Attendance Policy

Revised January 2016

Springwell Learning Community
Policy on Attendance

Mission Statement

Springwell Learning Community seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his / her true potential.

The learning community strives to provide a welcoming, caring environment, whereby each member of the learning community feels wanted and secure.

All staff work with pupils and their families to ensure each pupil attends regularly and punctually.

The learning community has an effective system of incentives and rewards, which acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives Springwell Learning Community will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Springwell Learning Community Policy for Attendance - Aims

1   To improve the overall percentage of pupils within Springwell Learning Community.

2   To make attendance and punctuality a priority for all those associated with the learning community including pupils, parents, teachers and governors.

3   To develop a framework, which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.

4   To provide support, advice and guidance to parents and pupils.

5   To develop a systematic approach to gathering and analysing attendance related data.

6   To further develop positive and consistent communication between home and school.

7   To implement a system of rewards and sanctions.

8   To promote effective partnerships with the Education Welfare Service and with other services and agencies.

9   To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

Aim No 1

To improve the Overall Percentage Attendance of Pupils within Springwell Learning Community

1   Apply Springwell Attendance Policy consistently.

2   Establish and maintain a high profile for attendance and punctuality by producing weekly reports for staff and the Senior Leadership Team (SLT). Also by having a weekly and termly celebration in assembley.

3   Relate attendance issues directly to the learning community's values, ethos and curriculum.

4   Monitor progress in attendance and identify measurable outcomes.

Aim No 2

To Make Attendance and Punctuality a Priority for all those Associated with the Academies including Pupils, Parents, Teachers, Governors and other external partners.

1   There is a statement in the staff handbook, a section on the website and a visual display in reception.

2   Produce termly / annual reports to parents / governors.

3   Produce newsletters.

4   Provide INSET training for appointed / promoted staff.

5   Display materials at focal points - classrooms etc.

6   Discuss attendance issues in Education Welfare Service / Pastoral staff evaluation meetings and / or in relevant staff meetings (e.g. attendance review meetings).

7   Introduce award systems, including trophies, certificates, vouchers, chocolates, end of year prizes, etc.

8   Agree criteria for the authorisation of "holidays in term time" as defined in current LA guidance.

Aim No 3

To Develop a Framework which Defines Agreed Roles and Responsibilities and Promotes Consistency in Carrying Out Designated Tasks

1   Maintain unambiguous procedures for statutory registration.

2   Attendance officer to make phone contact on the first day of absence and a follow up visit if not able to gain contact or if not satisfied with the reason for absence that is given. In addition a follow up call is made the next morning to ensure that the pupil is up and coming to school..

3   Ensure clearly defined late registration procedures.

4   Respond swiftly to lateness (in respect of both pupils and parents).

5   Appoint an Attendance Co-ordinator with appropriate time set aside.

6   Define clearly the roles and responsibilities within the school staffing structure.

7   A weekly attendance monitoring meeting takes place between Education Welfare Officer, Attendance Officer and Assistant Principal (Pastoral).

8   Have clear procedures prior to referral to Education Welfare Officers.

9   Review attendance regularly.

10   Be familiar with the Education Welfare Service's referral and recording systems, as detailed in the Education Welfare Service's Service Level Agreement.

Aim No 4

To Provide Support, Advice and Guidance to Parents and Pupils

1   Highlight attendance in:

   ➢   PSHE
   ➢   Assemblies
   ➢   Staff available to talk to pupils
   ➢   Therapists
   ➢   'Mentors' system
   ➢   Making use of available resources
   ➢   Extra-curricular clubs

2   Public support offered by schools.

3   Set aside area / time for parents to speak to staff.

4   Seek improved communication with parents e.g. when parents ring in.

5   Provide accurate and up-to-date contact information for parents.

6   Involve parents from earliest stage.

Aim No 5

To Develop a Systematic Approach in Gathering and Analysing Attendance Related Data

1   Consider the advantages of computerised registration.

2   Standardise recording of:

> ➢   authorised / unauthorised absence (and to have decided after two weeks)
> ➢   educational activity
> ➢   presence

3   Be consistent in the collection and provision of information.

4   Decide what information, if any, is provided for:-

> ➢   governors
> ➢   pastoral staff
> ➢   other school staff
> ➢   parents
> ➢   pupils (individual or groups)
> ➢   Education Welfare Service

5   Identify developing patterns of irregular attendance and lateness.

Aim No 6

To Further Develop Positive and Consistent Communication Between Home and School

1   Initiate first day absence contact and visits.

2   Make full use of computer generated letters (SIMS Handbook).

3   Promote expectation of absence letters / phone calls from parents.

4   Explore the wide range of opportunities for parental partnerships (see Aim 2).

5   Provide information in a user-friendly way (may include languages other than English, and non-written).

6   Encourage all parents into the learning community
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Aim No 7

To Implement a System of Rewards and Sanctions

1   Identify finance for a system of rewards.

2   Actively promote attendance and associated reward and effective sanctions.

3   Ensure fair and consistent implementation.

4   Involve pupils in system evaluation.

5   Make use of imaginative and immediate sanctions.

6   Take action which accords with objectives agreed between school and others
     e.g. Education Welfare Service, parent, Behaviour Support Service.

Aim No 8

To promote Effective Partnerships with the Education Welfare Service and with other Services and Agencies

1   Designated key staff for liaison with Education Welfare Service and other
     agencies.

2   Give priority to timetabled meetings with Education Welfare Service.

3   Carry out initial enquiries / intervention prior to referral.

4   Gather and record relevant information to assist completion of Education Welfare
     Service.

5   Agree attendance reviews with key school staff and Education Welfare Service as
     detailed in the Education Welfare Service's Service Level Agreement.

6   Arrange multi-agency liaison meetings as appropriate.

7   Establish and maintain list of named contacts within the local community
     e.g. community police contact officer.

8   Encourage active involvement of other services and agencies in the life of the
     school.

9   Develop understanding of agency constraints and operating environments.

Aim No 9

To Recognise the Needs of the Individual Pupil when Planning Reintegration Following Significant Periods of Absence

1   Be sensitive to the individual needs and circumstances of returning pupils.

2   Involve / inform all staff in / or reintegration process.

3   Provide opportunities for counselling and feedback.

4   Consider peer support and mentoring.

5   Involve parents/carers as far as possible.

6   Agree timescale for review of reintegration plan.

7   Include Education Welfare Officers, parents and pupil in reintegration plan.