

## Attendance Policy for Hesley Group Schools

### **1 Outcome**

Children at Hesley Group Schools will benefit from regular access to education at school because **all** staff work together to encourage and promote good school attendance.

### **2 Policy**

We believe that good attendance at school is essential to the all-round educational development of our pupils. The Education Teams will work closely with both the care and multi-disciplinary teams to promote and sustain good attendance.

### **3 Aims**

- To promote pupils' learning and achievements.
- To increase levels of attendance throughout each school.
- To continue to improve punctuality.
- To ensure that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.
- To ensure systems for following up absences are robust and where necessary action is taken promptly to address attendance concerns.
- To promote opportunities to celebrate and reward pupil's successes and achievements.

### **4 Legal Requirements**

The Education Act 1996 (The Act) requires parents or guardians to ensure their children receive efficient, full-time education, either by regular attendance at school or otherwise. Schools are responsible for recording pupil attendance twice a day; once at the start of the morning session and at the beginning of the afternoon session. An entry must be made in the attendance register for all pupils of compulsory school age who are on the School's admission register.

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The Act also defines the parent or guardian to include the carer of the child in question. Therefore, in the case of Looked After Children, residential care workers are deemed parents for the purposes of education law.

The Children's Homes Regulations 2015 and Quality Standards, Regulation 8 (the Education Standard) states:

The education standard is that children make measurable progress towards achieving their educational potential and are supported to do so by the home.

The education standard is met if the registered person ensures that:

- Staff support each child's learning and development, including support with homework where appropriate;
- Staff support each child to achieve his or her education, learning and training goals, as recorded in his or her relevant plans;
- Staff understand the barriers to learning that each child may face;
- Staff communicate the value of education and training to each child;
- Staff must support each child to engage in activities which promote learning outside of formal education and training provision;
- Staff must maintain regular contact with each child's education and training provider, including engaging with the provider and the placing authority to support his or her education and training and to maximise his or her achievement;
- Where they become aware of any need for further assessment or specialist provision with regard to a child, staff must raise this with the child's education or training provider and the placing authority;
- Staff must support each child who is above compulsory school-age to participate in further education, training or employment and to prepare for future higher education or employment;
- Staff must support a child who is excluded from school, or of compulsory school age but not attending school, to access educational and training support throughout the time that he or she is so excluded or otherwise not attending school; and return to school as soon as possible;
- Each child will regularly attend education or training provision in line with his or her relevant plans.
- Each child will have access to a range of equipment, facilities and resources to support his or her learning.

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Date of this Policy	Next planned review date
09/11/2020	09/11/2022

**5 Standard Forms, Letters and Documents**

- 5.1 [Attendance Policy for Hesley Group Schools – Practice Guidance, ReS 3.9.1](#)
- 5.2 [Children’s Homes Regulations 2015, ReS 3.9.2](#)
- 5.3 [Guide to Children’s Homes Regulations including Quality Standards 2015, ReS 3.9.3](#)