

# ATTENDANCE POLICY



<b>Summary</b>	The Attendance Policy is to support all stakeholders through the procedures of attendance at Trust Academies.		
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<b>Applies to:</b> (please circle/delete as appropriate)	<b>Staff</b> <input checked="" type="checkbox"/>	<b>Student</b> <input checked="" type="checkbox"/>	<b>Community</b> <input checked="" type="checkbox"/>
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### Document Control

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March 2021	1	New Policy Format created	

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## What to do as a Parent or Carer if your child is unable to attend school

1. Please see the guidance in Appendix 2 relating to the Academy your child attends for details of how to report a student absence.

## Introduction

2. The Rodillian Multi Academy Trust (“the Trust”) is a successful educational trust and all our students play their part in making it so. The Trust is also the sole shareholder in the company known as Southway at the Rodillian Academy Limited (Company number 08492483) (“Southway”) which operates the Southway Key Stages 3 and 4 extended educational provision. This policy applies to Southway (an Independent School), its employees, directors, consultants, vendors, contractors or any other party who has a financial relationship with Southway as if it was an Academy of the Trust. We are committed to providing a quality education for all our students. Regular attendance is essential if students are to achieve their full potential.
2. The Trust believes that regular school attendance is the key to enabling students to maximise the educational opportunities available to them and become resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.
3. The Trust values all students and we will work with families to identify the reasons for unsatisfactory attendance and try to resolve any difficulties.
4. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all the aspects of school improvement, supported by our policies on Safeguarding, Bullying, Behaviour and Special Educational Needs and Disabilities (“SEND”).

## Scope and purpose of this policy and who it applies to

5. The Trust is committed to be in the top tier of Education Trusts for student progress by providing the highest quality teaching and learning for all students and to provide innovative curriculum opportunities for all including giving students an opportunity to make an effective recovery following the impact of the Coronavirus pandemic. This includes the development of a contextual curriculum to reflect contemporary issues, to further develop the resilience curriculum and to introduce an aspirational curriculum.
6. This policy is aimed at ensuring all students access the curriculum by the Trust and parents/carers entering into an active partnership to support student learning so that students can reach their full potential.
7. Parent/carers must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude, either by regular attendance at school or otherwise.
8. A child is of compulsory school age at the beginning of the term following their Fifth birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

9. Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

### Publication of this Policy

10. This policy will be available on the Trust and Academy websites and be available to all Parents, Carers, Students, Members of the public, Staff, Members, Trustees and Local Review Board Members. It will also be available to staff in the Compliance Library and staff shared drives.
11. Following any review of the policy resulting in an updated version being adopted by the Trust Board, staff will be advised by email/alert where they may access it and advised as to whether they are required provide confirmation that they have read the document via the Compliance Library.
12. Appropriate training and guidance will be provided to staff by the Attendance and Welfare team regarding the implementation of the policy for appropriate staff in relation to any new or revised procedures and guidelines within an appropriate timescale.
13. Guidance on any aspect of this policy can be obtained from the Director of Attendance and Welfare whose email address is [afarmey@rodillianacademy.co.uk](mailto:afarmey@rodillianacademy.co.uk).

### Responsibility for this Policy

14. The Trust Board has overall responsibility for the effective operation of this policy and for ensuring effective compliance. The Trust Board has delegated day to day responsibility for operating the policy to the Trust Executive, the Local Review Boards and the Principal at each Academy.

### Aims of this Policy

15. To ensure that students, parents and carers understand the importance of full attendance in Southway.
16. To ensure that students, parents and carers understand the detrimental effect of absence on a student's academic progress.
17. For Academies & Southway to recognise that poor attendance may be an indicator of underlying issues that need resolving either inside or outside of Southway including a student's vulnerability to safeguarding risks such as sexual or criminal exploitation.
18. To ensure Southway works with families to prioritise student attendance.
19. To ensure student attendance is seen as a benchmark of the culture of the Trust.

### Definitions used in this policy

Parent/Carer	All natural parents, whether they are married or not.
	Any person who, although not a natural parent, has parental responsibility (as defined in the Children Act 1989) for a child or young person.
	Any person who, although not a natural parent, has care of a child or young person with whom the child lives and who looks after a child or young person, irrespective of their relationship with the child or young person.
	Any person who has care of a child or young person i.e. lives with and looks after the child.
Persistent Absence	A student becomes a 'persistent absentee' when they miss 10% or more schooling across the Academic year for <b><u>whatever reason.</u></b>

### Roles and responsibilities

20. The Trust believes that improved school attendance can only be achieved if it is viewed as a shared responsibility of Trustees, Local Review Board Members, Staff, Parents, Students and the wider school community.

### Our Academies & Southway will

- Actively promote the importance and value of good attendance to students and their parents.
- Form positive relationships with students and parents.
- Ensure that there is a whole school approach which reinforces good school attendance. For example, good teaching and learning experiences that encourage students to attend and achieve.
- Ensure that staff are aware of the Attendance Policy and are able to address attendance issues.
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with.
- Ensure that there is a named senior manager to lead on attendance and allocate sufficient time and resource.
- Return Southway attendance data to the Department for Education as required and on time.
- Report Southway's attendance and related issues through termly reporting to the Trust Board's Standards Committee.
- Ensure that systems to report, record and monitor the attendance of all students, including those who are educated off-site are implemented.

- Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence.
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions.
- Ensure that all the above priorities are shared with and reinforced by all relevant Southway staff.
- Develop a multi-agency response to improve attendance and support students and their families.
- Work with Attendance Teams & DSLs within mainstream schools who refer students to Southway to update, monitor and intervene when necessary to improve attendance.
- Work with Local Authority Children's Services and the Police with any truancy sweeps.
- Use the Trust standard documents to support a move to legal proceedings should that be necessary.

### Parents will

- Talk to their child about school and education. Take a positive interest in their child's work and educational progress.
- Instil the value of education and regular school attendance within the home environment.
- Encourage their child to look to the future and have aspirations.
- Contact Southway if their child is absent to let them know the reason why and the expected date of return. Follow this up with a written note on their return to Southway.
- Contact Southway on each day of absence.
- Respond to any messages regarding attendance.
- Respond to the appropriate person regarding letters of concern immediately.
- Try to avoid unnecessary absences. Wherever possible make appointments for the doctors, dentists etc. outside of school hours.
- Ask Southway for help if their child is experiencing difficulties.
- Inform Southway of any change in circumstances that may impact on their child's attendance.
- Support Southway; take every opportunity to become involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.

- Encourage routine at home, for example, bed times, homework, preparing school bag and uniform the evening before.
- Not keep their child off school to go shopping, to help at home or to look after other members of the family.
- Avoid taking their child out of school during term-time, where this is unavoidable, and only in exceptional circumstances send a written leave request to the Principal in good time.
- Ensure telephone contact numbers are available and if changed, Southway is informed immediately

### Students will:

- Attend Southway every day it is open, achieving a minimum of 98% or above attendance, unless they are genuinely ill.
- Be appropriately prepared for the day.
- Inform their MAT worker of any problems which affect attendance or punctuality.

### The Southway Board will:

- Ensure that the importance and value of good attendance is promoted to students and their parents.
- Regularly review the Trust's Attendance Policy and ensure the required resources are available to fully implement the policy.
- Ensure that the Registration Regulations, England, 2013 and other attendance related legislation is complied with.
- Agree Southway attendance targets and, where appropriate, link these to the Performance Management of Senior Leadership within the school.
- Monitor students' attendance and related issues through regular reporting at the Trust Board's Standard Committee Meetings.
- Ensure that there is a named senior manager to lead on attendance.
- Ensure that the Trust has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence.



- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions.

### Academy Local Review Boards will:

- Monitor students' attendance in specific year groups and cohorts through regular reporting and discussion at Local Review Board meetings.
- Discuss any concerns that they have regarding any specific year group or cohort's attendance at Local Review Board meetings with Principals and monitor whether any intervention has led to improvement in the specific cohort's attendance.
- Report any continuing concerns about a specific cohort's attendance to the Standards Committee of the Trust Board

## Procedure

### Attendance Register

21. The Register is a legal document which must be completed fully and on time at AM and PM registration and then for every lesson throughout the day. Should a student not be in registration, they should be marked absent. If form tutors are aware of any appointments elsewhere, in or out of academy, these should be recorded using the relevant code. All academies and Southway follow the Department for Education guidance on the use of attendance codes and do not deviate from this.
22. Staff must take a register in every lesson. If a member of staff suspects that a student is missing from the lesson, then they should notify the Attendance Officer immediately. The absence register is emailed out to all key staff.

### Reporting an absence

#### For a planned appointment

23. Send in a copy of the paperwork for the appointment as soon as possible (such as letter or appointment card) marked for the attention of the Attendance/Welfare Officer, or bring the original into Southway, where they can copy it for you.
24. On the day of the appointment provide your child with a note, this will then excuse them from the lesson and enable them to sign out. Students should report to Student Services/reception to sign out.
25. A full day's absence will not be authorised for a medical appointment. Please arrange all appointments outside the school day. If the appointment is unavoidable, your child must come to Southway before and after the appointment. Any full day's absence will be marked as parental condoned truancy.

### For unexpected absence

26. Southway must be notified **every day** the student is absent. Please see Appendix 2 on how to contact the Academy.

### Illness

27. Covid 19 Symptoms – please see addendum.

### Non Covid related illness

28. If your child feels ill in the morning, please provide them with appropriate pain relief/medication and send them to Southway. Any medication should be handed in to Student Services/reception who will administer it when required. Your child should be in Southway if they have a minor illness such as a headache, cold, sore throat or period pains.
29. If your child is ill i.e. to the extent that they cannot get out of bed, then please contact Southway to notify the attendance team of their absence. Please ensure that your child returns to Southway as soon as possible, even if they are not 100%.
30. If your child is absent from the Academy for 4 days or less, then you must provide a written note. On their return to Southway, students will be asked for their note.
31. For absence of 5 or more days' parents/carers must supply Southway with medical evidence i.e., an appointment card, copy of prescription or medication packet

### Requests for absence during term-time

32. Due to Government legislation Southway is no longer able to authorise any holiday during term time. This absence will therefore be recorded as unauthorised absence on your child's attendance record.
33. A Penalty Notice may be issued by the Local Authority following your child's absence. Penalty notices are issued at £60 per parent\* (if paid within 21 days) and £120 (if paid within 28 days) for each child. A Holiday Notification form is available from Student Services or our website.
34. If you do not notify us but we have evidence that your child has been on holiday, a fixed penalty fine may still be issued.
- ~~35. Sixth Form – In line with Academy policy holidays will not be authorised for any Sixth Form student.~~
36. Understanding types of absence and attendance codes. Please see Appendix1.

### Following up absence

37. Where we have had no contact from a parent/carer Southway will respond in the following manner:

- First day telephone contact/text will be implemented for **all** students after 9.30am, further attempts at communication may also be made;
- A home visit will be conducted where possible;
- Telephone calls may be made to parents/carers who leave messages on the answer machine to obtain further details about an absence; and
- If a student is having their attendance monitored medical evidence will be required to support the absence.
- The mainstream school will be notified every day the child is absent

### Strategies to support attendance that falls below the Academy target, and is a cause for concern

38. With continued non-attendance the case will be brought to the attention of the Attendance/Welfare Officer. Further action may include participation in attendance improvement initiatives, home visits and/or meetings between Southway, parents/carers and students, the mainstream school and, if appropriate, other agencies in an attempt to identify and solve the problems which are preventing the student from attending Southway.

### Academy led support strategy

#### Legal Sanctions supported by the Local Authority

39. **Penalty Notices (Fast Tracks Procedure)** will be considered when:
- A student is absent from Southway and the absence has not been authorised by Southway. **OR**
  - A student has accrued unauthorised absence following written warning to improve.
40. A Penalty Notice gives each parent the opportunity to discharge themselves of their legal responsibility if a £120 fine is paid within 28 days, reduced to £60 if paid within 21 days of the date the Notice was issued.
41. Failure to pay the Penalty Notice may result in a prosecution under [Section 444 of the Education Act 1996](#).
42. Penalty Notices will be used in accordance with Local Authorities Penalty Notice Protocols.
43. Penalty notices will be discussed with the mainstream school in all cases as they will be responsible for leading on this process.

### Prosecution

44. Any referrals to the Local Authority will be completed by the mainstream school.

45. Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. The Academy will provide the Local Authority with evidence required for a prosecution under [Section 444 of the Education Act 1996](#) and will appear as a prosecution witness if required by the Court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.
46. [Section 444 of the Education Act 1996](#) states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered student at a school and is of compulsory school age, then they are guilty of an offence.
47. A parent found guilty of this offence can be **fined up to £2500** and or be **imprisoned for a period of three months**.
48. Alternatives to [Section 444](#) prosecution are Parenting Contracts, Penalty Notices or an Education Supervision Order.

### Parenting Contracts

Any parenting contracts will be instigated by the mainstream school in partnership with Southway.

49. Under [Part 3 of the Anti-Social Behaviour Act 2003](#) A Parenting Contract is a voluntary agreement between the Academy and the parent, it can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance.
50. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly.
51. The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.

### Long term Absence Re-Integration

52. The return of a student to Southway after long term absence requires special planning. The MAT worker and possibly Special Educational Needs and Disabilities Co-ordinator and a senior member of staff who will be responsible for establishing and managing a programme for return which meets the individuals' needs. Staff will be informed of the return of long term absentees and of any special arrangements that have been made.

### Celebrating Good Attendance

53. Good and improved attendance is rewarded by Southway with various incentives for individual students, form groups and the whole school. These include some of the following:
  - 100% Attendance Certificates;
  - 100% Attendance/Punctuality Stamps;
  - 100% Attendance Texts;
  - Postcards;
  - Prize draws;

## Training

54. The Director of Attendance and Welfare will meet with the Attendance and Welfare Officers across the Trust every half term to provide training. Weekly meetings will also be in place for individual Academies and Southway to discuss Local Authority policies and procedures.

## Monitoring

55. The Director of Attendance and Welfare will monitor the implementation and effectiveness of the policy liaising with the Attendance Leads and Attendance and Welfare Offices in each Academy and Southway. The Director of Attendance and Welfare will monitor the relevant legislation, guidelines and information forthcoming from the relevant statutory sources, for any recommendation or changes. There will be a full review of the Policy by The Director of Attendance and Welfare by the stated review date where recommendations will be made for consideration by the Trust Board.

## References

56. This policy meets the requirements of the school attendance guidance from the Department for Education (“DfE”), and refers to the DfE’s statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

## Appendix 1: Attendance codes

The following codes are taken from the DfE's guidance on school attendance:

**Table 1- Attendance Codes**

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity	Student is at a supervised off-site educational activity approved by the Academy
D	Dual registered	Student is attending a session at another setting where they are also registered
J	Interview	Student has an interview with a prospective employer/educational establishment
P	Sporting activity	Student is participating in a supervised sporting activity approved by the Academy
V	Educational trip or visit	Student is on an educational visit/trip organized, or approved, by the Academy
W	Work experience	Student is on a work experience placement

Table 2- Authorised Absence Codes

Code	Definition	Scenario
<b>Authorised absence</b>		
<b>C</b>	Authorised leave of absence	Student has been granted a leave of absence due to exceptional circumstances
<b>E</b>	Excluded	Student has been excluded but no alternative provision has been made
<b>H</b>	Authorised holiday	Student has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	Academy has been notified that a student will be absent due to illness
<b>M</b>	Medical/dental appointment	Student is at a medical or dental appointment
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 student is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and Travelers absence	Student from a Travelers community is travelling, as agreed with the school

Table 3- Unauthorised Absence Codes

Unauthorised absence		
Code	Definition	Scenario
<b>G</b>	Unauthorised holiday	Student is on a holiday that was not approved by the Academy
<b>N</b>	Reason not provided	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	Academy is not satisfied with reason for student's absence
<b>U</b>	Arrival after registration	Student arrived at Academy after the register closed

Table 4 - Other Attendance Codes

Code	Definition	Scenario
<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	Academy site is closed, there is disruption to travel as a result of a local/national emergency, or student is in custody
<b>Z</b>	Pupil not on admission register	Register set up but student has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day



## Appendix 2 – Contacting Southway to Report an Absence

### Procedure

If your child is ill i.e. to the extent that they cannot get out of bed, then please notify Southway MAT worker **before 9am**. Please advise them the reason for absence and the expected date of return.

Where we have had no contact from a parent/carer Southway will respond in the following manner:

- First day telephone contact/text will be implemented for all students after 9.30am.
- Further attempts at communication may also be made. On occasions throughout the week members of the attendance team and other school staff may visit any child who is absent from the Southway. If your child is well enough to attend lessons, then the member of staff may accompany them back to Southway.

### Telephone and E-mail Contacts to report an absence

Academy	Telephone	E-mail
Southway	07944 185 540	attendance@southway.org.uk

## Appendix 3 – Covid 19 Symptoms Addendum

Government Guidelines updated 21 April 2021 – these are updated regularly. Please check current guidance or contact the Academy for further guidance.

### Who this guidance is for?

It is important that we all take steps to reduce the spread of coronavirus (COVID-19) infection in the community to save lives and protect the NHS.

- People with **symptoms** that may be caused by COVID-19, including those who are waiting for a test
- People who have received a positive COVID-19 test result (whether or not they have symptoms)
- People who currently live in the same household as someone with COVID-19 symptoms, or with someone who has tested positive for COVID-19

In this guidance a household means:

- one person living alone
- a group of people (who may or may not be related) living at the same address and who share cooking facilities, bathrooms or toilets, or living areas. This may include students in boarding schools or halls of residence who share such facilities

This guidance also applies to people in your [support bubble](#) or [childcare bubble](#).

Follow separate [guidance](#) if you have had contact with someone who has tested positive for COVID-19 but do not currently live in the same household as them. If you have arrived in the UK from overseas [you may also need to self-isolate](#).

### Tests for COVID-19

There are 2 main types of test currently being used to detect if someone has COVID-19:

- Polymerase Chain Reaction (PCR) tests
- Lateral Flow Device antigen (LFD) tests

PCR tests detect the RNA (ribonucleic acid, the genetic material) of a virus. PCR tests are the most reliable COVID-19 tests. It takes some time to get the results because they are usually processed in a laboratory. If you have symptoms of COVID-19, you should [arrange to have a PCR test](#).

LFD tests detect proteins in the coronavirus and work in a similar way to a pregnancy test. They are simple and quick to use. LFD tests are not as accurate as PCR tests in all circumstances, but can detect a similar number of people with high levels of coronavirus as PCR tests. They are mainly used in people who do not have symptoms of COVID-19. LFD tests are being used to regularly test staff working in care homes, the NHS and schools, as well as in community and workplace programmes offering rapid tests to people without symptoms, known as ‘asymptomatic testing programmes’.

### **If you have COVID-19 symptoms or have received a positive COVID-19 test result Stay at home and self-isolate**

If you develop symptoms of COVID-19, stay at home and self-isolate immediately. If you have a positive test result but do not have [symptoms](#), stay at home and self-isolate as soon as you receive the results. Your household needs to isolate too.

If you have symptoms of COVID-19, arrange to have a [PCR test](#) if you have not already had one. Stay at home while you are waiting for a home self-sampling kit, a test site appointment or a test result. You can leave your home in a few specific circumstances, but do not go to work, school, or public areas and do not use public transport or taxis. See circumstances in which [you can leave home](#).

If you need to leave your home to get to a test site, observe strict [social distancing advice](#) and return immediately afterwards.

If you are notified by NHS Test and Trace of a positive test result you must complete your full isolation period, [unless in certain circumstances where you had an assisted LFD test](#). Your isolation period starts immediately from when your symptoms started, or, if you do not have any symptoms, from when your test was taken. Your isolation period includes the day your symptoms started (or the day your test was taken if you do not have symptoms), and the next 10 full days. This means that if, for example, your symptoms started at any time on the fifteenth of the month (or if you did not have symptoms but your first positive COVID-19 test was taken on the fifteenth), your isolation period ends at 23:59 hrs on the Twenty-fifth.

You can return to your normal routine and stop self-isolating after 10 full days if your symptoms have gone, or if the only symptoms you have are a cough or anosmia, which can last for several weeks. If you still have a high temperature after 10 days or are otherwise unwell, stay at home and seek medical advice. If you are isolating because of a positive test result but did not have any symptoms, and you develop COVID-19 symptoms within your isolation period, start a new 10-day isolation period by counting 10 full days from the day following your symptom onset.

If you develop COVID-19 symptoms at any point after ending your first period of isolation you and your household should follow the steps in this guidance again.

Most people with COVID-19 will experience a mild illness. Seek prompt medical attention if your illness or the illness of someone in your household is worsening.

Stay as far away from other members of your household as possible, especially if they are [clinically extremely vulnerable](#). Wherever possible, avoid using shared spaces such as kitchens and other living areas while others are present and take your meals back to your room to eat. Wear a [face covering](#) or a surgical mask when spending time in shared areas inside your home.

Take exercise within your home, garden or private outdoor space. Follow the general advice to [reduce the spread of the infection](#) within your household.

### **If you have a negative COVID-19 PCR test result after being tested because you had symptoms**

If your PCR test result is negative but you still have symptoms, you may have another virus such as a cold or flu. You should stay at home until you feel well. Seek medical attention if you are concerned about your symptoms.

You can stop isolating as long as:

- you are well
- no-one else in your household has symptoms or has tested positive for COVID-19
- you have not been advised to self-isolate by [NHS Test and Trace](#)

Anyone in your household who is isolating because of your symptoms can also stop isolating.

### **Testing after your isolation period has ended**

If you have tested positive by PCR for COVID-19, you will probably have developed some immunity to the disease. However, it cannot be guaranteed that everyone will develop immunity, or how long it will last. It is possible for PCR tests to remain positive for some time after COVID-19 infection.

Anyone who has previously received a positive COVID-19 PCR test result should not be re-tested within 90 days of that test, unless they develop any new symptoms of COVID-19.

If, however, you do have an LFD antigen test within 90 days of a previous positive COVID-19 PCR test, for example as part of a workplace or community testing programme, and the result of this test is positive, you and your household should self-isolate and follow the steps in this guidance again.

If it is more than 90 days since you tested positive by PCR for COVID-19, and you have new symptoms of COVID-19, or a positive LFD antigen or PCR test, follow the steps in this guidance again.

### **If you take part in asymptomatic testing**

Many people now have LFD tests as part of programmes to regularly test those who do not have symptoms. These testing programmes are referred to as asymptomatic testing and help to identify people who may have COVID-19 but are not feeling unwell. If a person without symptoms tests positive for COVID-19, they should self-isolate and follow this guidance. This will help to reduce the spread of infection and protect other people.

### **LFD tests can be taken in 2 ways:**

An assisted test is where the person takes the test themselves under the supervision of a trained operator, and this operator processes the test, reads and reports the result.

A home (self-reported) test is where a person takes the test themselves and reads and reports their own result.

### **If your assisted LFD test result is positive**

If your LFD test was an assisted test, you must self-isolate immediately. You could be fined if you do not do this. You may be entitled to a one-off payment of £500 through the [NHS Test and Trace Support Payment scheme](#) if you are required to self-isolate.

You should also take a follow-up [PCR test](#) as soon as possible and within 2 days of the positive LFD test at the latest.

While waiting for your follow-up PCR test result you and your household members should follow this guidance. If you receive a negative follow-up PCR test result, and this PCR test was taken within 2 days of the positive LFD test, you and your household can stop self-isolating. However, you and your household must continue to self-isolate if:

- this PCR test result is positive
- you choose not to take a follow-up PCR test
- your follow-up PCR test was taken more than 2 days after the positive LFD test result

It is important to book your follow-up PCR test as soon as you can, following your positive LFD test result.

### **If your home (self-reported) LFD test result is positive**

If your LFD test was taken at home (self-reported), you should self-isolate immediately. You and your household members should follow all this guidance. You should also arrange to have a follow-up [PCR test](#) as soon as possible. If the follow-up PCR test result is negative, you and your household contacts can stop self-isolating.

### **NHS Test and Trace**

If you receive a request by text, email or phone to log into the [NHS Test and Trace](#) service website and provide information about your symptoms and when they started. The 3 main [symptoms](#) of COVID-19 are used to identify when someone should seek a test and when they should self-isolate from. You may have experienced other symptoms before developing any of the 3 main symptoms (a cough, high temperature or loss of smell or taste), and the timing of these other symptoms will be used to identify your contacts. You will be asked about your recent contacts so that they can be given public health advice. They will not be told your identity. It is very important that you provide this information, as it will play a vital role in helping to protect your family, friends and the wider community.

If you are asked to self-isolate by [NHS Test and Trace](#), including by the [NHS COVID-19 app](#), you may be entitled to a payment of £500 from your local authority under the [Test and Trace Support Payment scheme](#).

You could be fined if you do not stay at home and self-isolate following a notification by NHS Test and Trace, but it is important you do so as soon as you receive any positive test result to prevent the spread of COVID-19.

### **If you live in the same household as someone with COVID-19**

Stay at home and self-isolate. Do not go to work, school, or public areas and do not use public transport or taxis.

Your isolation period includes the day the first person in your household's [symptoms](#) started (or the day their test was taken if they did not have symptoms) and the next 10 full days. This means that if, for example, your 10-day isolation period starts on the Fifteenth of the month, your isolation period ends at 23:59 hrs on the Twenty-fifth and you can return to your normal routine.

If you do not have symptoms of COVID-19 yourself, you do not need a test. Only arrange a test if you develop COVID-19 symptoms or if you are asked to do so as part of a testing programme for people without symptoms. If for any reason you have a negative test result during your 10-day isolation period, you must continue to self-isolate. Even if you don't have symptoms, you could still pass the infection on to others. Stay at home for the full 10 days to avoid putting others at risk.

If you develop symptoms while you are isolating, [arrange to have a COVID-19 PCR test](#). If your test result is positive, follow the advice for people with COVID-19 to stay at home and start a further full 10-day

isolation period. This begins when your symptoms started, regardless of where you are in your original 10-day isolation period. This means that your total isolation period will be longer than 10 days.

If other household members develop symptoms during this period, you do not need to isolate for longer than 10 days.

If you are identified as a contact and asked to self-isolate by [NHS Test and Trace](#), including by the [NHS COVID-19 app](#) you may be entitled to a payment of £500 from your local authority under the [Test and Trace Support Payment scheme](#).

Failure to comply with self-isolation may result in a fine, starting from £1,000. Parents or guardians are legally responsible for ensuring that anyone under 18 self-isolates if they test positive for COVID-19 and are contacted by NHS Test and Trace and told to self-isolate.

### **Household members who have received one or more doses of COVID-19 vaccine**

While COVID-19 vaccines have been shown to reduce the likelihood of severe illness for those who have received them, we do not yet know for certain by how much they reduce the likelihood of a vaccinated person spreading COVID-19 to others. Therefore, even if a person has been vaccinated, there is still a risk they could catch COVID-19 and spread it to other people.

If someone in your household has symptoms of COVID-19 or has received a positive test result, your household members must still self-isolate even if they have received one or more doses of COVID-19 vaccine. Following all the guidance on this page will reduce the risk of spreading infection and help to protect other people outside of your household.

### **Visitors to the household**

Do not invite or allow social visitors to enter your home, including friends and family. If you want to speak to someone who is not a member of your household, use the phone, email or social media.

If you or a family member receive essential care in your home, carers should continue to visit and follow the [provision of home care guidance](#) to reduce the risk of infection.

All non-essential in-house services and repairs should be postponed until the self-isolation period is completed.

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

<https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/>

## Appendix 4 - Equality Impact Assessment

### Equality, Diversity, Cohesion and Integration Screening

As a Trust via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Organisation:</b> Rodillian Multi- Academy Trust	<b>Department responsible for the Policy:</b> Attendance
<b>Lead Person:</b> Andrea Farmery – Director of Attendance and Welfare	<b>Contact Number:</b> 01924 872252/07852 211361 <b>Email:</b> <a href="mailto:afarmery@rodillianacademy.co.uk">afarmery@rodillianacademy.co.uk</a>

<b>1. Title: &lt;&lt;Policy Title&gt;&gt;</b>
Is this a:
<input checked="" type="checkbox"/> Policy
<b>If other, please specify</b>

<b>2. Please provide a brief description of what you are screening</b>
Policy

<b>3. Relevance to equality, diversity, cohesion and integration</b>		
<i>All the Trust's policies affect service users, employees or the wider community. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.</i>		
<i>The following questions will help you to identify how relevant your proposals are.</i>		
<i>When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).</i>		
<b>Questions</b>	<b>Yes</b>	<b>No</b>
Is there an existing or likely differential impact for the different equality characteristics?		/
Have there been or likely to be any public concerns about the Policy or proposal?		/

Could the proposal affect how services are organised, provided, located and by whom?		/
Could the proposal affect our workforce or employment practices?		/
Does the proposal involve or will it have an impact on? <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>		/

<p><b>4. Considering the impact on equality, diversity, cohesion and integration</b></p> <p><i>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.</i></p> <p><i>Please provide specific details for all three areas below (use the prompts for guidance).</i></p> <ul style="list-style-type: none"> <li>• Scope of the proposal – all staff.</li> <li>• Who is likely to be affected – staff, students, parents, the community.</li> <li>• Equality related information – is held on individual academy and Trust records, payroll records and gathered through Equal Opportunities Monitoring Forms.</li> <li>• Gaps in information and plans to address - the Trust intends to work to further improve processes relating to the gathering of equality related information across the organisation.</li> <li>• Consultation and engagement activities with those likely to be affected – ongoing feedback from staff, applicants, candidates and HR, the Policy is made available to staff and is on our website.</li> </ul> <p><b>• Key findings</b></p> <p>We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The HR Team is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas.</p> <p>The Policy has taken into account religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.</p> <p>We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.</p> <p><b>• Actions</b></p> <p>The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.</p>
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<b>5. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Adam Marham	Head of Governance and Compliance	24 April 2021

<b>6. Publishing</b>	
This screening document will act as evidence that due regard to equality and diversity has been given.	
<b>Date screening completed</b>	24 April 2021
<b>Date agreed at Trust Board</b>	4 May 2021