



Euler Academy

Attendance Policy



1	Summary	Attendance Policy			
2	Responsible person	Laura Harkin			
3	Accountable SLT member	Laura Harkin			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	All staff			
7	Approved by and date	09/05/2024			
8	Version number	4			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	07/09/2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



Contents

1. Principles	3
2. Aim of the policy.....	3
3. Punctuality	4
4. Registers.....	4
5. Role of the parent/carer	4
6. Understanding types of absence.....	5
7. Raising Attendance Action Planning	6
8. Rewarding improved and good attendance.....	6
9. Framework for implementing school absence procedure and attendance policy ..	6

‘Achieving regular attendance at the Euler Academy is key to improving life chances of our pupils. A pupil’s readiness for reintegration or transition to their next educational setting is increased with improved attendance and re-engagement with learning.’

1. Principles

- 1.1. At the Euler Academy, safeguarding our pupils is always our foremost priority and we ensure our procedures supporting and improving attendance reflect this. The Euler Academy is committed to improving attendance for all pupils.
- 1.2. Our pupils are consistently those who are acutely disengaged from education and frequently have a history of poor records of attendance. Staff understand the importance of good attendance in supporting re-engagement in learning and know that improving this is the responsibility of everyone in the learning community. With this in mind at the Euler Academy we commit ourselves to the continual monitoring of attendance and give high levels of support in order to build and sustain improvement in attendance.

2. Aim of the policy

- 2.1. Our ultimate aim is to improve the attendance of each individual pupil and therefore the overall attendance of the school.
- 2.2. We will do this by:
 - All staff and governors make attendance and punctuality a school improvement priority and understand they have a role to play in improving this.
 - Providing a clear framework which defines agreed roles and responsibilities, ensuring consistency in carrying out tasks.
 - Regular monitoring of attendance and punctuality.



- Developing a systematic approach to gathering and analysing attendance related data.
- Pupils with poor attendance and/or punctuality are supported with a personalised Raising Attendance Action Plan (RAAP).
- Pupils and their parents/carers are made aware of the importance of good attendance and punctuality and informed of the consequences when it is not.
- Pupils with good or rapidly improving attendance are recognised and rewarded.
- Promoting effective partnerships with the Early Help and Social Care and other agencies.

3. Punctuality

- 3.1. All pupils should arrive promptly each day.
- 3.2. Many of our pupils are transported to school often by local authority transport. Where this is the case pupils should be ready in plenty of time for the vehicle to arrive at their home. Alternative transport cannot be arranged if it is missed.
- 3.3. The school gates and doors from 8:40am and pupils are expected to arrive by 8:50am. Pupils are greeted at the doors by the classroom staff.

4. Registers

- 4.1. Registers are a legal document and must be taken clearly and accurately, using the correct codes.
- 4.2. Registers are taken by the teacher at the start of each morning and afternoon sessions.

5. Role of the parent/carer

- 5.1. Parents/carers have a legal duty to send their children to school regularly and risk prosecution if they fail in this duty.
- 5.2. We encourage an open dialogue with parents about attendance as this helps to identify areas of concern.
- 5.3. Parents/carers must contact the school on the first day of absence by telephone before the start of the school day. If the school is not informed of the absence the school make contact by 10:00am.
- 5.4. Parents/carers should attempt to arrange appointments for their child or young person outside normal school hours whenever possible. When the appointment is local, the student will be expected to attend school before and/or after the appointment.
- 5.5. Parents/carer are notified of high expectations for good attendance at the initial admission meeting.



6. Understanding types of absence

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

6.2. **Authorised Absence** - Authorised absences are mornings or afternoons away from school for a good reason like illness, evidenced medical/dental appointments, emergencies or other unavoidable causes, which unavoidably fall in school time.

These include:

- Illness
- Religious observance

6.3. **Unauthorised Absence** - Unauthorised absences are those which legislation does not consider reasonable and for which no "leave" has been given.

These include:

- Parents/carers keeping children or young people off school
- Truancy during the school day
- Absences which have never been properly explained
- Shopping
- Looking after other children.
- Birthdays
- Day trips
- Waiting for a delivery
- Sleeping in after a late night
- Parent/carer's Illness.

6.4. **Persistent Absenteeism (PA)** - A student becomes a 'persistent absentee' when their attendance falls to 90% or below for whatever reason

There are 175 school days per year					
190 days attended	181 days attended	171 days attended	161 days attended	152 days attended	134 days attended
0 days missed learning	9 days of missed learning	19 days of missed learning	29 days of missed learning	28 days of missed learning	27 days of missed learning
100%	96%	90%	85%	80%	75%
Good attendance Best chance of success.		Worrying Less chance of success. Makes it harder to make progress.		Serious Concern Very limited progress. Damaging effect on future prospects.	

6.5. We monitor attendance thoroughly.



6.6. Parents/carers will be informed immediately if a pupil is seen to be at risk of moving towards the PA mark or is at the PA mark.

7. Raising Attendance Action Planning

7.1. Senior leaders use regular monitoring to identify pupils who need additional support to improve or maintain rates of attendance and/or punctuality.

7.2. Staff will work with the family and pupils to write and implement a Raising Attendance Action Plan. This plan identifies the role of the pupil, parents/carers and school in supporting improvements in attendance. It also identifies targets, times frames and any other additional services involved.

7.3. Children who are on a RAAP will have a weekly stamp chart where they will receive a stamp for each day they are in, they will receive a small prize for 100% attendance each week.

8. Rewarding improved and good attendance

8.1. Each week the class with the highest attendance win a 'Golden Ticket' reward.

8.2. Certificated and prizes are awarded each half term to pupils who have significantly improved their attendance or have 100% attendance.

8.3. Pupils who have a RAAP may also have their own reward system.

9. Framework for implementing school absence procedure and attendance policy

Procedure	Role	Responsibility
First day of absence	Attendance Officer	Contact parent/carers by 10:00am to question reason for absence. Reason for absence to be logged on SIMs. Parent/carer to be told to ring the following day if pupil remains absent. Parent/carer to be told that home visits are made for all
Third day of absence	Attendance officer	Home visit to share attendance information and identify plan for returning to school.
Daily	Admin	Check attendance for pupils who are dual rolled and due attend mainstream.
Daily	Attendance Officer	Email SLT with pupil absences.
Daily	Head of School	Identify if reasons given for absence are unauthorised and any action needed.
Daily	Child Protection Coordinator	Inform social care of any unauthorised absences for pupils known to them.



Every Friday	Attendance Officer	Identify class with highest attendance and prepare Golden Ticket award.
Every Friday	Attendance Officer	Produce report of all pupils below 92% attendance for Head of School and Executive Headteacher.
Fortnightly (Thursday mornings)	Head of School Attendance Officer Child Protection Coordinator	Attendance meeting to include: Review of overall attendance and pupil attendance data. Review of impact of home visits, additional services and RAAPs. Identify any parents/carers who need a notifying of concerning pupil attendance. Identify pupils needing a RAAP.
Half termly	Attendance Officer Head of School	Produce certificates and celebrate improvements/good attendance. Update attendance display with achievements.
Termly	Class teacher	Share attendance with parents/carers at Review/Catch up meetings.
Termly	Head of School Attendance Link Governor	Attendance meeting
Termly	Head of School	Share pupil attendance with Local Authority.
Pre-admission	Assistant Headteacher	Gather attendance data from previous settings.