



## ATTENDANCE POLICY

Attendance Champion: Younes Henini - Vice Principal

**‘Attendance is the responsibility of all staff  
at Stone Soup Academy’**

**Approved by:** KH **Date:** 06/03/2023

**Last reviewed on:** 01/09/2023 YH

**Next review due** 01/09/2024  
**by:**



## **INTRODUCTION**

Stone Soup Academy is committed to working with parents and other partners to improve Academy attendance and punctuality.

Underpinning this commitment is the understanding that unless children and young people attend Academy regularly and punctually, they will not be able to take full advantage of educational opportunities available to them and will not achieve the outcomes specified in Every Child Matters.

The responsibility for raising and promoting attendance is shared by parents/carers, children and young people.

## **PURPOSES**

Improving attendance rates is vital to improving social inclusion. It will contribute to raising standards in all subjects of the curriculum and the vital areas of literacy & numeracy. In turn, this should reduce the numbers of young people who fail to engage with education, employment or training after the statutory period of education.

The purposes of this policy are:

- To ensure that parents, the Academy and the LEA fulfill their respective legal obligations
- To make clear to students and parents that regular and punctual attendance can only benefit their child's education and, conversely, that poor attendance and punctuality can seriously disadvantage student's education and damage their future employment prospects to consolidate the partnership of the Academy and parents in striving for the highest possible level of success for every student
- To ensure all aspects of the Every Child Matters Agenda is applied
- To ensure that all staff keep attendance at the forefront of their mind, as this is their responsibility.

## **GUIDELINES**

- All staff to emphasise regular attendance and punctuality as normal expectations
- All staff to act as role models in respect of both attendance and punctuality
- Registration to be conducted in a way which conveys the importance of regular and punctual attendance
- Parents to be informed of the importance of regular attendance and punctuality, of the acceptable and unacceptable reasons for absence and are encouraged not to take family holidays during term time
- Parents to be encouraged to telephone the Academy about a student's absence, and there has been no contact from parent/carer
- Parents to be asked to send in a note explaining the absence when the student returns to Academy
- The Academy operates a registration system and a whole Academy attendance policy whereby regular attendance is actively encouraged and positively reinforced.



- Parents contacted via reception telephone calls if a child is absent
- Patterns of attendance and punctuality are analysed and reasons for absence are monitored
- Unexplained and/or frequent absences are acted upon, relevant parties (parents – attendance officers) notified as necessary and subsequent measures taken as deemed appropriate
- The Academy to review its procedures regularly
- If an electronic register is not available, then a paper register needs to be submitted
- Make use of attendance data.
- Parents must call to inform the Academy about a student absence on the 1st day of absence

### **ATTENDANCE CHAMPION**

Our 'Attendance Champion' is our Vice Principal Younes Henini . Our 'Attendance Champion' works closely with our Attendance Team Siobhan Stevenitt and Michelle Rogers, to monitor and track attendance, ensuring the procedures set out in our 'Attendance Policy for students' are followed consistently, encouraging excellent attendance across all our students and ensuring appropriate support is in place to enable students to improve their attendance.

At Stone Soup we obsess over attendance and it is our mission as a school to ensure this obsession is consistent across all stakeholders so it filters through to our students and parents/carers. We know what we can achieve when students attend and we want to ensure that our aspiration for all students to attend for 95% or more of the school year is not just empty words but that it is embedded in our culture.

### **ACADEMY PROCEDURES FOR ATTENDANCE AND PUNCTUALITY**

#### **Attendance Champion**

**Younes Henini - Vice Principal**

#### **Attendance Leads**

**Rebekka Ashmore - Head of Engagement**

**Michelle Rogers - Behaviour and Attendance Coordinator**

**Siobhan Stevenitt - Parent Engagement Coach and Attendance Officer**

### **ATTENDANCE**

At Stone Soup academy we pride ourselves on the daily rigorous monitoring routines to ensure the very possible safeguarding for all of our students. The Attendance process starts at 08:45 with phone calls by the engagement team to their key students. If a student is not contactable a comment is then recorded in the live google document. Additional phone calls will be made until a suitable



explanation has been given for non attendance. All calls and comments will be completed by 10am and the google live document filled in by 10:30. If there are additional concerns surrounding non attendance the Parent engagement coach will be used to visit the students house and to complete a safe and wellbeing call.

In cases of frequent absences;

- Telephoning the parent daily if their child is not in Academy by 10am.
- Where a student accumulates 2 consecutive days of absence without contact or 3 consecutive days of absence with contact, the referring school/organisation will be informed and appropriate steps will be taken ( home visit from Parent engagement coach Siobhan Stevenitt will take place ) alongside the referring organisation to ensure the child is safe and well and the student and parents/carers / carers are supported to improve attendance. This will be logged on CPOMS. In addition Stone Soup will do a home visit top ensure the student is safe and well and to work with the family to establish a good attendance routine.

Interventions to support students with absence will include:

- Phone Call home - Personal Coach
- Targets set by personal coach
- Meeting with parents
- Meeting with referer
- Home visits

Once students reach 4 x absence marks the following procedures are followed:

- 4x absences: Phone call home from personal coach.
- 10 x absences: Letter sent to parents/carers. Parent/Carer meeting arranged with the personal coach (please see appendix 4)
- 15 x absences: Letter sent to parents/carers. Parent/Carer meeting arranged with the Head of Engagement and a contract must be signed by parents/carers, student and Head of Engagement outlining targets set. A review meeting is set up two weeks after the initial meeting. (Please see appendix 5)
- 20 x absences: Letter sent to parents/carers. Referrer & Parent/Carer Meeting arranged with Senior Vice Principal and referrer to review placement (Please see appendix 6).
- Where students exceed 20 absences this will be closely monitored by our 'Attendance Champion' and 'Attendance Team' who will work alongside the students personal coach and referring organisation to provide appropriate support to the student and family to encourage improved attendance.

The Academy will analyse patterns of attendance/punctuality

- by using data from SIMS, daily registers and 'Attendance and Punctuality Monitor' document.



All our staff take responsibility for our students' attendance and punctuality, from personal coaches & form tutors to admin staff & senior leaders we all actively support and encourage positive attendance and punctuality. We work closely with students and their families to ensure appropriate support is provided and as with all aspects of behaviour we encourage students to assume responsibility for their own attendance punctuality.

### **ATTENDANCE & REWARDS**

Our students are able to earn money by attending school and behaving appropriately. Students can earn up to £5 per day, a total of £25 per week which they accumulate during their time with us. When students finish with us at the end of year 11 the money they have earned will be transferred into their account as long as they have a behaviour score of 90% or above positive Dojo's, an average of 7 or above on their weekly behaviour score and their attendance and punctuality is at 90% or above.

KS4 Students earn money in the following way:

If a student receives 40 positives, is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £5 in their class dojo account that they could earn at the end of the year depending on their attendance and class dojo percentage.

If a student receives 30 positives on time to school between 9:00am and 9:15am and does not receive a warning they will earn £4.

If a student receives 20 positives is on time to school between 9:00am and 9:15am and does not receive a warning they will earn £3

They will lose £1 off their amount for that day if they are late. This will also go against their overall punctuality which if it is below 90% they will not earn their money.

In addition to the direct link between attendance and punctuality and a students ability to earn DOJO money we also have regular short term incentives designed to improve students attitude towards attendance and punctuality. Half termly challenges are run across the course of the school year for both KS3 and KS4 students to encourage students to focus on and improve their attendance and punctuality. We do this to raise its profile and signify the importance of being present on time both in the here and now and in their transition to further education and employment.



In addition to the above rewards we have implemented a new reward scheme for the academic year 2023/2024 please see the Attendance reward letter attached.

### **EARLY INTERVENTION**

Attendance & Punctuality are monitored regularly (daily/weekly/half termly by YH, SS AND MR) to ensure we are providing appropriate support for our students. We work alongside parents/carers and referring schools to ensure poor attendance and punctuality is appropriately challenged and addressed.

### **PUNCTUALITY**

Interventions to support students with punctuality will include:

- Phone Call home - Personal Coach
- Targets set by personal coach
- Meeting with parents
- Meeting with referer

Once students reach 5 x late marks the following procedures are followed:

- 5 x late (After 9:30am) Phone call home from Personal coach
- 10 x late (After 9:30am) Letter sent to parent/carer. Parent/Carer meeting arranged with Personal coach (please see appendix 1)
- 15 x late (After 9:30am) Letter sent to parent/carer outlining concerns. Parent/Carer meeting arranged with Head of Engagement (please see appendix 2)
- 20 x late (After 10am) Receive letter home outlining our continued concern. Parent/Carer meeting arranged with Senior Vice Principal and Referer where placement will be reviewed (please see appendix 3)
- Where students exceed 20 late marks this will be closely monitored by our 'Attendance Champion' and 'Attendance Team' who will work alongside the students personal coach and referring organisation to provide appropriate support to the student and family to encourage improved attendance.

### **REGISTRATION**

Registration is logged onto SIMS and our Daily Register on Google Sheets. Our Google Register is a live document updated throughout the school day and can be accessed by our referrers, specifically for the students they have referred to Stone Soup Academy.



We make reasonable adjustments to support the needs of all our students and recognise the effort our students make to improve their attendance on arrival to Stone Soup as well as the often extended journey they are making to attend. This is reflected in our registration times which support and encourage our students to attend but by no means alters our expectations of our students who understand the importance of positive attendance and punctuality.

\* To achieve their DOJO money students need to arrive at school by 9:15am, 90% of the time.

### **PARENTS/CARERS**

They should be informed of the following acceptable reasons for absence.

- Illness, unless they believe the child is not actually ill
- Medical or dental appointments, where it is not possible for the appointment to take place outside of school hours
- Days exclusively set apart for religious observance by the religious body to which the parents belong
- Traveller pupils, where their families are travelling and this has been agreed with the school

They should also be informed of the following unacceptable reasons for absence:

- Occasional days off for shopping or visits to relatives Pastoral Co-ordinators
- Illness of parent, younger brother/sister will be aware of
- Support for elderly parents any exceptional
- Parent's desire for company circumstances
- Indulgence of student's wish simply to stay at home
- Support for younger siblings
- Birthdays

### **Term time holidays:**

It is important to note that the Principal is not authorised to permit term time holidays. Holidays in term time are not, under any circumstances, an automatic right. A holiday in term time should be related to exceptional circumstances.

### **When is it appropriate for a pupil to be absent because of a mental health issue?**

AT Stone Soup academy we recognise that the mental health of our students is a priority and as such we adopt the following guidance.

Schools should set and maintain high expectations for the attendance, engagement and punctuality of pupils who are anxious about attending school. It is important to recognise that, in many instances, attendance at school may serve to help with the underlying issue as much as being away from school might exacerbate it, and a prolonged period of absence may heighten their anxiety about attending in future. School staff will recognise that there can be attendance challenges where a child has a social, emotional or mental health issue, particularly a severe issue for which the child is



receiving clinical treatment. As per [paragraph 219 of the Working together to improve school attendance guidance](#), school staff should advise parents/carers to notify them on the first day the child is unable to attend due to illness. School staff must record absences as authorised where it is not possible for a pupil to attend due to illness (both physical and mental health related). Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these pupils are still expected to attend school regularly

**How we handle situations where parents/carers do not engage or agree with support offered**

Parents/carers have a duty, under [section 7 of the Education Act 1996](#), to ensure that their child of compulsory school age (5 to 16) receives an efficient full-time education either by attendance at school or otherwise, and so share in the responsibility of ensuring good and regular attendance. As such, we would encourage parents/carers and schools to be open and work together to create a plan for attendance that fits with the needs of the child. Working with parents/carers and pupils to understand the barriers to their attendance and, where appropriate, making reasonable adjustments to overcome those specific barriers is an effective way of building confidence and reducing anxiety about attending. Parents/carers should engage with support offered by the school, and be reminded of the importance of regular attendance and the emotional and mental wellbeing benefits of attending school for children and young people. They should feel reassured that the school has a plan for their child, and parents/carers should feel supported in their responsibility of ensuring the child’s regular attendance at school. Any reasonable adjustments or support put in place by schools should ensure that the time the child spends in school is prioritised as much as possible. In some instances, parents/carers themselves might be living with mental health problems or experiencing wider vulnerabilities or challenging life circumstances. This may affect their ability to provide support and care, and so it is important to recognise the need for practical, whole-family support and/or early help where necessary, in order to try to address the causes of poor attendance. For example, where applicable, the family’s support worker might act as a convenor of any additional support offered and is a key party to join any conversations about a child’s attendance.

<b>Parents/carers are expected to:</b>	<b>School staff are expected to:</b>	<b>Academy trustees and governing bodies are expected to</b>
<p>Make sure their child attends school. Work with the school and other partner organisations such as the LA to establish a shared understanding of perceived barriers to attendance, with a view to supporting their child</p>	<p>Set and maintain high expectations for attendance for children with mental health concerns and work with pupils and parents/carers to maximise their attendance.</p> <p>Facilitate support for pupils</p>	<p>Regularly monitor and consider the approach to promoting and supporting mental health and wellbeing within the school to understand how it is working.</p> <p>Satisfy themselves that the building of emotional</p>





<p>to maintain full-time attendance at school.</p> <p>Proactively engage with any support offered. Keep in touch with the school and be open in communicating information that will help improve the quality and nature of support being provided.</p> <p>Take action as best they can to support their child(ren) to recognise and manage their social, emotional and mental health and wellbeing. Support is available at Children's mental health - Every Mind Matters</p>	<p>experiencing mental health problems as well as for those experiencing normal but difficult emotions through sensitive conversations with pupils and parents/carers.</p> <p>Consider additional pastoral care inputs, where appropriate making referrals. Engage with parents at an early stage in conversations to support their child experiencing anxiety to ensure robust support for the child. Support parents if they feel the child needs to visit a specialist in relation to a mental health concern.</p> <p>There is no need to routinely ask for medical evidence to support recording an absence as authorised.</p> <p>Schools should encourage parents to make appointments out of school hours where possible.</p> <p>Only request medical evidence of a mental health-related absence where there is a genuine and reasonable doubt about the authenticity of the illness, whether the illness should constitute an absence or to inform any agreed actions to support attendance.</p>	<p>resilience is sufficiently delivered through school curriculum and pastoral support, promoting a strong ethos and culture.</p> <p>Support the school to take a holistic approach to promoting and supporting mental health and wellbeing.</p>
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**Appendix:**

**Summary table of responsibilities for attendance at the academy.**

**All Students**

Parents	Academy we will	Trustees/Governing body	Engagement team
<p>Ensure your child attends everyday the academy is open except when a statutory reason applies.</p> <p>Notify the academy as soon as possible when their child has to be unexpectedly absent. Before 09:30 (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the academy day where possible. Inform personal coach of all medical appointments</p>	<p>Have a clear academy attendance policy on the academy website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole academy culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader (Mr David Steed) with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their academy(s) to prioritise attendance, and work together with leaders to set whole academy cultures.</p> <p>Ensure academy leaders fulfil expectations and statutory duties.</p> <p>Ensure academy staff receive training on attendance.</p>	<p>Monitor the late door, take student names and ensure all students are searched prior to entry.</p> <p>Support in answering the phones and messages</p> <p>Make calls as directed by the attendance champion /Head of Engagement , make contact to all contact numbers on the system.</p> <p>Make calls to follow up unexplained absences.</p> <p>ET to discuss with Head of Engagement any concerns daily</p> <p>Ensure all contact have 2 phone number recorded in SIMs</p> <p>Contact all students under their responsibility not at the academy by 09:15.</p>



			Complete a secondary check on all absent students by 10:30
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**Pupils at risk of PA (90%below)**

Parents	Academy	Trustees/Governors	Parental Engagement Coach
<p>Work with the academy and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-academy barriers to attendance.</p> <p>Where out of academy barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners.</p> <p>Act as the lead practitioner where all partners agree that the academy is</p>	<p>Regularly review attendance data and help academy leaders focus support on the pupils who needs it.</p>	<p>Complete home visits as directed by the DSL/Attendance champion</p> <p>Share feedback and outcome of home visits with the attendance champion upon return.</p> <p>Work with key students to improve school-home relations Provide reports/data to evidence impact</p> <p>Raise any concerns on CPOMS</p>



	<p>the best placed lead service. Where the lead practitioner is outside of the academy, continue to work with the local authority and partners</p>		
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**Persistently Absent Students (90 below)**

Parents	Academy	Trustees/Governors	Parental Engagement Coach
<p>Work with the academy and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers.</p> <p>Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged</p>	<p>Regularly review attendance data and help academy leaders focus support on the pupils who needs it.</p>	<p>Complete home visits as directed by the DSL/Attendance champion</p> <p>Share feedback and outcome of home visits with the attendance champion upon return.</p> <p>Work with key students to improve school-home relations Provide reports/data to evidence impact</p> <p>Raise any concerns on CPOMS</p>



	<p>with or appropriate, work with the referring school on legal intervention</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Liaise with referring school to establish clear expectations and boundaries for success</p> <p>Work with referring schools to manage meetings and parental engagement for the best outcome of the family</p>		
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### Severely Absent Students

Parents	Academy	Trustees/Governors	Parental Engagement coach
<p>Work with the academy and local authority to help them understand their child's barriers to attendance.</p>	<p>Continued support as for persistently absent pupils and: Agree a joint approach for all severely</p>	<p>Regularly review attendance data and help academy leaders focus support on the pupils who need it.</p>	<p>Complete home visits as directed by the DSL/Attendance champion</p> <p>Share feedback and outcome of</p>



<p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>absent pupils with the local authority.</p> <p>Liaise with referring school to establish clear expectations and boundaries for success</p> <p>Work with referring schools to manage meetings and parental engagement for the best outcome of the family</p>		<p>home visits with the attendance champion upon return.</p> <p>Work with key students to improve school-home relations Provide reports/data to evidence impact</p> <p>Raise any concerns on CPOMS</p>
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### Medical or SEND

Parents	Academy	Trustees/Governors
<p>Work with the academy and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan</p>	<p>Regularly review attendance data and help academy leaders focus support for the pupils who need it.</p>



	<p>and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	
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**Students with support from social worker**

Parents	Academy	Trustees/Governors
<p>Work with the academy and local authority to help them understand their child's barriers to attendance.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the</p>	<p>Regularly review attendance data and help academy leaders focus support for the pupils who need it.</p>





Proactively engage with the support offered.	register	
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### Monitoring

Parents	Academy	Trustees/Governors
<p>academies regularly update parents on their child's attendance.</p> <p>academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>Ofsted considers academies' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support academies.</p>	<p>DfE Regions Group considers the academy's efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.</p>