

# **BEBINGTON HIGH SPORTS COLLEGE**



## **ATTENDANCE POLICY**

**Agreed/Reviewed by Governors – see reverse**

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## **ATTENDANCE POLICY**

School seeks to ensure that all its pupils receive an education which maximises opportunities for each pupil to realise his/her full potential. School aims to provide a welcoming, caring environment in which each member of the school community feels wanted and secure. All school staff will work with pupils and their families, as appropriate, to ensure that each pupil attends school regularly and punctually. School will establish an effective system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping. School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

### **Aims**

1. To endeavour to improve the overall attendance of pupils at school.
2. To make attendance and punctuality a priority for all those associated with the school.
3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. To develop positive and consistent communication between home and school.
5. To implement a system of rewards for good, improving and excellent attendance.
6. To promote effective partnerships with the Education Social Welfare service and with other services and agencies.
7. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

### **Management of Attendance**

An Assistant Headteacher manages and co-ordinates school's attendance policy which is implemented by Year Managers and Form Tutors. Subject and non-teaching staff also fulfil a vital role in encouraging and supporting regular attendance and punctuality.

#### **To endeavour to improve overall attendance.**

Strategies employed include:

- Consistent application of attendance policy.
- Half termly reviews of attendance statistics for each year group and form, with gender division, are provided for Year Managers. This enables targeting of specific forms and individuals whose attendance is a cause of concern.
- Comparison of attendance statistics to monitor progress.

#### **To make attendance and punctuality a priority for all those associated with school.**

Strategies employed include:

- Annual INSET at the beginning of each school year on attendance procedures and priorities.

- Inclusion in staff handbook and school prospectus.
- Inclusion in school's annual report to parents.
- Inclusion in Induction evening for Year 7 parents.
- Standing item in all pastoral meetings.
- Display attendance updates on notice boards and in form rooms.
- Regular meetings with ESW service.
- Award system for pupils.

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

- All staff must carry out consistent procedures for taking and marking a register, (see Appendix A).
- Telephone contact is made with parent/guardian of any child absent on the morning of the first day of absence if no notification has been received as to the reason for absence. Form Staff, should initiate contact with home by the attendance clerk if a pupil present in the morning is absent from afternoon registration.
- Staff should follow clearly defined late registration procedures, (see Appendix B) and respond swiftly to lateness.
- Form staff should follow referral procedures to the Year Managers in the event of concern about non, poor or irregular attendance. It is vital that prompt referral is made in order to initiate early intervention procedures.
- The Year Manager should make contact with the parent/guardian to establish the cause of the attendance concern and to apply appropriate strategies to address the difficulty. These will vary according to the nature of the problem e.g. curriculum problem may require liaison with subject staff, peer relationship difficulty may require meetings with other pupils and/or contact with parents, with possible referral to the learning mentor service, in the event of school intervention strategies failing to achieve unproved attendance, referral should be made by the Year Manager or appropriate member of staff to the Education Social Welfare Officer.
- The ESW meets with the Assistant Headteacher (Pastoral) at regular intervals to discuss pupils/parents who have not responded to the efforts of school and the ESW service to bring about improvement in attendance. Individual Action Plans are agreed. Prosecution may be used as a final resort when all other options have failed.

**To provide support, advice and guidance to parents and pupils and to develop positive and consistent communication between home and school.**

- Highlight attendance in PSCHE, Year Assemblies, School Council, reports to parents.
- Respond promptly to parents when they phone or write to school.
- Utilise attendance clerk to make early contact with parents.
- Make full use of standard letters with regard to attendance and punctuality to keep parents/guardians fully informed.
- Promote expectation of absence letters/phone calls from parents/guardians (see New Entrants Guide).
- Encourage parents to come into school.
- Refer to support agencies such as school nurse, learning mentor service, ESW service, social services and other agencies as required.

**To implement a system of rewards for good, improving and excellent attendance.**

- Good attendance is rewarded within the existing school credit and debits system, allowing children to “purchase” rewards such as non-uniform days and early finishes. Further rewards such as DVD players and products from local businesses are also available for students with sufficient credits.
- At regular intervals certificates are presented to pupils with excellent attendance.
- Attendance figures for each year group are displayed on school notice boards.
- Pupils are consulted about incentives through School Council meetings.
- Each pupil is awarded an attendance certificate for the year.

**To promote effective partnerships with the ESW service and other services and agencies.**

- A review meeting is held annually in September between the area team manager, school’s designated ESW and the Assistant Headteacher with responsibility for attendance.
- At the end of each academic year, school reviews its strategies and targets with the ESW.
- Initial enquiries/intervention are carried out by the Form tutor/year manager,
- Multi-agency meetings are attended as required with regard to individual pupils. (e.g. child and family, school nursing service, social services, ESW service, LACES service, School Support Base and Alternative Curriculum) with recommendations implemented from these meetings.

**To recognise the needs of the Individual Pupil when planning re-integration following significant periods of absence.**

- School recognises the need to be sensitive to the individual needs and circumstances of returning pupils.
- Relevant staff must be involved/informed in reintegration process.
- Opportunities for support/feedback are provided through the Learning Mentors/Year Managers with parental involvement in this process.
- Plans must have an agreed timescale and involve ESW service, pupils and parents/guardians.