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| ATTENDANCE POLICY  Viewforth High School | Viewforth HS (@ViewforthHS) / Twitter |

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**The aim of this policy is to provide staff with guidance and support regarding attendance at Viewforth High School. Attendance at school is vital for raising attainment and ensuring the wellbeing of all young people. There may be many factors contributing to lack of attendance at school. This document aims to support and guide staff in problem solving attendance issues through a staged intervention process.**

# LEVEL 1: UNIVERSAL

This level reflects the systems and supports available for all learners and their families within Viewforth High School.

To ensure there is a shared understanding of respective responsibilities:

* All parents will have access to the School Attendance Policy via the school website or upon request.
* Accessible Information detailing both parental and school responsibilities about attendance will be available on the school website.
* High expectations about school attendance will be highlighted in the policy, on the website, and as a recurring theme throughout the school year at assemblies, in school newsletters, parents’ nights, parent workshops etc.

# Key processes and actions

## Daily procedures

A Parent/carer should attend call school on 01592 583408 a press 1 to leave a message on the attendance answer machine.

In keeping with statutory requirements attendance should be recorded twice per day on SEEMiS [am & pm] as a minimum.

A GROUPCALL will be sent to alert parents via text message and/or email to any unexplained absence [am & pm]

## First day absence

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| * A daily anomalies report will be generated by the attendance co-ordinator   and will be distributed to PRINCIPAL TEACHER OF GUIDANCE.   * Each absence requires explanation from a parent or other appropriate adult in a format that is suitable and practical for record keeping. In effect, each explanation can be in person, by phone-call or written note. * Each unauthorised absence will result in a GROUPCALL being sent by the school contacting the parent that day to establish the reason for absence and the expected date of return of the learner. |

## Three days consecutive unauthorised absence

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| * A 3-day absence report will be generated daily by the attendance co-ordinator and will be distributed electronically to PRINCIPAL TEACHER OF GUIDANCE, SENIOR LEADERSHIP TEAM and FAMILY SUPPORT WORKER. This should take the format of an Excel Spreadsheet  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Forename | Surname | Class | Date | PTG | Attendance Information | PTG information | | Jack | Wilson | 2C | TBC since 10th September | Mrs Robertson | Last day in school 8th September | Coded as family bereavement |  * If there are 3 consecutive days of absence without communication from parents, the Guidance Teacher in school should attempt to contact home. * If the learner’s well-being cannot be established the Guidance Teacher should continue to make efforts to contact the family and arrange a home visit by the family support worker. This must take place on day 4 of absence. * If following a home visit contact has still not been established, the Guidance Teacher in school should further liaise with partner agencies for support to establish the learner’s well-being and family circumstances. * Pupils will remain on the 3day absence report until they return to the building. |

## Five days consecutive unauthorised absence

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| * If there is still no contact or information from parents or relevant professionals to establish the learner’s well-being, the Guidance Teacher will submit a missing in education referral with appendix to the support officer for additional support needs. * Pupils will remain on the 3day absence report until they return to the building. |

## Monitoring procedures

Attendance reports should be monitored a minimum of every 4 weeks by the Attendance Co-ordinator and will be reviewed by the Guidance teacher. The Guidance Teacher will highlight any learners causing concern. If a young person’s attendance dips below 90% a GROUPCALL will be sent to highlight concerns regarding attendance.

GROUPCALL message -

*‘Your Child’s attendance is now below 90%. Attendance at school is vital for raising attainment and ensuring the wellbeing of all young people. Please ensure your child attends regularly. If you would like to discuss this matter further please contact your child’s guidance teacher.’*

Attendance will be monitored termly with a report being sent home along with an ATT1. This should continue to seek explanation from the parent. If no explanation can be established an ***ATT 1*** letter should be sent to the parent. If the absence remains unexplained the absence should be marked as **Unauthorised (OUA)**

# LEVEL 2: ADDITIONAL SUPPORT (Trigger level: 80%)

This level is relevant for learners for whom a pattern of non-attendance is emerging, and despite direct contact with the learners and parent/carer around this specific issue there has been no noticeable improvement in their attendance at school.

# Key processes & actions

The Guidance Teacher will make direct contact with the parent to explain that the learner’s attendance is causing concern and invite them to a problem-solving meeting with the Guidance teacher – this should be complimented by sending letter ***ATT2***

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| Focus of this meeting:   * Any barriers to school attendance should be clarified, with relevant problem solving and support offered to address these. Respective responsibilities to support attendance should be agreed. * Advise the parent that attendance will be monitored closely for the next 4 weeks. * If the parent does not attend the meeting the Guidance teacher should still look to identify strategies and supportive measures for the learners and communicate these to the parent. |

If there is no improvement within 4 weeks the school should contact the parent again to invite them to a planning meeting with the Guidance teacher and Family Support Worker accompanied by sending letter **ATT 3**

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| Focus of this meeting:   * Any barriers to school attendance should be clarified, with relevant support offered to address these. Respective roles and responsibilities to support attendance should be agreed and recorded in a Child Wellbeing meeting. * With parental consent the school may choose to seek early consultation and advice from partner agencies to assist problem solving. * If the parent does not attend an attendance meeting then this should be taken to Level 3. * A review date should be set for no more than 4 weeks to consider progress and any future action(s) required * Referral to Family Support Worker should be considered. |

* If the parent does not attend the meeting the school should draft a plan in their absence and send them a copy of the formal plan for their agreement. This should be accompanied by letter **ATT4a or 4b**
* Any improvement in attendance should be formally acknowledged and positively reinforced through a letter home from the Guidance Teacher **ATT5.**

# LEVEL 3 EXTENDED SUPPORT (Trigger level 70%)

The Guidance Teacher will make direct contact with the parent to explain that the learner’s attendance is causing concern and invite them to a problem solving meeting with the Guidance teacher and Family Support Worker.

This level is relevant for learners for whom a pattern of non-attendance is becoming persistent or chronic despite earlier attempts at engaging in problem solving with the learners and parent.

This will be accompanied by a Child Wellbeing Meeting invite.

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| Focus of this meeting:   * This will be a Child Wellbeing Meeting to review the support measures already in place, discuss any additional strategies required and agree an updated plan * The learner and parent should receive a copy of the revised plan * Monitoring and review should take place on at least a 4 weekly basis to ensure that efforts continue to be made to engage with the parent and learners with to improve attendance at school |

It is recognised that in certain situations attendance at school will continue to be an area of concern throughout the learner’s time in education. However, co-operating with individuals and ongoing problem solving with parents and partner agencies is vital to try and promote engagement and attendance with school-based education.

In some exceptional cases there will be families who struggle / are unable to accept or access any offers of support to promote consistent attendance at school. In such circumstances it may be appropriate to consider alternatives to full-time school-based education.

Consideration may be given to constructing individualised programmes as an alternative to full-time school attendance, potentially including: part-time school attendance, college, work placement/experience, community based learning opportunities etc.

**Where there is no engagement in the above process, a NOCC will be submitted to ensure the wellbeing and safety of the young person.**

# Return to School P3 and P6 Late Check

**Process for Managing Post Interval/Lunch Lates**

* Interval duty staff ensure that PE and Communities Entrance doors are closed when they finish their duty.
* Support duty manager attends at pupil entrance.
* All pupils arriving after 1 minutes after the bell are stopped and their details taken on the sheet provided.
* Support duty manager remains until it is judged that lates have ceased (approximately 10-15 minutes).
* Office will take up noting any lates arriving at the front door from then on.
* Completed sheets will be handed in to the school office.
* Office will update information into spreadsheet.
* Office will then complete groupcalls for the pupils detailed.

# Attendance Review Group

**Membership**

* Head Teacher
* Depute Head Teacher (Support)
* Principal Teacher Guidance Rep
* Family Support Worker

**Purpose:**

To support planning for young people whose attendance is dropping below 90% and who need additional planning to support improvements.

To provide scrutiny of attendance processes and actions to date.

**Possible Outcomes:**

* Family Support Worker Engagement
* Letters Home
* Meetings with Parents
* Child Wellbeing Meeting
* Attainment Group
* Employability Hub
* Social Work Referral
* External Partner Support