



## Introduction

There is a clear correlation between high attendance and strong performance. As a school we are committed to ensuring that students receive a high quality educational experience. A key part of this is challenging unacceptable levels of attendance as this provides a significant barrier to the success of any child.

## Aims

- To ensure the ethos of the school is such that it engenders a positive attitude to school attendance;
- To record and investigate each case of absenteeism in order to reduce its effect on students' progress and welfare, as prescribed in the 1996 Education Act and circular 3/99 Student Support and Social Inclusion.

## Staff responsibilities for promoting student attendance

**Senior Assistant Headteacher** - Has responsibility (with Head of Faculty) for

- Monitoring whole school attendance and reporting on it as appropriate;
- Leading new initiatives aimed at improving attendance;
- Line Management of the Attendance Officer in dealing with attendance issues.

**Heads of Year/Key Stage** - Have responsibility for

- Ensuring attendance issues are given a high profile with staff, students and parents within the year/key stage;
- Monitoring consistency of procedures within the appropriate year/key stage;
- Meeting with Assistant Heads and discussing attendance issues once each week (including referrals to Attendance Officer and EWO, where appropriate);
- When appropriate, being directly responsible for at least one attendance target group (negotiated with Assistant Head);
- Supporting Assistant Head in implementation of detention system for punctuality;
- Receiving feedback from Attendance Officer on a weekly basis;
- Undertaking regular spot checks (organised as a team to include Leadership Team support);
- Exploring alternative provision for perpetual non-attenders in liaison with EWO/SAOs and Assistant Headteacher;
- Respond to Form Tutor concerns about attendance and contacting parents as appropriate;
- Ensuring all student absences are followed up;
- Monitoring punctuality to school by analysing late lists provided by Attendance Officer;
- Impose sanctions for students truanting;
- Impose sanctions for persistent lateness
- If a student is seen off school site without prior notice either phone parents in person or ask the office to leave the message that son/daughter is not in lessons;
- Monitor attendance regularly using the Attendance Module;
- If appropriate, be responsible for a special attendance target group within the year group i.e. monitor a small number of students;
- Implementation of procedures for providing work for absent students as defined in the relevant policy;
- Providing information to Assistant Head for non-attendance including students that need to be referred to EWO/SAOs.
- Implement and support use of Individual Attendance Plans (IAPs) in conjunctions with Assistant Heads of Year.

**Form Tutors** - Have responsibility for

- Ensuring accurate registration information is provided for inputting into SIMS attendance system on a lesson by lesson basis;
- Minimising SIMS Lesson Monitor once registers are completed and all arrivals after this time are entered as a late;
- Ensuring that students provide reasons for absence promptly, minimising the number of unauthorised absences;
- Following up on absence information provided by Heads of Key Stage and reporting back to them;



- Actively encouraging good punctuality and attendance in form tutorial time and tracking for attendance records against their target;
- Ensuring students undertaking planned absences from school take responsibility for collecting work for completion during the period missed;
- Ensuring students in their form who have been absent are encouraged to catch up on work missed – this is the responsibility of the student.

**Subject Teachers** - Have responsibility for

- Maintaining accurate class records of attendance including leaving a register when absent;
- If any student arrives late at class, enter them as a late on SIMS Lesson Monitor and record the time of arrival and if necessary refer to Head of Year/Key Stage;
- Investigating and reporting any suspicious absences from class;
- Participating in spot check procedures where applicable;
- Recognising that learning difficulties can be an important factor in poor attendance;
- Ensuring work is provided for absent students as defined in the policy;
- Remind students who have been absent that it is their responsibility to catch up on work missed.

**SENCO** - Has responsibility for

- Providing an IEP with suggested strategies for those students whose attendance is a feature of their inclusion on the SEN register;
- Providing one to one counselling to students with SEN on attendance issues where deemed useful;
- Providing literacy support where such is seen as a contributory factor in poor attendance;
- Support the integration of students' school life after periods of long absence.

**Attendance Officer** - Has responsibility for

- First day calls to identified students in each year group;
- Provision of weekly reports on latecomers and attendance to Assistant Head;
- Fortnightly sending of letters for any unexplained absence – working two weeks behind;
- All administration related to provision of registers to Form Tutors;
- Ensuring the registers are scanned promptly so information is available as soon as possible;
- Provision of absence sheets in registers every Monday, scanned as soon as completed, then removed and rescanned on Friday afternoon;
- Checking registers for any comments by Form Tutor eg. left, on holiday, gone to Dentist and take appropriate action liaising with Head of Year as appropriate;
- Production of weekly attendance returns for the LA.

**Partnership SAOs (delegated EWO time)**

- Establish constructive relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Liaison with Heads of Year/Key Stage re; correct coding for individual students e.g., those on work experience and update at the beginning of each week;
- Establish constructive relationships with parents/carers of these pupils, including meeting with them in their homes.
- Establish constructive relationships with staff in the cluster.
- Working with pupils, parents / carers, and staff, improve attendance, aiming for the Local and National Targets.
- Follow the "Five Step" programme.
- Telephone pupils' homes in connection with absences.
- Maintain a presence in the local community, speaking to shop keepers, residents, neighbours etc., keeping a list of pupils who are off site without permission and / or causing problems and contacting parents / homes immediately.
- Be sensitive to the social needs and difficulties of the pupils and their families, whilst being unequivocal in the need to improve / maintain attendance.



- Promote the equality, inclusion and acceptance of all pupils.
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Be aware of pupil circumstances and report to line manager as agreed.
- Undertake meticulous pupil record keeping as requested, including compiling statistical returns.
- Gather/report information from/to parents/carers/staff / local authority as directed.
- Undertake admin jobs e.g. photocopying, typing, filing, phone calls, emails, etc.

**IN THE PARTNERSHIP OF SCHOOLS:**

- Follow the “Five Step” programme.
- Be aware of and comply with all partnership school policies and procedures, including child protection, safeguarding, health & safety, equality, confidentiality and data protection, reporting all concerns to an appropriate person.
- Meet the relevant staff on a weekly or other agreed basis, as directed by the line manager.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the administration and issuing of the FPN.

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