



Attendance Policy

Date of Policy: November 2018

Next review date: November 2019

Introduction

At Oaklands School we recognise that regular and consistent pupil attendance at school is essential to our pupils making progress in their academic, physical and emotional development. It is a parent's responsibility to ensure that their children attend school regularly. We also recognise our responsibility as a school to monitor pupil's attendance effectively and that this is part of our duty under the Education Act 2002 which places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and students.

~~At Oaklands we use the procedures set out in the Early Intervention Service Education Welfare procedures document which was last published in September 2015.~~

At Oaklands we also recognise that our pupils' additional medical needs do impact from time to time on their ability to attend school and that some pupil's attendance rates may be lower than other pupils.

We also recognise that some of our pupils display challenging behaviour which makes it more difficult for parents to ensure their attendance. At Oaklands we always seek to support parents and to work with health and social care professionals to support parents. It remains however parental responsibility to ensure their children attend school regularly.

The effect of pupil absence on welfare and learning

Any absence affects the pattern of a young person's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class. Ensuring a young person's regular attendance at school is the parent's legal responsibility and permitting absence from school without a good reason is an offence in law.

Where pupils do not attend school regularly enough and parents do not keep us fully informed of the reasons for pupil absence in line with their medical needs the school has



a duty to consider this as a safeguarding issue and report it to the appropriate authorities.

Reporting absence from school

It is the parent's responsibility to report pupil absence and the reasons for that absence by telephoning the school on the day they are absent. Parents should then keep the school up to date with the details of any continued absence. If a parent does not report absence directly to the school then school will contact parents on the day of absence to ask for information. This will normally be carried out by the admin team.

Monitoring attendance

When the registers have been taken in the morning, ~~a the morning~~ receptionist will cross reference with telephone calls from families. A phone call will be made by the ~~morning~~ receptionist to families who have not reported a reason why their child is not in school. A written record is kept of all messages phoned into school .

Please note - If a child is absent from school for 2 days and there is no contact from the family the school will contact Education Welfare to make a referral and will complete the Early help Hounslow form (attached at the end of this document. The Early Help Assessment Hounslow is the 1 referral form for all referrals for early help or social care.) At this point Education Welfare will usually attempt to make a contact visit.

Pupil attendance is discussed with parents formally at annual review meetings.

Regular late arrival of pupils is also considered as absence.

~~Student absence is reported on at the pupil update meeting which is held weekly.~~

Pupil's attendance is recorded on the SIMS system by the administrative office. Attendance information will be reviewed at the end of each month by the welfare officer. The attendance report is provided to our monthly pupil causing concern meeting.

Attendance causing concern

The welfare officer will investigate where a pupil's attendance has fallen below an acceptable level for that pupil. This will take into account each pupil's individual health of which the school has been made aware. In usual circumstances this is where a pupil's attendance falls below 90% and there is no clearly identified medical reason for this.

Where pupils attendance is causing concern and is below the attendance expected for them parents will be sent an absence letter by the welfare officer. That pupil's attendance will be reviewed after 4 weeks.



The welfare officer will produce a summary of attendance actions taken for the pupils causing concern meeting.

The meeting will decide on an appropriate action for instance;

- 2nd letter will be sent including a 4 week attendance target with another review date
- An attendance meeting to be set up between the parents and the appropriate senior leader
- A referral to another agency e.g. EWO, social care, CAHMS

Absence from school for reasons other than their medical needs or illness

Parents are informed of their duty to ensure that their children attend school regularly. They are asked not to book any other events during school term time that will result in them being absent from school, and in particular are asked not to book holidays during term time.

If there are unavoidable reasons for absence other than meeting a young person's medical needs then parents need to write to the HT requesting permission. The Head Teacher may decide whether there are exceptional reasons for which a pupil needs to be absent, however it is highly unlikely that any holiday would be considered to be an exceptional reason. The parents will receive a reply in writing either giving or not giving permission for the absence.

Where permission has not been given for absence the pupil's absence is 'unauthorised'

If a pupil is absent from school for a reason other than illness where permission has not been given then the Local Authority will be informed by sending a copy of the parent's letter requesting permission and a copy of the reply letter sent to parents to Dina Gill, Education Welfare Officer by the school administrator. The Local Authority will then issue a Fixed Penalty warning letter.

If there is a second incident of another period of absence then both the parent's request, and the copy of the reply and a printout of the register showing the absence is sent to the Dina Gill at the Local Authority and a fine will be levied.

School refusal

Where a pupil's school refusal has been identified as a result of an anxiety disorder then the absence will be recorded as illness. All other absence as a result of school refusal is unauthorised. School will however work with parents to support them in bring pupils to



school and will refer to and liaise with relevant agencies able to work with families towards school attendance.

Pupils who Leave Oaklands School

Where a family informs us that their child is leaving school that child will remain on our register until we are informed of the new school. This absence is unauthorised initially. The welfare officer will send a Child Missing Education Form to Sandra Weir at the LA. Once the child starts another school they can be removed from our role from the last census date.



Template 1

School Letterhead

Date.....

Dear Parent/Carer,

Name of child.....

DOB

Attendance.....%

I am writing to you about your child's school attendance. As I am sure you are aware regular attendance is important so that pupils can maximise their educational opportunities. I note from the school register, your child's attendance is below 95%.

School will continue to monitor your child's attendance and if there is no significant improvement further correspondence will follow.

Please contact the school office if you have any queries regarding this letter.

Yours faithfully

Headteacher



Template 2

School Letterhead

Date.....

Dear Parent/Carer,

Name of child.....

DOB.....

Attendance %.....

Further to my previous letter dated, I am writing to express my ongoing concerns regarding.....'s level of school attendance.

School are now setting a % attendance target which we will review on

School can only authorise an absence when medical evidence is provided. We do not expect a medical certificate from your GP, however the legal burden lays with the parent to provide: a date stamped appointment card / appointment letter, a label from any prescribed medication for the absence to be authorised.

If your child's attendance does not improve and absences are not authorised you will be invited to a school meeting where a referral to Education Welfare *or, for pupils in the sixth form a referral to social care will be made.*



Yours faithfully,

Headteacher

Template 3

School Letterhead

Date.....

Dear Parent/Carer,

Name of child.....

DOB.....

Attendance %.....

Further to my previous letters, I am writing to express my ongoing concerns regarding..... 's school attendance. I would therefore like to invite you to a meeting in school with Mr/Mrs.....onat.....

This meeting will give us an opportunity to discuss ways that we can support you in improving your child's attendance and a referral will be made to the Education Welfare Service.

I would be grateful if you could confirm your attendance, however, if this appointment is not suitable please contact the school office to arrange an alternative time.

Yours faithfully,



Headteacher



Early Help Assessment

Early Intervention Service





Contact / Enquiry Details (who is notifying?)

Date of contact:		Date of assessment:	
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Contact Name:		Organisation:	
Position:		Address:	
Email:		Telephone:	

Family Composition & Details

Main Parent / Carer

Name:		Date of Birth:	
Address:		Relationship to child(ren):	
Postcode:		Parental Responsibility?	
Email:		Gender:	
Home Tel:		Ethnicity:	
		Mobile Tel:	

Parent / Carer 2

Name:		Date of Birth:	
Address:		Relationship to child(ren):	
Postcode:		Parental Responsibility?	
Email:		Gender:	
Home Tel:		Ethnicity:	
		Mobile Tel:	

Children

Child	Name	DoB / EDD	Gender	Ethnicity	School / Nursery	Year
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1						
2						
3						
4						
5						

Other family / household members / significant others

Name:		Relationship to child(ren):	
Address:		Gender:	
Postcode:		Ethnicity	
Email:			
Home Tel:		Mobile Tel:	

Communication

Is English the family's first language?	
If no, please state the first language:	
Is interpreter required?	
Communication difficulties / issues:	

Please give details of any disability or special needs within the family:

GP Details

NHS N°:	
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Is family registered with a GP?	
Practice / Health centre:	
Address:	
Telephone:	

Assessor Details (who undertook the assessment? – leave blank if not yet completed)

Assessor Name:		Organisation:	
Role:		Address:	
Email:		Telephone:	

Previous Support Service or Other Known Agency Involvement

Please list any current or previous support services / agency involvement that you are aware of relating to any member of the family?

Family member	Service / Agency	Name & role of any keyworker/professional	Contact details	Approximate start/end dates:	Reason for involvement

Reason for Contact / Enquiry

Please summarise the issues leading to this contact / enquiry



Consent

Consent statement for information storage and information sharing

“We need to collect the information contained within this document so that we can understand what help you may need. If we cannot cover all of your needs we may need to share some of this information with, or request additional information from, other organisations so that they can help us to provide the services you need.”

“We will treat your information as confidential and we will not share it for any other reason unless we are required by law to share it or unless you will come to some harm if we do not share it. In any case we will only ever share the minimum information we need to share.”

<i>I understand the information that is recorded on this form and that it will be stored and used for the purpose of providing services to myself and the children or young people for whom I am parent or carer.</i>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<i>I have had the reasons for information sharing and information storage explained to me and I understand those reasons.</i>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Consent to services

<i>I wish to receive services provided or coordinated by London Borough of Hounslow Early Intervention Service</i>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Parent/Carer/Young Person Signatures

Signed:		Name:		Date:	
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Signed:		Name:		Date:	
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Signed:		Name:		Date:	
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Assessor / Referrer Signature

Signed:		Name:		Date:	
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Exceptional circumstances

Concerns about significant harm to an infant, child or young person

If at any time during the course of this assessment you are concerned that an infant, child or young person has been harmed, abused or is at risk of being harmed or abused, you must follow your Local Safeguarding Children Board (LSCB) safeguarding children procedures. The practice guidance '*What to do If you're worried a child is being abused*' (HM Government, 2006) sets out the processes to be followed by all practitioners. If you think the child may be a child in need (under section 17 of the Children Act 1989) then you should also consider referring the child to children's social care.

These referral processes will be included in your local safeguarding children procedures and are set out in Chapter 5 of *Working Together to Safeguard Children (2013)*.

(<http://www.education.gov.uk/aboutdfe/statutory/q00213160/working-together-to-safeguard-children>).

You should seek the agreement of the child and family before making such a referral **unless to do so would place the child at increased risk of significant harm.**

Physical Health

Consider issues such as health risks, impact at home, school, community. Impact upon communication, decision making, behaviour, mobility, etc.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Physical Health*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators



Well-being

Consider issues such as anxiety, stress, depression, relationships, substance misuse, mental ill health, coping strategies, domestic violence, etc.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Well-being*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Emotional Needs

Consider issues such as relationship and connection between parents and children, appropriateness of attention, feedback, encouragement, expressions of warmth/love/positivity, ability to deal with adversity.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Emotional Needs*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Keeping Children Safe

Consider issues such as appropriateness of supervision, safety within the home, protection from accidents / bullying / harassment / effects of domestic violence / crime / drugs / alcohol / internet risks, promotion of sexual and mental health, etc.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Keeping Children Safe*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Social Networks

Consider issues such as the levels of support and social contact available to the family, ability to make positive friendships, development of social/interaction skills. Are the family settled and have access to appropriate religious or cultural resources that are important to the family?

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Social Networks*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Education & Learning

Consider issues such as support and ability to achieve potential, school attendance, age appropriate play and activity, supporting aspirations and engaged in work or learning.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Education & Learning*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Boundaries & Behaviour

Consider issues such as whether appropriate boundaries set and understood, expectations communicated clearly, consequences of negative behaviour known, ability to deal with difficulties and setbacks constructively.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Boundaries & Behaviour*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Family Routine

Consider issues such as routines to support home life, punctuality (for school, appointments, etc), regularity of meals, provision of suitable clothing, cleanliness and home life sufficiently organized to allow age-appropriate responsibility for routines. Are some activities done together?

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *FamilyRoutine*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Home & Money

Consider issues such as the provision and security of a stable home adequate to need. Ability to manage financially and to pay bills. The spending of money to meet the basic needs of the family, security of tenure.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – Home & Money

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Progress to Work

Consider issues such as worklessness, reducing reliance upon out-of-work benefits, self-organisation and the organisation of others, ability to learn new skills, persevering with training, job-hunting skills, etc.

Ensure that the description references all family members and expresses views, feelings & wishes

Aggregated Star Domain Score – *Progress to Work*

Please see the outcomes Star guidance.

Provide a scoring for the family as a unit based upon the lowest of the domain indicators

Family Impact Assessment

Thinking about the 10 domains of this assessment – what is your analysis of their combined impact on the family as a whole? How does the family function? What are the main issues? What is the proposed direction of travel? Use your discussion and analysis to complete this section.

Ensure that the description references all family members and expresses views, feelings & wishes

IS ANALYSIS EVIDENT IN THIS ASSESSMENT?



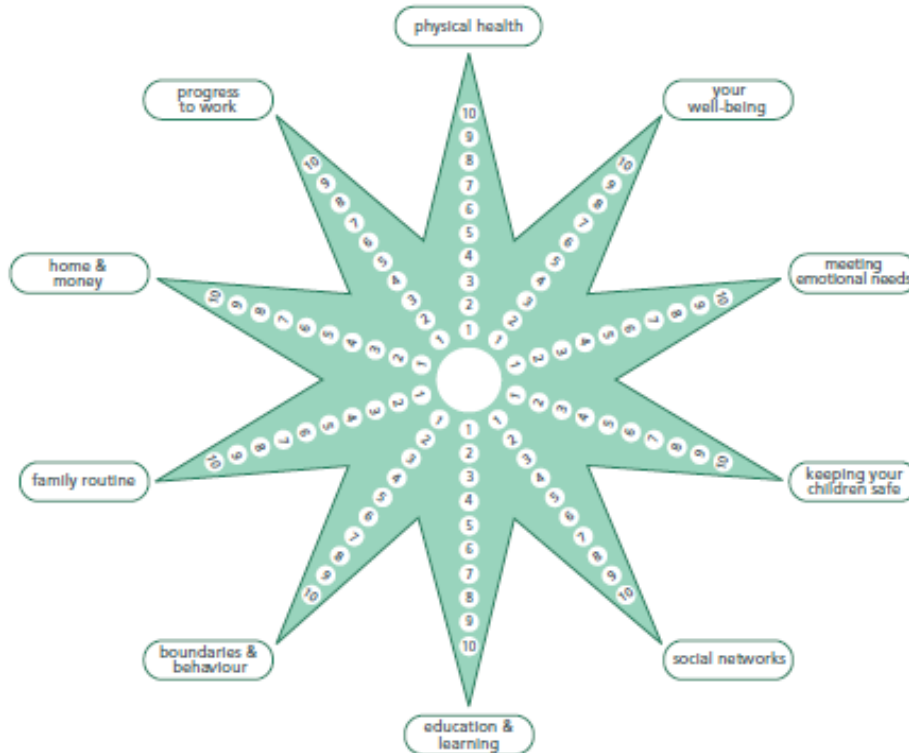
Baseline Star

Physical Health		Education & Learning	
Well-being		Boundaries & Behaviour	
Emotional Needs		Family Routine	
Keeping Children Safe		Home & Money	
Social Networks		Progress to Work	



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