

KATHARINE LADY BERKELEY'S SCHOOL

STAGED PROCEDURE FOR ATTENDANCE

Consistent attendance improves student outcomes, increases career options, and helps students build relationships and confidence.



WHY HAVE AN ATTENDANCE STAGED PROCEDURE?

- Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and families.
- Some students find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with students and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Working together to improve school attendance.

Guidance for maintained schools, academies, independent schools, and Local Authorities Published: May 2022 DFE

THE LAW

- 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. **It is the legal responsibility of every parent** to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child **must attend every day that the school is open**, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

THE STAGED PROCEDURE

INITIAL CONCERN LETTER

- If a student's attendance falls below 93% at the end of a term (below 90% term 1); this could be due to **authorised or unauthorised absence**, a letter will be sent informing parents of their child's current attendance.
- The aim of the letter is to ensure parents are aware of their child's school attendance and, where necessary, prompts parents to contact school to discuss any barriers which may be preventing their child from attending regularly.
- Review period 4-6 weeks. 4+ unauthorised sessions or attendance below 90% during the review period will result in the student moving to Stage 1.

STAGE 1

Letter to parents/carers.

Education Welfare Officer meets with the student to draw up an **Attendance Support Plan (ASP)**. The aim of the ASP is to identify any barriers which may be preventing the student from attending school regularly and to ensure the correct support is in place.

Possible intervention to consider:

- Regular communication with parents.
- Small classroom adjustments e.g. seating arrangements, class participation, testing conditions, modifying homework expectations.
- Out of class adjustments e.g. assembly/large group activities, unstructured time/ planning for school trips.
- Regular mentoring.
- Mediation where particular subjects are an issue.
- Strategies to support the student will be shared with relevant teaching staff
- Rewards linked to improvement.
- K4/5 Buddy.
- Sign post to relevant agencies.

Review period 4-6 weeks. 4+ unauthorised sessions or attendance below 90% during the review period will result in the student moving to Stage 2.

STAGE 2

- Letter sent to parents. Education Welfare Officer arranges a home visit or school meeting. Student's Head of Year to attend in-school meeting.
- 'My Journey' completed with student prior to meeting with parents.
- **Medical evidence requested** before further absences due to illness can be authorised. Katharine Lady Berkeley's school do not routinely ask parents to provide medical evidence for absences but we have to be able to justify high levels of authorised absences.

Possible interventions to consider:

- Regular communication with parents.
- ELSA (Emotional Literacy Support Assistants) group support.
- Supported return to key lessons.
- Strategies to support the student will be shared with relevant teaching staff.
- Exit card – this allows a student to leave lessons to go to a named person for support during the school day.
- Where appropriate, work to be provided for the student to complete at home

Review period 4-6 weeks. 4+ unauthorised sessions or attendance below 90% during the review period/or pre-arranged home visits unsuccessful will result in the student moving to stage 3.

STAGE 3a

- Parents are asked to attend an Attendance Improvement Meeting (AIM). Head of Year and/or Senior Leader Link and Education Welfare Officer attend the meeting.

Possible interventions to consider:

- Regular communication with parents
- Modified curriculum
- Moving tutor group/class
- Additional careers advice
- School counsellor referral
- Early Help Referral

Review meetings

Review period 4-6 weeks (this can be extended). A total of 28+ unauthorised absences or 20 continuous unauthorised absences will result in the student moving to stage 4.

STAGE 3b

Where it is clear a student and/or their family have unmet needs that are preventing a student from attending school regularly:

- 'My Assessment' completed with a parent/carer in a face to face meeting.

Possible interventions to consider as above but could also include:

- Team around the student/family (TAC/TAF) meeting
- Referral to the Advisory Teacher Service
- Referral to Education Psychology Service
- Referral to Youth Support Service
- Referral to Gloucestershire Inclusion Team

Review meetings

Review period 4-6 weeks (this can be extended)

STAGE 4

- Referral to the Educational Entitlement and Inclusion Team. Request for legal proceedings.

Section 444(1) Education Act 1996 – If the student is absent without authorisation then the parent is guilty of an offence. This is a strict liability offence i.e. all that needs to be shown is a lack of regular attendance. Sanctions can include a fine of up to £1,000.

Section 444(1A) (Parent knowingly fails to secure regular attendance at school of registered student) In this case a fine of up to £2,500 may be imposed and/or a term of imprisonment not exceeding 3 months.

- Team Around the Locality Cluster referral.
- Consider a referral to Social Care under the category of Educational Neglect

WORKING TOGETHER!



Like you, we want the best for your child. We want to work with you to ensure they achieve the best they can whilst at Katharine Lady Berkeley's school, academically and socially, giving them as many options as possible when they leave school.

By working together we have a better chance of achieving this.