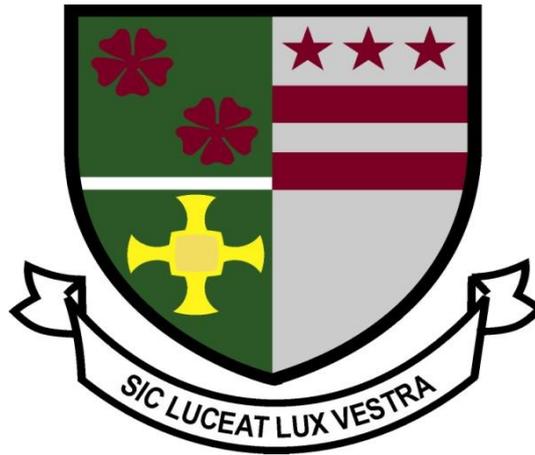


**St. Robert of Newminster Catholic School**

and

**Sixth Form College**



**School Attendance  
&  
Home Liaison Policy**

(In line with School Equality Scheme)

**2014-1015**

Next Review: June 2015

### **Our Vision**

*All individuals are children of God, created equally in his image to share an eternal future. We promise to play our full part in their education and formation.*

### **Our Mission**

*We strive to meet the academic, moral, physical, social and spiritual needs of all pupils so that they may take their place as caring, committed, aware and self-confident adult members of society.*

### **Our Aims**

*In striving to create the school climate, which will nurture this mission statement, the school aims:*

- *To offer to all students a broad, balanced, appropriate, relevant and flexible curriculum.*
- *To develop as an integral part of the local community and in particular the local Catholic community; to develop and maintain the partnership between school and parents, parishes, primary schools and the wider community.*
- *To develop a worshipping community, in which prayer and liturgy are encouraged as part of faith development.*
- *To encourage all members of our school community; students, parents, staff and governors to follow the example of Christ in their daily work and relationships; to treat one another with justice and dignity, tolerance and respect and to be aware of and respond to each other's needs, hopes and aspirations.*
- *To provide and maintain an attractive, happy, secure, safe and healthy school environment.*

### **Professional Requirements of Staff**

*In the light of our mission statement:*

*All members of staff have a professional responsibility to meet the **academic, moral, social and spiritual needs of all students.***

*To enable this to happen:*

- *We will strive to provide an excellent teaching and learning experience for all students.*
- *We will encourage students to come to a fuller understanding of the difference between right and wrong. To be good citizens of the school community the students have to follow school rules, which are enforced by every staff member.*
- *The students will be given every opportunity to develop healthy lifestyles inside and outside the curriculum time. The school has a responsibility to encourage healthy eating and exercise during the school day.*
- *The Gospel values of respect and value for others will be made explicit to all students in their interaction with every member of the community. All members of the community have a responsibility to live out Gospel values in their work relationships.*
- *Opportunities will be provided for all community members to develop spiritually. The growth of the whole person must be implicit in the ethos of the school.*

### **School Motto**

***Sic Luceat Lux Vestra: Let Your Light Shine***

### **Responsibilities of the Parent/Carer:**

- To ensure all children attend school and are punctual.
- If a child is ill parent/carer must phone school to provide an explanation for absence and expected duration for the School Attendance and Home Liaison Team (SAHLT: Mrs H Moran, Mrs P Devlin, Mr K Humble)
- If there are any changes in a child's expected return to school the parent/carer should phone and let the SAHLT staff know.
- To provide a note on the day of the child's return to school, indicating the period of absence and explaining the reason for this (parent may use the slips in the student planner for this purpose).
- If a child is refusing to come to school the parent/carer should contact the child's Head of Year or the SAHLT who will support the parent/carer with any concerns they may have.
- To make medical appointments for a child outside of school hours wherever possible.
- Where medical appointments can only be attended in school hours e.g. hospital appointments parents/carers are required to notify the school at least one day in advance and provide a note or show the appointment letter to the child's HoY.
- If there are a series of appointments try to ensure the day and time is varied to avoid missing the same lesson and falling behind with work.
- Child should be returned to school promptly after the appointment.
- Every effort should be made to catch-up promptly with any work missed.

### **Parents/Carers Need to be Aware of the Following:**

- Students are given a list of holiday dates to take home at the beginning of each academic year but if parents/carers have any queries about this they may contact the child's Head of Year or the SAHLT Team.
- Parents/carers are expected to take family holidays **during school holiday periods only**.
- If a parent/carer is not sure if special permission would be given s/he is advised to contact school prior to booking the holiday.
- Parents/carers wishing to request permission to take their child on holiday should fill in the school leave of absence form and return it to school at least three weeks before going on holiday.
- Any requests for permission to take a holiday during term time will be considered under the following criteria:
  - Period of time requested is no more than two weeks in any academic year.
  - Attendance record of child is at least 96%
  - Punctuality of child is at least 98%
  - Key Stage 4 requests for leave of absence will only be considered if a written request is submitted with the form to the Head Teacher.
  - Period requested is not during examinations or in the revision period before examinations.
  - Period requested is not in the academic year prior to sitting an external examination.
- Any request which does not meet the above criteria will be reported to Sunderland Local Authority as an unauthorised absence and will be recorded as such on the child's attendance record.
- Students who are absent from school will be expected to catch-up with work missed within a reasonable time e.g. within one week of returning.

- The school is legally entitled to remove any child from its register if they take a holiday longer than four weeks and it does not have to guarantee a place at the school on the child's return.

### **Responsibilities of the Student:**

- To aim to achieve 100% attendance and punctuality and to actively work towards this target by arriving at registration and lessons on time.
- If a student has been absent as a result of illness s/he should return to school with a note from a parent/carer explaining the reason for the absence.  
(There are pages in the student planner for this)
- To collect a leave of absence request form (from the School Attendance Office) for the parent/carer and return it to school prior to booking a holiday or at least three weeks before going on holiday.
- To catch-up with any work missed as a result of absence within a reasonable time e.g. one week.
- To remain on school premises during the school day and not to truant from any lessons.
- To make medical appointments out of school hours wherever possible.
- To provide a note from a parent/carer requesting permission to attend a medical/hospital appointment in good time (a day in advance). To present the note to his/her HoY, to get a permission slip to leave class early and present it to the Student Office to sign out and receive a L.A. pass out slip.
- To return the L.A. pass out slip to the Student Office on return to school.

### **Role and responsibilities of the Tutor (Attendance & Punctuality):**

- To mark registers promptly and accurately (students must not take a register).
- Ensure correct codes are used: Present records as a / Absent records as an **N**.
- If name(s) on the register is/are not correct, inform the Data Office immediately.
- Enter late arrivals with the time lost recorded in the register. Late: press **L** and record the number of minutes late.
- Inform RM & Data Office promptly if there are technical problems with register attendance and send a student with a paper register to the Student Office early in the session whilst attendance system is not functioning.
- Impress upon students the high expectations of punctuality and attendance.
- Be punctual whenever possible and apologise if you are late for a session.
- Expect an apology and explanation from your students if they are late.
- Using data provided weekly, insist that students who have been absent or late for school, provide a letter of explanation from a parent/carer. Ensure a note to the parent/carer requesting this is written in the student's planner. If the note is not forthcoming inform the HoY who may speak to the student &/or phone a parent/carer, inform SHALT.
- Notes received from parents/carers giving reasons for absence or poor punctuality should be signed and dated by the Tutor **ONLY** if the Tutor is satisfied that the reason or signature of the parent/carer is valid. Once signed and dated the notes should be immediately placed in the Tutor folder, held at the Student Office.
- Any concerns about notes should be referred promptly to the Head of Year.
- Any notes indicating a medical problem, distressing or difficult home circumstances must be passed on to the Head of Year **immediately** so s/he can inform the relevant staff promptly.
- Students who are late for registration or classes should be challenged and reasons sought. If a letter explaining genuine reason from parent/carer, is not provided refer the student to your HoY. If it is still not received the HoY will set an evening detention.

- If they claim they were late getting out of lunch check with Mr Sinclair. If there were major problems experienced in the dining hall affecting a number of students' punctuality, staff will be informed via the email system.
- No routine lunchtime activity should make a child late for lunch or class and if a child is claiming this is the case, follow it up either with the activity leader or HoY
- If a child claims the bus was late check with the Student Office and inform their HoY.
- If a teacher has kept a student back making him/her late for the next lesson, the teacher must provide an apology note in the student's planner, for the next teacher, indicating time student left for his/her session.
- If poor punctuality persists e.g. no letter of explanation given, several notes & no improvement, students must be referred to their Head of Year who will liaise with the SAHLT & contact parents.
- 3 x weekly reports identify which students are persistently late.
- Staff who take a manual register should ensure it has the following:
  - Date and period of session, subject e.g. PSHE or registration
  - Name of teacher/tutor
  - If staff are covering for an absent member of staff this should be indicated
  - Christian and Surname of students printed neatly

It should then be sent immediately to the Student Office so the registers can be entered promptly. Please do not do this at the end of the day as this will cause difficulties for the staff in the Student Office and delay code entry.

- Good punctuality and attendance (as well as good effort despite difficult circumstances e.g. illness/home circumstances) is encouraged and rewarded via the Year Team Awards Assemblies (term/annual awards) when students are given certificates to acknowledge 100% attendance, good attendance and improved attendance. Tutor Groups are awarded a trophy for a term to acknowledge good group attendance. The SAHLT team also support the LA initiatives which focus on improving attendance and punctuality and reward students by arranging participation in special events/days or by giving them the opportunity to participate in a raffle for a particular item.

### **Role and responsibilities of the Subject Teacher (Attendance & Punctuality):**

- To mark registers promptly and accurately (students must not take a register).
- Ensure correct codes are used: Present records as a / Absent records as an **N**.
- If name(s) on the register is/are not correct inform the Data Office immediately.
- Enter late arrivals with the time lost recorded in the register. Late: press **L** and record the number of minutes late.
- To note pre-entered codes.
- Inform RM & Data Office promptly if you are having technical problems with attendance and send a student with a paper register to the Student Office early in the session whilst the system is not functioning.
- Impress upon your students the importance of punctuality and attendance and your high expectations.
- Set a good example by being punctual whenever possible and apologise if you are late for a session.
- Expect an apology and explanation from your students if they are late.
- Where it is suspected students have truanted from a lesson, Subject Leaders and HoY should be promptly informed.
- Students who have missed a session are required to catch-up with work missed

- Students who have truanted from school will be given evening detentions by their HoY to make up for the sessions missed and it is important that subject teachers provide work in good time for these sessions.
- We are legally required to educate students who are absent from lessons whether it be as a result of illness, exclusion or referral to the Inclusion room and it is the responsibility of the student's subject teacher to provide relevant work and once it is done mark & provide feedback for the student.
- Arrangements are made by the HoY for work to be collected or delivered to the students' home. Deadlines are arranged with parents/carers. It is important that such deadlines are met to ensure the student's education does not suffer and we are not the subject of complaints to the School Governors or the L. A.
- Work requested for the Inclusion Room should be sent promptly and directly to the with the information and detailed instructions attached.
- Good punctuality and attendance should be recognised and rewarded with comments in planner or commendations via Pastoral & Department Reward Systems.
- Staff who take students out of their classes to participate in educational visits off site or activities on site, must register the students before the event begins and publish a list in the staff room as well as the Student Office. This will ensure the students' registers remain accurate.
- Staff who take a manual register should ensure it has the following:
  - Date and period of session, subject e.g. PSHE or registration
  - Name of teacher/tutor
  - If staff are covering for an absent member of staff this should be indicated
  - Christian and Surname of students printed neatly
 It should then be sent immediately to the Student Office so the registers can be entered promptly. Please do not do this at the end of the day as this will cause difficulties for the staff in the Student Office and delay code entry.
- Subject Leaders should ensure students are registered before taking part in an internal examination to ensure attendance data is kept up-to-date.
- Examinations Officers should inform the SAHLT of the names of candidates attending external examinations during the school year.

### **Role and responsibilities of the Head of Year:**

- Set a good example by being punctual whenever possible and apologising if late.
- Have high expectations of others and expect consistently good practice from your team of Tutors.
- Promote and praise good attendance and punctuality in assemblies and when communicating with staff and students.
- Monitor by Tutor Group students' weekly attendance and punctuality record.
- Identify students who raise concerns.
- Support the Tutor in strategies to encourage good attendance and punctuality.
- Have attendance and punctuality matters on the Year Team Meetings' agenda and promote consistent practice within the team.
- Interview students who are persistently late or whose attendance is raising concerns. Act accordingly e.g. punishments, contact parents, discuss strategies with SAHLT e.g. L.A. 3 Tier System, letters home, home visits, parents' meetings with HoY, SAHLT (Years 7-11), Director of Sixth Form (Years 12 & 13), Deputy Head Teacher, School Based Social Worker and other relevant staff (depending upon the case) to discuss concerns and strategies, make referrals to support agencies within or out of school, referral to Pastoral

Governors, referral via SAHLT to L.A. Locality Based Attendance Development Officer.

- HoY should take prompt action once truanting students are identified. If students are definitely missing (not an error on the system) parents should be contacted and informed when their child appears to have left the building. Parents may wish to contact the police (this is not the responsibility of the HoY). Parents should be told that they will be contacted if their child returns to school (get a contact number if parent not available on usual numbers). Ask parents to let school know if they find their child. (Other students may have useful information which might help determine the whereabouts of the student). The reasons for the truancy should be thoroughly investigated and action taken accordingly. Parents should be invited into school to discuss all aspects of this. The usual punishment for truancy is 5 evening detentions to make up for the time lost (unless the situation calls for other measures and the involvement of other agencies). Work should be requested from the teachers of the subjects missed and students should complete this work during the detentions.
- Meet with the SAHLT to discuss, amongst other relevant matters, student attendance and punctuality issues and intervention strategies. Record short-term and long-term strategies and desired/actual outcomes.  
Use RM detailed reports & recorded data to identify and act on individual concerns and to measure impact.
- During a fire drill ensure the following happens:
  - Students line in tutor groups in alphabetical order
  - Tutors register students
  - Collect the names of late arrivals and students who have left school officially e.g. for medical appointments, from Mrs Pickford (Student Office) and inform relevant Tutors.
  - Tutors inform you if any students are missing.
  - Inform the Deputy Head Teacher: Pastoral promptly if any staff or students are unaccounted for.

#### **Role of the Student Office Staff:**

- Oversee the record of late arrivals and reasons in the late book.
- Provide a photo-copy of the daily page at the end of the day for Mr Sinclair to ensure distribution of information to HoY and SAHLT.
- Record the names of students who officially leave the building e.g. ill or medical appointments etc
- If there is a fire drill/emergency take the above two registers with you to the assembly area and inform relevant Heads of Year of late arrivals and students who have officially left school e.g. ill or medical visits etc.
- Check registers are entered for each session and send memos, via email, to staff asking them to enter registers not done. Follow staged procedure: if registers not done send memos to Subject Leaders (of subject teachers) or Heads of Years (of tutors). Inform Mr Sinclair if registers are still not done.
- Absent staffs' registers should be checked promptly to ensure they are done and if covered by a supply teacher inform Miss Reay if a paper register is not received so she can communicate concern to the supply teacher/agency responsible.
- Enter registers recorded on paper e.g. for agency supply staff or staff with system malfunctioning.
- Enter codes of students on educational visits on the day when finalised lists have been provided.
- Any attendance concerns should be reported to the SAHLT & HoYs.
- Any technical concerns should be reported to RM and Miss Menzies (Data Manager).

Your opinion matters. Any emailed or written comments will contribute to the annual review of this policy (email [St.Roberts@sunderlandlearning.net](mailto:St.Roberts@sunderlandlearning.net)) (St Robert's School & Sixth Form College, Biddick Lane, Washington NE38 8AF) If requested this policy will be made available in an alternative format.

### **Role of the School Attendance and Home Liaison Team: Key Stage 3 & 4.**

Mr Humble, Mrs Devlin and Mrs Moran are the SAHLT responsible for monitoring attendance & punctuality and liaising with pastoral staff in school and outside agencies to overcome barriers to attendance and punctuality and their impact on students' achievement. They also co-ordinate the Attendance Rewards Initiatives for students in Years 7-11 whilst Mr Humble liaises with Ms. Green (Connexions representative).

#### **Monitor attendance:**

- On a daily basis check attendance and punctuality records and follow the School procedures and LA 3 Tier system when concerns are identified.
- Liaise with Student Office staff to ensure the appropriate codes are entered for students who officially leave the building e.g. ill, on medical appointments or on educational visits.
- Liaise with Student Office to ensure authorised absences codes are entered, once letters of explanation are received.
- Record the appropriate Holiday codes.
- Identify individual students with good attendance records or improved attendance and prepare certificates and special rewards for the end of term and the end of year presentations.
- Award Tutor groups with a trophy for a term to acknowledge good group attendance records.
- Participate in LA initiatives aimed to encourage and acknowledge good attendance and punctuality.
- Promote excellent attendance and punctuality at assemblies.
- Mentor students who have attendance or punctuality problems.
- Liaise with and support parents/carers to improve their children's attendance and punctuality.
- Liaise with any appropriate agencies to address the needs of the child and/or family to facilitate improved attendance and punctuality.
- Publicise & display attendance percentages around school.
- Contribute to the student academic monitoring cycle meetings and help determine appropriate pathways to meet the needs of specific students.
- Monitor the attendance and punctuality of identified cohorts of children.

#### **Formal meetings with the following:**

- Deputy Head; Pastoral as needed.
- Heads of Year as needed.
- L.A. Locality Based Attendance Development Officer – half termly
- Report to the Senior Management Team/Governors – termly

#### **Prepare attendance, punctuality and relevant background reports or records for the following:**

- Student case records
- Deputy Head Teacher: Pastoral
- HoY and Tutor – attendance & punctuality as appropriate to school policy
- B.I.Ps.

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- Children's Services via Mr Sinclair/Mrs Hughes
- P.E.Ps.
- LAC half-termly reports for LAs.
- Pastoral Leaders' meetings with parents
- Deputy Head Teacher's meetings with parents
- Multi-agency meetings/CAFs
- Pastoral Governors' meetings
- Leadership Team/Head Teacher meetings
- Returners' Unit applications
- Home & Hospital Service applications – Home Tutoring Service
- Short Stay School applications
- Youth Offending Team
- PITSTOP applications
- Behaviour Intervention Team
- Relevant external agencies
- L.A. & Government Census.
- Reports e.g. Weekly attendance data, Looked After Children, All Year Groups, Cohorts, Below 85%, Above 95% & Persistent Absence Reports.
- Managed moves, transfer reports
- CAFs

#### **Home Liaison:**

- Make home visits to liaise with parents/carers when HoY and tutor's intervention has not produced positive results or if unable to contact or engage parents.
- Bring parents into school, as and when required, to meet with HoY or other appropriate staff or agencies as appropriate.
- Advise and where required, support parents as their children's poor attendance and or punctuality necessitates action through the school policy and procedures and L.A 3 Tier system.

#### **Missing Students:**

- Contact the appropriate authorities to check on students who have "left school" but do not appear to have registered at another school in this or any other authority.
- Student remains on our school roll until child has registered with another school.
- Inform Locality Based Attendance Development Officer (LA) of any concerns and follow LA procedures if problem not resolved.

#### **When Parents/Carers Opt for Home Tuition:**

Assist Mr Sinclair & HoY in following the LA Checklist when parents/carers say they intend to opt for home tuition for their child/children.

Consider the following:

- The child's attendance/punctuality in school (any recent changes to this)
- The child's presentation and demeanour in school (any recent changes to this)
- Any health, education or social/emotional issues for the child (any recent changes to this)
- Is the child registered on the SEN code of practice or has additional learning needs
- Has the child been subject to or previously subject to Child Safeguarding protection procedures, Child in Need or CAF?
- The benefits of home education for the child

- The parents' engagement with the school, attendance at school meetings, parents evenings
- The parents' reasons for home educating, could any school issues in dispute be resolved?
- If there are issues with parents, are they recent and can they be resolved?
- The parents' demeanour/presentation (has this changed recently)
- Do parents regularly make complaints or deflect from concerns raised?
- Are there concerns within the family regarding domestic violence, mental health, substance/alcohol misuse, the child needing to care for the adult or neglect issues?
- Are other agencies involved with the family aware of the child being home educated?

#### **Education of Students Not Attending School:**

- Where alternative arrangements cannot be made, deliver to and collect work from, ill or excluded students.
- Support the liaison of pastoral/teaching staff with home tutors, parents/carers & the students receiving home tuition.
- Liaise with school nurse when medical issues impact on attendance.
- Liaise with other appropriate agencies e.g. YOT, Children's Services, YDAP, CAMHS etc
- Liaise with Mr Sinclair and provide attendance data & records to support applications to Returners or Home & Hospital Service – Home Tutoring.

#### **Counselling Services/Child & Family:**

- Take students, or students and parents/carers, to initial/induction counselling sessions arranged via the school, as & when required.

#### **Alternative Providers:**

- Monitor daily student attendance at alternative service providers or on managed moves and enter attendance register codes appropriately. Report any concerns evident immediately to Mr Sinclair & appropriate HoY.
- Take action according to the LA & school's safeguarding policy where child is at risk of being placed in the "Missing" or "Lost" category.
- Liaise with such providers when necessary.

#### **School Attendance & Home Liaison Team's Response to concerns:**

##### **Criteria for Initial Concerns:**

- Four broken weeks – 3 periods of absence
- Persistent absences evident
- Poor attendance record e.g. below 96 %
- Pattern of absence e.g. on particular days in the week
- Pattern of attendance at the medical room and requests to go home
- Unauthorised absences evident
- Poor punctuality e.g. more than once in a week, pattern of lateness over two/three weeks.
- Unexplained absence from a lesson
- Notes with unsatisfactory explanation for student absence.
- Notes with suspected forged signatures.

Discuss concerns with HoY at meeting to ascertain intervention so far and future strategies for Tutor and HoY e.g. Tutor monitoring, Tutor &/or HoY interview student, HoY contact parent by phone, give punishments.

If problems persists SAHLT staff will then interview the student and open a case file.

#### **Monitoring of identified student's attendance and punctuality:**

- Contact Recording Form completed (file remains open whilst the student attends St Robert's)
- Attendance Team monitor student's attendance daily, weekly (depending upon individual cases).
- A member of the School Attendance Team (depending upon the severity of the case and response to the intervention of the Tutor &/or HoY) will interview the student and try to identify the reason for the deterioration in attendance, punctuality etc. explain role of SAHLT, the School policy & procedures and what will happen if standards do not improve.
- Parents will be contacted. Home visit to inform parent of school's concerns, try to identify reasons for the change in the child's attendance and if required arrange an appointment to meet one or more of the following: HoY, Deputy Head Teacher, School Based Social Worker. If no-one is at home, a calling letter is left explaining attendance concerns are evident and instructing parent/carer to contact the SAHLT promptly.
- If there is no response to the letter, one or more of the following strategies can be used:
  - a second visit is made to the home
  - a letter posted to the home
  - a phone call is made and an appointment is arranged to visit at home
  - an appointment is made with parent/carer to attend a meeting in school
  - A referral to the Locality Based Attendance Development Officer is made if appropriate to the 3 Tier system.

Depending on the nature and severity of the associated problems and the parents' and student's willingness to redress the problem, the Pastoral Team will attempt to put strategies and support in place to help facilitate an improvement in attendance and resolve any other related issues.

Monitoring will continue and will be reviewed every two weeks (this may be sooner if no progress or attempt at improvement is evident) and if there is no adequate improvement the staged response will be initiated.

#### **The School Staged Response Procedure:**

##### **Pre-Staged Response**

(Implemented when patterns/concerns start to emerge)

- SAHLT interview student to explain concerns and identify support required to encourage improved attendance.
- Minor concern letter posted to parent/carer.

##### **Stage One:** SAHLT responsible:

(Implemented when criteria for concern triggered)

- Stage One letter sent to parent/carer
- Appointment made with the student
- Monitoring and intervention strategies tried

##### **Stage Two:** SAHLT responsible:

(Implemented if little or no response to initial warning and/or intervention)

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- Home visit by the SAHLT.
- Stage Two letter sent inviting the parent(s) with their child to Pastoral Meeting.
- Multi-Agencies invited where appropriate or identified.
- Consider CAF process.

**Stage Three / Tier 3:** L.A. and School responsible:

(Implemented if still little or no response to Pastoral Meeting)

- Official Referral to Locality Based Attendance Development Officer.  
6 week intervention period.
- L.A. invite parents to attend a pre-court meeting (PACE).
- School informed of outcome.
- Report to School Governors termly with information and any outcomes.

**Locality Based Attendance Development Officer can only accept electronic referrals at Tier 3 where all recorded absences are unauthorised.**

**Crisis concerns brought to the attention of the attendance team and requiring an immediate response:**

- **Safeguarding issues**  
Referral to Mr Sinclair and Safeguarding procedures followed. (Referral to Mrs Hughes or Mrs Bowen in the absence of Mr Sinclair).
- **Refusing to come to school**  
Inform HoY & Mr Sinclair  
SAHLT make a home visit, talk through child's and parents' concerns.  
Encourage both parties to come to school (transported into school if necessary).  
Meet with the SAHLT representative and/or Mr Sinclair/ HoY (depending on the circumstances School Based Social Worker may also be invited)  
Strategies agreed and support identified  
Situation monitored and reviewed
- **Major Bullying issues (in and out of school)**  
Inform HoY & Mr Sinclair and a meeting arranged with parent(s) and child.  
(Depending upon the nature of the problem others may be invited to attend meetings e.g. as part of a CAF referral, to agree strategies or review progress e.g. HoY, SAHLT representative, School Based Social Worker, Community Police Officer etc)
- **Pregnancy**  
Referred to Mr Sinclair and a meeting is arranged to negotiate support available in and out of school – e.g. Young Mum's.  
L.A. Locality Based Attendance Development Officer informed.
- **Drug abuse**  
Referred to Mr Sinclair and a meeting is arranged to negotiate support available  
(Referral to appropriate agencies made)
- **Mental illness**  
Referred to Mr Sinclair and a meeting is arranged to negotiate support available.  
(Referral to appropriate agencies made)
- **Parental illness**  
Inform HoY & Mr Sinclair. Mrs Hughes/the SAHLT may need to make a home visit to identify concerns and advise on help and support required for the family and specifically for the child who may also be a carer.  
(Appropriate referrals made.)
- **Marital breakdown**

Inform HoY & Mr Sinclair. Child's needs identified and support put in place.  
(Support of Mrs Hughes offered)

- **Critical illness/injury**  
Inform HoY & Mr Sinclair. Support offered to meet the needs of the individuals involved e.g. Counselling, Home tuition, Home visits etc  
(Support of Mrs Hughes offered)
- **Death of a family relative**  
Inform HoY, Mr Sinclair and Mrs Hughes. Support offered to meet the needs of the individuals involved e.g. counselling, negotiate new deadlines for coursework etc.
- **Police arrest**  
Referral to Mr Sinclair who will co-ordinate school's support for the child and the family and the monitoring of the child's progress as and when necessary.

### **School Attendance Monitoring: Key Stage 5**

- Mr Humble focuses on the administration of attendance in the Sixth Form.
- He receives daily calls registering absence and provides feedback to Director of Sixth Form, HoY, Tutors as appropriate.
- On a daily basis check attendance and punctuality records and ensures data is kept up-to-date with accurate codes.
- Provides Sixth Form data reports.
- Liaises with Student Office staff to ensure the appropriate codes are entered for students who officially leave the building e.g. ill, on medical appointments or on educational visits.
- Liaise with Student Office staff to ensure authorised absences codes are entered, once letters of explanation are received.
- Identify individual students with good attendance records or improved attendance to facilitate special rewards to acknowledge improved or good attendance records.
- Alert HoY of any cases of concern.
- Provide attendance and punctuality data of identified cohorts of children.

### **Prepare attendance, punctuality data reports for the following:**

- Student case records
- HoY and Tutor – attendance & punctuality as appropriate to school policy
- Director of Sixth Form
- Pastoral Leaders' meetings with parents
- Multi-agency meetings/CAFs
- Pastoral Governors' meetings

### **This Policy is linked with the other school policies including:**

- Confidentiality Policy
- Behaviour & Rewards Policy
- Safeguarding & Protecting Children & Young People Policy
- Equal Opportunities Policy
- Medicines & First Aid Policy
- Disability Equality Policy
- Looked After Children & Young People Policy
- PSHE Policy
- Race Equality Policy
- Whistle Blowing Policy

Your opinion matters. Any emailed or written comments will contribute to the annual review of this policy (email [St.Roberts@sunderlandlearning.net](mailto:St.Roberts@sunderlandlearning.net)) (St Robert's School & Sixth Form College, Biddick Lane, Washington NE38 8AF) If requested this policy will be made available in an alternative format.

