



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.
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- 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 80% attendance 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 • 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

	<ul style="list-style-type: none"> • 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 procedure to track and improve these students • Produce standard letters for students whose attendance 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 • Check lesson registration and identify and investigate any students who illustrate absence • 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 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.

Date established by Governing body:	February 2008
Date for full implementation:	February 2010
Date of review:	February 2011

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