



Being different, succeeding together

Attendance Policy

UNCRC Article 2: Rights apply to every child without discrimination

UNCRC Article 3: Every adult should do what is best for the child

UNCRC Article 12: Every child has the right to a voice

UNCRC Article 19: Every child has the right to be looked after and kept safe

UNCRC Article 28: Every child has the right to education

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

We believe that learning should be joyous and purposeful; where learners are excited and engaged through excellent teaching which challenges them and shows them what they can do.

We ensure that learning is of high quality which is planned and managed so that every child is supported and challenged.

We believe in strong partnerships with families and the wider community to ensure that learning outside of our school thrives.

Through our teaching and learning, we aim to achieve the core purposes and outcomes of the Bailiwick Curriculum.

1. Attendance : Introduction and background

St Martin's Primary School recognises that positive behaviour and good attendance are central to raising standards and pupil attainment. This policy is written with the above statement in mind and underpins our school ethos to:

- promote children's well being and happiness
- ensure every pupil has access to the full time education to which they are entitled
- ensure that pupils succeed whilst at school
- ensure that pupils have access to the widest possible range of opportunities when they leave school.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Learners who do not attend school regularly are at risk from a range of factors that may lead to poor outcomes including low attainment and social exclusion. The link between poor school attendance, poor academic achievement and limited life outcomes has been well established in national research and in local data analysis.

Ensuring a child's regular attendance at school is a parental responsibility and permitting absence from school without a good reason is unacceptable.

2. Promoting Regular Attendance:

Helping to create a pattern of regular attendance is everybody's responsibility: parents, pupils and all members of school staff. The most effective model for managing attendance is through clear registration systems and an active whole-school staged and escalating approach involving all members of staff.

It is the school's legal responsibility to record attendance daily, both for the morning and afternoon sessions. Recording absence is by using 'SIMS' information management system. The school uses the Education Department's agreed codes (Listed in Appendix A) if a child is absent or late.

The school will report to parents/carers annually on their child's attendance with the annual school report.

3. Understanding types of absence:

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason such as illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. Examples are listed below:

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Holidays in term time.
- Absences which have never been properly explained
- Shopping, looking after other children, treat days or birthdays

For safeguarding reasons, if parents/carers do intend to arrange for their child to have holiday in term time, they will be required to notify the Headteacher in writing of their intention and the dates of the holiday. The form found at Appendix B can be used for this purpose. When learners are absent from school for holiday during term time, schools are not obliged to provide and/or mark school work for the holiday period.

4. Notification of Absence:

When a learner is absent from school, parents/carers are required to contact the school on the morning before 8.50am on the first day of any absence with an explanation for their child's absence using the following channels:

- By emailing office@stmartins.sch.gg
- Telephoning 226060 (speaking in person or leaving an answer phone message)
- Call into school and reporting the absence to reception staff

We are able to operate a first day response system for those learners whose parents/carers have not contacted the school.

A reason for the medical absence is included as a note on SIMS. If parents/carers do not make contact with the school then the absence should be recorded as 'N' (no reason yet provided). As this is a temporary code it should be substituted following investigation by the attendance team, using either an 'O' (unauthorised circumstances) or 'M' (authorised medical absence).

If the code ‘M’ is recorded then legally this represents that the school has accepted the parent’s explanation for the absence due to illness (that is not COVID-19) or dental treatment.

Parents/carers are expected to contact school again on Day 3 , and on each consecutive day following this, if the period of illness continues.

5. Our Staged Approach to Attendance Management

We aspire for all pupils to have an attendance of over 95%. High levels of attendance are promoted, encouraged and targeted through a range of strategies employed by the school’s attendance team.

When a pupil’s attendance gives cause for concern, we follow a supportive process to encourage a marked improvement in attendance and punctuality. This staged approach is detailed in Appendix C and involves parent’s fullest support and co-operation. Advice and support will be sought, as appropriate from agencies such as the School Nurse or the School’s Attendance Officer.

Should the short term measures and targets at Stage 1 of the process require escalation through the steps, action planning and formal meetings are involved at Stage 2 and referral to the School Attendance Service (SAS) at Stage 3.

6. The School’s Attendance Service (SAS)

Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the school may refer the child to the School’s Attendance Officer from the Education Service. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child’s attendance have failed and unauthorised absences persist, these Officers can use sanctions such as prosecutions in the Magistrates Court. Full details of the options open to enforce attendance at school are available from the Education Office.

Alternatively, parents or children may wish to contact the SAS themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is 710821.

7. Encouraging Punctuality

The school understands the embarrassment and anxiety caused by poor punctuality and actively supports vulnerable children attending school. We know that missing the beginning of the school day can lead to social awkwardness, missing key information and not feeling at ease and ready for learning. We will encourage good punctuality by being good role models to our children and celebrating successes with pupils and families who need support in this area of school life. Our school will always welcome children who struggle with punctuality for wellbeing reasons and acknowledge that often these circumstances are beyond their control.

We use a staggered start to promote ease of access to and around school. Children are expected to arrive at school and enter the building between 8.40 and 8.50am, the time when registers close. Children arriving after this time will be given the attendance mark T. The number of minutes late is logged for every child and this information informs the attendance team and their staged approach to attendance management.

8. Attendance Monitoring

Attendance is monitored on a daily basis and more detailed analysis occurs weekly to support monitoring of vulnerable individuals and groups.

The attendance team collates a range of data in order to identify persistent absentees and those children who are at risk of becoming persistent absentees. These may be discussed with the School's Attendance Officer who visits the school on a fortnightly basis.

Some families may need extra support in ensuring their children have good attendance. These families will be given advice and strategies for improvement and their progress will be tracked by our school attendance lead and her team members.

9. Summary

The school has a duty to publish its absence figures to parents and to promote pupil attendance. Equally, parents have a duty to make sure that their children attend. The school staff is committed to working with parents and pupils and to ensure the highest level of attendance possible.

Attendance Team

C Giles	Headteacher and attendance lead
J Lilley	Deputy Head
J Horsepool	SENCo
K Lovell	Mental Health and Wellbeing Manager
T Marley	Office Manager

September 2022

Review date: September 2023

Appendix A:
Registration codes used on SIMs attendance registers and their authorised/unauthorised statuses

ATTENDANCE POLICY FOR SCHOOLS

CODE	DESCRIPTION	STATISTICAL MEANING
/	Present (for morning session)	Present
\	Present(for afternoon session)	Present
B	Educated off site	Approved Educational Activity (counts as present)
C	Other authorised circumstances	Authorised absence
D	Time out or internal exclusion	Approved Educational Activity (counts as present)
E	Excluded	Authorised absence
G	Special Circumstances (sent home)	Authorised absence
H	Holiday during term time	Unauthorised absence, including for Post 16 learners (for safeguarding reasons, school must be informed that holiday is taking place)
I	Interview	Authorised absence
L	Late during registration	Present
M	Illness or dental treatment	Authorised absence
7	Illness: Tested positive for COVID-19	Authorised absence
N	No reason yet provided	Unauthorised absence
O	Unauthorised circumstances	Unauthorised absence
P	Approved sporting activity	Approved Educational activity (counts as present)
S	Study Leave (Yr 11 & Yr 13 learners sitting public examinations only)	Approved Educational Activity (counts as present)
T	Late after registration closed	Present
V	Educational visit	Approved educational activity (counts as present)
W	Work experience	Approved educational activity (counts as present)
X	No attendance required	Attendance not required–not counted in possible attendances
#	School closed to all learners	Attendance not required–not counted in possible attendances

Appendix B:
Notification of Absence due to a Term Time Holiday Form



States of Guernsey
Education Inclusion
Services

Notification by Parent/Carer of Leave of Absence for Holiday During Term Time

The position on term time holidays is set out below. If a parent or carer intends to take their child out of school during term time to go on a holiday, for safeguarding reasons they should complete the form at the bottom of the page.

Position on Term Time Holiday

Education Inclusion Services and schools seek to provide high standards and high expectations for all to enable learners to realise their full potential. The expectation is that all students will achieve an attendance of at least 95%.

Although Guernsey law does not preclude term time holidays, they are not a right. Absence for holiday negatively impacts a child's attendance at school and, as such, Education Inclusion Services does not approve of them. (For example, a child who misses 10 days of school for a holiday can only achieve a maximum attendance figure of 95% for that school year. Additional leave for illness at any time during the year would drop the child below the expected level.)

Therefore, holidays in term time will not be authorised.

For safeguarding reasons, it is important that schools are aware of a child's whereabouts during term-time. Therefore, if parents/carers do intend to arrange for their child to have holiday in term time, they should inform the Headteacher of their intention and the dates of the holiday by completing the form below and returning it the school no less than two weeks before the date the period of absence is intended to start.

I am notifying you that (name of child): _____

Will be taking leave of absence from (name of school): _____

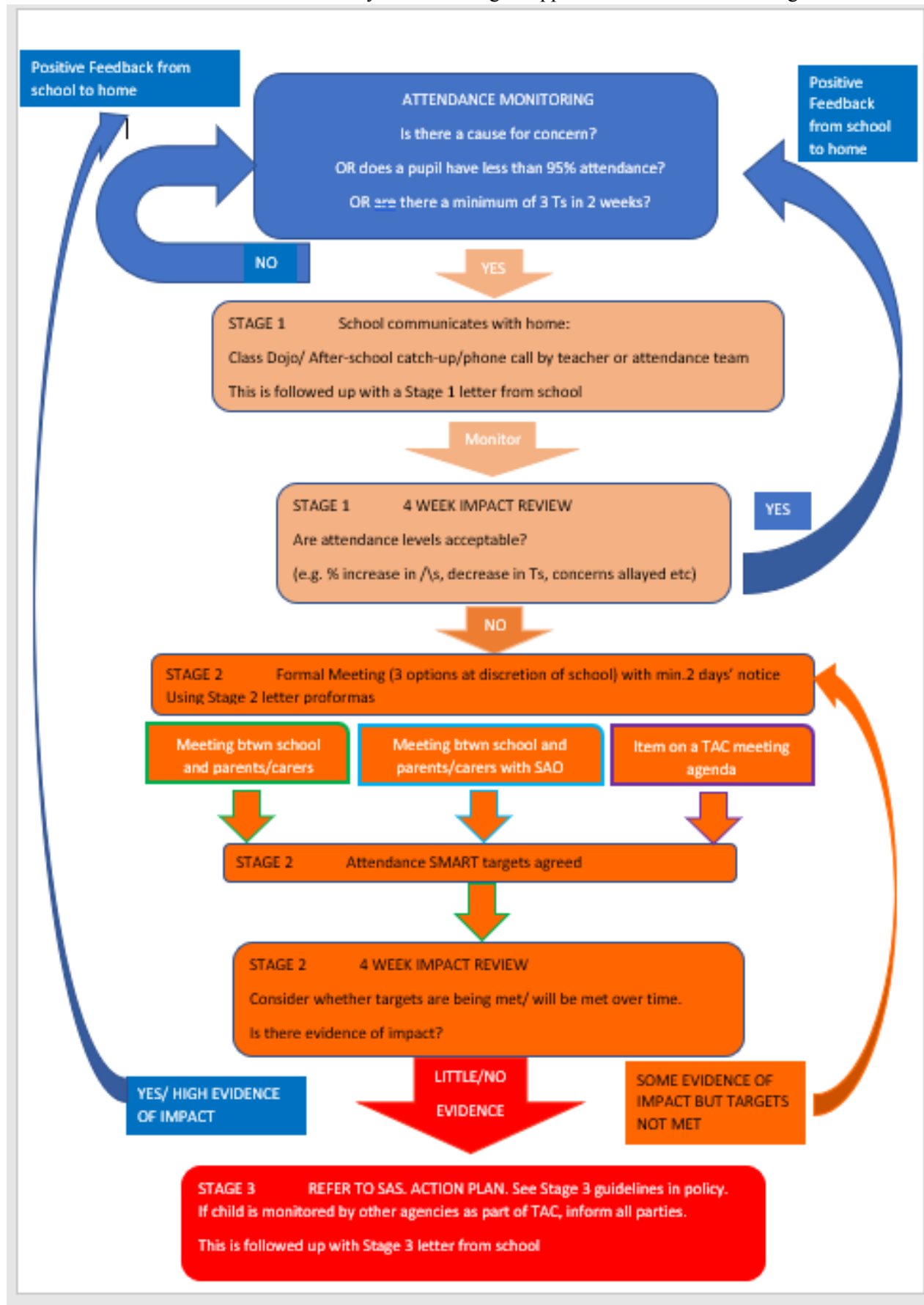
from (date): _____ to (date): _____

in order to take part in a holiday.

I understand that this absence will not be authorised by the school and will impact my child's attendance figure for the year.

Signature of parent/carers: _____ Date: _____

Appendix C:
Flowchart to show the St. Martin's Primary School's Staged Approach to Attendance Management



Absence from School / Attendance Cause for Concern Stage 1 letter

Dear NAME,

Thank you for discussing your child's attendance with me and for your support regarding this matter. This letter is a follow up, summarising our conversation.

You will be aware of our contact with you that your son/daughter, (*name's*) record of school attendance during the (*name*) Term (*year*), has given cause for concern. During this period (*name*) attended school for (*number*) out of a possible (*number*) sessions, thereby achieving only (*number*)% attendance.

We are hoping that the measures we have put in place together will support an improvement in NAME'S attendance and we thank you for your support in this matter. We have agreed a date upon which we will review NAME'S attendance with the aim of celebrating an improvement in this area of school life.

Yours sincerely,

ATTENDANCE TEAM MEMBER NAME/ ATTENDANCE LEAD

Punctuality at School Stage 1 letter

Dear NAME,

Thank you for discussing your child's attendance with me and for your support regarding this matter. This letter is a follow up, summarising our conversation.

I am writing to you to express concern regarding your child, (*name's*) punctuality at St.Martin's Primary. Attendance records held by us reveal that since (*date*), (*name*) has arrived late for school on (*number*) occasions.

I should like to emphasise the importance of learners arriving punctually at school for both morning and afternoon sessions. This ensures that learners do not miss out on important information at the beginning of each session, and it avoids disruption to the learning of other learners.

We are hoping that the measures we have put in place together will support an improvement in NAME'S punctuality and we thank you for your support in this matter. We have agreed a date upon which we will review NAME'S attendance with the aim of celebrating an improvement in this area of school life.

Yours sincerely,

ATTENDANCE TEAM MEMBER NAME/ ATTENDANCE LEAD

Absence from School / Attendance Cause for Concern Stage 2 letter

Dear NAME,

We have reviewed the impact of our discussions and targets to help improve NAME'S attendance and we thank you for your support regarding this matter. This letter is a follow up, summarising our conversation.

You will be aware of our contact with you that your son/daughter, (*name's*) record of school attendance during the (*name*) Term (*year*), still gives cause for concern. During this period (*name*) attended school for (*number*) out of a possible (*number*) sessions, thereby achieving only (*number*)% attendance.

We would like to hold a meeting on INSERT DETAILS to encourage improvement in this area so that NAME can have more positive experiences at school and that they can be best supported in their learning, wellbeing and mental health. Your input will be vital in the meeting and we would be grateful if you could attend. Thank you in advance for your support.

Yours sincerely,

ATTENDANCE TEAM MEMBER NAME

ATTENDANCE LEAD

Punctuality at School Stage 2 letter

Dear NAME,

We have reviewed the impact of our discussions and targets to help improve NAME'S punctuality and we thank you for your support regarding this matter. This letter is a follow up, summarising our conversation.

You will be aware of our contact with you that your son/daughter, (*name's*) record of school attendance during the (*name*) Term (*year*), still gives cause for concern. Attendance records held by us reveal that since (*date*), (*name*) has arrived late for school on (*number*) occasions.

I should like to emphasise the importance of learners arriving punctually at school for both morning and afternoon sessions. This ensures that learners do not miss out on important information at the beginning of each session, and it avoids disruption to the learning of other learners.

We would like to hold a meeting on INSERT DETAILS to encourage improvement in this area so that NAME can have more positive experiences at school and that they can be best supported in their learning, wellbeing and mental health. Your input will be vital in the meeting and we would be grateful if you could attend. Thank you in advance for your support.

Yours sincerely,

ATTENDANCE TEAM MEMBER NAME/ATTENDANCE LEAD

Referral to School Attendance Services Stage 3 letter

Dear NAME,

We have reviewed the impact of our formal meeting to help improve NAME'S attendance and we thank you for your support regarding this matter. This letter is a follow up, summarising our conversation.

You will be aware of our contact with you that your son/daughter, (*name's*) record of school attendance during the (*name*) Term (*year*), still gives cause for concern. During this period (*name*) attended school for (*number*) out of a possible (*number*) sessions, thereby achieving only (*number*)% attendance.

We will be referring NAME to the School Attendance Services so that they can best work with both you and the school in supporting NAME'S attendance. There will be a meeting INSERT DETAILS to create an action plan to ensure that we can positively impact NAME'S attendance at school. We thank you in advance for your support.

Yours sincerely,

ATTENDANCE TEAM MEMBER NAME/ATTENDANCE LEAD

Improvement in Attendance letter (All Stages- delete as applicable)

Dear NAME,

Thank you for your support regarding NAME'S attendance. This letter is a follow up, summarising our conversation.

I am delighted to inform you that after we put in place positive measures to encourage good attendance, NAME'S attendance figures are now as follows:

Previously (*name*) attended school for (*number*) out of a possible (*number*) sessions, thereby achieving (*number*)% attendance. Since we targeted NAME'S attendance , this has increased to (*name*) attending school for (*number*) out of a possible (*number*) sessions, thereby achieving (*number*)% attendance.

This is excellent news for NAME'S learning and wellbeing and we are hopeful that this is the beginning of consistently good attendance at school.

DELETE AS APPLICABLE:

We would like to thank you for your support and we will continue to informally encourage NAME to have a positive attitude to attendance at school.

We would like to thank you for your support and we are hopeful that as we continue to monitor NAME'S attendance, we see further improvements.

We would like to thank you for your support and we are encouraged by this improvement. We would like to meet up with you on DETAILS to ensure that we continue to see an improvement in NAME'S attendance.

Yours sincerely,

ATTENDANCE TEAM MEMBER NAME/ATTENDANCE LEAD

Appendix E: Referral process from Schools Attendance Service (SAS)

	Stage 3: SAS Involvement
	It is the responsibility of the Attendance Lead for the school and the school SAO in partnership to ensure that the following procedures are followed.
Purpose	<ul style="list-style-type: none"> • Reinforce the level of concern about attendance, whether the absence is authorised or unauthorised • SAO able to: <ul style="list-style-type: none"> ○ Further identify and investigate reasons for the high number of absences ○ Carry out appropriate range of casework with the learner and their parents/carers ○ Contribute to 'bridge building' between home and school ○ Join school staff in developing and reviewing an Attendance Action Plan to improve attendance
Reason	<p>SAO and designated school Attendance Lead agree that the Impact Review at Stage 2 or Continue Stage 2 indicates that SAS involvement required alongside school action.</p> <p>and</p> <p>School has made a written Request for Involvement of the SAS (using current proforma request form).</p>
Action	<p>Upon receipt of written Request for Involvement SAO begin casework as suitable for the learner.</p> <p>Within three weeks of receipt of the written Request for Involvement, key school staff and SAO meet to draw up a Stage 3 Attendance Action Plan for the learner*. The SAO to co-ordinate this meeting, appropriate school staff to attend, parents/carers and learner invited to the meeting. The meeting to go ahead between key school staff and SAO even if learner and parent unable to attend. If there are a high number of Medical absences the SAO will request that the parent/carer sign a declaration which will enable the SAO to obtain/share all relevant health information with health care professionals.</p> <p>Once Stage 3 Attendance Action Plan has been drawn up:</p> <ul style="list-style-type: none"> • Key school staff share the plan with other relevant school staff • If parents/carers and learner have been unable to attend the Attendance Action Plan meeting, the SAO share the plan with them. • Key school staff and SAO agree who will share the Attendance Action Plan with other professionals involved. <p>Within six school weeks of Stage 3 Attendance Action Plan meeting, key school staff and SAO meet for a Stage 3 Attendance Action Plan Review. The SAO to co-ordinate this meeting, appropriate school staff to attend, parents/carers and learner invited to the meeting. The meeting to go ahead between key school staff and SAO even if learner and parent unable to attend.</p> <p>*If there is already a 'Team around the child' (TAC), the Stage 3 Attendance Action Plan meetings should be subsumed within a TAC meeting with the related discussion clearly minuted and any relevant information recorded in the Child's Plan.</p> <p>*For St Anne's School, this meeting could be conducted over the telephone or via video conferencing, followed up with a face-to-face meeting at subsequent monthly visit by SAO.</p> <p>From time of receipt of written Request for Involvement, SAO casework with learner and their family, and liaison with school staff and other professionals, will take place according to the professional judgement of the SAO.</p>
Record Keeping	<p>School staff must log on SIMS:</p> <ul style="list-style-type: none"> • Date of Stage 3 Attendance Action Plan meeting • Record of relevant key points discussed • The content of the Attendance Action Plan • Review date <p>SAO must log on SAS electronic file:</p> <ul style="list-style-type: none"> • Chronology of their work • Attendance Action Plans • Correspondence and meetings of other meetings related to the learner • Childs Plan / Reports
Impact Review	<p>During the period of SAO Involvement and casework, at least monthly, SAO and key school staff review progress and use judgement to decide:</p> <ul style="list-style-type: none"> • 'Well done' written communication (where improvement) • Continue at Stage 1 • Return to 'Continue Stage 2', because the attendance is improved enough and stable enough for SAO involvement and casework to cease, but continued school action is required • Continue at Stage 3 action, with SAO involvement and amendment to the Attendance Action Plan as appropriate • Continue at Stage 3 action, with SAO involvement and amendment to the Attendance Action Plan as appropriate, plus referral on attendance grounds to one or more of the following: <ul style="list-style-type: none"> - Multi-Agency Support Hub (MASH) - Convenor - Education Service Attendance Meeting (ESAM)