East Midlands Academy Trust

Attendance and Punctuality POLICY

2021-2022

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V1	**Filename:** PWS Attendance and Punctuality POLICY
Approval: 2021 *Approved by the LAB*	**Next Review: September 2022** *This Policy will be reviewed by the LAB annually*
Owner: Prince Williams School	**Union Status:** Not Applicable

Policy type:	
Non-Statutory	Replaces Academy's current policy

Rationale

Prince William School seeks to ensure that all students attend school regularly and on time, enabling them to maximise the opportunities available to realise their true potential. The school will strive to provide a welcoming, caring environment whereby each individual feels valued and able to work to their potential. Improving attendance is the responsibility of everyone in the school community working in partnership: students, parents/carers, staff, Governors, and the Education Inclusion Partnership.

Statutory Framework

Under Section 44 of the Education Act 1996, a pupil is required to attend regularly at the school where they are registered.

Aims

1. To improve the overall percentage of students' attendance at school in order to maximise their achievement and outcomes.
2. To make attendance and punctuality a priority for all involved in school, including students, parents/carers, teachers, governors, and support staff.
3. To develop a framework which defines the roles and responsibilities and promotes consistency in the delivery of these designated tasks.
4. To provide support, advice and guidance to students and parents/carers.
5. To establish a systematic approach to gathering, analysis and use of attendance related data.
6. To maintain positive and consistent communication between home and school.
7. To implement a system of rewards and consequences.
8. To promote effective partnerships with feeder schools, the Education Inclusion Partnership service and other agencies.
9. To recognise the needs of individuals when planning re-integration following significant periods of absence.

1. School Attendance Aspirations

The whole school attendance target is established annually by the Head Teacher. This is currently set at 97%. The annual target will be published with other bench marking data to students, staff, parents/carers, and Governors on an annual basis. Each year group will actively work towards achieving this.

2. The Partnership

The school will work in partnership with students, parents/carers, governors, and EIP service.

All students are expected to attend school and all lessons promptly. They are required to be on the school premises by 8.50am each day. Persistent or regular lateness/absence disrupts the learning of an individual and that of others. It will be actively discouraged and sanctions applied. Students arriving late will be issued with an appropriate sanction.

Parents/carers are required to ensure their child arrives at school promptly, properly attired, in a condition to learn and remain in school. Parents/carers must inform the school of the reason for any absence, or any issues likely to affect their child's attendance, acknowledging that it is the school that authorises any absence. Parents/carers should avoid, if at all possible, making medical/dental appointments during school hours.

School staff will endeavour to encourage good attendance through personal example, promoting positive student/teacher relationships, providing engaging and appropriate curriculum, maintaining accurate records of attendance, and by responding promptly to absenteeism and lateness. They will communicate regularly with parents, to promote higher levels of attendance and acting sensitively with any problem that may result in poor attendance.

3. Roles and Responsibilities within School
Teachers
- Maintain accurate record of lesson attendance, responding promptly to any suspicious absences.
- Ensure that all registers are completed swiftly and accurately to allow for monitoring of attendance
- Provide engaging experiences within classroom to encourage attendance.
- Apply sanctions to individuals whose punctuality gives cause for concern.
- Support students returning to school after absences and providing work, as requested, for those unable to attend school due to medical conditions, hospitalisation or periods of exclusion.
- Acknowledge and praise high levels of attendance and punctuality, e.g. reports/student planners.

Tutors

- Complete accurate registers daily using the school system.
- Seek parental notes to explain absences immediately on the student's return to school and authorise absences on behalf of the school.
- Discuss any concerns with students and Head of House/Year prior to authorising any absence.
- Consult parents regarding attendance issues, via Planner, telephone or in writing.
- Process efficiently holiday forms, absence notes or information of absences 'known-in-advance' and passed to Attendance Data Manager, in line with guidance.
- Implement sanctions for persistent lateness or not submitting parental notes.
- Praise high levels of attendance and punctuality via use of stickers, Planner comments, discussions with students and parents, reporting.

Head of House/Year

- Check attendance printouts on a weekly basis, developing an understanding of individuals' patterns of absences.
- Implement appropriate actions to promote improved attendance for individuals giving cause for concern in association with Attendance Data Manager and tutors by contacting parents of absent targeted students if no contact or explanation has been received.
- Provide support for tutors who have trouble in obtaining absent notes and offer advice to ensure consistency in the completion of register and authorisation of absences.
- Send letters to parents regarding attendance issues and undertake meetings with parents aimed at improving attendance, referring ongoing problems to the Deputy Head Teacher for further interventions.
- Liaise with the Educational Inclusion Partner, making referrals for support and to receive feedback of actions taken by EIP, communicating outcomes to relevant parties.
- Maintain accurate records of interventions.
- Share issues or successes with tutors at House meetings.
- Praise high levels of attendance and punctuality with individuals, tutors and in assemblies.
- Promote the expectation for high levels of attendance with student and parents at key events, e.g. parental meetings, assemblies, etc.

Attendance Officer

- Maintain accuracy of IT database in liaison with tutors and subject teachers.
- Enter data onto system: e.g. late, holidays, trips, education elsewhere.
- Raise queries over accuracy of data with tutors/teachers in the first instance.
- Contact parents of students on first day of absence if no parental contact has been received.
- Maintain effective communication with tutors, WO and EIP.
- Produce attendance data reports, as requested, to aid monitoring activities.
- Maintain knowledge of current legislation.
- Communicate with parents regarding outcomes of holiday requests.
- Generate fire evacuation register procedures.
- Ensure that tutors are maintaining registers with the latest information by providing frequent 'N' code lists to be updated.
- Produce reports for Prom passport and 100% attendance certificates.

Deputy Head Teacher

- Lead the attendance strategy across the school.
- Review attendance and punctuality data on a regular basis, advising tutors, Heads of House/Year, and WO on appropriate actions or consequences.
- Recommend or support interventions aimed at improving attendance targets, liaising with individual students, parents or EIP if appropriate.
- Ensure consistency in practice between Houses.
- Maintain accurate records of interventions.
- Send obligatory annual letter to all parents with details of attendance and possible sanctions
- Inform Governors of issues relevant to attendance.
- Set and communicate whole school attendance targets.
- Monitor attendance across the school and respond to patterns in attendance.

Governors

- Review and challenge the school's actions and approaches.
- Assist with attendance meetings.
- Ensure that attendance remains a high priority within the school context.
- Monitor the attendance of vulnerable groups.

4. Attendance Procedures

Lateness

Arrival after 8.55am will result in the register being marked as late (**L**). If a student arrives after 8:55 am, they must report directly to the School Office. As this is after the register closes, a 'late' mark will be entered onto the database and counts as unauthorised until an explanation is received. Regular late arrival may result in a detention. The Head of House/Year/College Director will contact parents of persistently late students. Parents should provide an acceptable explanation for lateness.

Absences

It is the parent/carer's responsibility to ensure that their child attends school. Parents must inform the school of the reason for any absence. This should be on the first day of absence with the expected date of return, via telephone and confirmed in writing on the student's return. The school will **authorise** acceptable absences, which comply with legal guidelines, e.g. bereavement, religious observance, unavoidable medical/ dental appointments, genuine illness and interviews, and inform parents of unacceptable absences (**unauthorised)** e.g. minding the house, caring for siblings, birthdays, shopping during school hours. If the parent/carer has not made contact on the first day of absence, the school will contact home as soon as resources allow to inform the parent/carer of the absence. The aim is to notify the parent/carer before lunchtime via text.

It is the school, not parents, who decides if a student's absence is acceptable. The school can give permission for absence for exceptional circumstances. Requests need to be made in writing to the Head Teacher.

Students leaving the premises during school hours are required to sign out in Reception and provide evidence of permission being granted.

Alternative Provision
e.g. Trips, Off-site Activities, Examinations, Mentoring, Internal isolation
Organisers of activities which result in students being absent from the registration sessions or lessons must inform Attendance Data Manager of individuals involved. Students should be encouraged to inform tutor/teachers in advance of absence.

Holidays

Parents are strongly urged not to take family holidays during term time. Indeed, they do not have the right to take their child out of school for such a holiday. Only in exceptional circumstances can the Head Teacher authorise absence from school. The school has the right to pursue enforcement notices if parents act in this way.

Training

New staff will be introduced to the school system and priorities via the Induction programme. All staff will receive updated information as to the expectations and reminders of system as appropriate. An evaluative system review will take place via House meetings, with recommendations for improvements being passed to Student Support Services meetings to ensure consistency. An annual meeting will occur to review framework and systems with the attendance team.

5. Support Advice and Guidance: Promoting Attendance

Prince William School will offer a supportive environment in which students feel valued and welcomed. The curriculum will be varied and flexible, ensuring their learning tasks match students' needs.

If attendance is becoming an issue, parents will be involved at an early stage and encouraged to explore appropriate support strategies via an Attendance Support Plan, meetings with Heads of House, the Deputy Head Teacher, and Governors.

Students giving cause for concern will be targeted and telephone contact made early on the first day of absence, if no explanation is received. Tutors will support students on their return to school following an absence with making up missed work.

The attendance team will organise review meetings, involving EIP, student and parent/carer in serious cases, to generate a support plan. Attendance is often an indicator of other issues. These may need to be addressed if attendance is to be improved. Support from Souster Youth, the School Nurse, CHAT or other outside agencies will be explored. Flexible curriculum provision will be explored, if deemed necessary, including off-site provision.

Reviews meetings will be set at intervals to monitor success and offer praise, as appropriate. Parents will be informed of their right to access advice from the Educational Inclusion Partnership.

Deputy Head Teacher will discuss individual cases and review data regularly holding meetings with parents/carers, students, and governors if a student is persistently absent.

6. System of gathering, analysis and use of data

An electronic attendance monitoring system will be used. Inconsistencies will be pursued by the Attendance Data Manager in the first instance. The school uses the DfES Attendance Code system to enable effective gathering and analysis of data within school and with other schools, locally and nationally. Regular monitoring will take place in order to identify patterns, set targets, correlate attendance with achievements and to inform policy developments.

Annually published national data will be used to review school performance and to establish an annual whole school Attendance Target.

Heads of House/Year/College Director will review attendance data regularly, by individual, by tutor group and by house teams. Individual student attendance target setting discussions and reviews will be undertaken by tutors. Annual attendance information will be published to parents. Pre-Fast Track governor meetings, late gate duties and attendance surgeries will be implemented undertaken at intervals during the year.

7. Communication

Parents will be made aware of their responsibilities and the school procedures via:

> The School Prospectus / Website
> Student Planner
> Newsletters
> Parent/carer Meetings
> Individual letters to parents
> Information leaflet
> Holiday Dates Calendar cards

Parents will be contacted promptly if truancy is suspected, for lack of punctuality or non-attendance, and encouraged to work in partnership with the school. Individual student attendance data will be reported annually alongside achievement data at reporting points.

8. Rewards and Consequences

The school will celebrate high/improved attendance using stickers, inter-tutor group competitions, parental letters, using other rewards as available. Certificates for 100% attendance will be issued in line within the termly Achievement Awards ceremony. 100% attendance for the year will be rewarded with special privileges on the last day of the year.

Consequences or sanctions may be imposed on individuals whose punctuality or attendance gives cause for concern. These could include detentions, after-school detentions, isolation (truancy), parent/carer meetings with/without EIP or court proceedings. These may be in conjunction with other advice and guidance activities.

9. Effective partnerships with EIP service and other agencies

Prince William School works closely with the allocated EIP and other agencies to promote school attendance and support students experiencing difficulties in attending school. We will also support the Local Authority in taking legal action against parents who fail to enforce school attendance of children of compulsory school age.

10. Supporting Individuals

The school recognises the need to provide a flexible varied curriculum in response to the individual needs of students. They will support educational provision for traveller children, seeking support from the Hospital Outreach service and refer students to alternative educational provision within the limits of the school's resources. The teaching staff will support the re-integration of individuals following prolonged absence due to medical conditions, hospitalisation or exclusions from school. Dual Registration and/or Managed Move Initiatives are supported in line with LA guidance.

11. Fire Regulation

The accuracy of registers and the reporting to the School Office on arrival is essential for emergency evacuation purposes. A late book is available in the School Office, with data being transferred to the ICT Registration system. Registers and late book will be available on fire drills. Students must sign out if they leave the premises at any time during the school day.

12. Success Criteria

- An improving annual school attendance figure aiming above 97%
- Falling levels of persistent absenteeism which are below national averages
- Improved individual students' attendance and punctuality to school
- Improved punctuality and attendance to lessons
- Maximised opportunities for learning
- Prepare individuals for punctuality and high levels of attendance in the workplace

13. Monitoring and Evaluation

Education Inclusion Partnership health check is undertaken annually. Governors will monitor attendance and punctuality data at intervals throughout the year, with particular attention to comparative local and national data. This will include a focus on specific monitored vulnerable groups, e.g. free school meals, looked-after children, special education needs, Ethnicity, Gender.

14. Links with Other Documents

- Attendance Leaflet to Parents
- Student Planner

15. Attendance Issues: Intervention Strategy Guidelines

	Examples of interventions/sanctions
1. Lateness to Registration/Lesson	Teacher sets a detention to make up time.
2. Persistent lateness to registration/lateness	Monitored by year team detention enforced for a **minimum** of the time late
3. No Absent Notes: unauthorised absence unless note received and accepted by Tutor (confirmed as unauthorised after 4 weeks)	Tutor request. Reminder in Planner Detention after 2 days, if no note forthcoming, inform WO Telephone call home and letter home Meeting with parents and Education Inclusion Service action
4. Truancy from school	Parents informed. Letter home from WO/Head of House/Year. Detentions lunchtimes to make up work missed After school detention Isolation if repeated
5. Truancy from specific lesson	Parents informed. Letter home from Faculty Leader Detentions lunchtimes to make up work missed, by departments After school detentions Isolation if persistent
6. Poor attendance or patterns of absence. Less than 90%	Letter home informing parents of concerns or level of absences from Head of House/Year.
7. Parentally Condoned Absences – unacceptable or questionable reasons given	Letter home informing of concerns or level of absences Meeting with parents, student, Head of House/Year - targets set. Absences not authorised by tutor. Head of House/Year to inform Tutor. Meeting with parents, student Head of House/Year and EIP - targets set. GP/School Nurse informed. Pre- court Review. Court Action.
8. Long Term Absences, e.g. medical, injuries, hospital stay, travellers, teenage pregnancy, exclusion	Work provided by teachers and sent home, organised by Head of House/Year. Application to School Paediatrician for Hospital Outreach Travellers Education Plan Re-integration package . Work with outreach worker
9. School Phobia /Chronic non-attendance	Flexible curriculum provision SEN support and work with outreach worker EIP/CAHMS/Social Services/School Nurse involvement/EHA (Early Help Assessment) Alternative provision considered.
10. Late Gate	Enforced by staff to ensure prompt attendance
11. Attendance Target Setting	Tutors will discuss attendance at identified times in school year, setting targets for individuals. Lateness and attendance discussed at each year team meeting

Attendance Team Management Strategies

Student Absent	- Attendance Manager First Day Text
Stage 1 – Concern Letter (below 90%)	- Letter sent alerting parent. - Head of House/Year discusses with tutor and raised in form or by Head of House. - Target set for improvement.
Stage 2 – Pre-Fast Track process letter EIP made aware and may attend pre-Fast Track with student and pastoral team. made aware at two-week meetings	- If no improvement after above concern letter, student and parent/carer invited to meet Deputy Head Teacher to discuss reasons and set target. - Further meeting with governor to address attendance and set target. - Expectations confirmed in writing and parents informed of timeframe for monitoring, expected attendance % and changes discussed in ASP meeting - Consideration for attendance support plan with Head of House/Year.
Stage 3 – EIP Referral	- If no improvement and targets missed without good reason, parents informed (**Letter 4**) that EIP referral made and they will make contact direct to begin intervention
Progressing with EIP through Stages 4, 5 + 6	- EIP to update WO on progress - May progress to EHA meeting with YTL involved as team supporting student in cases of chronic school refusal

Appendix A

East Midlands Academy Trust is a company limited by guarantee registered in England & Wales No. 08149829
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