



POLISI PRESENOLDEB

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Dyddiad Mabwysiadu:

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POLISI PRESENOLDEB A PHRYDLONDEB

RHAGARWEINIAD

Cynhyrchwyd y polisi hwn er mwyn egluro i bawb sy'n ymwneud â'r ysgol, beth yw hawliau, cyfrifoldebau a rheolau presenoldeb disgyblion mewn ysgol.

Mae'r ysgol yn credu bod presenoldeb rheolaidd yn allweddol er mwyn sicrhau bod y disgyblion yn derbyn addysg briodol ac yn cael y budd mwyaf o'r cyfleoedd addysgol a gynigir. Mae cysylltiadau ystadegol rhwng presenoldeb a chyrhaeddiad yn gryf a gall absenoldeb o'r ysgol gael effaith niweidiol ar gynnydd disgyblion. Yn ogystal â helpu disgyblion i gyflawni eu potensial, mae cefnogi y disgyblion sy'n colli ysgol yn allweddol wrth eu hamddiffyn a'u diogelu. Bydd y fîm cynhwysiad a'r swyddogion gweinyddol i gyd yn cydweithio er mwyn monitro presenoldeb pob disgybl a rhoi cymorth i ddisgyblion i sicrhau presenoldeb rheolaidd yn yr ysgol.

Mae dathlu llwyddiant yn rhan o bolisi'r ysgol hon. Mae presenoldeb yn ffactor tyngedfennol i yrfa ysgol gynhyrchiol a llwyddiannus. Bydd yr ysgol yn annog ac yn hybu presenoldeb lawn, 100%, gan ein holl ddisgyblion.

1. Nodau

Prif bwrpas y polisi hwn yw:

- Cyfleu gwerthoedd a disgwyliadau'r ysgol ynglŷn â materion sy'n ymwneud â phresenoldeb a phrydlondeb.
- Hyrwyddo presenoldeb da a lleihau absenoldeb, yn cynnwys absenoldeb parhaus.
- Bydd yr Ysgol yn rhoi blaenoriaeth uchel i gyfleu i rieni a disgyblion bwysigrwydd presenoldeb rheolaidd a phrydlon. Rydym yn cydnabod bod gan rieni rôl allweddol i chwarae ac mae angen sefydlu cysylltiadau cartref-ysgol cryf a systemau cyfathrebu y gellir eu defnyddio pryd bynnag mae pryder am bresenoldeb.
- Sicrhau bod pob disgyblion yn cael cyfle cyfartal i lwyddo hyd eithaf ei allu beth bynnag yw ei gefndir cymdeithasol.
- Cynorthwyo disgyblion i fynychu ysgol a mynd ati i gael gwared â'r ffactorau sy'n rhwystro disgyblion rhag dysgu a chymryd rhan trwy gydweithio â'r rhieni a phobl ifanc i ddatrys y problemau yn effeithiol.
- Amlinellu trefn weithredu'r ysgol mewn ymateb i ddiffyg presenoldeb.

2. Hawliau, Cyfrifoldeb a Disgwyliadau

Mae'r polisi hwn yn cwrdd â gofynion Y Fframwaith Presenoldeb ar gyfer Cymru Gyfan. Mae'r dogfennau hyn wedi eu llunio o'r ddeddfwriaeth â ganlyn gan osod allan y pwerau a'r dyletswyddau sy'n llywodraethu presenoldeb ysgol:

- Deddf Addysg 1996
- Rheoliadau Addysg (Cofrestru Disgyblion) (Cymru) 2010
- Ymchwiliad Pwyllgor Disgyblion a Phobl Ifanc Cynulliad Cenedlaethol Cymru i Bresenoldeb ac Ymddygiad mewn Ysgolion (2013) ac ymateb Llywodraeth Cymru
- Llywodraeth Cymru – Fframwaith Presenoldeb ar Gyfer Cymru Gyfan (2012)
- Canllawiau Llywodraeth Cymru ar hysbysiadau cosb am golli'r ysgol yn rheolaidd 2013
- Canllawiau Cadw Disgyblion yn Ddiogel 2021
- Cynllun gweithredu ymddygiad a phresenoldeb diwygiedig (2011)

- Adolygiad cenedlaethol i ymddygiad a phresenoldeb (ACYP) (2008) a'r cynllun gweithredu ACYP oedd yn ganlyniad iddo
- Canllawiau Cynnwys a Chynorthwyo Disgyblion 27/2006

Yn ôl y Ddeddf Addysg 1996, y rhiant/gofalwr sy'n gyfrifol am sicrhau bod plentyn iddo sydd mewn oedran ysgol gorfodol (5 – 16) yn derbyn Addysg lawn amser effeithiol sy'n briodol ar gyfer oedran, gallu a doniau'r plentyn. Gall hyn ddigwydd drwy fynychu'r ysgol yn rheolaidd neu Addysg o fath arall. Os ymddengys i'r Awdurdod Addysg Lleol nad yw plentyn yn mynychu'r ysgol yn rheolaidd, yna mae'r rhiant/gofalwr yn euog o drosedd o dan y Ddeddf Addysg.

Er mai'r rhiant/gofalwr sy'n bennaf gyfrifol am sicrhau bod ei blentyn yn mynychu'r ysgol, pan fydd problemau'n codi o ran presenoldeb yn yr ysgol, bydd yr ysgol a'r Gwasanaeth Lles yn gweithio gyda rhieni a disgyblion i hybu presenoldeb ac i ddarparu unrhyw gymorth ychwanegol sy'n ofynnol, cyn cymryd unrhyw gamau tuag at erlyn. Bydd y fim bugeiliol a'r athrawon dosbarth i gyd yn cyd-weithio er mwyn monitro presenoldeb pob disgybl a rhoi cymorth i ddisgyblion i sicrhau presenoldeb rheolaidd yn yr ysgol.

3.0 Rôl a chyfrifoldebau:

3.1 Ysgol Gyfan

Mae Polisi Presenoldeb Ysgol Gyfan yn un sydd angen ymrwymiad yr holl staff a gyflogir o fewn yr Ysgol, ynghyd â'r llywodraethwyr, rhieni, gofalwyr, disgyblion a swyddogion yr Awdurdod Lleol.

Mae 'Ymagwedd Ysgol Gyfan' i bresenoldeb yn ymwneud ag ystod eang o faterion ysgol eraill. Mae ein hysgol eisiau annog a hybu presenoldeb mewn cymaint o ffyrdd ac ar gyfer cymaint o'n disgyblion ni â phosib, gan ystyried cydbwysedd mesurau addas i fynd i'r afael ag anghenion y disgyblion hynny sy'n ei chael yn anodd i fynychu o dan rhai amgylchiadau. O gofio hyn, mae ymyrraeth gynnwr gyda disgyblion sy'n profi presenoldeb ysgol gwael yn hanfodol. Byddwn yn wyladwrs i'r dangosyddion cynnar ac yn gwneud asesiad trylwyr sy'n rhoi'r plentyn yn greiddiol i'r ymyrraeth.

3.2 Yr Awdurdod Lleol:

- Yn darparu cydweithrediad, trwy gefnogaeth, arweiniad ac ymgynghoriaeth i'r ysgol
- O ran hyrwyddo presenoldeb ysgol, bydd yr ALI yn cydnabod y cyd-destun cenedlaethol a blaenoriaethau llywodraeth ganolog ac yn cydbwysu hyn gyda'r angen i ymateb i'r cyd-destun lleol.
- Yn sicrhau darpariaeth ar lefel ysgol i gefnogi disgyblion unigol sydd yn profi anawsterau i fynychu'r ysgol yn rheolaidd, gan weithio gyda rhieni / gofalwyr ac asiantaethau eraill i gyflawni gwelliant ac ymrwymiad i addysg y disgybl.
- Yn sicrhau fod pob rhiant yn cwrdd â'u cyfrifoldebau cyfreithiol o ran presenoldeb ysgol.
- Datblygu arferion gweithio aml-asiantaeth effeithiol ar lefel ysgol er mwyn hwyluso ymyrraeth cynnar a gwelliant a pharhâd yn lefelau cyrhaeddiad disgyblion.
- Sydd â'r cyfrifoldeb am alluogi disgyblion a rhieni/gofalwyr sy'n profi anawster mewn cynnal presenoldeb rheolaidd a phrydlon yn yr ysgol, ac i orfodi presenoldeb ble'n briodol drwy gamau cyfreithiol. Yng Ngwynedd, ymgwymerir â'r tasgau hyn gan y Gwasanaeth Anghenion Dysgu Ychwanegol a Chynhwysiad er y bydd gwasanaethau eraill yn cynnig mewnbwn sylweddol i'r broses yn rheolaidd.

3.3 Llywodraethwyr

Mae'r Corff Llywodraethol wedi dirprwyo'r cyfrifoldeb i'r 'Pwyllgor Ethos, Lles a Chymreictod' i fonitro data presenoldeb ysgol gyfan yn dymhorol. Bydd y Pwyllgor yn gwirio fod y Polisi yn cael ei weithredu'n effeithiol.

Bydd y Pwyllgor yn gyfrifol am:

- Fabwysiadu y polisi yn yr ysgol.
- Weithio'n agos gyda Dirprwy Bennaeth Cynhwysiad sydd â chyfrifoldeb am bresenoldeb.
- Herio lefelau presennol o bresenoldeb a thargedau a osodwyd gan yr ysgol ac ymateb i faterion cysylltiedig â phresenoldeb.
- Sicrhau bod yr ysgol yn gweithredu ei rôl mewn perthynas a chadw data presenoldeb cyfredol a chywir, a rhoi adroddiad i'r Awdurdod Lleol/Llywodraeth Cymru yn amserol.

3.4 Pennaeth

Y Pennaeth sy'n gyfrifol am:

- Weithredu y polisi yn yr ysgol
- Fonitro data absenoldeb ysgol gyfan ac adrodd i'r Corff Llywodraethol.
- Gefnogi y gweithdrefnau a'r staff wrth fonitro presenoldeb y disgyblion.
- Awdurdodi caniatâd ar gyfer gwyliau.
- Awdurdodi cyhoeddi llythyrau rhybudd hysbysiad cosb benodedig a hysbysiadau cost penodedig gan yr Awdurdod Lleol.
- Dan orfodaeth o dan Reoliad Addysg Cofrestru Disgyblion (Cymru) 2010 i hysbysu'r ALL ynghylch absenoldeb disgybl.

3.5 Dirprwy Bennaeth Cynhwysiad

- Dirprwyo ar ran y Pennaeth i arwain ar y Polisi a'r gweithdrefnau i'w gefnogi yn y cais am ragoriaeth, 100% presenoldeb.
- Gwrando a gweithredu ar lais y disgybl wrth lunio a gweithredu'r polisi.
- Arwain y Tîm Cynhwysiad a monitro data presenoldeb ysgol gyfan ynghyd â gwaith yr Arweinwyr Cyswllt/Swyddogion Gweinyddol.
- Adrodd ar faterion yn ymwneud â phresenoldeb i'r Pennaeth/Llywodraethwyr.
- Rheoli'r cydweithio gydag asiantaethau allanol gan gynnwys y Swyddog Lles er mwyn hyrwyddo presenoldeb o safon uchel.
- Arwain cyfarfodydd fel bo'r angen i drafod materion presenoldeb
- Yn cynghori ar gyhoeddi llythyrau presenoldeb a phrydlondeb ysgol ac, yn ôl yr angen, yn cynghori ar gyhoeddi hysbysiadau cost penodedig.

3.6 Arweinydd Cyswllt

- Dilyn Polisi a gweithdrefnau'r ysgol i sicrhau cydymffurfiaeth lawn o ddisgwyliadau'r ysgol yn y cais am ragoriaeth.
- Arwain y tîm o athrawon dosbarth a swyddogion gweinyddol blwyddyn trwy gynnal safonau uchel o bresenoldeb a phrydlondeb.
- Cydweithio gyda'r athrawon dosbarth a swyddogion gweinyddol blwyddyn i dracio presenoldeb/prydlondeb disgyblion unigol, gan gynnwys presenoldeb/prydlondeb mewn gwersi ac ymyrryd yn briodol.

- Gweithio'n agos gyda disgyblion/rhieni/gofalwyr i gynnal safon uchel o bresenoldeb trwy ymyrryd yn briodol a defnyddio asiantaethau cefnogi i'w llawn ddefnydd.
- Cyswllt buan a rheolaidd gyda rhieni/gofalwyr i sicrhau cydymffurfiaeth.
- Gwrando a gweithredu ar lais y disgybl.
- Bydd disgyblion yn cael eu trin fel unigolion a'u llais yn cael ei glywed wrth fynd i'r afael â materion o ddifffyg presenoldeb ysgol a chynllun gweithredu i'w cefnogi yn cael ei roi ar waith.

3.7 Swyddog Gweinyddol

- Cadw cofrestrau yn gyfredol ar SIMS gan wneud defnydd cywir o godau cofrestru.
- Sicrhau cyswllt buan a chofnod manwl o drafodaethau gyda rhieni/gofalwyr os yw disgyblion yn absennol.
- Cyfathrebu hefo'r Arweinydd Cyswllt ar faterion dyddiol presenoldeb/prydlondeb
- Paratoi data presenoldeb.
- Paratoi llythyrau absenoldeb dan arweiniad yr Arweinydd Cyswllt.
- Gweinyddu trefn gwobrwyo presenoldeb y flwyddyn dan arweiniad yr Arweinydd Cyswllt.
- O dan arweiniad y Pennaeth Blwyddyn, trefnu/gyrru gwaith ar gyfer y disgyblion sy'n absennol o'r ysgol am gyfnodau estynedig neu ar waharddiad tymor penodol a chadw cofnod o'r gwaith a anfonir.
- Dosbarthu unrhyw waith papur a dderbynir gan ddisgyblion i'r athrawon priodol iddo gael ei farcio/asesu.
- Rheoli cofrestr disgyblion sy'n cofrestru'n hwyr / neu yn gadael yr ysgol yn ystod y dydd.

3.8 Athro Dosbarth

- Cadw cofrestr y dosbarth yn gyfredol ar SIMS gan wneud defnydd cywir o godau cofrestru a'i arbed o fewn amser penodol.
- Cofnodi amser unrhyw ddisgybl sy'n cyrraedd yn hwyr o fewn y cyfnod cofrestru.
- Gwneud defnydd o ddata i hyrwyddo safon uchel o bresenoldeb a gwelliant tuag at y targed.
- Cyswllt dyddiol gyda'r disgyblion i adnabod a chyfeirio unrhyw rwystrau rhag codi
- Cefnogi trefn gwobrwyo presenoldeb y dosbarth dan arweiniad yr Arweinydd Cyswllt.

3.9 Athro Pwnc

- Cadw cofrestr y wers yn gyfredol ar SIMS gan wneud defnydd cywir o godau cofrestru a'i arbed o fewn amser penodol.
- Cofnodi amser unrhyw ddisgybl sy'n cyrraedd yn hwyr i'r wers o fewn y cyfnod cofrestru a delio yn ôl gweithdrefnau'r adran.

3.9 Disgyblion

- Gofalu eu bod yn mynychu'n rheolaidd ac yn cyrraedd yn brydlon ar gyfer yr ysgol a'u gwarsi.
- Gwneud defnydd o adnoddau'r ysgol er mwyn monitro presenoldeb a thargedau eu hunain.
- Yn cael eu trin fel unigolion a'u llais yn cael ei glywed wrth fynd i'r afael â materion yn ymwneud â phresenoldeb a phrydlondeb.

3.10 Rhieni

- Gofalu bod eu plant yn mynychu'n rheolaidd ac yn cyrraedd yn brydlon ar gyfer yr ysgol a'u gwarsi.

- Cyfrifol am sicrhau bod eu plant yn mynychu'r ysgol yn rheolaidd ac yn brydlon.
- Sicrhau bod manylion cyswllt cyfredol wedi eu cyflwyno i'r ysgol i gynorthwyo cyswllt ysgol/cartref.
- Cysylltu gyda'r ysgol i esbonio pam fod plentyn yn absennol, a hynny ar fore cyntaf a phob diwrnod dilynol yr absenoldeb.
- Cysylltu â'r ysgol yn syth os oes ganddynt unrhyw bryderon fod eu plentyn yn anfodlon mynychu'r ysgol.
- Ymateb i lythyrau presenoldeb/prydlondeb yr ysgol.
- Cydweithio hefo'r ysgol ac asiantaethau allanol i wella presenoldeb.
- Gwneud defnydd o adnoddau'r ysgol er mwyn monitro a gwella presenoldeb a thargedau eu disgyblion.
- Rhieni i fynychu noson rieni a digwyddiadau eraill.
- Osgoi trefnu gwyliau yn ystod tymor ysgol a chydymffurfio hefo polisi yr ysgol oni bai am amgylchiadau arbennig sy'n cael ei gymeradwyo gan y pennaeth.

3.12 Swyddog Lles Addysg

- Mae Swyddogion Lles Addysg (SLIA) yn cydweithio'n agos gydag ysgolion a theuluoedd i ddatrys problemau presenoldeb.
- Dim ond y Gwasanaeth Anghenion Dysgu Ychwanegol a Chynhwysiad all gymryd camau cyfreithiol i orfodi presenoldeb.
- Mae nodwedd ddeuol i swydd SLIA, fel darparpwydd gwasanaeth i'r ysgol ac fel cymedrolydd rhwng y cartref a'r ysgol.
- Fodd bynnag, mae presenoldeb yn gyfrifoldeb yr ysgol gyfan a rhieni'r disgyblion. Felly dylai ysgolion ystyried y dulliau mwyaf effeithiol o adael i'r staff gydweithio â'r SLIA a'u cael i werthfawrogi rôl a chyfrifoldebau'r SLIA.
- Cyd-weithio gydag aelodau tîm cynhwysiad yr ysgol.

Cyfeirio Achos At Y Swyddog Lles Addysg:

- Mae'n anochel bod amser y SLIA yn gyfyngedig.
- Mae gan yr ysgol bolisi a gweithdrefnau clir ar sut a phryd i gyfeirio at y SLIA.
- Rhaid dilyn holl drefniadau'r ysgol ar gyfer delio ag absenoldeb cyn cyfeirio at y SLIA.
- Dylid defnyddio ffurflen gyfeirio safonol SLIA (P_SLLA) bob amser i ddarparu cymaint o wybodaeth ag y bo modd.

Dylid cyfeirio'n ffurfiol os bydd disgybl yn methu mynychu'r ysgol yn barhaus am 5 diwrnod ysgol neu fwy heb reswm dilys, wedi derbyn llythyr Rhif 1 a 2 gan yr ysgol, ac heb ddangos gwelliant yn dilyn 2 gyfarfod hefo'r rhieni.

"Rhaid i bob ysgol, gan gynnwys ysgolion annibynnol, hysbysu'r ALI ar gyfnodau a gytunwyd, o enw a chyfeiriad unrhyw ddisgybl cofrestredig sy'n methu mynychu'r ysgol yn rheolaidd neu sydd wedi bod yn absennol yn barhaus. Dylai ysgolion ddarparu'r rheswm dros yr absenoldeb, os yw'n wybyddus..."

- patrwm o bresenoldeb anghyson yn parhau neu'n gwaethygu (diwrnodau achlysurol neu gyfnodau estynedig o absenoldeb)
- rhieni yn gwrthod derbyn eu cyfrifoldebau am sicrhau bod eu plentyn yn mynychu'r ysgol ac yn gwrthod trafod dulliau gwella presenoldeb gyda'r ysgol
- absenoldeb digyfiawnhad a ganiateir yn broblem gynyddol
- neu fod y rhieni yn gofyn am absenoldeb awdurdodedig gormodol.

TREFNIADAU OLRHAIN ABSENOLDEB

Rhaid i'r ysgol lunio gweithdrefnau effeithiol a chydabyddedig i ganfod ac ymchwilio i absenoldebau, ac i gadw cysylltiad ffurfiol wythnosol gyda'r Swyddog Lles Addysg.

4.6 Adrodd i Rieni

Bydd yr ysgol yn adrodd i rieni / gofalwyr ar bresenoldeb eu plentyn gan ddefnyddio:

- Adroddiad byw ar 'Class Charts'
- Adroddiadau interim bob hanner tymor
- Adroddiad llawn statudol blynyddol

5.0 Absenoldeb

Mathau o absenoldeb

Mae'n hanfodol pwysleisio'r ddau fath o absenoldeb: 'awdurdodedig' ac 'anawdurdodedig', ac y gall absenoldeb anawdurdodedig arwain at alw am gymorth y Swyddog Lles Addysg ac o bosibl, yn y pen draw, i erlyn y rhieni yn y Llys Ynadon o dan Adran 444 Deddf Addysg 1996, neu gyflwyno Hysbysiad Cosb Benodedig o dan Adran 444A a 444B Deddf Addysg 1996.

Rhaid i bob absenoldeb gael ei esbonio gan neges destun/galwad ffôn gan y rhiant/gofalwr. Yna bydd yr ysgol yn penderfynu a ellir caniatáu'r absenoldeb ai peidio.

5.1 Absenoldeb Awdurdodedig:

Yr ysgol yn unig all awdurdodi absenoldeb. Nid oes gan rieni na'r ALI yr hawl i wneud hynny.

Dyma'r pwyntiau allweddol i ysgolion eu hystyried cyn caniatáu absenoldeb:

- Mae'n rheidrwydd cyfreithiol i blant cofrestredig o oed ysgol gorfodol, fynychu ysgol yn rheolaidd a phrydlon.
- Nid oes raid i ysgolion dderbyn esboniad rhiant/gofalwr dros absenoldeb plentyn os oes ganddynt unrhyw amheuaeth ynghylch dilysrwydd yr eglurhad.
- Dylai rhieni sylweddoli mai gan yr ysgol, a'r ysgol yn unig, y mae hawl i gytuno i blentyn fynd ar wyliau'r teulu yn ystod tymor ysgol; rhaid ystyried pob cais yn ôl amgylchiadau eithriadol y teulu.
- Dylai ysgolion bob amser ddisgwyl presenoldeb rheolaidd a phrydlon, hyd yn oed pan fyddant yn ymwybodol o anawsterau teuluol.
- Yn arferol, nid yw edrych ar ôl y tŷ, gwarchod brawd/chwaer, siopa, neu fynd am drip yn rhesymau derbyniol dros absenoldeb.

Rhaid cael eglurhad am bob absenoldeb. Os na cheir un bydd yn absenoldeb heb awdurdod.

- Pan ganiateir absenoldeb, dylai ysgolion fod yn ofalus rhag i hyn fod yn gynsail i batrymau cyffelyb o absenoldeb.
- Dylid anghymeradwyo'n bendant unrhyw dueddiad i gyrraedd yn hwyr, a thrin bod yn hwyr yn barhaus yn union fel presenoldeb anghyson.
- Dylai ysgolion feithrin perthynas weithio agos gyda'r Gwasanaeth Gwaith Cymdeithasol Addysg er mwyn hyrwyddo presenoldeb ysgol rheolaidd.

D.S. Rhaid i ysgolion fod yn ofalus wrth awdurdodi absenoldeb.

Os bydd yr ysgol yn amau'r esboniad a roddir gan rieni dylid ymchwilio'r absenoldeb a'i adael heb ei ganiatáu nes bydd y mater wedi ei esbonio a bod yr ysgol yn fodlon (dylid gwirio'r codau cofrestru). Bydd y mesur o gefnogaeth a roddir gan Wasanaeth Cymdeithasol Addysg yn dibynnu ar benderfyniad ysgol i gefnogi neu i wrthod awdurdodi absenoldeb. Os bydd ysgol wedi awdurdodi absenoldeb plentyn ni fydd achos cyfreithiol dros erlyn y rhieni.

Dyma'r math o absenoldebau sydd yn cael eu cydnabod i fod yn awdurdodedig:

Amgylchiadau awdurdodedig eraill (nas cwmpesir gan god/disgrifiad priodol arall)
Gwyliau teuluol estynedig y cytunwyd arnynt
Gwyliau teuluol y cytunwyd
Salwch
Salwch oherwydd COVID-19.
Apwyntiad meddygol neu ddeintyddol
Absenoldeb astudio
Wedi'i wahardd ond ni wneir unrhyw ddarpariaeth amgen
Diwrnod a neilltuwyd ar gyfer defodau crefyddol yn unig
Absenoldeb teithiwr

5.2 Absenoldeb heb awdurdod

Mae absenoldeb heb awdurdod yn absenoldeb sy'n digwydd heb ganiatâd gan gynrychiolydd swyddogol yr ysgol ac yn cynnwys POB absenoldeb heb esboniad.

Os bydd plentyn yn absennol gyda chaniatâd yr ysgol, waeth beth fo'r rheswm am yr absenoldeb, ni chyflawnwyd unrhyw drosedd, ac felly, mae penderfyniad yr ysgol i ganiatáu neu wrthod caniatáu absenoldeb yn ffactor o bwys mawr pan fo ALL yn ystyried erlyn.

Dyma'r math o absenoldebau sydd yn cael eu cydnabod i fod yn anawdurdodedig:

Ni roddwyd unrhyw reswm dros yr absenoldeb
Absenoldeb anawdurdodedig arall (nas cwmpesir gan godau na disgrifiadau eraill)
Gwyliau teuluol (na chytunwyd arnynt neu sesiynau sy'n ychwanegol at yr hyn y cytunwyd arno)
Hwyr ond yn cyrraedd ar ôl i'r cofrestru gau
Sesiynau heb eu rhaglennu ar gyfer disgyblion dim angen bod yn bresennol nad ydynt o oedran ysgol gorfodol

5.3 Ceisiadau am absenoldeb gan rieni

Pan fo'r rhiant / gofalwr yn cadw disgybl o'r ysgol mae'r un mor niweidiol i brofiadau addysgol disgybl ag unrhyw ffurf arall o absenoldeb. Os bydd gan staff yr ysgol reswm i amau dilysrwydd esboniad rhiant/gofalwr dros yr absenoldeb dylid ei drin fel absenoldeb heb awdurdod. Gan fod pob absenoldeb i'w drin fel un heb awdurdod oni hyd y bo'r ysgol yn cytuno ar esboniad boddhaol, mae'n bwysig fod gan ysgolion drefniadau a ddilynir yn gyson i ddilyn esboniadau ac i ddiwygio cofrestru (papur neu electronig). Byddai trefniadau o'r fath yn cynnwys cais am

gyngor meddygol gan baediatregydd ymgynghorol, iechyd ysgol, yr ymgynghorydd iechyd absenoldebau meddygol ynglŷn ag absenoldeb.

5.4 Gwyliau teuluol yn ystod tymor ysgol

Dyma ddywed Canllawiau Llywodraeth Cymru:

"Yn ystod tymor yr ysgol nid oes gan rieni hawl awtomatig i dynnu eu disgyblion o'r ysgol ar gyfer gwyliau ac mae awdurdodi yn aros yn ôl disgrisiwn y pennaeth, ond ni ddylai'r gwyliau hwn fod yn fwy na 10 diwrnod mewn unrhyw flwyddyn academaidd" - Rheoliadau Addysg (Cofrestru Disgyblion) (Cymru) 2010).

Mae amgylchiadau yn parhau yn ôl disgrisiwn y Pennaeth gan fod yr ysgol yn adnabod eu disgyblion a'u teuluoedd, ac yn y sefyllfa orau i ddod i farn. Os na fydd cymeradwyaeth, bydd y Pennaeth yn penderfynu peidio â chytuno â'r cais, yna bydd y gwyliau yn absenoldeb anawdurdodedig.

Mae tystiolaeth glir yn genedlaethol y gall cyfnod absenoldeb hir gael effaith difrifol ar gynnydd disgybl, yn arbennig y blynyddoedd sydd gydag arholiadau, felly ni fyddwn yn caniatáu absenoldeb cysylltiedig â gwyliau ar gyfer disgyblion Bl. 10 – 13.

Gofynnir i rieni/gwarcheidwyr disgyblion o Blwyddyn 7 i 9 gymryd pob ymdrech i beidio trefnu gwyliau yn ystod tymhorau'r ysgol, ac yn arbennig yn ystod cyfnodau arholiadau. Mae unrhyw gyfnod o absenoldeb yn golygu y bydd gwersi yn cael eu colli – hyn yn arwain at broblemau dal i fyny a deall y gwaith newydd a gyflwynir.

Gallai rhestr awgrymedig o amgylchiadau arbennig gynnwys:

- teuluoedd rhai sy'n gwasanaethu yn y lluoedd arfog
- rhieni disgyblion gyda salwch sy'n cyfyngu bywyd
- teulu sydd wedi dioddef trawma difrifol
- mynychu priodas neu angladd rhywun agos at y teulu
- unrhyw amgylchiad arall sy'n cael ei ystyried yn arbennig (os gellir trefnu digwyddiad yn rhesymol y tu allan i'r tymor, yna ni fyddai'n arferol i awdurdodi absenoldeb).

Fodd bynnag, fel ymarfer da, hoffai Gwasanaethau Addysg Gwynedd i bob cais am wyliau gael ei ystyried fel amgylchiadau arbennig, gan y byddai hyn yn rhoi'r neges i rieni nad yw tynnu eu plentyn o'r ysgol yn ystod y tymor yn cael ei annog.

Hefyd atgoffa rhieni mewn ysgolion uwchradd y gall graddau TGAU yn ogystal â chanlyniadau profion ac arholiadau eraill gael eu heffeithio'n ddifrifol gan absenoldeb diangen. Mae'r gwahaniaeth rhwng llwyddiant a methiant mewn gyrfa ysgol yn dibynnu ar bresenoldeb.

Yn gyfreithiol, rhaid i rieni ofyn am ganiatâd ymlaen llaw i dynnu eu disgyblion o'r ysgol i fynd ar wyliau. Bydd caniatâd yn cael ei roi yn unol â threfniadau a wnaed gan y corff llywodraethol. Rhaid cwblhau ffurflen a ddarperir gan yr ysgol i wneud cais, yn ddelfrydol **bedair** wythnos cyn y gwyliau, a dylai'r cais gael ei wneud gan riant/rieni sydd â gofal o ddydd i ddydd am y plentyn hyd yn oed os na fyddant hwy eu hunain yn mynd ar y gwyliau.

Mae canllawiau Llywodraeth Cymru yn nodi'n glir fod y cyfeiriad at amgylchiadau eithriadol yn golygu fod yn rhaid i riant gyflwyno achos cryf dros fynd â phlentyn o'r ysgol am wyliau yn ystod y tymor. Dylai ysgolion holi rhieni pam fod absenoldeb mor eithriadol yn angenrheidiol. Os caniateir gwyliau o'r fath, dylid eu cyfrif yn absenoldeb **awdurdodedig**. Os bydd rhieni'n

cadw disgyblion o'r ysgol am fwy na'r cyfnod a gytunwyd, neu eu bod heb ofyn caniatâd o gwbl, rhaid cyfri'r cyfnod yn wyliau **anawdurdodedig**.

Dylid ystyried y ffactorau canlynol hefyd wrth asesu ceisiadau – ni ddylid ystyried un ffactor yn derfynol;

- Amseriad y gwyliau bwriedig
- Hyd a phwmpas y gwyliau
- Hyd y gwyliau a'i effaith ar ddilyniant y dysgu
- Amgylchiadau'r teulu a dymuniadau'r rhieni
- Bydd lefel presenoldeb y disgybl hefyd yn cael ei ystyried
- Patrwm cyffredinol presenoldeb y disgybl

Ni ddylai rhieni ddisgwyl, na chael eu harwain i gredu, y bydd yr ysgol yn cytuno i wyliau teuluol yn ystod tymor ysgol. Dylai ysgolion atgyfnerthu'r ffaith hon yn rheolaidd gyda rhieni

5.5 Teithiau Tramor Estynedig

Wrth ddod i farn ynghylch absenoldeb estynedig disgyblion o deuluoedd lleiafrif ethnig, rhaid i ysgolion gymryd ystyriaeth o ganllawiau Llywodraeth Cymru ar wyliau yn ystod tymor ysgol. Mae'n bwysig bod ysgolion yn dangos dealltwriaeth o safbwynt y rhieni, er na all yr ysgol efallai roi caniatâd i ymestyn yr absenoldeb. Dylwn ystyried y canlynol:

- Mae gan ymweld â theulu dramor arwyddocâd hollol wahanol i'r cysylltiadau arferol gyda 'gwyliau' sef y categori a adnabyddir gan Lywodraeth Cymru
- Gallai'r ymweliad fod yn bwysig iawn o ran hunaniaeth a hunan-barch y disgyblion wrth iddynt dyfu i fyny
- Efallai y bydd rhieni'n credu fod yr ymweliad yn bwysicach na thorri ar bresenoldeb eu plentyn yn yr ysgol - gall cynnal cysylltiadau teuluol olygu fwy o arwyddocâd a phwysau mewn rhai cymdeithasau nag y mae mewn nifer o gymdeithasau gorllewinol
- Efallai mai'r rheswm dros orfod ymweld â theulu dramor fydd salwch, profedigaeth ayyb.

6.0 Trefniadau Monitro Ysgol

Bydd y polisi hwn yn cael ei adolygu pan fydd arweiniad gan yr awdurdod lleol neu Lywodraeth Cymru yn cael ei ddiweddarau, o leiaf bob tair blynedd gan y Dirprwy Bennaeth Cynhwysiad. Ym mhob adolygiad, bydd y polisi yn cael ei gymeradwyo gan Is-bwyllgor Ethos, Lles a Chymreictod y Llywodraethwyr.

Mae ein hysgol yn dal llawer iawn o wybodaeth am bresenoldeb fydd yn cael ei ddefnyddio ar gyfer cynllunio strategol a chyswllt effeithiol gyda'r Gwasanaeth Anghenion Dysgu Ychwanegol a Chynhwysiad i reoli materion presenoldeb yn fwy effeithiol. Rydym yn defnyddio samplu wythnosol o'r data ar gyfer sesiynau penodol sydd yn ddefnyddiol i dynnu sylw at batrymau rheolaidd o absenoldeb ac fe allai ddatgelu, er enghraifft, bod cysylltiad gyda phynciau, athrawon neu grwpiau dysgu penodol. Gall dadansoddi o'r fath dynnu sylw at ddirywiad neu welliant ym mhresenoldeb disgyblion unigol a'n helpu ni i dargedu ymyrraeth yn fwy dewisol a'n helpu i ddarganfod achosion yr absenoldebau cyn iddynt ymwreiddio.

Bydd yr ysgol yn hunan arfarnu data presenoldeb yn barhaus trwy:

- Dadansoddi data presenoldeb
- Archwilio gweithdrefnau presennol

- Archwilio dogfennaeth sy'n ymwneud â phresenoldeb
- Asesu'r cyfathrebu gyda rhieni
- Ystyried strategaethau a ddefnyddir i hyrwyddo presenoldeb
- Werthuso'r ymateb i ymholiadau'r Awdurdod Lleol
- Adnabod anghenion hyfforddiant o fewn yr ysgol

6.1 Trefniadau Monitro Presenoldeb Disgyblion Unigol

Mae'r Tîm Cynhwysiad (Dirprwy Bennaeth Cynhwysiad/ Aweinwyr Cyswllt Blwyddyn/ Swyddogion Gweinyddol Blwyddyn) yn monitro absenoldebau disgyblion yn ddyddiol.

Mae disgwyl i riant/ofalwr ffonio'r ysgol erbyn 8.55 yn y bore os yw eu plentyn yn mynd i fod yn absennol.

Mae disgwyl i riant/ofalwr y disgybl ffonio'r ysgol yn ddyddiol yn ystod y cyfnod absenoldeb.

Os yw absenoldeb disgybl yn mynd yn uwch na 5 diwrnod heb ei awdurdodi (cod O/N), bydd yr ysgol yn cysylltu gyda rhiant/gofalwr trwy Lythyr Rhif 1 a threfnu *Cyfarfod Cychwynol Presenoldeb* i drafod y rhesymau am hyn a rhoi Cynllun Gwella Presenoldeb yn ei le. Cynhelir *Cyfarfod Adolygiad* ymhén pythefnos. Os yw absenoldeb disgybl yn parhau i gynyddu anfonir Llythyr Rhif 2 a byddwn yn cyfeirio'r achos at y Swyddog Lles Addysg.

Os oes gan ddisgybl fwy na 10 diwrnod o absenoldeb wedi ei awdurdodi (cod M/I), bydd yr ysgol yn gyrru *Llythyr Meddygol* i'r rhiant/gofalwr.

Mae protocolau clir yn eu lle ar gyfer delio ag absenoldeb parhaus.

Bydd data absenoldeb lefel-disgybl yn cael ei gasglu bob tymor a'u cyhoeddi ar lefel cenedlaethol ac awdurdod lleol drwy ddatganiadau ystadegau cenedlaethol Llywodraeth Cymru ar absenoldebau ysgol. Cyhoeddir y data absenoldeb lefel-ysgol gwaelodol ynghyd â'r ystadegau cenedlaethol. Bydd yr ysgol yn cymharu'r data presenoldeb gyda'r cyfartaledd cenedlaethol, ac yn rhannu hyn gyda'r Corff Llywodraethu.

Mae'r ysgol yn casglu ac yn storio data presenoldeb ac yn eu defnyddio i ddibenion mewnol er mwyn:

Tracio Presenoldeb Disgyblion Unigol

- mae cofrestru'n cael ei wneud yn electronig gan athro dosbarth ac athrawon pwnc yn unol â gofynion cofrestru cenedlaethol (sesiwn bore a sesiwn prynhawn Gwers 5)
- athrawon pwnc trwy 'Lesson Monitor' i sicrhau bod cofrestru yn digwydd ym mhob gwers
- mae'r Swyddogion Gweinyddol gyda chyfrifoldeb i gefnogi gweithdrefnau a systemau presenoldeb yn yr ysgol
- mae Swyddogion Gweinyddol yn sicrhau fod data presenoldeb yn cael ei gyflwyno a'i dderbyn drwy gydol y dydd i ddarparu trosolwg o bresenoldeb ysgol gyfan
- mae Swyddogion Gweinyddol yn mewnbwnnu a chofnodi manylion absenoldebau ble mae rhieni wedi cadarnhau absenoldeb heb ei gynllunio gyda'r ysgol erbyn 8.55am – rhennir y wybodaeth yma gyda'r staff perthnasol gan gynnwys Arweinwyr Cyswllt Blwyddyn
- ble nad oes eglurhad am absenoldeb heb ei gynllunio bydd y Swyddogion Gweinyddol yn cysylltu gyda'r rhiant/gofalwr trwy yrru neges destun i'r cartref trwy School Comms am 9.30 er mwyn derbyn cadarnhad pam fod y plentyn yn absennol.
- os na fydd y Swyddogion Gweinyddol wedi derbyn ymateb gan rieni trwy 'School Comms' erbyn 11.00 byddant yn ffonio'r rhiant/gofalwr gan wneud defnydd o'r holl rifau ffôn ar system yr ysgol.

- bydd y Swyddogion Gweinyddol yn uwchafu'r mater at yr Arweinwyr Cyswllt cyn 12.00 os ydynt wedi methu cael y wybodaeth trwy gysylltu â'r rhiant/gofalwr.
- bydd yr Arweinwyr Cyswllt yn cysylltu gyda'r rhiant/gofalwr ac yn penderfynu ar y ffordd orau i ymateb gan uwchafu'r mater at y Diprwy Bennaeth Cynhwysiad pe bai angen.

7.0 Cysylltiadau i bolisiau, gweithdrefnau a phrotocolau eraill

Mae'r polisi hwn yn cysylltu i'r dogfennau a ganlyn:

- Polisi Diogelu Plant Ysgol
- Polisi Ymddygiad Ysgol
- Polisi Gwrth-fwllo Ysgol
- Gweithdrefnau Presenoldeb Ysgol
- Protocol Presenoldeb Awdurdod Lleol
- Polisi Anghenion Dysgu Ychwanegol
- Polisi Cydraddoldeb

7.1 Disgyblion yn Methu Addysg

Mae gan pob asiantaeth rôl glir i'w chwarae i helpu i ddod o hyd i blant sydd yn mynd ar goll o ysgolion yng Ngwynedd, neu sy'n mynd ar goll o ysgolion awdurdodau eraill sydd, efallai, wedi symud i Wynedd.

Gall rhieni/gofalwyr gynorthwyo gyda'r throsglwyddiad llyfn darpariaeth addysg eu disgyblion rhwng Gwynedd ac Awdurdodau Lleol eraill, ble mae angen symud am pa bynnag reswm, drwy hysbysu ysgol gofrestredig y plentyn.

Mae disgwyl i ysgolion ddilyn gweithdrefnau cyfatebol mewn perthynas â'r disgyblion hynny sydd wedi eu tynnu o'r ysgol gan eu rhieni heb bod ysgol enwebedig wedi ei darparu a'i chadarnhau ac yn dilyn gweithdrefnau Disgyblion yn methu addysg.

7.2 Diogelu

Rydym yn cymryd diogelu o'r pwys mwyaf yn ein hysgol. Mae cysylltiad clir rhwng diogelu a phresenoldeb sydd yn golygu bod angen i ni wybod ble mae ein disgyblion ar unrhyw amser yn ystod y diwrnod ysgol. Mae hyn, felly, angen cofnodi manwl gywir y cofrestr presenoldeb, cyfathrebiadau gan rieni a darparwyr allanol i egluro ble mae unrhyw rai sydd yn absennol. Byddwn yn dilyn prosesau diogelu cadarn wrth sicrhau bod hyn yn cymryd lle ac yn ymateb i unrhyw gyngor, cefnogaeth, arweiniad a mecanweithiau cofnodi yn ôl yr angen.

7.3 Addysg Gartref Dewisol

Rhieni a gofalwyr sydd â'r prif gyfrifoldeb am sicrhau bod eu plentyn yn derbyn addysg briodol ac mae rhai yn dewis cyflawni'r ddyletswydd hon trwy ddewis addysgu gartref.

Mae'n rhaid i ysgolion sicrhau eu bod yn derbyn cais ysgrifenedig i addysgu gartref gan y rhieni neu gan berson sydd â chyfrifoldeb rhiant. Ar dderbyn yr hysbysiad hwn, mae'n rhaid i'r ysgol gwblhau Ffurflen Addysg Ddewisol yn y Cartref a'i gyrru at y Swyddog Lles Addysg.

Am wybodaeth bellach cyfeiriwch at arweiniad Gwasanaeth Anghenion Dysgu Ychwanegol a Chynhwysiad ar addysgu plentyn gartref.

7.4 Bwlio / Strategaethau Gwrth-fwlio

Bydd ein hysgol yn ystyried y posibilrwydd o bresenoldeb gwael oherwydd bwlio. Bydd yr ysgol yn mynd i'r afael â'r sefyllfa ar fyrder trwy fabwysiadu gweithdrefnau ac arferion mewn ymagwedd ysgol gyfan i fwlio. Mae gan yr ysgol bolisi gwrth-fwlio a byddwn yn ystyried pob posibilrwydd o fwlio trwy ymchwilio i absenoldebau.

7.5 Plant Mewn Gofal

Mae ein hysgol, ochr yn ochr â'r Awdurdod Lleol, yn ymrwymedig i sicrhau'r deilliannau addysgol gorau posib ar gyfer 'Plant Mewn Gofal' (PMG). Mae'n credu bod presenoldeb rheolaidd, prydlon, a di-dor yn yr ysgol yn hanfodol i helpu i sicrhau bod Plant Mewn Gofal yn gallu gwneud y gorau o'r cyfleoedd addysgol sydd ar gael iddynt.

8.0 Trosglwyddiad Cynradd/Uwchradd

Mae'r ysgol yn gweithio mewn partneriaeth â'n ysgolion cynradd er mwyn rhannu gwybodaeth a sicrhau gweithredu presenoldeb positif

- Ymwelir ag ysgolion cynradd i sicrhau fod cefnogaeth i bob disgybl wrth drosglwyddo i'r ysgol uwchradd.
- Systemau i fonitro ac adolygu cynnydd disgyblion blwyddyn 7.
- Cyswllt effeithiol hefo'r Swyddog Lles Addysg sy'n gyfrifol am yr ysgol a'r ysgolion cynradd sy'n bwydo'r ysgol.
- Adnabod disgyblion bregus/mewn risg ym mlwyddyn 6 a hysbysu Arweinydd Cyswllt Blwyddyn 7 cyn i'r disgyblion drosglwyddo.
- Cynnwys yr ysgol gyfan wrth gymryd cyfrifoldeb am gynorthwyo disgyblion newydd yn cynnwys systemau bydi rhwng disgyblion y 6ed Dosbarth a disgyblion blwyddyn 7.
- Trefnu gweithgareddau trosglwyddo gan gynnwys fideo trosglwyddo, diwrnodau blasu, ymweliadau â'r Ysgolion Cynradd gan Arweinydd Cyswllt Blwyddyn 7, Pennaeth Blwyddyn 7, Pennaeth Cynorthwyol (Safonau CA3) a'r Cydlynnydd ADY.
- Cynnwys rhieni blwyddyn 6/7 o'r cychwyn cyntaf e.e. nosweithiau agored, nosweithiau trosglwyddo a noson agored ychwanegol i flwyddyn 7 (Tachwedd).
- Casglu barn disgyblion Blwyddyn 7 y flwyddyn blaenorol o unrhyw drafferthion.

9.0 Integreiddio yn dilyn absenoldeb tymor hir

- Bydd croeso a chefnogaeth i'r disgybl bob amser.
- Bydd yr Arweinydd Cyswllt yn cefnogi'r disgybl pan yn dychwelyd.
- Byddant yn trafod rhesymau dros absenoldebau, ac o bosib yn gwneud newidiadau i atal anawsterau pellach.
- Byddant yn trafod cytundeb/contract disgybl yn cynnwys amcanion a thargedau a dyddiadau adolygu.
- Trafod a chynhyrchu amserlen unigol, ac yna ei hadolygu.
- Sefydlu amserlen rhan amser ddechreuol.
- Sicrhau fod yr holl staff yn ymwybodol o'r disgyblion sy'n ail-integreiddio ar ôl absenoldeb.

10.0 Disgyblion – Dal i fyny gyda gwaith

- Bydd y Swyddog Gweinyddol o dan arweiniad y Pennaeth Blwyddyn yn trefnu/gyrru gwaith ar gyfer y disgyblion sy'n absennol o'r ysgol am gyfnodau estynedig neu ar waharddiad tymor penodol a chadw cofnod o'r gwaith a anfonir.
- Bydd y Swyddog Gweinyddol yn dosbarthu unrhyw waith papur a dderbynir gan ddisgyblion i'r athrawon priodol iddo gael ei farcio/asesu.
- Bydd y Pennaeth Blwyddyn yn monitro y sefyllfa a'r athro pwnc yn marcio/asesu y gwaith sydd yn cael ei gyflwyno.
- Os bydd gan y disgybl brofion neu arholiadau byddwn yn ystyried yr absenoldeb wrth asesu y gwaith.
- Wrth ddychwelyd yn ôl i'r ysgol, byddwn yn ystyried y bwlch yn y dysgu a llunio pecyn cefnogaeth i gau'r bwlch hwn.



ATTENDANCE AND PUNCTUALITY POLICY

Ysgol Syr Hugh Owen

Signature of Chair:

Date Adopted:

06/11/2026

Review Date:

06/11/2028

ATTENDANCE AND PUNCTUALITY POLICY

INTRODUCTION

This policy was produced in order to explain to all those associated with the school, the rights, responsibilities and rules with regard to attendance for pupils in a school.

The school believes that regular attendance is key to ensuring that pupils receive an appropriate education and receive the greatest benefit from the educational opportunities offered to them. There are strong statistical links between attendance and achievement and an absence from school can have a detrimental effect on pupils' progress. As well as helping pupils to fulfil their potential, supporting the pupils who miss school is key to protecting and safeguarding them. The inclusion team and administrative officers will all cooperate in order to monitor the attendance of every pupil and to assist pupils in order to ensure regular attendance in the school.

Celebrating success is part of this school's policy. Attendance is a critical factor for a productive and successful school career. The school will encourage and promote full, 100%, attendance, by all its pupils.

1. Aims

The main purpose of this policy is to:

- Convey the school's values and expectations with regard to matters pertaining to attendance and punctuality.
- Promoting good attendance and reducing absence, including persistent absence.
- The School will give a high priority to conveying to parents and pupils the importance of regular and punctual attendance. We recognise that parents have a vital role to play and there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance.
- Ensure that all pupils receive an equal opportunity to succeed to the best of their ability whatever their social background.
- Assist pupils to attend school and to actively remove those factors which prevent pupils from learning and taking part through cooperating with the parents and young people to solve the problems effectively.
- Outlining the school's operating procedure when responding to a lack of attendance.

2. Rights, Responsibilities and Expectations

This policy meets the requirements of the All Wales Attendance Framework. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Education Act 1996
- Education (Pupil Registration) (Wales) Regulations 2010
- National Assembly for Wales' Children and Young People Committee's Inquiry Into Behaviour and Attendance in Schools (2013) and Welsh Governments response
- Welsh Government – All Wales Attendance Analysis Framework (2012)
- Welsh Governments Guidance on penalty notices for regular non-attendance at school 2013
- Keeping Pupils Safe Guidance 2021
- Revised behaviour and attendance action plan (2011)
- National review of behaviour and attendance (NBAR) (2008) and resulting NBAR Action plan
- Inclusion and Pupil Support Guidance 27/2006

According to the Education Act 1996, it is the parent/carer who is responsible for ensuring that his/her child of mandatory age (5 – 16) receives effective full-time Education which is appropriate to the child's age, ability and talent. This may occur by attending school regularly or Education in another form. If it appears to the Local Education Authority that a child is not regularly attending school, the parent/carer is then guilty of an offence under the Education Act.

Although it is the parent/carer who is mainly responsible for ensuring that their child attends school, when problems do arise regarding attendance in the school, the school and the Welfare Service will work with the parents and pupils to promote attendance and to provide any additional support necessary, prior to taking any steps towards prosecution. The pastoral team and class teachers will all cooperate in order to monitor the attendance of every pupil and to assist pupils to ensure regular attendance in the school.

3.0 Roles and responsibilities:

3.1 Whole School

A Whole School Attendance Policy is one that requires commitment from all staff employed within the School, together with governors, parents, carers, pupils and the officers of the Local Authority.

A 'Whole School Approach' to attendance relates to a wide range of other school issues. Our school wants to encourage and promote good attendance in as many ways and for as many of our pupils as possible, taking into account the balance of appropriate measures to address the needs of those children who find it difficult to attend in certain circumstances. With this in mind early intervention with pupils who experience poor school attendance is vital. We will be vigilant to early indicators and employ a thorough assessment that places the child at the heart of the intervention.

3.2 The Local Authority:

- Provides a collaboration of support, guidance, and consultancy for the school
- In relation to promoting school attendance, the LA will recognise the national context and central government priorities and balance this with the need to respond to the local context.
- Ensures provision at school level to support individual pupils who experience difficulties in attending school regularly, assessing and working with parents/carers and other agencies to achieve improvement and commitment to the pupils' education.
- Ensuring that all parents meet their legal responsibilities in relation to school attendance.
- Development of effective multi-agency working practices at school level in order to facilitate early intervention and sustained and improving levels of attainment of pupils.
- Has the responsibility of enabling pupils and parents/carers who experience difficulty in maintaining regular or punctual attendance at school, and to enforce attendance where appropriate through legal proceedings. In Gwynedd, these tasks are undertaken by the Additional Learning Needs and Inclusion Service although other services will regularly offer significant input in the process.

3.3 Governors

The Governing Body is responsible for monitoring the whole school attendance data each term. The body will check that the Policy is being effectively implemented.

The Board will be responsible for:

- Adoption of the policy within the school.
- Working closely with the Deputy Headteacher Inclusion with general responsibility for attendance.
- Challenging current attendance levels and targeting set by the school and responding to matters associated with attendance.
- Monitoring performance against the Action Plan / School Improvement Plan to improve attendance.
- Ensuring that the school implements its role in relation to keeping attendance data both current and correct, and reports regularly to the Local Authority / Welsh Government.

3.4 Headteacher

The Headteacher is responsible for:

- Implementing the policy in the school
- Monitoring absence data for the whole school and reporting to the Governing Body.
- Supporting the procedures and staff when monitoring the pupils' attendance.
- Authorising permission for holidays.
- Authorises the issuing of FPN warning letters and FPNs by the Local Authority.
- Obligated under the Education Pupil Registration (Wales) Regulation 2010 to notify the LA of pupil absence.

3.5 Deputy Head of Inclusion

- Deputises for the Headteacher to lead on the Policy, and the procedures to support it, in the quest for excellence, 100% attendance.
- Listening and acting on the pupil's voice when forming and implementing the policy.
- Leading the Inclusion Team and monitoring attendance data for the whole school along with the work of the Contact Lead / Administrative Officers.
- Reporting to the Headteacher / Governors on matters relating to attendance.
- Managing the cooperation with external agencies, including the Welfare Officer in order to promote attendance of a high standard.
- Leading meetings where necessary in order to discuss attendance matters.
- Advises on issuing school attendance and punctuality letters and, if and when required, advice on issuing of fixed-penalty notices.

3.6 Contact Lead

- To follow the school's Policy and procedures to ensure full compliance with the school's expectations in the quest for excellence.
- Leading the team of class teachers and administrative staff by maintaining high standards of attendance and punctuality.
- Cooperating with class teachers and administrative staff to track individual attendance / punctuality, including attendance / punctuality within lessons and intervening appropriately.
- Working closely with pupils / parents / carers to maintain a high standard of attendance by intervening appropriately and making full use of the support agencies.
- Early and regular contact with parents / carers to ensure compliance.
- Listening to and acting on the pupil's voice.

- Pupils will be treated as individuals and their voice heard when addressing issues of non-school attendance and a plan of action to support them implemented.

3.7 Administrative Officer

- Keeping registers up to date on SIMS by making correct use of the registration codes.
- Ensuring early contact and detailed records of meetings with parents / carers if pupils are absent.
- Communicating with the Contact Lead on daily matters of attendance / punctuality.
- Preparing attendance data.
- Preparing absence letters under the guidance of the Contact Lead.
- Administration of the procedure for rewarding attendance for the year under the guidance of the Contact Lead.
- With the guidance of the Head of Year, to arrange / send work for pupils who are absent from the school for extended periods or excluded for a defined period and to keep a record of the work sent.
- Distributing any paperwork received from pupils to the appropriate teachers in order for it to be marked / assessed.
- Managing the register of pupils who register late / or leave the school during the day.

3.8 Class Teacher

- Keeping the class register up to date on SIMS by making correct use of the registration codes and saving it within a specified time.
- Recording the time of any pupil arriving late within the registration period.
- Making use of the data to promote a high standard of attendance and improvement towards the target.
- Daily contact with the pupils to identify and to address any obstacles should they arise.
- Supporting the procedure for rewarding attendance for the class under the guidance of the Contact Lead.

3.9 Subject Teacher

- Keeping a register for the current lesson on SIMS and making correct use of the registration codes and saving it within a specified time.
- Recording the time of any pupil arriving late to the lesson within the registration period and acting in line with the department's procedures.

3.9 Pupils

- Ensuring that they attend regularly and arrive promptly for school and for their lessons.
- Making use of the school's resources in order to monitor their own attendance and targets.
- Treated as individuals and their voice heard when addressing issues regarding attendance and punctuality.

3.10 Parents

- Ensuring that their children attend regularly and arrive promptly for school and for their lessons.
- Responsible for ensuring that their children attend the school regularly and promptly.
- Ensuring that up to date contact details have been presented to the school to assist with school / home contact.

- Contacting the school to explain why their child is absent, and doing so on the first morning and every subsequent morning of the absence.
- Contacting the school immediately if they have any worries that their child is reluctant to attend the school.
- Responding to the school's attendance / punctuality letters.
- Cooperating with the school and external agencies to improve attendance.
- Making use of the school's resources in order to monitor and improve their children's attendance and targets.
- Parents to attend parents' evening and other events.
- Avoiding arranging holidays during the school term and complying with the school's policy unless there are particular circumstances which are approved by the headteacher.

3.12 Educational Welfare Officer

- The Educational Welfare Officer (EWO) works closely with schools and families to solve attendance problems.
- It is the Additional Learning Needs and Inclusion Service alone that may take legal steps in order to enforce attendance.
- There is a dual feature to the role of the EWO, as a service provider for the school and as a moderator between the home and the school.
- However, attendance is the responsibility of the school as a whole, and the pupils' parents. Schools should therefore consider the most effective methods of allowing staff to cooperate with the EWO and for them to appreciate the role and responsibilities of the EWO.
- Collaborating with members of the school inclusion team.

Referring a Case to the Educational Welfare Officer:

- It is inevitable that the EWO's time is limited.
- The school has a policy and clear procedures on how and when to refer to the EWO.
- All the school's procedures for dealing with absences must be followed prior to referral to the EWO.
- The standard EWO referral form (P_SLLA) must always be used in order to provide as much information as possible.

A formal referral should be made if a pupil is unable to attend the school continuously for 5 school days or more without a valid reason, having received letters Number 1 and 2 from the school, and without showing improvement following 2 meetings with the parents.

"All schools, including independent schools, must inform the LA of periods agreed upon, of the name and address of any registered pupil who is unable to attend school regularly or has been absent continuously. Schools should provide the reason for the absence, if it is known..."

- a pattern of irregular attendance which continues or deteriorates (occasional days or extended periods of absence)
- parents refusing to accept their responsibility for ensuring that their child attends school and refusing to discuss methods to improve attendance with the school.
- permitted unjustified absence being an increasing problem.

- or, that the parents ask for excessive authorised absences.

PROCEDURES FOR TRACING ABSENCES

The school must form effective and recognised procedures to discover and investigate absences, and to keep in weekly contact with the Educational Welfare Officer.

4.6 Reporting to parents

The school will report to parents/carers on their child's attendance record using:

- Live report on 'Class Charts'
- Interim reports every half term
- Annual full statutory report

5.0 Absences

Types of absence

It is essential to emphasise the two types of absence: authorised and unauthorised, and that an unauthorised absence can lead to a request for the assistance of the Educational Social Service and possibly, ultimately, to the parents' prosecution in a Magistrates' Court under Section 444 of the Education Act 1996, or being handed a Fixed Penalty Notice under Section 444A and 444B of the Education Act 1996.

All absences must be explained by a note / telephone call from the parent / carer. The school will then decide whether or not the absence can be allowed.

5.1 Authorised Absences:

The school alone is able to authorise absences. Neither the parents nor the LA have the right to do so.

Here are the key points for schools to consider before allowing an absence:

- It is a legal necessity that registered children of mandatory school age attend school regularly and punctually.
- Schools do not necessarily need to accept a parent / carer's explanation for a child's absence if they have any doubts regarding the authenticity of the explanation.
- Parents should realise that the school, and the school alone, has the right to agree to a child going on a family holiday during the school term; each application must be considered according to the exceptional circumstances of that family.
- Schools should always expect regular and punctual attendance, even when they are aware of family difficulties.
- Usually, looking after the house, child-minding a brother / sister, shopping, or going for a trip are not acceptable reasons for an absence.

An explanation is required for every absence. If an explanation is not provided, it will be an unauthorised absence.

- When an absence is permitted, schools should be careful that it does not set a precedent for similar patterns of absence.
- Any tendency for late arrival should be strongly disapproved of and continual late arrival should be treated in the same way as inconsistent attendance.

- Schools should cultivate a close working relationship with the Education Social Work Service in order to promote regular school attendance.

Please note: Schools should be careful when authorising absences.

If a school suspects the explanation given by parents, it should investigate the absence and leave it as not permitted until the matter has been explained and the school is satisfied (the registration codes should be checked). The measure of support from the Education Social Service will be dependent on the school's decision to support or to refuse to authorise the absence. If the school authorises a child's absence there will be no legal case for prosecuting the parents.

These are the types of absences recognised as being authorised:

Other authorised circumstances (not covered by another appropriate code / description)
Agreed extended family holiday
Agreed family holiday
Illness
Illness due to COVID-19.
Medical or dental appointment
Study leave
Excluded but no alternative provision made
Day set aside exclusively for religious observance only
Traveller absence

5.2 Unauthorised absences

An unauthorised absence is an absence which occurs without permission from the school's official representative and includes ALL absences without an explanation.

If a child is absent with the school's permission, whatever the reason for the absence, no offence has taken place and, therefore, the school's decision to permit or not to refuse to permit the absence, is a factor of great importance when the LA consider prosecuting.

These are the types of absences recognised as being unauthorised:

No reason given for absence
Other unauthorised absence (not covered by other codes or descriptions)
Family holiday (not agreed or sessions in excess of agreement)
Late and arriving after register has closed
Un-timetabled sessions for pupils who are not of compulsory school age

5.3 Absences permitted by parents

When the parent / carer keeps a pupil from school, it is equally as damaging to a pupil's educational experiences as any other form of absence. If the school's staff have any reason to suspect the validity of a parent's / carer's explanation for the absence, it should be treated as an unauthorised absence. As every absence must be treated as unauthorised until the school agree on a satisfactory explanation, it is important that schools have arrangements which are followed consistently in order to follow explanations and to update registers (paper or electronic). Arrangements of this kind would include a request for medical advice from an

advisory paediatrician, school health, the health advisor for medical absences, in relation to absences.

5.4 Family holidays during the school term

This is what the Welsh Government Guidelines say:

“During the school term, parents do not have the automatic right to withdraw their children from school for an annual holiday and authorisation remains at the discretion of the headteacher, but this holiday should be no longer than 10 days within any academic year”. Special circumstances remain at the discretion of the headteacher (Education Regulations (Registration of Pupils) (Wales) 2010).

Circumstances remain at the headteacher's discretion as the school knows its pupils and families, and is best positioned to make a judgement. If there is no approval, the headteacher will decide not to agree to the request and the holiday will be an unauthorised absence.

There is clear evidence nationally that a long period of absence can have a serious effect on a pupil's progress, particularly in those years with exams, we will therefore not allow holiday related absences for pupils in Yr. 10-13.

Parents / carers of pupils in Years 7 to 9 are requested to make every effort not to arrange a holiday during the school terms, particularly during exam periods. Any period of absence means that lessons are lost – this leads to problems with catching up and understanding the new work when presented.

The list of suggested special circumstances might include:

- the families of those serving in the armed services
- the parents of children with illnesses which are life-limiting
- a family which has suffered serious trauma
- attending the wedding or funeral of someone close to the family
- any other circumstances which might be considered special (if it was possible to arrange an event reasonably outside term time, then it would not be usual to authorise an absence).

However, as good practice, Gwynedd Education Services would like all requests for holidays to be considered to be special circumstances, as this would send the message to parents that taking their child from school during the term is not encouraged.

Also, reminding parents in secondary schools that GCSE grades, as well as the results of other tests and exams, may be seriously affected by unnecessary absences. The difference between success and failure in a school career is dependent on attendance.

Legally, parents must ask for permission beforehand in order to take their children from school to go on holiday. Permission will be granted in accordance with the arrangements made by the governing body. All applications for holidays must be in writing, ideally **four** weeks prior to the holiday, and the application should be made by a parent responsible for the child's day to day care even if they themselves might not be going on the holiday.

The Welsh Government's guidelines clearly state that the reference to exceptional circumstances means that a parent must provide a strong case for taking a child from school for a holiday during the term. Schools should ask parents why such an exceptional absence is necessary. If such a holiday is permitted, they should be counted as **authorised** absences. If

parents keep the children from school for more than the agreed period, or that they have not requested permission at all, that period must be counted as **unauthorised** holidays.

The following factors should also be considered when assessing applications – no single factor should be considered finally;

- The timing of the intended holiday
- The length and purpose of the holiday
- The length of the holiday and its effect on the progression of the learning
- The family's circumstances and the parents' wishes
- The pupil's attendance will also be considered
- The pupil's general attendance pattern

Parents should not expect, or be led to believe, that the school will agree to a family holiday during the school term. Schools should reinforce this fact with parents on a regular basis.

5.5 Extended Foreign Trips

When forming an opinion regarding the extended absence of pupils from ethnic minority families, schools must take into consideration the Welsh Government's guidelines for holidays during the school term. It is important that schools display an understanding of the parents' point of view, even though the school may not be able to give permission to extend the absence. We should consider the following:

- Visiting a family abroad has a wholly different meaning to the usual connections to a 'holiday' which is the category identified by the Welsh Government
- The visit may be very important in terms of the pupil's identity and self-respect as they grow up
- The parents may believe that the visit is more important than the disruption of their child's attendance in school – maintaining family links can be of greater significance and pressure in some communities than in many western communities.
- The reason for having to visit family abroad may possibly be due to illness, bereavement etc.

6.0 Monitoring arrangements

This policy will be reviewed as guidance from the local authority or Welsh Government is updated, and as a minimum every three years by Deputy Headteacher of Inclusion. At every review, the policy will be approved by the Governors' Ethos, Welfare and Welshness Sub-Panel.

Our school hold a great deal of information about attendance which will be used for strategic planning and effective liaison with the Additional Learning Needs and Inclusion Service to manage attendance issues more effectively. We use weekly sampling of data for specific sessions which are helpful in highlighting regular patterns of non-attendance and may reveal, for example, an association with certain subjects, teachers or teaching groups. Such analysis can draw attention to the deterioration or improvement in the attendance of individual pupils and helps us to target intervention more selectively and help establish the causes of absence before they become entrenched.

The school will continually self-assess attendance data by:

- Analysing attendance data
- Examining current procedures
- Examining documentation relating to attendance
- Assessing the communication with parents

- Considering strategies used to promote attendance
- Evaluating the response to the Local Authority's enquiries
- Identifying training needs within the school

6.1 Procedures for Monitoring the Attendance of Individual Pupils

The Inclusion Team (Deputy Head of Inclusion / Year Contact Leads / Year Administrative Officers) will monitor pupil absences on a daily basis.

The parent / carer is expected to telephone the school by 8.55 in the morning if their child is to be absent.

The parent / carer is expected to telephone the school on a daily basis during the period of absence.

If a pupil's absence is higher than 5 days without authorisation (code O/N), the school will contact the parent / carer through Letter Number 1, will arrange an *Initial Attendance Meeting* to discuss the reasons for this and will put an Attendance Improvement Plan in place. A *Review Meeting* will be held within two weeks. If a pupil's absence continues to increase, Letter Number 2 will be sent and we will refer the case to the Education Welfare Officer.

If a pupil has more than 10 days of authorised absence (code M/I), the school will send a *Medical Letter* to the parent / carer.

There are clear protocols in place for dealing with continual absences.

Pupil-level absence data will be collected every term and published on a national and local authority level through the Welsh Government's national statistics statements on school absences. The school-level baseline absence data will be published along with the national statistics. The school will compare the attendance data with the national average, and will share this with the Governing Body.

The school collects and stores attendance data and uses them for internal purposes in order to:

Tracking the Attendance of Individual Pupils

- registration is done electronically by the class teacher and subject teachers in accordance with national registration requirements (morning session and afternoon session Lesson 5)
- subject teachers, through 'Lesson Monitor', to ensure that registration takes place in every lesson
- the Administrative Officers are responsible for supporting the school's attendance procedures and systems
- Administrative Officers ensure that attendance data is presented and received throughout the day in order to provide an attendance overview for the whole school
- Administrative Officers input and record details for absences where parents have confirmed an unplanned absence with the school by 8.55am – this information is shared with the relevant staff, including the Year Contact Lead
- where there is no explanation for an unplanned absence, the Administrative Officer will contact the parent / carer by sending a text message to the home through 'School Comms' at 9.30am in order to receive confirmation as to why the child is absent.

- unless the Administrative Officers have received a response from the parents through 'School Comms' by 11.00 they will telephone the parent / carer by using all the telephone numbers on the school system.
- the Administrative Officers will refer the matter to the Contact Leads before 12.00 if they have been unable to gain the information through contacting the parent / carer.
- the Contact Leads will contact the parent / carer and will decide on the best way to respond and will refer the matter to the Deputy Head of Inclusion if necessary.

7.0 Links with other policies, procedures and protocols

This policy links to the following documents:

- School Safeguarding Policy
- School Behaviour Policy
- School Anti Bullying Policy
- School Attendance Procedures
- LA Attendance Protocol
- Additional Learning Needs Policy
- Equal Opportunities

7.1 Children Missing Education

All agencies have a clear role to play in helping to trace children who go missing from schools in Gwynedd or who go missing from schools from other authorities, and who may have moved into Gwynedd

Parents/carers can support the smooth transition of their children's education provision between Gwynedd and other Local Authorities, where a move is required for any reason, by notifying the child's registered school.

Schools are expected to follow corresponding procedures in relation to those pupils who are removed from school by their parents without a named-school destination being provided and confirmed and following the CME (children missing education) procedures.

7.2 Safeguarding

We take safeguarding as paramount in our school. Please see separate safeguarding policy. There is a clear link with safeguarding and attendance which requires us to know where our pupils are at any time during the school day. This therefore requires accurate recording of attendance registers, communication from parents and outside providers to clarify where any non-attenders may be. We will follow robust safeguarding processes in ensuring this takes place and respond to any advice, support, guidance and recording mechanisms as necessary.

7.3 Elective Home Education

Parents or carers have the primary responsibility for ensuring that their child receives a suitable education and some choose to discharge this duty by electing to home educate.

Schools must ensure that they receive the request to home educate in writing from the parents or a person with parental responsibility. On receipt of this notice, the school must complete the Elective Home Education Form and send it to the Education Welfare Officer.

For further information please refer to the Additional Learning Needs and Inclusion

Service's guidance on educating a child at home.

7.4 Bullying/Anti-bullying Strategies

Our school will consider the possibility of poor attendance due to bullying. The school will address the situation as a matter of urgency by adopting procedures and practices in a whole school approach to bullying. The school has an anti-bullying policy and we will consider every possibility of bullying when investigating absences.

7.5 Looked After Children

Our School, alongside the Local Authority, is committed to securing the best possible educational outcomes for 'Looked After Children' (LAC). It believes that regular, punctual, uninterrupted attendance at school is vital to help ensure that Looked After Children are able to make the most of the educational opportunities which are available to them.

8.0 Transfer from Primary to Secondary

The school works in partnership with our primary schools in order to share information and to ensure the implementation of positive attendance

- Primary schools are visited to ensure the strongest support possible for every pupil when transferring to secondary school.
- Systems to monitor and review pupils' progress in year 7.
- Effective contact with the Education Welfare Officer responsible for the school and the primary schools which feed the school.
- Identify at risk pupils in year 6 and inform the head of year 7 before the children transfer.
- Including the whole school when taking responsibility for assisting new pupils including buddy systems between 6th form pupils and pupils in year 7.
- Arranging transfer activities including transfer video, taster days, visits to the Primary Schools by the Year 7 Contact Lead, Head of Year 7, Assistant Head (KS3 Standards) and the ALN Coordinator.
- Including parents of years 6/7 from the start e.g. open evenings, transfer evenings and an additional open evening for year 7 (November).
- Asking the pupils who were in year 7 last year if they encountered any problems.

9.0 Integration following a long-term absence

- There will be a welcome and support for the pupil at all times.
- The Contact Lead will support the pupil when returning.
- They will discuss the reasons for the absences and, possibly, make changes to avoid further problems.
- They will discuss a pupil agreement / contract, including aims and targets and review dates.
- Discuss and produce an individual timetable, and then reviewing it.
- Establish an initial part-time timetable.
- Ensure that all staff are aware of the pupils who are re-integrating following an absence.

10.0 Pupils – Catching up with work

- The Administrative Officer, with the guidance of the Head of Year, will arrange / send work for the pupils who are absent from the school for extended periods or excluded for a defined period and keep a record of the work sent.
- The Administrative Officer will distribute any paperwork received from pupils to the appropriate teachers in order for it to be marked / assessed.
- The Head of Year will monitor the situation and the subject teacher will mark /assess the work presented.
- If the pupil has tests or exams we will consider the absence when assessing the work.
- When returning to the school, we will consider the gap in learning and will create a support package to close this gap.