



STUDENT ATTENDANCE POLICY

Context

Regular and punctual attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late. Research shows that there is a strong correlation between attendance and punctuality, and attainment. We will minimise this lost learning by working with parents to ensure good attendance and by taking appropriate measures when a student's attendance gives cause for concern.

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend. School staff are committed to working with parents as the best way to ensure as high a level of attendance as possible.

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places an increased duty on schools. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equality for pupils/students, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

Status	Statutory
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Purpose

This policy reflects the vision and aims of Ratton School by:

- Encouraging staff, parents and children to maximise the learning experience in order that all children reach their full potential.
 - To ensure the best possible attendance for students and reward good attendance.
- Clarifying roles and responsibilities for staff dealing with attendance.
 - To support students whose attendance gives cause for concern.
 - To detect problems affecting attendance at school at an early stage so that these can be dealt with.

Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse.

Timings of the Day

Terms 1,5,6

08.40 warning bell
08.45 bell rings to indicate start of registration
09.00 lesson 1 begins
10.00 lesson 2 begins
11.00 break
11.15 end of break warning bell
11.20 bell rings to indicate the start of lesson 3
12.20 lesson 4 begins
13.20 lunch bell to indicate
14.05 end of lunch warning bell
14.10 bell rings to indicate start of lesson 5
15.05 end of lesson 5
15.08 start of registration
15.15 end of school

Terms 2,3,4

08.40 warning bell
08.45 bell rings to indicate start of registration
09.00 lesson 1 begins
10.00 lesson 2 begins
11.00 break
11.25 end of break warning bell
11.30 bell rings to indicate the start of lesson 3
12.30 lesson 4 begins
13.30 lunch bell to indicate
14.05 end of lunch warning bell
14.10 bell rings to indicate start of lesson 5
15.05 end of lesson 5
15.08 start of registration
15.15 end of school

- Students with attendance between 85-90% will receive letters indicating the hours of learning lost on a monthly basis
- Students under 85% attendance with 10 or more unauthorised (O) absences in the last 8 weeks will be referred to the Education Welfare Service

Consultation

Consultation	<ul style="list-style-type: none">• Student Council, Learning Managers, Student Welfare, Care and Guidance, Parents Groups
Relationship to other policies	<ul style="list-style-type: none">• Equal opportunities• E-safety

	<ul style="list-style-type: none"> • Learning and teaching
Relationship to standard operating procedures	<ul style="list-style-type: none"> • Managing Student Absence • Managing Punctuality • Managing Student Attendance

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Regularly monitor and review the effectiveness of this policy
Headteacher	<ul style="list-style-type: none"> • Consult on this policy • Ensure that attendance strategies and procedures have a high profile • Support the principles of this policy
Assistant Headteacher in charge of attendance	<ul style="list-style-type: none"> • Ensure systems are in place to track attendance and that they are followed • Track attendance of vulnerable groups of students • Employ systems to improve attendance of individuals and groups of students • Ensure good attendance has a high profile within the school • Manage any alternative arrangements such as alternative timetables, e-learning, work experience or engagement courses for appropriate students
Care and Guidance Managers	<ul style="list-style-type: none"> • Line Manage Welfare Assistants • Work with Student welfare and EWS to: <ul style="list-style-type: none"> ○ Identify and put in place strategies to improve the attendance of students who are persistent absentees or have attendance below 85% ○ Set up panels as appropriate • Ensure procedures for managing punctuality are followed • Follow up on pastoral issues affecting attendance
Student Welfare Assistants	<ul style="list-style-type: none"> • Track attendance and punctuality • Ensure absence is properly coded • Make first day phone calls for all absences in that learning community • Produce weekly and monthly attendance figures for community and school leadership • Identify students with irregular attendance using the broken weeks • Report and follow the procedures to track and improve these students • Produce standard letters for students whose attendance or punctuality causes concern and liaise with parents of these students in the first instance • Follow appropriate procedures for managing punctuality • Work with the EWS to identify causes for concern and ensure the EWO is aware of appropriate information • Attend appropriate panels for students with unsatisfactory attendance or punctuality • Check lesson registration and identify and investigate any students who illustrate absence or lateness

	<ul style="list-style-type: none"> • Pass on concerns from and to their appropriate Care and Guidance manager • Identify persistent absentees and work with the EWS, Learning Leaders and Care and Guidance Manager to improve attendance
Learning Leaders	<ul style="list-style-type: none"> • Use data to identify students whose absence affects academic or social progress and then work with welfare and tutors to devise and put into place appropriate measures • Follow up on learning issues affecting attendance
Tutors and other teachers	<ul style="list-style-type: none"> • Ensure students understand that absence equates to lost learning. Ensure students realise the need to catch up on work missed and help them to do this • Consistently take an accurate register at the beginning of each lesson and communicate any concerns to their Care and Guidance Manager • Use the reward system to reward good attendance

Arrangements for Monitoring and Evaluation

Governors' Monitoring committee will review the figures and year-on-year trend for student attendance. Governors will review the policy on a bi-annual basis.

Member of staff responsible for annual review:	AHT Inclusion, Induction & Intervention
Date established by Governing body:	February 2008
Date for full implementation:	February 2010
Approved by governors:	March 2011
Date for review:	March 2012

ANNEXES

- The School Standards and Framework Act 1998: Section 63 (amended)
- The Education (School Attendance Targets) (England) Regulations 2005: SI 2005/58
- The Education (School Attendance Targets) (England) Regulations 2007: SI 2007/2261

Standard Operating Procedure - Managing Student Attendance



Objective

To ensure that Ratton School's student attendance expectations are clearly defined and adhered to

Scope

All students

Definitions

Every half-day absence has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a reason such as genuine illness or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This includes:

- *parents keeping children off school unnecessarily*
- *truancy before or during the school day*
- *absences which have never been properly explained*
- *children who arrive at school too late to get a mark*
- *In line with government legislation we will not authorise holidays taken in term time*
- *and students' absence for this purpose will be marked as unauthorised. In exceptional*
- *circumstances any requests for leave of absence must be made to the Headteacher who*
- *will make any decisions needed*

The register closes at 9.15 am and students arriving after that time will be marked as an unauthorised absence. For students persistently arriving after 9.00 the close of register time will be moved forward to 9.00 and any lateness after this revised time will again be dealt with as unauthorised absence.

Parents will be informed when register close is moved forward as such could trigger EWO involvement and subsequent prosecution.

Persistent absentees are defined as those students with attendance above the following thresholds:

- By the end of Term 1 14 absences in total
- By the end of Term 2 28 absences in total
- By the end of Term 3 40 absences in total
- By the end of term 4 52 absences in total
- By the end of term 5 62 absences in total

A broken week is any week in which the student has missed one or more sessions.

A student's attendance will be a cause for concern when there more than two broken weeks in any one term.

Where an absence concern is the result of a genuine illness the school will work with parents and other agencies such as the flexible learning service to minimise learning loss through these absences.

Procedure

Step	Action	Staff	Time	Completed
1	First day contact with parents	Student welfare	Daily	
2	Letter home if parents do not make contact	Student welfare	When required	
3	Request a note on return and pass to student welfare	Form tutor	On student's return	
4	Identify students with attendance concerns using broken week's reports	Student welfare	After first term then monitor weekly	
5	Send broken week's letter home	Student welfare	After first term then termly	
6	Meet with identified students	Student welfare	When identified	
7	Identify students with less than 85% attendance and set up informal panels. Monitor every 3 weeks. Only authorise absences with doctor's note	Student welfare with Care & Guidance	When identified	
8	If no improvement arrange formal meeting involving EWO. Set targets for improvement	Student welfare with Care & Guidance and EWO	If needed	
9	If no improvement consider prosecution	EWO		

Consultation	<ul style="list-style-type: none"> • Governors • Staff
Relationship to other policies	
Relationship to standard operating procedures	
Role	Responsibility
Governors	<ul style="list-style-type: none"> • Establish this policy • Monitor and review the effectiveness of this policy
Headteacher	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Consult on this policy
Headteacher's PA	<ul style="list-style-type: none"> • To develop and maintain school's attendance procedures