



# East Midlands Academy Trust

## Attendance and Punctuality Policy

**2022-2023**

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

Scope: East Midlands Academy Trust & Academies within the Trust	
<b>Version: V2</b>	<b>Filename:</b> PWS Attendance and Punctuality Policy
<b>Approval: 2022</b> <i>Approved by the LAB</i>	<b>Next Review: September 2023</b> <i>This Policy will be reviewed by the LAB annually</i>
<b>Owner:</b> Prince William School	<b>Union Status:</b> Not Applicable

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

## ATTENDANCE AND PUNCTUALITY 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 (EIP) 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 96%. The annual target will be published with other benchmarking 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 suspension.
- Acknowledge and praise high levels of attendance and punctuality.

### 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 Year prior to authorising any absence.
- Consult parents regarding attendance issues, via student diary, telephone or in writing.
- Process efficiently holiday forms, absence notes, or information of absences 'known-in-advance' and passed to the Student Welfare and Behaviour Officer, 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, comments in diaries, discussions with students and parents, etc.

### Head of 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 Student Welfare and Behaviour Officers 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/carers aimed at improving attendance, referring ongoing problems to the Deputy Headteacher 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 year team 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/carers at key events, e.g. parental meetings, assemblies, etc.

### Student Welfare and Attendance Officers (SWAOs)

- 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/carers of students on first day of absence if no parental contact has been received.
- Maintain effective communication with tutors, Student Welfare Officers and EIP.
- Produce attendance data reports, as requested, to aid monitoring activities.
- Maintain knowledge of current legislation.
- Communicate with parents/carers 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.

### Deputy Headteacher

- Lead the attendance strategy across the school.
- Review attendance and punctuality data on a regular basis, advising tutors, Heads of Year, and SWAOs 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 year groups.
- 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 reception. 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 Year will contact parents/carers of persistently late students. Parents/carers should provide an acceptable explanation for lateness.

### Absences

It is the parent/carer's responsibility to ensure that their child attends school and they must inform the school of the reason for any absence through EduLink or by phoning the student absence line. 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. They will 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/carers, 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 Headteacher.

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 Student Welfare and Attendance Officers of the 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 Headteacher authorise absence from school. The school has the right to pursue enforcement notices if parents/carers 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 year group meetings, with recommendations for improvements being passed to Pastoral Leaders' 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/carers will be involved at an early stage and encouraged to explore appropriate support strategies via an Attendance Support Plan, meetings with Heads of Year, the Deputy Headteacher, 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 Headteacher 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 Year will review attendance data regularly, by individual, by tutor group, and by year group. 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 Diaries
- Newsletters
- Parent/carer meetings
- Individual letters to parents
- Term dates information

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 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 suspension 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 reception on arrival is essential for emergency evacuation purposes. A late book is available in reception, 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 96%
- 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 diaries

## 15. Attendance Issues: Intervention Strategy Guidelines

	<b>Examples of interventions/sanctions</b>
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 <b>minimum</b> 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 diary. Detention after 2 days, if no note forthcoming, inform SWAO Telephone call home and letter home Meeting with parents and Education Inclusion Service action
4. Truancy from school	Parents informed. Letter home from SWAO/Head of Year. Detentions lunchtimes to make up work missed After school detention Isolation if repeated
5. Truancy from specific lesson	Parents informed. Letter home from Head of Department. 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 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 Year - targets set. Absences not authorised by tutor. Head of Year to inform Tutor. Meeting with parents, student Head of 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 SEND 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

<b><u>Student Absent</u></b>	<ul style="list-style-type: none"> <li>- Student Welfare and Attendance Officer, First Day Text</li> </ul>
<b><u>Stage 1 – Concern Letter (below 90%)</u></b>	<ul style="list-style-type: none"> <li>- Letter sent alerting parent.</li> <li>- Head of Year discusses with tutor and raised in form or by Head of Year.</li> <li>- Target set for improvement.</li> </ul>
<p style="text-align: center;"><b><u>Stage 2 – Pre-Fast Track process letter</u></b></p> <p>EIP made aware and may attend pre-Fast Track with student and pastoral team. made aware at two-week meetings</p>	<ul style="list-style-type: none"> <li>- If no improvement after above concern letter, student and parent/carer invited to meet Deputy Headteacher to discuss reasons and set target.</li> <li>- Further meeting with governor to address attendance and set target.</li> <li>- Expectations confirmed in writing and parents informed of timeframe for monitoring, expected attendance %, and changes discussed in ASP meeting as relevant</li> <li>- Consideration for Attendance Support Plan (ASP) with Head of Year.</li> </ul>
<b><u>Stage 3 – EIP Referral</u></b>	<ul style="list-style-type: none"> <li>- If no improvement and targets missed without good reason, parents informed (<b>Letter 4</b>) that EIP referral made and they will make contact direct to begin intervention</li> </ul>
<b><u>Progressing with EIP through Stages 4, 5 + 6</u></b>	<ul style="list-style-type: none"> <li>- EIP to update SWAO on progress</li> <li>- May progress to EHA meeting with YTL involved as team supporting student in cases of chronic school refusal</li> </ul>

## Appendix A

There are 190 days in a school year

### **Missing school means missing out!**

If your child is at school for 190 days out of 190, that's 100% attendance. Your child has a good chance of doing well at school.

If your child is at school for 180 days out of 190, that's 95% attendance. Your child will get a grade less in every subject they take at GCSE.

If your child is at school for 169 days out of 190, that's 89% attendance. Your child will be off for 21 days, and will achieve a full grade less in every subject at GCSE.

If your child is at school for 161 days out of 190, that's 85% attendance. Your child has been off for 29 days, nearly 6 school weeks.

If your child is at school for 150 days out of 190, that's 79% attendance. Your child has been off school for 40 days.