

Revised

2017

Pupil Attendance Policy



Torriano Primary School

Torriano Primary School seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his/her true potential. Endurance and research both locally and nationally demonstrates a clear link between good attainment and good attendance.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure.

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

The school will establish 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 Torriano Primary School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Statutory Duties

This policy is written in relation to the following Acts of Parliament and guidance relating to attendance.

- Education Act 1996
- The Education (Pupil Registration) (England) Regulations 2006
- Social Inclusion: Student Support, DfES Circular 10/99.
- Anti Social Behaviour Act 2003.
- We will also heed new legislation and initiatives as and when they are introduced.

Whole School Policy for School Attendance - Aims

1. To improve the overall percentage of pupils at school.
2. To make attendance and punctuality a priority for all those associated with the school 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.
10. Procedures to achieve the aims which follow are outlined below.

Routine Actions Taken by Torriano Primary School – Reducing absenteeism

- a. Daily calls and follow up texts to the parents of children who are absent are made before 10.30am
- b. Unauthorised absence is followed up by letters to parents- generated from Integris data.
- c. Appointments are arranged involving the Headteacher/Assistant Headteacher and the parents of children who have been identified in EWO scheduled review meetings.
- d. Special arrangements are made for children in care or with CP issues if necessary.
- e. The monthly scheduled meetings between EWO and Torriano admin involve:
 - A case by case insight is arrived at on individual children identified from the attendance figures print out.
 - The absence file is updated with notes taken at the meeting.
 - Any actions recommended by EWO are agreed and followed up with appropriate standard letters.
 - Any patterns in absence data are investigated so that children with authorised or medical related absence are referred to either the school nurse or their GP if applicable.
 - Information with regard to any mitigating circumstances, CP issues and LAC is shared with Designated CP Officer, Pastoral Care Leader and Parent Liaison Office.
 - The percentage attendance figures for the whole school, unauthorised and persistent absence rates are routinely reported to the Full Governing Body.
 - Any holiday requests in term time are dealt with by ensuring that the approved procedure is adhered to i.e. completion of Request for Leave of Absence During the School Term form, authorised or declined by Head of School, communicated to parents with reasons, referred to EWO for penalty notices if applicable, or logged as code C, Other authorised absence is recorded as code H, Holiday Agreed.
 - Medical evidence is requested upon the return of pupil whose absence was deemed due to sickness or medical appointments
 - Admin staff now use code U for lateness after 9.15am.

We will continue to improve parent communication by:

- Sending parents termly letters which reminds them of the attendance rate target and the procedures for providing medical evidence and notifying absence.
- Parents can now report absences by email.
- Each parent Newsletter incorporates information on our attendance rate by class.
- Children's incentives include a weekly assembly announcing the previous week's figures and presenting tokens to the class with the best attendance and fewest lates. Attendance certificates are presented each term for 100% attendance and book vouchers for 100% attendance for the year.
- Admin staff will generate weekly reports on absence and punctuality for each class and year group (communicated in the attendance assembly above)
- Teachers will sign off the registers every week.

Aim No 1.

To Improve the Overall Percentage Attendance of Pupils at School attendance by 0.2% each year, our current target is 96%.

1. Apply Whole School Attendance Policy consistently.
2. Establish and maintain a high profile for attendance and punctuality.
3. Relate attendance issues directly to the school's values, ethos and curriculum.
4. Monitor progress in attendance measurable outcomes.
5. Conduct an annual school attendance audit.

Aim No 2.

To Make Attendance and Punctuality a Priority for All Those Associated with the School Including Pupils, Parents, Teachers and Governors

1. Use staff/school handbook prospectus of DfE literature.
2. Produce termly/annual reports to parents/governors.
3. Hold induction evening for parents/pupils.

4. Produce newsletters.
5. Provide INSET training for appointed/promoted staff.
6. Display materials at focal points – foyer display etc.
7. Discuss attendance issues in multi-disciplinary teams, staff evaluation meetings and/or in relevant staff meetings.
8. Have/introduce a relevant reward system to reinforce good attendance.

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. Make phone/letter contact, using designated school staff, on first day of absence.
3. Ensure clearly defined late registration procedures.
4. Have clear punctuality procedures to develop the whole school and respond to post-registration truancy.
5. Appoint an Attendance Co-ordinator with appropriate time set aside.
6. Initiatives e.g. targeting pupils below 85% attendance.
7. Define clearly the roles and responsibilities within the school staffing structure.
8. Timetable staff to meet with Education Welfare Officer/Attendance Officer, making best use of Education Welfare Officers time.
9. Have clear procedures prior to referral to Education Welfare Officers
10. Review attendance regularly.

Aim No 4.

To Provide Support, Advice and Guidance to Parents and Pupils

1. Highlight attendance in:

- PSHE/Citizenship time
 - Assemblies
 - Governors meetings
 - Staff available to talk to pupils
 - School counsellor/CAMHS/other professionals
 - 'Mentors' system
 - Making use of available resources
 - Homework clubs
 - Breakfast clubs
 - Extended Schools/clubs Programme
2. Seek improved communication with parents.
 3. Provide accurate and up-to-date contact information for parents.
 4. Involve parents from earliest stage.
 5. Inform parents of new initiatives/legislation.

Aim No 5.

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

1. To have an efficient data gathering system.
2. Standardised use of registration codes in line with DfE guidance.
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 and ensure appropriate intervention.

Aim No 6.

To Further Develop Positive and Consistent Communication Between Home and School

1. Initiate first day absence contact.
2. Make full use of system generated letters /leaflets/information.
3. Promote expectation of absence letters/phone calls from parents, eg. a dedicated admin email.
4. Explore the wide range of opportunities for parental partnerships.
5. Provide information in a user-friendly way (may include languages other than English, and non-written).
6. Provide opportunities for parents to be discuss concerns with staff.

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, eg. Education Welfare Officer, parent, Behaviour Support Services.
7. Have displays in key areas publicising reward procedures links to attainment, benefits of good attendance and punctuality.

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. Hold termly multi-agency planning meetings with attendance as an agenda item.
6. Encourage active involvement of other services and agencies in the life of the school.
7. Develop understanding of agency constraints and operating environments.
8. Education Welfare Officer to regularly promote work/initiatives with pupils/parents/carers and staff.

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 as far as possible.
6. Agree timescale for review of reintegration plan.
7. Include Education Welfare Officers, parents and pupil in reintegration plan.

Review Date: January 2018