If a pupil is late to school the following will take place:

- Arrives after 8.28am or during form time, the pupil will remain supervised until the start of period 1 when they will be released to lesson.
- Arrives during period 1, the pupil will be escorted to the remove room and will remain in the remove room until the start of period 2.
- Arrives during period 2 onwards, the pupil will be escorted to the reflection room and remain in the reflection room until 4pm.

Please note, if a pupil arrives late to the academy and a parent/ carer has contacted school to give an explanation then the pupil will be released to the next lesson at the next possible opportunity and no detention served.

Late to school is defined as any pupil entering the academy building after 8.28am.

Registers are kept open until 9am each morning and that at this point, any student not present is marked absent.

Absence

Parents² must contact the school when their child is absent to explain that absence. This can be by calling the school phone number of 0114 239 2631 and selecting option 1 or by sending a message through the parent Arbor app on mobile phones with the following details:

- full name of pupil.
- pupil's Year group or Form.
- Full name of person reporting absence and relation to child.
- Reason for absence.

Where a reason for the absence is not received by 9am on the day of the absence, the school will within an hour contact the parents on the same day to understand the reason for the absence.

² Throughout this document, the terms 'parent' and 'parents' are interchangeable and apply equally to 'parents and carers' and includes foster parents and social workers where relevant.



Where further unexplained absences occur, the school will make further contact with the parent (including foster parents and/ or social workers where appropriate). This should be with the aim of understanding **why** the absence has occurred, and **when** the pupil will return.

The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained and within five working days of the absence. Where a student is on a school visit or trip, this will be coded correctly and will count positively towards attendance.

Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted it is for the Headteacher to determine the length of the time the pupil can be away from school. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. To request a leave of absence please collect an absence request form from the Attendance Office at reception at least two weeks before the intended absence, except in the case of an emergency.

Students who have a 'Managed Move' to another school or who are attending alternative provision will be dual registered at Sheffield Springs Academy and the institution they are attending. Daily attendance will be recorded on the register. If a 'Managed Move' is successful, the student will be transferred to single registration at the receiving institution.

Section 2: Promoting Regular Attendance.

This section sets out the measures in place at Sheffield Springs Academy to **promote** regular attendance by its registered pupils.

Promoting and incentivising

The school will:

- Treat all students and parents with dignity. Our staff will always seek to model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance.
- Set out expectations of attendance and reporting in the home-school agreement and communicate procedures clearly in admissions interviews.
- Use Form Tutors to encourage student attendance and to celebrate high attendance and communicate with students about absence and patterns.
- Regularly inform parents about their child's attendance and absence levels and the impact of this on learning.
- Hold regular meetings with the parents of students who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify students who need support from wider partners as quickly as possible and make the necessary referrals.
- Make the necessary statutory data returns to the local authority.
- Support students back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps. Students will be provided with



- 'Continuity of Learning' work when absent which means that they are able to keep up with the curriculum while absent. Pastoral Heads of Year along with the attendance team will meet with the student on return and agree ways that the student can be supported on their return, and Pastoral Heads of Year will monitor their re-engagement with school each lesson and support with any ongoing medical needs where necessary.
- Celebrate and reward good attendance by individuals and tutor groups and make this visible in assemblies and on display around the school.

Data Strategy

The school understands that as poor attendance is habitual, prevention and early detection is crucial. We will therefore undertake regular data analysis to:

- both identify and provide immediate additional support to pupils and/ or pupil cohorts that need it.
- look at historic and emerging patterns across the school and develop strategies to address them.

The school will typically carry out the following analysis:

- Monitoring and analysing weekly attendance (including punctuality) patterns and trends, including whether there are issues for some children on certain days.
- Patterns of attendance and punctuality within sessions, to ensure that all pupils are attending all timetabled lessons.
- Half-termly, termly and full-year data analysis of patterns and trends, including analysis of pupils and cohorts, identifying patterns in use of certain codes, days where attendance is typically poor and (where appropriate) subjects with low lesson attendance.
- Benchmarking attendance data (at whole school, year group and cohort level) against Trust-level, local, regional and national data.

We will use this analysis to identify pupils who need support so that we can focus staff efforts on developing targeted actions for those students and to identify any common themes to support improvement planning. We will use the data to inform us regarding the impact of school-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action. We will also provide regular attendance reports to form tutors, pastoral heads of years to facilitate discussions with pupils and to school leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

Absence reduction strategy

We will devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for specific groups of students. Individual students will be discussed at the weekly Student Support Panel meetings and pastoral leader's meetings will address strategies for groups.

Data and reports will be shared with the Local Governing Body.

As part of promoting regular attendance the school will consider the issuing of Fixed Penalty Notices in conjunction with guidance from Sheffield Local Authority



Pupils with medical conditions or special educational needs and disabilities

Sheffield Springs Academy recognises that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.

We ask all staff to reinforce messages about the importance of attendance and create a welcoming environment which encourages students to attend.

In working with their parents to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This will include:

- Involving the SENCO in all discussions related to attendance concerns through the weekly Student Support Panel
- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
- Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, the school will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see the School's SEN policy for further details on SEN support.
- Establishing strategies for removing the in-school barriers pupils may face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance, recognising that such arrangements can be for a limited time only.
- Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see the School's Accessibility Plan policy on supporting pupils with medical conditions at school for further information.



In all cases, the school will be sensitive and avoid stigmatising pupils and parents; and talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

Part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package for a short period of time only.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. Formal arrangements will also be put in place for regularly reviewing it (monthly) with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore will treat such absence as authorised. We will of course consider how best to support learning when a child is working on a part time timetable.

Section 3: Particular Responsibilities

This section outlines responsibilities of particular members of staff in relation to attendance.

- The name and contact details of the senior leader responsible for the strategic approach to attendance in school are Stephen Cliffe who can be contacted on Stephen.Cliffe@sheffieldsprings.org
- Responsibility for identifying unexplained absences on "day 1" will be the Attendance Officer
- Responsibility for identifying further unexplained absences will be the Attendance Officer with the Pastoral Head of Year.
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis are the Attendance Officer who can be contacted via calling the main school number of 0114 239 2631, option 1.
- More detailed support on attendance can be requested from the Pastoral Head of Year. Please call the main school number and request a call from the Pastoral Head of Year.

Section 4: Specific Action for Failure to Attend Regularly

This section sets out the action to be taken by staff if a registered pupil fails to attend the school regularly.

Where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family. Wherever possible, we will keep this person consistent.

Where a pattern of absence is at risk of becoming, or becomes, problematic the school will draw on these relationships and listen to and understand the barriers to attendance the pupil or family

is experiencing. In doing so, the school will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support.

In the first instance, the school will support pupils and parents by working together to address any in-school barriers to attendance.

Where barriers are outside of the school's control, we endeavour to work together with all partners to support pupils and parents to access any support they may need. As a minimum, this will include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with pupils and families. This may include referrals to services and organisations that can provide support. Multi Agency Support Team Attendance and Inclusion Officers (A&I) work with the Academy to support the attendance and punctuality. Where absence intensifies, so will the support provided, which will require us to work in tandem with the local authority and other relevant partners, as follows:

- If the needs and barriers are individual to the pupil this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision.
- Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
- Where engagement in support is proving challenging, the school will hold more formal conversations with the parents (and pupil where they are old enough to understand). This will be led by the senior leader responsible for attendance, Stephen Cliffe, and may include the school's point of contact in the local authority School Attendance Support Team. The aim of these meetings will be to clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.
- Where voluntary support has not been effective and/or has not been engaged with the school will work with the local authority to:
 - Put formal support in place in the form of a parenting contract or an education supervision order.
 - Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
 - Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.
 - Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

In all cases, the Academy will monitor the impact of any intervention(s) and adjust where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, the school will work together with all parties to identify the reasons why and either adjust or change the approach.



Local Governing Body (LGB) Responsibilities:

The LGB recognises the importance of school attendance and will:

- Promote it across the academy's ethos and policies.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure Sheffield Springs Academy staff receive adequate training on attendance.

The LGB will also ensure:

- that the attendance policy and its contents are generally made known within Sheffield Springs Academy and to parents of registered pupils at the school, and
- that steps are taken at least once in every school year to bring the attendance policy to the attention of all those parents and pupils and all persons who work at the school (whether or not for payment).

Approved by Local Governing Body on Date - September 2023

Implementation Date - September 2023

Review Date – July 2024