



Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

## **Attendance and Punctuality Policy**

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<b>Governors</b>	Governor consultation by e-mail when policy reviewed and agreed
<b>Staff</b>	Policy folders on staff SharePoint
<b>Parents</b>	Academy website
<b>Students</b>	Via tutors, assemblies and PSHCE

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## **1. Aim**

The aim of this policy is to ensure each student maximizes their achievement through outstanding attendance and punctuality and is able to obtain maximum benefit from the opportunities offered by the academy. Excellent attendance and punctuality are vital for educational progress. Although some absence will be inevitable, the academy has a key role in encouraging and sustaining excellent attendance and reducing absence patterns.

Excellent attendance is also essential in ensuring effective safeguarding of students. The academy recognises that students may be at risk of harm if they do not attend school. Safeguarding the interests of every student is everyone's responsibility and, within the context of the academy, promoting the welfare and life opportunities for all students encompasses ensuring outstanding attendance and punctuality.

Awareness of the need for excellent attendance is the responsibility of everyone in the academy community: students, parents and all staff. This is outlined in our Home/Academy Agreement (See [Appendix 1](#)). Throughout this policy, 'parent' refers to anyone with parental responsibility.

## **2. Key Roles and Responsibilities**

### **2.1 Headteacher (HT)**

The Headteacher has overall responsibility for students' attendance and punctuality to ensure their safety, wellbeing and academic progress. The Headteacher ensures that members of staff with responsibility for attendance and punctuality are held to account.

### **2.2. Deputy Headteacher (DHT)**

The DHT leads on establishing and sustaining effective whole academy systems and interventions to reduce absence and persistent absence by monitoring and analysing whole academy absence. Persistent Absence refers to when a student's absence drops below 90% and is sometimes shortened to PA. The DHT ensures that Heads of Year (HOYs), Heads of Progress (HOPs) and the Attendance Manager (AM) are held accountable for accurate recording of absence, coding of absence and analysis of year group and individual data. This is achieved by the following:

- Implementation of sections of the Academy Improvement Plan (AIP) relating to attendance
- Monitoring whole academy attendance targets, systems and roles
- Maintaining a constant academy-wide focus on ensuring outstanding attendance
- Ensuring students receive relevant rewards for excellent and improved attendance
- Monitoring whole academy data to identify patterns and appropriate interventions (weekly and termly)
- Regular meetings with the Attendance Manager



- Monitoring persistent absenteeism and punctuality with the Attendance Manager to agree actions that are passed onto KS3 and KS4 HOYs during attendance fortnightly meetings.
- Liaising with the Leadership Team (LT), HOYs, HOPs, ESAs and the Engagement Support Team to reduce absence
- Liaising with the Attendance Lead from Hackney Education (HE)
- Overseeing and holding targeted 1:1 sessions for individual and/or small groups of students who are considered to be PA
- Monitoring student punctuality to lessons and school via the detentions data and how this can have an impact on a student's attendance
- Holding serious concern meetings for PA students and families and students who are habitually late to school

### **2.3 Attendance Manager (AM)**

The Attendance Manager is responsible for collating and analysing weekly, termly and annual data on attendance, absence and PA for the whole academy. The Attendance Manager is also responsible for liaising with the Leadership Team, HOYs, HOPs, the Engagement Intervention Lead (EIL) and Hackney Education Attendance Team and to reduce absence by:

- Building positive and productive relationships with parents, particular for students with persistent absence.
- Requesting home visits and meetings with families
- Initiating appropriate legal action, including penalty notices
- Collating evidence and liaising with the Hackney Education (HE) Attendance Team to support court hearings
- Coordinating and tracking the issuing of attendance letters
- Liaising with the Designated Safeguarding Lead (DSL) and Children's Social Care regarding any attendance related Child Protection concerns (See Child Protection policy No.14)
- Liaising with the Engagement Intervention Lead (EIL) in relation to referrals to appropriate services within the HE such as the Travellers Education Service (TES), Children Missing Education (CME) and the Home Tuition Service (HTS)
- Reporting students with unexplained absences which exceed 5 days to the HE CME team (See Child Protection policy No.14)
- Monitoring the attendance of students involved in full and part-time Alternative Provision (AP) programmes
- Contacting parents on the first day of absence
- Holding weekly meetings with the DHT to decide on and implement interventions
- Producing weekly, termly and annual reports on attendance and punctuality



- Identifying students with absence trends and communicating this with LT, HOYs, HOPs and ESAs
- Communicating with home school liaison with the EIL, HOYs, HOPs and ESAs.
- Providing the LT with weekly and termly updates and reports
- Providing attendance training for relevant staff.

#### **2.4 Heads of Year (HOYs) and Heads of Progress (HOPs)**

HOYs and HOPs are accountable for reducing absence and PA by monitoring data for their year group and ensuring that form tutors are held accountable for accurate recording of attendance and coding of absence. This is achieved via:

- Working with students and parents to establish and overcome the cause of attendance issues
- Participating in fortnightly meetings with the DHT
- Fortnightly dialogue about attendance with their LT line manager during line management meetings
- Line management and monitoring the role of ESAs to maximise their effectiveness in reducing absence
- Analysing weekly and termly attendance reports to identify patterns of absence and continuing appropriate interventions
- Analysing daily and weekly punctuality reports to identify concerns relating to wider attendance difficulties and ensuring appropriate action
- Holding or leading regular attendance/punctuality concern meetings for small groups/individuals
- Ensuring weekly rewards and recognition for excellent attendance/punctuality are issued
- Planning Collective Time activities to promote excellent attendance and HOY visits to Collective Time to motivate students
- Leading on effective use of assemblies and communication with parents to reduce absence
- Maintaining a constant year group focus on attendance
- Directing attached staff to monitor the attendance and punctuality of specific individual students

#### **2.5 Engagement Support Assistants (ESAs)**

ESAs are responsible for working with HOYs/HOPs to reduce absence and PA by monitoring data for their year group and implementing effective interventions by:

- Using weekly attendance reports and SIMs to monitor year group and target group attendance
- Using daily and weekly punctuality data to identify emerging patterns relating to wider attendance/punctuality difficulties
- Maintaining year group attendance displays
- Making daily N code calls during periods 1 and 2 to identify reasons for absence



- Visiting Collective Time (CT) to ensure tutors are promoting high levels of attendance with their tutor groups
- Holding, and recording notes from attendance concern meetings with students and parents
- Ensuring a holistic approach to reducing absence for targeted students e.g. through use of Attendance Challenge report cards, academic mentoring, encouraging attendance at extra-curricular activities and leading on activities to raise student confidence and self-esteem
- Supporting the attendance administrator by following up unexplained absences for their year group
- Provide their HOY/HOP with attendance and punctuality updates for the year group

## **2.6 Form Tutors (FTs)**

- FTs meet with their tutor group every day from 8.45 to 9.00am during Collective Time and are responsible for accurate daily recording of attendance. They are also responsible for promoting the academy targets for attendance and encouraging excellent attendance for individual students and the whole tutor group. Detailed guidelines for recording attendance and following up absences are to be found in the staff handbook. Form tutors are expected to identify attendance patterns for students in their tutor group and liaise with LT, HOYs/HOPs and the AM. FTs are expected to be proactive in reducing absence by:
  - Daily accurate recording of attendance during CT and assemblies by 9am
  - Accurate use of SIMS Lesson Monitor to record attendance and absence using codes for absence accurately.
  - Daily focus on attendance during CT and leading on activities to enable students to monitor their own attendance
  - Recording interventions and tracking progress in relation to reducing absence
  - Raising concerns about attendance and punctuality promptly with students, parents, ESA and HOY/HOP
  - Communicating with the HOY/HOP and ESA to establish a list of weekly telephone and punctuality calls to be made
  - Displaying attendance information in the tutor room
  - Ensuring their tutor group participate in academy wide attendance initiatives

## **2.7 Attendance Administrator (AA)**

The AA is responsible for inputting and updating accurate attendance data on SIM by:

- Following academy procedures for first day calling of parents to ascertain reasons for absence
- Issuing attendance letters where required
- Working with the AM to collate weekly and termly attendance reports



- Ensuring the AM and mentors are aware of any emerging patterns of attendance across year groups or families
- Ensuring all student absence details are reflected appropriately through categorisation of absence in the SIMS register
- Providing tutors and year teams with explanations for absent students to minimise unexplained absence
- Providing weekly attendance data for their tutor groups to address during CT
- Raising concerns about any missing or inaccurate register marks with the teachers involved as well as AM and DHT
- Monitoring and notifying teachers who have not completed their registers
- Passing any messages from parents to relevant members of staff

## **2.8 All teaching and support staff**

Ensuring that students attend school is seen as the responsibility of all staff at the academy. This is achieved by:

- Taking registers and recording attendance and punctuality accurately
- Being vigilant in monitoring absence rates for any students they have specific responsibility for
- Raising concerns regarding attendance of any student promptly and via the appropriate channels
- Promoting whole school attendance
- Working consistently with parents and building positive relationships with students to ensure a joint approach to ensuring outstanding attendance

## **2.9 Parents and students**

Parents are responsible for ensuring their child's regular attendance and punctuality at the academy by making sure they:

- Understand the importance of excellent attendance and punctuality
- Comply with the Clapton Girls' Academy Home/Academy Agreement
- Take an interest in their child's education, asking about schoolwork and encouraging them to get involved in school activities
- Discuss any problems their child may have at school and inform the HOY/HOP about any concerns
- Do not let their child take time off school for minor ailments which would not prevent the student from coming to school
- Arrange appointments and outings outside of school hours (ie. after school, at the weekend or during school holidays) to help prevent disruption to their child's education
- Do not take holidays during term time





- Notify school by 9am on each day of absence (unless a medical note has been provided in advance which details how many days their child will need to be absent for)
- Seek medical evidence when a health condition is likely to negatively impact attendance so that appropriate support can be put in place and communicate this with the academy
- Make every effort to support their child in building resilience and leading a healthy lifestyle
- Ensure that their child is organised and has good routines at home, including sleep routines, so that they arrive punctually to school each day
- Raise concerns early so that they can be addressed before attendance is impacted

Students are responsible for:

- Following the Home/Academy Agreement to ensure that they arrive by 8.40am and are in school every day
- Being on time to CT at the beginning of each school day

### **3. Recording Attendance and Absence**

3.1 Accurate recording of daily attendance and absence is a legal requirement and the responsibility of tutors, HOYs/HOPs and the AA.

3.2 Recording of daily attendance is carried out using electronic registration: SIMS Lesson Monitor. FTs and other staff taking a register are expected to follow the procedures detailed in the 'How to use SIMS Attendance' document available in the staff handbook.

3.3 As well as being a legal requirement, accurate recording of absence is essential in ensuring patterns of absence are identified and tracked and students are safeguarded. To comply with legal requirements, students are registered using SIMS during CT by 9am at the latest and during their P5 lesson within the first 10 minutes of the lesson and by 2pm. These two registers constitute the academy's official registration periods, but students are also registered using SIMS during every lesson to ensure their safety throughout the school day. Every effort should be made to establish the reason for a student's absence. When the reason for the student's absence has been established the register should be amended. Unexplained absence (N codes) in the AM and PM column should not be left on the student's attendance record indefinitely; if no reason for absence is provided after a reasonable amount of time N codes should be replaced with code O (absent from school without authorisation).

### **4. Illness and Medical Evidence**

We also draw your attention to these government guidelines:

'If the authenticity of illness is in doubt, the academy can request that parents provide medical evidence to support absence. The academy can record the absence as unauthorised if not satisfied



with the authenticity of the illness but will advise parents of our intention to do this. The academy will not request medical evidence unnecessarily. However, once student attendance becomes of serious concern and Stage 3 letters have been issued medical evidence in the form of prescriptions or appointment cards will be required in order for absences to be authorised. Failure to then provide this medical evidence may result in the academy commencing legal proceedings.

HOYs, HOPs and the AM are responsible for communicating with parents when absences are not going to be authorised.

## **5. Communication about Attendance and Absence (see appendices 2 - 6)**

5.1 Parents are expected to contact the academy at the earliest opportunity if their child is unable to attend. Parents can contact the academy by calling the dedicated absence number or messaging the academy via the dedicated parental app - MyEd. Contact details can be found in the student planner or on the academy website. Parents must notify the academy by 9am on each day of absence unless a medical note has been provided in advance which details how many days their child will need to be absent for. Parents can also provide a written note to clarify further details of reasons for absence. We accept notes written in the parent's home language if they do not speak English.

Parents are contacted in relation to their child's absence as quickly as possible via telephone call from the year group ESA when no advance notice has been given by the parent that their child will be absent (e.g. medical appointment that cannot be made outside of school hours). The academy uses an automated absence contact via MyEd to inform parents of absence by 10.30am every day. Follow-up absence calls are made by each year group ESA where no explanation from the parent has been given.

LT monitor attendance every week at a LT meeting using reports provided by the AM and subsequently liaise with staff and parents where appropriate.

5.2 Parents are kept informed about their child's attendance record in a number of ways:

- Student percentage attendance is included in their child's Progress Report every term.
- Parents receive letters, emails and telephone calls and texts where absence is a concern or where there has been significant improvement.
- When attendance drops below the academy minimum target of 96% a phone call followed by a Stage 1 letter (see appendix 3) is sent to notify parents of our concerns and, if appropriate, to invite them to a meeting with the HOY/HOP or a member of the LT.
- If attendance does not improve following a Stage 1 letter, Stage 2 and 3 (see [Appendix 4](#)) letters are issued which explain academy procedures and the risk of a Penalty Notice and fine being issued.
- Details of Clapton Girls' Academy whole academy attendance are communicated to parents and the community via the CGA news.



5.3 The Board of Trustees receives regular updates on academy attendance and the impact of interventions via the termly Headteacher's report to governors and at committee meetings. Attendance targets and progress in relation to these are also shared at Full Governors' Meetings. Trustees should help school leaders to focus support on students that need it, ensure that school leaders fulfil statutory guidelines and ensure that staff received attendance training.

5.4 Hackney Education and the Department for Education (DfE) are provided with data about the academy's absence via PLASC census data.

## **6. Lesson Absence / Internal Truancy**

6.1 Subject Teachers register each class within the first 10 minutes of each lesson by using the SIMS electronic Lesson Monitor. This assists in ensuring that students attend all of their lessons.

6.2 During every lesson there is a Senior Member of Staff on Duty (SSOD) who can follow up any concerns regarding students missing from lessons. This member of staff will also conduct at least one full tour of the academy site to ensure that all students are in lessons.

6.3 At CGA, it is extremely rare for students not to be in the right place at the right time because of the rigorous systems in place for tracking where students are at any point during the school day. On the rare occasions when students may attempt to absent themselves from individual lessons this is followed up immediately by the SSOD person and fully investigated by the HOY/HOP and ESA to ascertain the reasons for this. Appropriate support is offered where necessary, including closer individual monitoring of the student's attendance throughout the school day. Parents are informed if their child truants from a lesson or school.

## **7. Persistent Absence (PA)**

The academy has a whole-school focus on reducing absence for ALL students using rigorous methods of recording, tracking and monitoring of attendance data and initiating appropriate support and intervention. This whole academy strategy and approach includes addressing the needs of those who are, or who have the potential to become, Persistent Absentees (PA). PA refers to any student whose attendance falls below 90%. This is a national benchmark which all schools are required to use by the Department for Education to track and report on attendance and absence.

## **8. Incentives and Rewards**

Tutors, subject teachers and HOYs/HOPs take every opportunity to praise students whose attendance is excellent or improving in cases where students struggle to attend.

Formal rewards for excellent attendance are as follows:

At the end of each month, Student Notices acknowledges 100% attendance and 100% punctuality champions.

At the end of each term students are awarded 100% attendance certificates in Years 7 to 13. All students with 100% attendance for the term are entered into a prize draw in their assembly with the possibility of winning a voucher.

At the end of each academic year special recognition is given to students who are Clapton All Stars with 0% absence and 100% punctuality.

Students who may not manage to achieve 100% attendance but who work hard to improve their attendance are seen individually to acknowledge their achievements.

Heads of Year will issue attendance or punctuality challenge cards to students where attendance or punctuality continue to be a concern. Rewards are given to students where improvements in punctuality and attendance are made. There is also recognition of improved attendance or punctuality through conversations with students, Good News Cards and MyEd messages to parents.

## **9. Support and Intervention**

9.1 The Attendance Team uses set thresholds to monitor attendance and ensure prompt intervention as follows. (See Appendix 8)

9.2 In order to effectively support students to attend school every day we recognise that all staff have a key role to play. For any intervention to be effective staff must know the student and have an accurate picture of the student's attendance and absence patterns. All staff have access to accurate data about students' attendance and a range of intervention and support strategies are used as soon as staff notice that absence levels have increased. These typically include:

- 1:1 conversations with students to raise awareness of concerns and identify reasons for and ways of improving attendance
- Communication with parents by text, email, telephone call or letter.
- Serious Concern Meeting with LT and HOY/HOP for the student's parent(s) to discuss concerns and possible interventions.
- Referral to the Learning Support faculty via an Initial Concern Form (ICF) where it is felt that either a known, existing or potentially unidentified learning need is having a negative impact on the student's attendance. This may result in a referral, in consultation with the parent, to a specialist external agency or internal support such as mentoring.
- Attendance Challenge Card, used to motivate students to achieve specific attendance targets. These include regular check-ins with a FT, ESA, HOY/HOP or member of the LT.
- Truancy Watch Card for students who have attempted to absent themselves from lesson. These are monitored closely by the HOY/HOP.
- Home visits from a member of staff at the academy

- Referral to an external, specialist agency where it is felt that a specific set of circumstances are contributing to a student finding it difficult to attend.

## **10. Holidays and Extended Leave during Term Time**

In line with national and local guidance, we do not authorise any holidays taken during term time. If a parent removes their child from the academy during the published term dates, their child's absence will be unauthorised. The parent could be fined and their child could be taken off roll. Parents should be aware that if their child has a significant amount of unauthorised absence, they may be guilty of an offence under section 444 of the Education Act 1996 and legal action may be taken against them.

## **11. Children Missing in Education (CME)**

Children who either fail to start in appropriate education provision, fail to re-register at a new school when they move area or stop attending school and their whereabouts cannot be verified are known as Children Missing Education (CME).

The statutory definition is that CME are **children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school.**"

CME are amongst the most vulnerable students in Hackney. The academy recognises its vital role in working with all services to identify and re-engage these children back into appropriate education provision as quickly as possible. Children who remain disengaged from education provision are exposed to higher degrees of risk that could include engagement in anti-social or criminal behaviour, social disengagement or sexual exploitation.

Students on roll at the academy are deemed to be at risk of being CME when they:

- Fail to attend school for 5 days or more without any explanation
- Are expected to start at the academy and do not arrive
- Fail to return from a planned holiday
- Move out of Hackney borough and the school has been informed that the child will not be attending the academy any more but it has not been possible to establish contact with a receiving school who can confirm that the student has been accepted onto their roll.

The attendance team are vigilant in monitoring attendance records and ensure that any students at risk of becoming CME are promptly referred to the academy DSL and DHT in accordance with the HE attendance policy. Follow-up actions will typically include conducting home visits, contacting all contacts known to the academy; liaising with external agencies already involved with the family and speaking with staff and students closely linked to the missing student.

If the academy is unable to establish the reason for absence or locate the student, the attendance team will inform the CME team at HE within 10 days. The student will remain on the academy roll until the CME team confirm that they can be removed.

If a student is subject to a Child Protection Plan and stops attending without warning, the academy will immediately notify the Child's Social Worker.

## **12. Procedures relating to punctuality**

### **12.1 Students**

Students should be encouraged to play a major role in being responsible for their own prompt arrival to the academy, CT and lessons. All students are expected to sign the Home/Academy Agreement in which they agree to do this.

All students must be lined up in their year group area at 8.40am ready CT and morning registration. Registers are taken between 8.45am and 9am

Students who arrive to school after 8.40am are considered as late and have their name recorded on the late lists by the member of staff on duty on 'late gates'. A 30-minute detention is recorded in the student's planner for completion after school on the same day. Late students must also hand in their coats and can collect these at the end of the school from the 'late coats bucket' after their detention. Students arriving after 8.40am on assembly days must enter from the back of the DP or Nightingale Hall to ensure minimum disruption to the assembly.

Students who arrive to school after 9.00am must enter via main reception and will need to record their name on the late lists. The member of staff on SSOD will complete the detention page in their planner, check their uniform and send the student to their lesson. Sixth form students who are late have an afterschool 30-minute detention the same day and have to remain on the school site on the day of the detention.

### **12.2 Parents**

Parents have a major role to play in ensuring their children are punctual and are asked to sign the Home/Academy Agreement when their child is taken on roll.

Every opportunity should be taken to make parents aware of the value of punctuality. Parents are reminded about the vital role they play in ensuring excellent punctuality at parents' evenings, via text messages, the headteacher's weekly letter, the academy website and the CGA News. It is also imperative that they are kept informed if their child is arriving late to school, CT or lessons. This is done via the MyEd parent app where parents have sight of their children's attendance and punctuality.

Parents are responsible for informing the school if their child is going to be late to school and must provide a reason, accepting that whilst there may be a reason for lateness, a late detention will still

be issued. Students that arrive to school after 9am will receive a U code where no reason has been given for their lateness.

Parents of students who are persistently late to school are contacted and invited to the academy to meet with the HOY/HOP or DHT for a serious concern meeting to discuss reasons for lateness and agree targets for improvement. Students who persist in being late to school following discussion about their lateness will be issued with an appropriate sanction and may be removed from the end of year reward trip or an internal exclusion may be seen as necessary. Parents and students are asked to sign the serious concern meeting pro-forma completed at the meeting and a copy of this, along with any other minutes from the meeting, are sent to the parent as well as a copy being placed on the student's file.

If the student's punctuality still does not improve, the family is likely to be referred to an external agency as a cause for concern and additional sanctions will be put in place at the academy.

### **13. Punctuality - all staff**

All staff are responsible for encouraging excellent punctuality amongst students by modelling excellent punctuality themselves.

- Where circumstances allow, subject teachers should be at the classroom door to greet students as they arrive to lessons.
- When on break duty, staff should blow their '5-minute warning' whistle at 11:15am to ensure students start moving to their period 3 lesson in time to arrive punctually.
- When on break duty, at the end of mid-morning/lunch break time pips are a signal to start the lesson, not to leave the staff room.
- All students late to lessons or CT with a valid reason, if not accompanied by a member of staff, must have a note in their student planner signed by a member of staff to explain any legitimate reason for lateness. Legitimate lateness will not result in a detention being issued.
- Students late to CT without a valid reason must be issued with a 10-minute late detention to be completed in the DP at the end of the day.

### **14. Other Roles & Responsibilities**

#### **14.1 FTs, subject teachers and support staff**

FTs, subject teachers and support staff should refer to the relevant sections of the Staff Handbook and tutor handbook for details of how they are expected to promote punctuality to school, CT and lessons.

Lateness should be investigated and, where appropriate, sanctioned. Late arrival to school and lessons is disruptive to the learning of all students and will result in a late detention. A 30-minute



detention after school in the DP is issued for lateness to school on the same day as the lateness occurred and a 10-minute detention is issued for each lesson the student is late for, again completed in the DP on the same day as the lateness occurs. If students fail to attend these detentions, they will be issued with a one-hour leadership detention, held in the SSC and parents will be informed of this. If students then fail to attend the leadership detention, they will be removed from lessons and placed in the Student Support Centre (SSC). Students who repeatedly fail to attend detentions for lateness after an escalation of sanctions and or interventions have taken place, may be removed from their year group's end of year reward trip.

FTs ensure a clear focus on punctuality in CT and reward students who are consistently punctual. The FT discusses any lateness with students and liaises with the HOY/HOP about any ongoing concerns.

FTs record lateness to CT and subject teachers record lateness to lessons by adding the number of minutes late in SIMS. The student is informed that they need to attend a late detention in the DP at the end of the day and the data is then used to generate a list of students who need to attend a late to lesson detention after school

If the (N) mark has been entered to record a student's absence and the student then arrives late while the registration is still in progress, the mark must be changed to (L) and the number of minutes late must also be inserted as follows:

<b>Mark</b>	<b>Meaning</b>
(/) or (\)	Present (AM & PM)
(N)	Absent
(L)	Late, right-click in SIMS, enter number of minutes late and click 'ok'.

## 14.2 HOYs and HOPs

HOYs and HOPs are expected to:

- Ensure FTs are punctual to registration.
- Ensure FTs are adhering to the expectations outlined in the staff and tutor handbooks
- Meet with students where FT interventions in relation to punctuality have not brought about improvements
- Communicate with parents if lateness to school, CT or lessons persists
- Communicate with parents if students repeatedly fail to attend late detentions
- Ensure that Initial Concern meetings are held with students and Serious Concern meetings with parents where there is no improvement in punctuality
- Set punctuality targets in line with the Home/Academy Agreement and place students on an Attendance Challenge Card for punctuality where there is persistent lateness. Progress against these targets must then be monitored closely





- Use year team meetings to promote high levels of punctuality in their year group and address any concerns raised.

#### **14.3 Head of Department / Faculty**

Heads of Department/Faculty have a supervisory role to play in ensuring that staff in their departments are adhering to academy procedures to promote excellent punctuality amongst students and following up on any persistent student lateness to lessons in their subject area.

Heads of Department/Faculty should use faculty meetings to discuss strategies for improving punctuality to lessons within their subject area(s).

#### **14.4 Leadership Team**





The Leadership Team monitor punctuality on a weekly basis at the Leadership Team Business meeting, using data provided by the AM, and support the HOY/HOP for the year group they line manage by knowing where the concerns are and agreeing appropriate interventions.

### **15. Rewards**

- Heads of year will issue punctuality challenge cards to students where punctuality continues to be a concern. Rewards are given to students where improvements in punctuality are made. There is also recognition of improved punctuality through MyEd messages to parents.



Appendix 1 - Home / Academy Agreement 2022/23

		The student will:	The parent will:	The academy will:
<b>C</b>	<p>COMPASSION</p>  <p><i>Be kind</i></p>	<ul style="list-style-type: none"> <li>Be supportive and kind to members of my form group and other students.</li> <li>Speak respectfully to all students and staff and use positive body language.</li> <li>Speak to a teacher if I have any concerns.</li> <li>Move around the academy in a safe way and remember to walk on the left</li> </ul>	<ul style="list-style-type: none"> <li>Support my child in their move to secondary school.</li> <li>Let the academy know if I have any concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Support your child to feel happy and safe.</li> <li>Provide transition support to ensure a positive start.</li> <li>Teach your child our CAIR values and help them to achieve them.</li> </ul>
<b>A</b>	<p>AMBITION</p>  <p><i>Aim high</i></p>	<ul style="list-style-type: none"> <li>Attend at least two clubs per week.</li> <li>Complete all my homework on time and to a high standard.</li> <li>Aim for the highest standards of presentation.</li> <li>Revise for all assessments.</li> <li>Use Satchel:One and my planner every day</li> </ul>	<ul style="list-style-type: none"> <li>Encourage my child to attend clubs.</li> <li>Make sure that homework is done on time and to a good standard.</li> <li>Talk about careers and future options with my child.</li> <li>Download and use the MyEd parent app and all associated apps to support my child.</li> </ul>	<ul style="list-style-type: none"> <li>Set a broad, balanced and challenging curriculum with high-quality teaching.</li> <li>Set regular homework on Satchel:One.</li> <li>Give quality feedback on her work.</li> <li>Update you on her progress through reports and parents' evenings.</li> </ul>
<b>I</b>	<p>INTEGRITY</p>  <p><i>Be honest</i></p>	<ul style="list-style-type: none"> <li>Follow all instructions first time.</li> <li>Only bring necessary items to the academy.</li> <li>Have my mobile phone switched off and out of sight while at school.</li> <li>Wear my uniform correctly at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Support the academy behaviour code.</li> <li>Attend all parent meetings.</li> <li>Make sure that my child wears full school uniform and leaves valuable items at home.</li> </ul>	<ul style="list-style-type: none"> <li>Use the academy behaviour code to ensure your child is able to learn and is treated fairly.</li> <li>Contact you if we have concerns about your child's progress.</li> </ul>
<b>R</b>	<p>RESILIENCE</p>  <p><i>Keep trying</i></p>	<ul style="list-style-type: none"> <li>Attend school and lessons every day, on time.</li> <li>Focus on my learning at all times.</li> <li>Bring my planner, pencil case and equipment every day.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure my child is on time for school (arriving no later than 8.40am.)</li> <li>Make sure my child attends school every day.</li> <li>Make sure my child has the correct equipment.</li> <li>Take all holidays outside of term time.</li> </ul>	<ul style="list-style-type: none"> <li>Give your child the support they need to achieve their best.</li> <li>Provide you with regular updates on your child's progress.</li> </ul>
		<b>Signed:</b>	<b>Signed:</b>	<b>Signed:</b>



**Appendix 2 - Unauthorised Absence during term time letter**

Please note that this is an example of the type of letter that would be issued and may vary depending on the individual circumstances of the student

«addressee»  
«address\_block»

«date\_of\_printing»

Dear «salutation»,

**Unauthorised absence during term-time**  
**Student's Name: Forename Surname - Reg group**

Thank you for your email/letter informing the academy that you will be taking «student name» out of school during term time, from [insert dates here] inclusive, a **total of [ ] school days (xx sessions)**, in order to travel [insert reason here].

We regret to inform you that the school cannot authorise this absence as we are working with Hackney Education to reduce absences during term time. As such «student name»'s absence from school will be recorded as unauthorised and you are likely to receive a penalty notice warning letter if the absence is due to family holiday that is not agreed by the academy (G coded absence on yourchild's attendance record).

If you have any further queries regarding this matter, please telephone [staff name], Head of Year [year group] or staff name (Attendance Administrator), via the main school telephone number.

Yours sincerely,

Staff name  
Admissions & Attendance Manager

<p>Did you know there are: <b>190 SCHOOL DAYS IN A YEAR - 175 NON SCHOOL DAYS A YEAR</b>  <i>That means there are 175 days to spend on family time, visits, holidays, shopping etc.</i></p>					
<p>What does my child's attendance percentage actually mean in terms of missed lessons:</p>					
<b>100% attendance</b>	<b>95% attendance</b>	<b>90% attendance</b>	<b>85% attendance</b>	<b>80% attendance</b>	<b>75% attendance</b>
190 DAYS OF EDUCATION 0 days absence	180 DAYS OF EDUCATION 10 days absence 50 lessons missed	171 DAYS OF EDUCATION 19 days absence 95 lessons missed	161 DAYS OF EDUCATION 29 days absence (a term missed) 145 lessons missed	152 DAYS OF EDUCATION 38 days absence 190 lessons missed	143 DAYS OF EDUCATION 47 days absence 235 lessons missed
Best chance of success. Gets students off to a flying start		Worrying. Less chance of success. Makes it harder to progress		Serious concern. Not fair on the student. Could result in court action	



**Appendix 3 - Initial Attendance Concern Letter (Stage 1)**

addressee»  
«address\_block»

«date\_of\_printing»

Dear «salutation»,

**Stage 1 - Initial Attendance Concern**

**Student Name:** «forename» «surname» - «reg»  
**Attendance Percentage (Year to Date):** «percentage\_attendance»%

At Clapton Girls' Academy we have a strong focus on attendance to ensure that all students make excellent progress and achieve their very best potential.

This letter is to inform you that your child's attendance has fallen below the academy attendance target of 96% - 100%. Meeting this target means fewer than 6 days of absence over the academic year. Please find attached a copy of «forename»'s attendance grid.

The aim is for your child's attendance to improve within the next 4 weeks in order to avoid having to issue a continued attendance concern letter. If there are circumstances that are affecting your child's attendance and we are not aware of this, please let us know so that we are able to seek support for you and your child.

If you would like to discuss anything in relation to this letter, please do not hesitate to contact me.

Yours sincerely,

**Ms Andreanna Bangura**  
**Deputy Headteacher**

<p>Did you know there are: <b>190 SCHOOL DAYS IN A YEAR - 175 NON SCHOOL DAYS A YEAR</b>  <i>That means there are 175 days to spend on family time, visits, holidays, shopping etc.</i></p> <p>What does my child's attendance percentage actually mean in terms of missed lessons:</p>					
<b>100% attendance</b>	<b>95% attendance</b>	<b>90% attendance</b>	<b>85% attendance</b>	<b>80% attendance</b>	<b>75% attendance</b>
<p><b>190 DAYS OF EDUCATION</b> 0 days absence</p>	<p><b>180 DAYS OF EDUCATION</b> 10 days absence 50 lessons missed</p>	<p><b>171 DAYS OF EDUCATION</b> 19 days absence 95 lessons missed</p>	<p><b>161 DAYS OF EDUCATION</b> 29 days absence <b>(a term missed)</b> 145 lessons missed</p>	<p><b>152 DAYS OF EDUCATION</b> 38 days absence 190 lessons missed</p>	<p><b>143 DAYS OF EDUCATION</b> 47 days absence 235 lessons missed</p>
<p><b>Best chance of success. Gets students off to a flying start</b></p>		<p><b>Worrying. Less chance of success. Makes it harder to progress</b></p>		<p><b>Serious concern. Not fair on the student. Could result in court action</b></p>	



**Appendix 4 - Continued Attendance Concern Letter (Stage 2 and 3)**

«addressee»  
«address\_block»

«date\_of\_printing»

Dear «salutation»,

**Stage 2 - Continued Attendance Concern**

**Student Name:** «forename» «surname» - «reg»  
**Attendance Percentage:** «percentage\_attendance»%

At Clapton Girls' Academy we have a strong focus on attendance to ensure that all students make excellent progress and achieve their very best potential.

This letter is to inform you that since falling below the academy target of 96% earlier this year, «forename»'s attendance has continued to fall and is now becoming a cause for concern.

The academy attendance target is 96% - 100% and in order to meet this target, students must have fewer than 6 days of absence over the academic year. Please find attached a copy of «forename»'s attendance grid for your information.

In order to avoid a medical evidence or penalty notice warning letter being issued, there needs to be a significant improvement in «forename»'s attendance within the next 4 weeks.

If you would like to discuss anything in relation to this letter, please do not hesitate to contact me.

Yours sincerely,

**Ms Andreanna Bangura**  
**Deputy Headteacher**

Did you know there are:					
<b>190 SCHOOL DAYS IN A YEAR - 175 NON SCHOOL DAYS A YEAR</b>					
<i>That means there are 175 days to spend on family time, visits, holidays, shopping etc.</i>					
What does my child's attendance percentage actually mean in terms of missed lessons:					
<b>100% attendance</b>	<b>95% attendance</b>	<b>90% attendance</b>	<b>85% attendance</b>	<b>80% attendance</b>	<b>75% attendance</b>
<b>190 DAYS OF EDUCATION</b> 0 days absence	<b>180 DAYS OF EDUCATION</b> 10 days absence 50 lessons missed	<b>171 DAYS OF EDUCATION</b> 19 days absence 95 lessons missed	<b>161 DAYS OF EDUCATION</b> 29 days absence <b>(a term missed)</b> 145 lessons missed	<b>152 DAYS OF EDUCATION</b> 38 days absence 190 lessons missed	<b>143 DAYS OF EDUCATION</b> 47 days absence 235 lessons missed
<b>Best chance of success. Gets students off to a flying start</b>		<b>Worrying. Less chance of success. Makes it harder to progress</b>		<b>Serious concern. Not fair on the student. Could result in court action</b>	



**Appendix 5 - Medical Evidence required Letter**

addressee»  
«address\_block»

«date\_of\_printing»

Dear «salutation»,

**Medical Evidence Required**

**Student Name:** «forename» «surname» - «reg»  
**Attendance Percentage:** «percentage\_attendance»%

At Clapton Girls' Academy we have a strong focus on attendance to ensure that all students make excellent progress and achieve their very best potential.

This letter is to inform you that the academy will no longer be able to authorise any absence due to illness unless you provide medical evidence. Should your child become ill, please contact us to discuss what is acceptable as medical evidence but this generally includes appointment cards, prescriptions or notes from a pharmacist instead of a sick note from the GP.

If your child has a medical condition, or other extenuating circumstances which impact on her attendance, then please contact us to discuss how we can put the appropriate support in place.

Enclosed is a copy of your child's attendance grid. If you would like to discuss anything in relation to this letter, please do not hesitate to contact me.

Yours sincerely,

**Ms Andreanna Bangura**  
**Deputy Headteacher**

<p>Did you know there are:</p> <p style="text-align: center;"><b><u>190 SCHOOL DAYS IN A YEAR - 175 NON SCHOOL DAYS A YEAR</u></b></p> <p style="text-align: center;"><i>That means there are 175 days to spend on family time, visits, holidays, shopping etc.</i></p> <p>What does my child's attendance percentage actually mean in terms of missed lessons:</p>					
<b>100% attendance</b>	<b>95% attendance</b>	<b>90% attendance</b>	<b>85% attendance</b>	<b>80% attendance</b>	<b>75% attendance</b>
<b>190 DAYS OF EDUCATION</b> 0 days absence	<b>180 DAYS OF EDUCATION</b> 10 days absence 50 lessons missed	<b>171 DAYS OF EDUCATION</b> 19 days absence 95 lessons missed	<b>161 DAYS OF EDUCATION</b> 29 days absence (a term missed) 145 lessons missed	<b>152 DAYS OF EDUCATION</b> 38 days absence 190 lessons missed	<b>143 DAYS OF EDUCATION</b> 47 days absence 235 lessons missed
<b>Best chance of success. Gets students off to a flying start</b>		<b>Worrying. Less chance of success. Makes it harder to progress</b>		<b>Serious concern. Not fair on the student. Could result in court action</b>	



**Appendix 6 - Penalty Notice Warning Letter**

«addressee»  
«address\_block»

«date\_of\_printing»

Dear «salutation»,

**Penalty Notice Warning re: «forename» «surname» - «reg»**

**PENALTY NOTICE WARNING**

You have received this warning letter because your <forename> has had «total\_of\_specified\_codes» recorded unauthorised absences from school since the start of the academic year. Please see the attached attendance grid for details of their absences to date.

I need to inform you that the level of «forename»'s unauthorised absence places you at risk of a penalty notice and/or court action by the Local Authority. Penalty Notices could result in an immediate maximum fine of £120.

Providing there are no further unauthorised absences within the next 15 school days, which will start 2 days after the date of this letter, to allow for postage, a penalty notice will not be issued on this occasion.

I must also draw your attention to the fact that should «forename» have more unauthorised absences within the next 12 months, you may receive a penalty notice without further warning. Penalty Notices (S.444A/ZA Education Act 1996) are used as a deterrent to prevent a pattern of unauthorised absence from school developing. They are issued by post to a student's home, after at least one warning and in cases where a student has been absent from school without acceptable cause. Unreasonable absence from school includes truancy, holidays taken in school term time, and persistent late attendance.

For advice and support in relation to school attendance please call the school and speak to one of year team support staff (contact details on the following pages) or alternatively, please feel free to contact me via the main school number.

Yours sincerely,

**Ms Andreanna Bangura**  
**Deputy Headteacher/Attendance Lead**

Did you know there are:					
<b>190 SCHOOL DAYS IN A YEAR - 175 NON SCHOOL DAYS A YEAR</b>					
<i>That means there are 175 days to spend on family time, visits, holidays, shopping etc.</i>					
What does my child's attendance percentage actually mean in terms of missed lessons:					
<b>100% attendance</b>	<b>95% attendance</b>	<b>90% attendance</b>	<b>85% attendance</b>	<b>80% attendance</b>	<b>75% attendance</b>
<b>190 DAYS OF EDUCATION 0 days absence</b>	<b>180 DAYS OF EDUCATION 10 days absence 50 lessons missed</b>	<b>171 DAYS OF EDUCATION 19 days absence 95 lessons missed</b>	<b>161 DAYS OF EDUCATION 29 days absence (a term missed) 145 lessons missed</b>	<b>152 DAYS OF EDUCATION 38 days absence 190 lessons missed</b>	<b>143 DAYS OF EDUCATION 47 days absence 235 lessons missed</b>
<b>Best chance of success. Gets students off to a flying start</b>		<b>Worrying. Less chance of success. Makes it harder to progress</b>		<b>Serious concern. Not fair on the student. Could result in court action</b>	





## Appendix 7 - Punctuality Concern Letter

«  
«addressee»  
«address\_block»

«date\_of\_printing»

Dear «salutation»,

### Stage 1 – Initial Punctuality Concern: «forename» «surname», «reg»

At Clapton Girls' Academy we place great importance on punctuality, recognising that lateness not only interferes with the learning of others but also leaves students ill equipped for the demands of higher education and the world of work.

The academy work hard to implement initiatives to improve students' punctuality. Late detentions have been hugely successful in improving punctuality to school and lessons and your support with these has been appreciated.

There are a small number of students who, despite repeatedly completing detentions for lateness to school and to lessons, persist in being late.

**Since the start of the academic year «forename» has been late to school a total of «total\_lates\_both» times.** I would be grateful if you could discuss this with «forename» and explain that, if there is no improvement, they are unlikely to be allowed to participate in year group trips.

If there are circumstances that are affecting your child's punctuality and we are not aware of this, let us know so that we are able to seek support for you and your child. If you would like to discuss anything in relation to this letter, please do not hesitate to contact me.

Yours sincerely,

**Ms Andreanna Bangura**  
Deputy Headteacher/Attendance Lead

## Appendix 8 - Explanatory sheet: Clapton Girls' Academy Attendance Procedures

### Initial Attendance Concern Letter

This letter is sent to parents of students whose attendance has fallen below the academy target of 96%. This initial attendance concern letter notifies you that, although your child's attendance has fallen below academy target, this can be easily rectified with improved attendance.

### Continued Attendance Concern Letter

This letter is sent to parents of students whose attendance has continued to drop despite an initial concern letter being sent and/or conversations with student and parent being held. At this stage attendance is becoming more of a concern, but it can still be rectified with significantly improved attendance and parents are encouraged to actively engage with the relevant Head of Year/Progress, Engagement Support Assistant or Home School Liaison worker to facilitate this improvement.

### Medical Evidence Required Letter

This letter notifies you that we can no longer authorise absence due to illness without **medical evidence**. This letter is sent to parents of all students whose attendance has continued to fall and where there is a significant amount of absence linked to illness. The purpose of this, in line with government guidelines, is to support parents where students claim to be unwell but are actually well enough to attend school. The academy does not authorise absence where it is felt the student is able to attend school and where no medical evidence has been provided.

### Penalty Notice Warning Letter

This letter notifies you that should your child have any further absence, in particular unauthorised absence, then you are likely to be referred to Hackney Education and issued with a Penalty Notice Warning. This is the final stage of our Attendance Procedures and means that **on the next day of unauthorised absence you will be issued with a fine of up to £120.**

If you would like to discuss these procedures, or your child's attendance in more detail, please do not hesitate to contact your child's Head of Year.

Yours sincerely,



### Ms Andreanna Bangura Deputy Headteacher/Attendance Lead

Did you know there are:					
<b>190 SCHOOL DAYS IN A YEAR - 175 NON SCHOOL DAYS A YEAR</b>					
<i>That means there are 175 days to spend on family time, visits, holidays, shopping etc.</i>					
What does my child's attendance percentage actually mean in terms of missed lessons:					
100% attendance	95% attendance	90% attendance	85% attendance	80% attendance	75% attendance
190 DAYS OF EDUCATION 0 days absence	180 DAYS OF EDUCATION 10 days absence 50 lessons missed	171 DAYS OF EDUCATION 19 days absence 95 lessons missed	161 DAYS OF EDUCATION 29 days absence <u>(a term missed)</u> 145 lessons missed	152 DAYS OF EDUCATION 38 days absence 190 lessons missed	143 DAYS OF EDUCATION 47 days absence 235 lessons missed
Best chance of success. Gets students off to a flying start		Worrying. Less chance of success. Makes it harder to progress		Serious concern. Not fair on the student. Could result in court action	