



Reach For The Stars

## **Attendance and Punctuality Policy**

## Our Motto

Reach For The Stars

## Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the United Nations Convention on the Rights of a Child.

## Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

## Our Values

★ **S**triving **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

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### ★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

### ★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

### ★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
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### ★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

### ★ Success

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements**

## Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

**This policy supports the school in addressing Article/s 28, 'Every child has a right to an education,' of the UN Convention on the Rights of the Child.**

## Introduction

This policy has been agreed by the Governors and the Headteacher of Osmani School. It represents our commitment to striving for **97% attendance and 100%punctuality**. It sets out the principles, procedures and practice the school will undertake. Strategies, sanctions and possible legal consequences of poor Attendance and Punctuality are also detailed, as well as rewards for, and benefits of good attendance. This policy will be reviewed, amended as necessary and published in accordance with current legislation and guidance.

## Aims:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- To safeguard the welfare, health, social and emotional development of children
- To ensure that all those responsible for children's education, including parents, carers, staff and governors, understand and accept their responsibilities in relation to attendance.
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school
- To improve the life chances of Tower Hamlets children and young people and prepare them to be fully contributing citizens when they reach adulthood by maximising the potential of every individual pupil
- Promoting and supporting punctuality

## Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

## [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

'The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.' *Working together to improve school attendance May 2022*

Parents have a legal responsibility to ensure that their child attends school every day when the school is open unless the child is too ill to attend or has been given permission for an absence by the school in advance.

### **The importance of school attendance**

School attendance is the foundation for positive outcomes for all children. Schools and parents should work in partnership to ensure that all children have access to a high-quality education. This cannot be achieved without the following:

- Barriers to school attendance should be removed through a strong and supportive partnership between schools, partners such as the Attendance and Welfare Advisor (AWA) and parents
- All members of staff in school must take responsibility for attendance
- School should be and calm, orderly, safe and supportive environment
- Children should have positive learning behaviours and enjoy learning so that they want to come to school
- Effective use of school and external resources to support curriculum, bullying, behaviour, special educational needs, pastoral and mental health needs

*Working together to improve school attendance May 2022* states that: 'The pupils with the highest attainment at the end of Key Stage Two and Key Stage Four have higher rates of attendance over the key stage compared to those with the lowest attainment.' This evidence supports the fact that attending school regularly is essential for the best achievement and life-chances.

School also provides a protective factor for children where they feel safe to voice any safeguarding concerns about things that have happened outside of school. These positive and trusting relationships between children and school adults can only be formed through regular school attendance.

### **Roles and responsibilities**

#### **The governing board**

Governors responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

#### **The headteacher**

Last Review Date: Autumn 2022

Next Review Date: Autumn 2024

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

### **The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Helen Vail.

### **The attendance officer**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Issuing letters to parents when attendance is between 90% and 95%
- Working with the Tower Hamlets attendance and welfare advisor to tackle persistent absence

The attendance officer is Thofur Ali.

### **Attendance and welfare advisor**

The attendance and welfare advisor is responsible for:

- Speaking to parents if their child has persistent absence (below 90%)
- Issuing letters to parents when attendance falls below 90%
- Issuing fixed-penalty notices, where necessary

The attendance and welfare advisor is Boddrull Islam. He can be contacted by email: [Boddrull.Islam@towerhamlets.gov.uk](mailto:Boddrull.Islam@towerhamlets.gov.uk)

### **Class teachers**

Class teachers are responsible for recording attendance twice a day (at the start of the school day and after lunchtime) on the school's MIS system ScholarPack using the correct codes, and submitting this information to the school office. If Scholarpack is not available, then the paper register must be completed.

### **Admin team**

School admin team staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the attendance officer in order to provide them with more detailed support on attendance

## Parents/carers

Parents/carers are expected to:

- Make sure their child attends school every day on time
- Call the school to report their child's absence before 9:00am on the first day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Provide proof of any medical appointments which take place in school such as a letter, email or text message

## Pupils

Pupils are expected to:

- Attend school every day on time

## Recording attendance

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

*See Appendix A for the DfE attendance codes.*

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by 8:45am on each school day and the whistle to go into school will be blown at 8:48am. The register for the first session will be taken from 8:48am and will be kept open until 9:00am. The register for the second session will be taken from 12:55pm and will be kept open until 1:00pm.

## Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am or as soon as practically possible by calling the school office.

The school will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

## Planned absence

### Medical appointments

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. Every attempt should be made by parents and carers to book medical and dental appointments outside of the school day. Where this is not possible, proof of the appointment should be brought into school. This should be in the form of a letter, text or email from the medical or dental professional confirming the date and time of the appointment. Children are expected to attend school before and after the appointment and should be out of school for the minimum time required.

### Exceptional circumstances

Headteachers have the discretion to authorise leave of absence in term-time. However, in this school that discretion will only be exercised in the **MOST EXCEPTIONAL** circumstances for the shortest possible period.

The School Governing Body also expects applications for leave in term time to normally be refused. However, in exceptional circumstances discretion may be appropriate, although this will very rarely happen and no more than 10 days will normally be agreed. Parents and carers will need to complete the 'Application for leave in term time for exceptional circumstances' proforma, which can be collected from the school office. (Appendix B)

When considering an application for leave in term time for exceptional circumstances, the Headteacher must be convinced that:

- (1) The exceptional circumstances are justified by supporting evidence provided by the parents/carers related to the circumstances and that the supporting evidence is valid;

and

- (2) The evidence necessarily warrants the child being absent from school in term time - does the child have to be absent in term time due to the circumstances or can it wait until the school holidays?

Parents/Carers must provide supporting evidence of any exceptional circumstances and why the leave must be taken in term time instead of in the school holidays. All applications will be considered carefully, including how the pupil's educational progress could be affected. Where the request for leave involves travelling abroad parents are asked to produce the return tickets before leave is approved.

## Authorised and unauthorised absences

Every half-day absence from school has to be classified by the school as AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing. Medical evidence may also be required in the form of a copy of a prescription, GP note, etc. Types of absence that are likely to be authorised are illness, medical or dental appointments, which unavoidably fall in school time, as well as emergencies. We appreciate parents' support in notifying us quickly if their child is going to be absent and the reasons for this.

Examples of types of absence that are not considered reasonable and which will **not** be authorised under any circumstances are:

- Going shopping with parents
- Taking time off for birthdays
- Minding other younger children in the family
- Staying at home because other members in the family are unwell
- Day trips and holidays in term time that have not been agreed
- Arriving at school too late to get a present mark
- Truancy

Only the Headteacher can authorise absence. If there is no known reason for the absence at registration, then the absence will be recorded as unauthorised, until a satisfactory reason is provided. If the reason given is not satisfactory in the school's view, and/or evidence of the reason cannot be provided, the absence will be recorded as unauthorised absence. Absence notes received from parents/carers will be kept for the remainder of the academic year and uploaded onto the child's scholarpack in the child's folder; or longer if there are concerns that require further investigation or legal action.

## Applications for holidays during term time

The guidance from the Department for Education states that applications from parents/carers for pupils to take leave in term time for the purpose of a holiday should not normally be authorised. Parents/Carers are expected to arrange holidays during school holiday periods when children can enjoy them without their education being disrupted. This position is fully supported by the Local Authority and the School Governing Body.

Any applications for holidays in term time will be refused by the Headteacher unless there is evidence of very exceptional circumstances and of why the leave must be taken in term time instead of in the school holidays. If parents and carers still wish to take their children on holiday they will need to complete the 'Application for leave in term time for exceptional circumstances' proforma, which can be collected from the school office at least 10 days before they leave. (Appendix B) This document outlines when they will be departing, returning, staying during their holiday and contact details during this period as a safeguarding measure. They will also need to show the return tickets if they are travelling abroad.



## Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

The attendance manager and a member of SLT stand by the main entrance each morning and record the names of any children who are late. They also speak to parents and remind them of their duty to ensure that their child arrives at school on time every day. The 'Late Register' is monitored by the attendance manager and AWA each half term and appropriate action is put in place. Letters are sent out to parents if their children are frequently late by the AWA and the attendance manager (Appendix C)

If a pupil is persistently late, the School's Attendance Welfare Advisor will arrange to meet with the family as soon as the pattern is identified. If there are 10 lates in a term, a Penalty Notice may be issued depending on circumstances.

## Following up unexplained absences

### First day absence contact

Parents are expected to notify the school if their child is unable to attend for any unavoidable reason, such as illness etc. If the school does not receive notification, a text, telephone call or email on the first day of absence will be made by the school attendance manager to try to ascertain the reason. First day contact will be carried out as early as possible in the school day, in order to notify parents whose children may have set off for school, but not arrived. If there is no satisfactory explanation, the absence will be unauthorised.

### Second day absence contact

If the child is still absent on the second day without contact from the family, a telephone call will be made to the home. If no contact is made, a home visit will be made, maintaining social distancing. The emergency contacts that the school has on record will also be contacted to see if they have any information on the child's whereabouts. The attendance manager will inform the AWA of any absences that are of a concern such as repeated patterns.

### Continuing Absence

In the event of an absence of three or more days without contact from the family, the Attendance and welfare Advisor will be notified as well the Headteacher. The AWA will investigate further and parents are required to attend a formal review meeting with the Attendance Welfare Advisor. There may ultimately be court action or a Penalty Notice recommended if there is no improvement.

## Children Missing in Education

*Keeping Children Safe in Education, DfE, Revised September 2022 and Appendix 4 of the school's Child Protection and Safeguarding policy.*

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### Non starters

Pupils who are allocated places but fail to start are also treated as CME. If the school has been unable to make contact with the family during a ten-day period after their expected arrival, they will refer the pupils to the Pupil Services.

### When a child/ren have not returned to school after a holiday and are taken off the school roll

The government allows 21 school days for children to be away on any form of special leave. However, the school does not authorise the leave. On the 22<sup>nd</sup> day of the leave they can automatically be taken off-roll. **(see Appendix B: Osmani's, 'Children Leaving,' form which is kept as a record).**

### Losing the school place

Parents are responsible for returning their child to school on time. After 4 weeks (20 school days) of unauthorised absence, the pupil's name may be removed from the register. Parents will then have to re-apply for admission when they return but it may not be possible for the pupil to return to this school.

### Vulnerable Children

Children who are Looked After (LA), subject to a Child Protection Plan (CP) or Children in Need (CIN) will be treated with highest priority and will be known to the Attendance Welfare Advisor. Any unexplained absence will be followed up immediately by a telephone call to the home, a home visit or by a call to the Child Protection **Line Tel: 020 7364 3444**, in order that a same-day

visit can be made. Children with Special Educational Needs and Disability (SEND) will be treated with similar priority in order that their time in school can be maximised, and their learning supported to the greatest extent possible.

### **Children joining/leaving Mid Year (not standard transitions)**

We use the Tower Hamlets web-based tool, 'School Access Module,' (SAM) to notify the local authority about any new intake or leavers.

### **Legal sanctions**

*Refer to the DfE statutory guidance 'School attendance parental responsibility measures' January 2015.*

A Penalty Notice may be served on an individual parent/carer per individual child basis when the child has had 6 sessions (3 days) of unauthorised leave in term time. Where 2 parent/carers take 3 children on unauthorised leave in term time then they will receive 3 Penalty Notices of £60 each - £180 per parent and £360 in total. There is no right of appeal.

The school may ask the Council to initiate court action under Section 444 of the Education Act 1996, which could lead to fines of up to £2,500, or even imprisonment. In some cases, action may be taken under the Children Act 1989 to protect the welfare and development of the child.

If there are concerns about school attendance, the governing board can suggest a parenting contract which is a formal written signed agreement. It should contain:

- a statement from the parents that they agree to comply for a specified period with whatever requirements are set out in the contract.
- A statement by the governing board agreeing to provide support to the parents for the purpose of complying with the contract.

This is a voluntary agreement but any non-compliance should be recorded by the school as it may be used as evidence in court where an application is made for a behaviour parenting order.

### **Attendance monitoring and analysis**

The Attendance Welfare Advisor (AWA) will be responsible for identification of any emerging concerns, and putting in place actions for each pupil of concern. Regular trawls of the registers are made to identify pupils with a pattern of absences that may lead to Persistent Absence (PA). Initially, the school will try to resolve the problem with parents/carers. This may be Parent meetings at school or Home Visits. The attendance officer will monitor attendance on a weekly basis. Any concerns are then followed up by the Attendance Welfare Advisor when appropriate. In addition, the attendance officer and AWA monitor punctuality every two weeks. If attendance falls below 90% and the AWA will meet with parents and carers to discuss how best to support them with their child's attendance. They will record any information from these meetings in the 'Attendances Parents Meeting and Calls with School and AWA spreadsheet which is kept in the admin folder on the shared drive.

After each Strategy Meeting (three times a year), the Head of Phase (HoP) will contact parents/carers of children whose attendance is below 95%. They will record any information from these meetings in the 'Attendances Parents Meeting and Calls with School and AWA spreadsheet which is kept in the admin folder on the shared drive.

Attendance figures are reported to the Governing Body termly in the Head teachers Report and submitted to the DfE termly and annually. The school has also signed up to the DfE 'Pupil Attendance in My School'. Attendance data is collected twice daily so that any trends and patterns can be picked up quickly and addressed. This can be accessed through the DfE portal and the 'View your education data' for members of staff who have permission (Headteacher, the designated senior leader responsible for attendance.)

Persistent Absence data is submitted to the London Borough of Tower Hamlets each half term. The Department for Education has issued guidance to schools and Local Authorities in relation to holidays and leave in term time and this policy reflects the requirements of this guidance. The School Governing Body has authorised the Headteacher to act on its behalf in ensuring that the school fully complies with the requirements.

### **Reducing persistent and severe absences**

Persistent absence is where a pupil misses 10% or more of school (their attendance would be 90% or below), and severe absence is where a pupil misses 50% or more of school.

Schools and local authorities should work together to put additional targeted support in place to remove any barriers to attendance and re-engage these pupils. The school sensitively considers some of the reasons for this absence and understands that school is a place of safety and support for children who may be facing difficulties.

A focus is placed on supporting children with severe absence as they face bigger barriers to school attendance and are more likely to require intensive support. There is a need to consider where to suggest a whole family plan or potentially an Education, Health and Care Plan (EHCP).

Persistent and severe absences are a focus of attendance monitoring by the designated senior leader responsible for attendance, the attendance officer and the attendance and welfare advisor. Individual pupils and cohorts are targeted as quickly as possible.

When all avenues of support have been facilitated, and there is continued absence for unauthorised reasons, it is likely to constitute neglect. It is essential to consider any potential Safeguarding issues. Further guidance is available in the statutory guidance 'Keeping Children Safe in Education.'

### **Emotionally Based School Avoidance (EBSA)**

Parents should do everything possible to encourage their child to attend school. However, some children may have severe difficulty in attending school. This is referred to as Emotionally Based School Avoidance (EBSA). It is important that school and parents work together in partnership to resolve any underlying issues. It is often difficult to distinguish EBSA from other reasons for poor attendance. The following factors should be considered when identifying this:

#### **Risk Factors of EBSA (Kearney and Silberman (1990))**

- Avoid uncomfortable feelings when attending school such as anxiety and low self-esteem.
- Avoid situations that might be stressful such as academic or social demands.
- Reduce separation anxiety or gain attention from significant others.
- Pursue more pleasurable activities outside of school such as shopping, and playing computer

games instead of attending school.

### School factors

- Bullying
- Inappropriate provision
- Structure of the school day
- Exams
- Transitions - moving to EY to Yr1 where the layout is different/Yr2 to Yr3 the new playground/Yr6 transition to secondary school

### Family factors

- Loss
- Separation of parents
- Traumatic events - illness, bereavement
- Overprotective parenting style
- High levels of family stress
- Young carer
- Difficulties with routine
- Children in care

### Child factors

- Reluctance to interact with unfamiliar settings or to unfamiliar people and objects.
- Fear of failure or poor confidence
- Physical illness
- Learning difficulties, developmental problems or Autism Spectrum Condition (ASC)
- Separation anxiety
- Traumatic events
- Mental health difficulties

The diagram below taken from ‘Emotionally Based School Avoidance (EBSA) Good practice recommendations for schools and support agencies’ published by Tower Hamlets details the cycle of EBSA:

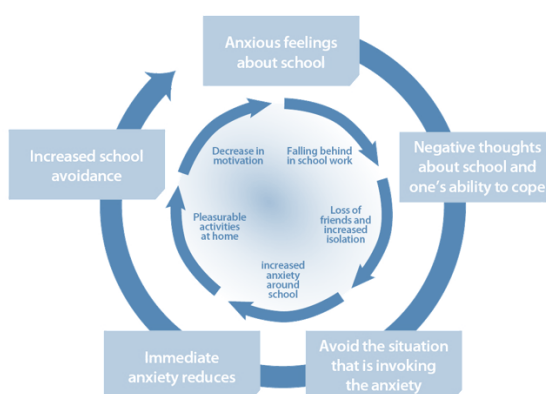


Figure 2. Diagram showing the initial anxiety causing the non-attendance and the secondary maintenance factors. West Sussex EPS.

Other external agencies may need to be involved if the issues persist.

## Whole school approaches to promote emotional well-being and positive mental health

Last Review Date: Autumn 2022

Next Review Date: Autumn 2024



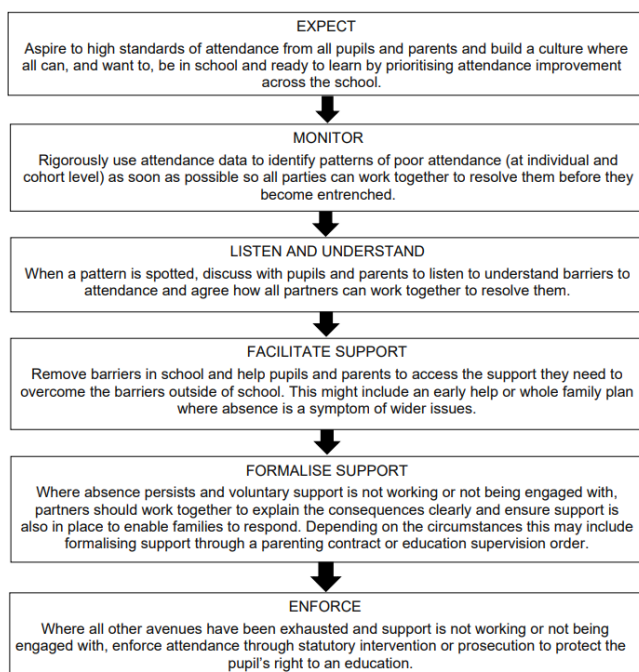
Figure 4. Mentally healthy schools whole school approach, Kent Resilience Toolkit 2019, adapted from Public Health England.

It is essential that the child’s voice is heard and that they have the opportunity to share their anxieties. This may include working with the school’s Learning Mentor or Up Foundation therapists.

### Strategies for promoting attendance

It is important that all stakeholders work together to improve school attendance.

The diagram below demonstrates how barriers to school attendance can be addressed if all stakeholders work together:



### High expectations of attendance are communicated through:

- Weekly attendance assemblies which are led by members of SLT.
- Children in Years 4 and 5 are elected to be Attendance Ambassadors. They must create

a manifesto which they share with their peers during Democracy Week at the beginning of each academic year. This is followed by an election day where the children vote for two boys and two girls from each class to become Attendance Ambassadors.

- Attendance Ambassadors must have exemplary attendance and punctuality so that they are good role models to the other children.
- Attendance Ambassadors are allocated to each class from Nursery to Year 6. Once a week, they meet with their class to discuss children's attendance which is below 97%. They will give advice and support for improving attendance and punctuality which they record in books.
- Attendance is monitored at each of the three annual Assessment Points to see what impact poor attendance is having on the attainment and progress of children. This is discussed at moderation, pupil progress and strategy meetings and actions to improve attendance are agreed.
- A half termly newsletter about attendance is sent to parents which outlines the expectations.
- Weekly attendance figures are updated on the school website.
- Parents sign the home school agreement when their child starts school and agree that their child will attend school every day and on time.

#### **Good attendance is rewarded through:**

- Weekly certificates for classes with attendance above 97%.
- An attendance trophy is given to the class with the highest attendance above 97% for Key Stage One and Key Stage Two.
- Children with 100% Attendance and Punctuality, for the academic year, are rewarded with a special trip.
- Children with 100% Attendance **only**, for the academic year, have either a Popcorn and DVD afternoon or an afternoon on the Bouncy Castle (depending on the weather).

If a child is unable to attend school for medical reasons but is well enough to complete work, it is the parents/carers responsibility to ensure the child/ren has access to online home learning via Google Classroom and/or the school website. The work will be monitored by the class teacher and feedback will be provided. The class teacher will make contact with the family if work is not being completed. If there is still no engagement, then the HOP will call the family.

#### **Monitoring arrangements**

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Helen Vail, Assistant Headteacher and the designated senior leader responsible for attendance . At every review, the policy will be approved by the governors.

#### **9. Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

The following statutory and non-statutory documents have been referenced in this policy:

- Keeping Children Safe in Education 2022
- Working Together to Improve School Attendance May 2022
- Summary table of responsibilities for school attendance May 2022

- School Attendance Parental Responsibility Measures January 2015
- Emotionally Based School Avoidance: Good practice recommendations for schools and support agencies July 2021 (LBTH guidance)
- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

## Appendix A

DfE attendance codes.

Code	Definition	Scenario
<b>Authorised absence</b>		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances



<b>I</b>	Illness	School has been notified that a pupil will be absent due to illness
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school

#### Unauthorised absence

<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for pupil's absence
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

## Appendix B

I have read and understood the governors' policy above.

Name of pupil:	Date of birth:
Signature of parent/carer:	Date:

### APPLICATION FOR LEAVE IN TERM TIME FOR EXCEPTIONAL REASONS

**Part 1** - to be completed by the parent/carer

Pupil's name:	Year/Class:
Address:	Date of birth:
	Telephone:
	Mobile:
Email:	
Last day of attendance in school:	
Date of return to school:	
Please give details of the purpose and exceptional reason(s) for this application for leave in term time and why the leave cannot be taken in school holiday time. Attach any supporting evidence:	
Please provide the address of where you and your child/children will be staying:	
Email for contact:	

**Part 2** - to be completed by the school

Tick	Supporting evidence for purpose and exceptional reasons for the leave in term time provided, including Tickets / Itinerary if applicable (please attach a copy to the form)
	This application has not been approved because there is insufficient evidence that the leave must be taken in term time.  Please change your arrangements. If your child's school place is lost, you will have to re-apply for a place and your child may not be able to return to this school.
<b>OR</b>	
	This application been agreed for ____ school days. Your child must return to the school on: _____  No reminders will be sent. It is the parent's responsibility to notify the school of any future changes in circumstances.
Parent/carer signature:	Date:
Headteacher's signature:	Date:

## Appendix C

### Letter from school to parents about punctuality:

Dear Parent/Carer,

#### Punctuality

It has been brought to my attention that your child has been late for school on many occasions, this is unacceptable.

Remember lessons start at 8:55am promptly; children must be in the playground at 8:45am.

It is extremely important that your child is at school on time every day.

Your child will be picked up from the playground at 8:50am so he/she must be there before that. The children start work at 8:55am. Children who are continually late miss the lesson instruction and disrupt the whole class.

I trust that you will do all that you can to make sure that your child is on time every day.

Any child that is continuously late without good reason will be referred to the Attendance and Welfare Advisor.

Yours faithfully,

Remi Atoyebi

Headteacher

## Appendix D

### First letter to parents from school which is generated in Scholar Pack:

Dear Parents of ----- ,

As part of our commitment to improving the attainment of our pupils, we monitor pupil attendance on a regular basis. Where concerns are identified, we issue a first letter to inform parents.

We have identified \_\_\_\_'s attendance is now below the school target of 97%.

Attendance	
Authorised Absence	
Unauthorised Absence	

**For each day that your child misses school, it will take 5 days to catch up.**

Number of days and weeks absence	Number of days and weeks it will take to catch up
<b>95%</b> 10 days absence a year – 50 Hours of Learning Lost. This is 2 school weeks missed.	It will take 50 days to catch up if 10 days have been missed. <b>This is 10 weeks.</b>
<b>90%</b> 19 days absence a year – 95 Hours of Learning Lost. This is almost 4 school weeks missed.	It will take 95 days to catch up if 19 days have been missed. <b>This is 19 weeks</b>
<b>85%</b> 29 days absence a year - 114 Hours of Learning Lost. This is almost 6 school weeks missed.	It will take 145 days to catch up if 29 days have been missed. <b>This is 29 weeks.</b>
<b>80%</b> 38 days absence a year - 190 hours of learning lost. This is almost 8 school weeks missed.	It will take 190 days to catch up if 38 days have been missed. <b>This is 38 weeks.</b>

Please ensure that your child is in school everyday so that they do not continue to lose more valuable learning time. If your child's attendance continues to fall and reaches below 90%, we will refer the case to the Local Authority Attendance and Welfare Advisor. **Please note that parents have a legal responsibility to ensure that their children attend school regularly and punctually and failure to do so may result in parents being prosecuted by the Local Authority.**

If you have any queries or would like to talk to anyone about attendance, please do not hesitate to contact Helen Vail or Thofur Ali.

Yours sincerely,  
Remi Atoyebi  
Headteacher

## Appendix E

### AWA Referral letter:

Dear Parents of -----

Attendance	
Authorised Absence	
Unauthorised Absence	

We have previously written to inform you that your child's attendance is below 90% and that we would be referring the case to the Local Authority Attendance and Welfare Advisor.

After reviewing their attendance again, we have noticed that it has not improved so the case will now be referred to the Attendance and Welfare Advisor.

Due to the Covid-19 pandemic, meetings are now taking place as a telephone call and our Attendance and Welfare Advisor, Lina Rahman, will be in contact with you soon.

The purpose of the meeting is to offer support and suggestions so that your child's attendance improves. **Please note that parents have a legal responsibility to ensure that their children attend school regularly and punctually and failure to do so may result in parents being prosecuted by the Local Authority.**

Yours sincerely,

Remi Atoyebi  
Headteacher

## Appendix F

### Letter from the AWA to parents:

Dear Parents and Carers of \_\_\_\_\_,

Re: School Attendance and punctuality

Name of child: .....

Class: .....

I am the Attendance and Welfare Advisor for Osmani School and my role is to work with schools, parents and pupils to identify and overcome difficulties which may affect pupils and prevent them from attending school regularly and punctually.

I am writing to inform you that during a register inspection I have carried out it came to my attention that your child's attendance at school is.....and has arrived late at school on .....occasions, as can be seen on the attendance printout enclosed. Regular and punctual attendance at school helps pupils settle well in class, enjoy and achieve their full potential in learning.

Please ensure that your child arrives to school every day and on time from now on, otherwise you will be at risk of being issued with a Penalty Notice.

Should you have any worries which impact on your child's attendance, punctuality and welfare at school and wish to speak to me, you can find me at Osmani School on Friday mornings.

Yours faithfully,

Boddrull Islam

Attendance and Welfare Advisor for London Borough of Tower Hamlets

## Appendix G

### Children Leaving Form

Name of Child:	-
DOB:	-
Class:	-
UPN:	-

#### New School Details

Name of School:	-
Address:	-
Tel:	-
Establishment:	-
Start Date:	-

- Does this child have a SEN statement?      Yes     No
- Is this child on the CP register or is a child in Need?    Yes     No
- Does this child have any medical needs?      Yes     No
- Have you kept copies of SEN/Medical/CP Records?    Yes     No
- Does the child have outstanding dinner money?    Yes     No

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**Signed off by:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Signed: \_\_\_\_\_