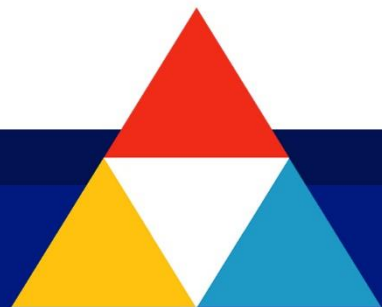


Attendance Policy

Date of Policy	October 2023
Date of Next Review	October 2024
Governor/School Policy	Governor
Statutory	Yes
Staff Responsible	Assistant Headteacher/Associate Assistant Headteacher



Barnwood Park

Glossary of terms

AIM – Attendance Improvement Meeting (4 week plan)

PA – Persistent Absence = Below 90%

LG – Leadership Group

AH – Assistant Head

PSHE – Personal Social Health Education

YL – Year Leader

AAHT – Associate Assistant Head Teacher

EWO – Education Welfare Officer

PTT – Part Time Timetable

Pastoral Team – Heads of Year and AAHT/AH

SENDCO – Special Educational Needs Coordinator

Introduction and Philosophy

At Barnwood Park we believe that regular school attendance and student achievement are inseparable. We also believe that education is a life-long process. Students are entitled to, and benefit from, our educational provision and that this entitlement can only be realised by regular attendance. Barnwood Park is committed to sending a clear message to parents, carers and students, that school attendance is a legal responsibility and that un-necessary absence will be challenged and where appropriate unauthorised. An ethos designed to enthuse, encourage and foster self- esteem is a vital contributory factor toward the achievement of the school's targets on attendance and punctuality. Barnwood Park is committed to placing the highest possible priority on attendance and the development of an effective strategy to ensure that all students in our school display the highest possible levels of attendance and punctuality and that any factors which may impede full attendance are identified and acted upon as soon possible.

Being in school every day gives your child the best chance possible to achieve their potential. For that reason, it is the local and national expectation that children attend school 100% of the time. However, we do understand exceptional circumstances and illness happens. Your child's health and wellbeing are important to us. Therefore, we expect all students to achieve a minimum of 96% attendance for the school year.

Good attendance is a key to any child being able to fulfil their potential and make good progress in school. We have effective systems in school to monitor attendance and parents of children whose attendance falls below what is acceptable will be invited to a meeting with the school pastoral and attendance team to discuss how the school can support parents to overcome any issues that are causing poor attendance. Irregular attendance undermines the student, school and the community as a whole, impairs student's academic progress and may place them at risk of involvement in anti-social and/or criminal behaviour. This policy should work in conjunction with the schools Safeguarding and Child Protection policy.

Statutory duties

“The parent (and/or carer) of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable:

a) to their age, ability and aptitude, and

b) to any special needs they may have,

... by regular attendance at school ...” (Education Act 1996 Part1, Section 7)

Aims

The aims of this policy on attendance and punctuality are to enable maximum student attendance by encouraging parents and carers to encourage their children to take full advantage of their educational opportunities by regular and punctual attendance at school and:

1. To establish and maintain a high level of attendance- (Target currently 96%)
2. To reduce the levels of persistent absence (below 90% attendance)
3. Raise the profile of attendance and make it a priority for staff, students, parents/carers and governors.
4. Ensure attendance procedures are effective and consistent.
5. Ensure the marking of registers is completed accurately, consistently, reliably and within agreed timescales. Attendance data will be used to provide an effective monitoring system and to inform practice and target resources.
6. Develop a systematic approach to gathering, analysing and acting upon attendance data in order to target attendance related issues.
7. To identify students and groups of students whose absence is giving cause for concern and target resources to work toward the resolution of any difficulties being experienced.
8. To promote an effective whole-school approach to the management of attendance where each member of the school community, including staff, governors, parents/carers and students is aware of their roles and responsibilities and makes an effective contribution.
9. To provide a safe and achieving environment where students are engaged.
10. This policy should be used in conjunction with the school’s Safeguarding & Child Protection policy.

Encouraging Good Attendance for All

The attendance aims of Barnwood Park can only be achieved if every member of the school community plays their part. Every child has the right to high quality full time education which provides an appropriate curriculum which is designed to encourage students to want attend school. This will only be accomplished if relationships are

positive; the school is happy, safe, secure and a stimulating environment in terms of learning and teaching.

Expectations

In order for the philosophy of this school to effectively work in practice, several expectations are placed upon all those involved:

Our expectations of Students

- Attend school every day and on time.
- Arrive on time for all lessons and be appropriately prepared for the school day.
- Inform a member of staff of any problem that may hinder their attendance at school.
- Be equipped and ready to learn – equipment and uniform is checked every morning by Form Teachers

Lateness

- ALL students arriving after 08.40 **MUST** report directly to staff on duty each morning in the canteen. They will be given a detention for 20 minutes that will be completed after school.
- After 9:05 students should go into main reception and then to staff in the canteen. They will be given a detention for 40 minutes that will be completed after school.
- After 9:30 students should report to main reception who will contact the attendance team who will come and speak to the student.
- Failure to attend the late detention will lead to further sanctions which may include a 1 hour detention the following afternoon.

Our expectations of Parents/Carers

- Ensure their children attend school regularly, on time and well prepared for the school day. Parents can use the Early Help documents on the school website if they feel they would like additional support as well as contacting the Attendance Manager.
- Contact the school whenever their child is unable to attend school on the first day of absence. Contact should be made using the Attendance Line number (01452 530389) or the school's Attendance e-mail (attendance@barnwood-park.gloucs.sch.uk) which can also be found on the school's website. If a reason is not given by 8.30am of the next school day, the absences will automatically be unauthorised.
- Keep in regular contact with school and inform the appropriate member of staff if any problem occurs which may hinder their child's regular attendance, discipline or behaviour in school.
- Attend meetings in school to discuss their child's attendance and/or punctuality when necessary. This is one place where possible support can be discussed.
- Whenever possible avoid routine medical/dentist appointments during the school day. However, should this be unavoidable (Hospital or consultant appointments for example) ensure students are in school either prior to, or after, the appointment. If the school are notified in advance of the appointment, then this will be counted as an authorised absence.
- Avoid taking holidays during term time as these will not be authorised.

- Be truthful and honest and give as full picture as possible so on their return school can know how to support a student's reintegration.
- Parents can access the school's offer of Early Help through the school website that details additional support for parents and carers.

Our Expectations of the School

- Regular, efficient and accurate recording of attendance.
- Early contact with parents/carers when a student is absent where no appropriate reason has been provided. It is the school's duty to challenge parents/carers on the reasons for absence.
- Early and sensitive action on any problem notified to us.
- Reward good and improved attendance and punctuality of all Students.
- Promote positive staff attitudes to Students returning after absence.
- Procedures for reintegration may be implemented but may vary depending on circumstances and/or length of period of absence.
- Regular evaluation of attendance procedures by Leadership Group and school governors.
- Work towards ensuring all students feel supported and valued. Send a clear message if a student is absent that they will be missed.
- Make referrals to outside agencies regarding concerns about attendance.
- Follow the Local Authorities guidance regarding legal proceedings for prolonged absences.

Our Expectations of School Governors

- Recognise the importance of school attendance and promote it across the school's ethos and policies.
- Place a regular item on the agenda of meetings for the Governing Body to review attendance. This policy will be reviewed on a regular basis and governors will play an active part in the whole school community.
- Governors, in conjunction with the Head Teacher, will help set realistic but challenging targets for improvements in school attendance.
- Governors monitor attendance strategy.

Guidelines for the Implementation of the Whole-School Attendance

Policy Subject Teachers

- Ensure that registers are accurately completed and sent within 10 minutes of the start of the lesson/session. If, in rare circumstances, the electronic register cannot be taken, a register **must** be done on paper and sent to the Attendance Manager as soon as possible.
- Ensure that all students within lessons are able to access the learning through a range of teaching and learning strategies in line with the school's Curriculum Policy.
- Ensure that underachieving students within each class are identified and inform Subject Leaders and Form Teachers. This will enable the school to identify those with the potential

to become poor attendees.

- Identify, within each lesson, any students who clearly should be present in the lesson but are not. Please inform reception as soon as possible.
- Monitor carefully the attendance of individuals within a class and alert the relevant subject or Faculty Leader and the appropriate Form Teacher/Head of Year where patterns of non-attendance are detected.
- When a student is known to have truanted from your lesson, the teacher in question should follow this up by making sure they have caught up the missed work. They would normally complete this work through the setting of a detention.
- Ensure that appropriate work is set, using Edulink, and marked for long-term absentees and those on long-term suspensions, so that the return to school is made as easy as possible.
- Ensure that those who return from long-term absence are provided with appropriate support to enable them to access the learning within the lesson.
- Welcome back students from long-term absence in a professional manner, avoiding reference to the absence in front of other students.
- Actively discourage any adverse comments about the absence from other students within the class.

The Subject Leader

- Monitor attendance within your subject area and follow up anomalies between levels of attendance in different classes.
- Promote good practice in the reintegration of absent students and setting of work for long term absence or excluded students.

The Form Teacher

- Ensure that registers for morning sessions are accurately completed at 8:40am
- Registration starts at 8.40pm. The registers must be marked correctly. Take action to request absence notes from returning students and remind them daily if notes are not forthcoming.
- Form Teachers can amend their form registers up to 9:05am if, for example, students arrive late to form time – recording time of arrival and reasons for lateness.
- Keep Attendance Manager up to date with reasons for absence as identified within absence notes by placing them in the form folder each morning.
- Encourage high attendance through constant reinforcement of individual and class targets and through encouraging students to want to be the best attending form in the Year/House.
- Monitor attendance within your form and display weekly attendance figures using the Barnwood bulletin.
- Liaise with your Head of Year/Attendance Manager as early as possible where there are issues of attendance with individual students, groups within the form or the whole form.

Attendance Manager

- Monitor carefully the attendance of students within House/Year, taking note of any patterns amongst students from particular groups, particular times of the week or particular subject areas. Inform Leadership Group and the AAHT (responsible for attendance of any identified patterns).
- Liaise with the AAHT to decide upon those students on whom resources should be focused.
- Liaise with the AAHT to ensure that students with poor attendance (those in the PA group) are receiving appropriate levels of support.
- Monitor the attendance rates of forms within the Year/House, taking action alongside form teachers where particular forms are identified as having poor attendance.
- Monitor particularly closely the attendance of Persistent Absentees, those with deteriorating levels of attendance, and those at risk of disaffection.
- Encouraging a spirit of healthy competition between forms and individuals regarding school attendance within the Year/House through assemblies, and constant reinforcement with student thus encouraging a spirit of healthy competition between forms and individuals.
- Liaise with subject teachers to ensure that appropriate work is set for long- term absentees and those excluded from school.
- Work with the Core Inclusion Team to identify ways in which long-term absentees can be reintegrated effectively.
- Liaise with parents/carers on matters related to their child's attendance. Input could include calling meetings to discuss students at risk of being poor attendees.
- Discuss with AAHT the implementation of sanctions where there have been instances of truancy, whether from individual lessons or whole days.
- Keep form teachers informed of action taken in relation to particular students.
- Ensure that parents/carers who wish to take students out of school during term-time are contacted and the potential consequences explained.
- Operate attendance text messages and personal first day calls for all students prioritising parents/carers of students with unsatisfactory attendance or where truancy is suspected.
- Administer the registration system, noting where registers have not been completed or have not been completed accurately and taking appropriate action with the individual member of staff.
- Ensure that the school's official registers are in line with legal requirements and that any anomalies are reported to LG.
- Use attendance data to identify students in the PA group.
- Work with Pastoral Team, EWO and SENDCO to identify students for support and close monitoring.
- Investigate instances of suspected whole-day or lesson truancy and take appropriate action, including making initial contact with parents and informing the relevant Year Leader.
- Keep in contact with long-term absentees and liaise with Pastoral Team to ensure that effective reintegration strategies are used, identifying "catch up" needs.
- Contact parents where absences have remained unexplained.
- Liaise with AAHT & EWO using attendance data to identify students for Attendance

- Improvement Meetings (AIM) or referral to LA for fixed penalty notices.
- Regularly meet with the AAHT responsible for Attendance and ensure that details of action are provided for the relevant stakeholders.
- Liaise with staff regarding targeted students to improve attendance through parental contact, attendance reports, short-term targets and rewards. Particular attention will be paid to students with attendance below 96% and those falling into the Persistent Absentee category <90%.
- Identify and prepare cases for referral to the LA and for cases where court action is required.
- Work with AAHT to involve, when appropriate, outside agencies with individuals and groups of students.
- Take part in targeted intervention work directed at groups of poor attendees.
- Arrange with EWO students for home visits/welfare checks.
- Administer the attendance rewards systems, liaising closely with YL and AAHT.
- Collaborate with AAHT to investigate reports of illegal juvenile employment.
- Provide weekly data on Attendance for Form Teachers, HOYs and Associate Assistant Head Teacher (including subject/Faculty leaders as required at other times).

Assistant Head and Associate Assistant Head in Charge of Attendance

- Take overall responsibility for developing Attendance Policy within the school.
- Organise and take part in Attendance Improvement Meetings as required.
- Provide line management for the AAHT and Attendance Manager and ensure that there is good communication with all parties.
- Liaise with DH (Data) who, by using attendance data, will analyse progress for patterns of poor attendance amongst particular year groups or other groups of students and take action to address any anomalies.
- Oversee the efficient running of the Registration system and take action where registers are not being completed accurately.
- Develop parent support events on attendance.
- Take a lead in promoting the need for good attendance through assemblies, PSHE and work with staff and students.
- Decide upon any initial action to be taken to encourage good attendance with regard to new admissions.
- With the rest of LG, actively discourage parents from taking students out of school during term-time.
- With the Head of Year for Yr 7, identify any Year 6 students for targeted support on attendance at transition from primary school.
- Present attendance data to Leadership Group, Governors, Local Authority etc.

Education Entitlement and Inclusion (EEI)

Under the recent county changes the Education Welfare Service have been amalgamated with other departments and now form the new Education Entitlement and Inclusion (EEI). This new team involves a Support and Challenge Adviser (SCA) who will work with the school to ensure that the school;

- Carries out duties with regard to statutory intervention in cases of irregular school attendance.
- Will be a source of support for schools/families where a student's attendance has been discussed.

Managing Lateness

- Morning Registers are marked in accordance with the above. Any child arriving after 8:40am is marked late and shall be marked with the appropriate code. The number of minutes late will be recorded. The school will implement discipline measures (20 minute after school detention) in respect of a child who is late.
- Where a child attends school and is late after the register has closed, at 9:05, they shall be marked with the appropriate code and receive a 40 minute after school detention.
- Students who are persistently late after registration has closed and have been marked with the coding "U" may be referred to the Local Authority and may receive a Fixed Penalty Notice of £100.

Managing Holidays

The Local Authority, in consultation with Headteachers, has produced a model Attendance Policy for consideration by schools, which contains the following basic principles:

- Regulation 8 (3) and (4) of the Education (Pupil Registration) Regulations 2006 applies in respect of each and every child who is a registered pupil at the school.
- NO child shall be permitted to take term time leave unless it is deemed exceptional circumstances. These may be granted at the Headteacher's discretion.
- It is the parent's/Carers obligation to apply to the school for leave of absence and if granted the school will write to the parents confirming the absence has been authorised, The register should be marked with the coding "H" if the absence has been authorised, or "G" if unauthorised (see below).
- Where leave of absence is taken without the school's permission the register should be marked as unauthorised absence and referred to the Local Authority who may consider a Fixed Penalty Notice (see above).

- As a multi-cultural school we recognise the importance of the observance of religious festivals and therefore, for example, will allow one day for “Eid Ul Adha” and one day for “Eid El Fitr” the registers shall be marked with the coding “R” (Leave of Absence for religious observance in respect of other denominations will be granted on application, following advice taken from the relevant advisory authority). This will still be recorded as an absence albeit an authorised one.

When looking at applications for holiday during term time schools may consider the following factors;

- A visit involving family overseas may have an entirely different significance than the normal association with a “holiday”. Such visits may be very important in terms of the child’s identity and self- esteem as they grow up.
- Parents/carers may feel that the reasons for the visit, e.g. family illness, bereavement, family business, maintaining family contacts etc., and the distances involved, climate at time of year and high costs may dictate the available choices to parents/carers.

Schools will explain that

- Advance permission from school **MUST** be sought before booking the trip.
- The absence period **MUST** be planned carefully with the school. (Research has demonstrated that students who miss school for six weeks may fall behind in their school work by a full term).
- The effects of any term time absence will be damaging to the child’s continuity of learning and will in all likelihood impact on examination results.

Managing Reintegration

- From time to time it is necessary to reintegrate students back into school who have been experiencing problems and the school will decide if this is appropriate or not.
- Where this is agreed the pastoral team and/or the SENDCO will play an integral part in managing any reintegration and may offer an initial part time timetable although this is not guaranteed and will be considered on a case by case basis.

Education off School Site

- On occasions, students may be involved in educational activities away from the school site, such as sport, residential visits, work experience, college link courses, field trips, etc. If students fail to attend education off site it is still deemed as school absence and the register will reflect as to whether any absences are authorised or not. The circumstances of which may be referred to the Local Authority.

Rewards

When schools make attendance a high profile issue there is usually a positive reaction from students in terms of raised attendance and improved punctuality.

(Improving Attendance and Behaviour in Secondary Schools, Ofsted, 2001)

Sustaining this profile and the momentum generated requires systems that acknowledge good half termly attendance through awards in assemblies and through the House system. As a school we also display positive attendance messages around our school, use verbal encouragement and acknowledgment of improving attendance as well as contacting parents/carers, e.g. good news postcards, phone calls or letters home.

The school recognises the need to reward school attendance and a number of strategies will be employed to achieve this to reflect:

- a) Weekly Attendance
- b) Termly Attendance
- c) Annual Attendance
- d) Punctuality

These will form part of the Year/House competition as well as generating Prize draws, certificates and other rewards for individual students or best attending form during a particular term. There will also be special rewards for those students achieving 100% for either a term or for the whole year.