

ALTRINCHAM CE AIDED PRIMARY SCHOOL

ATTENDANCE POLICY

Mission Statement

To work in partnership with parents and the churches to nurture children in the Christian faith and to provide them with the best educational opportunities.

Policy Aims:

1. To maximise the overall attendance 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, with defined and agreed roles and responsibilities and which 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, and to address any issues that become apparent; e.g. poor attendance of particular groups within the school.
6. To further develop positive and consistent communication between home and school.
7. To implement a system of rewards and sanctions to support improved school attendance.
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. To ensure that parents/carers are aware of the DfES guidance relating to holidays taken in school time, and to reduce the impact of holidays taken in term time on educational attainment.

1. To Improve the Overall Attendance of Pupils at School

- The School Attendance Policy will be used consistently across the whole school.
- We will establish and maintain a high profile for attendance and punctuality.
- Attendance is related directly to our values and ethos.
- We will closely monitor progress in attendance and set challenging but meaningful school attendance targets.

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

- The importance of regular school attendance will feature in the school handbook.
- We will produce termly/annual reports to parents/governors, and half-termly attendance data for the Local Education Authority and Department for Education and Skills.
- Attendance will feature strongly in any consultation meetings for parents/carers.
- Newsletters will be used to regularly update parents regarding any general attendance issues.
- We will prioritise and provide INSET training for newly appointed/promoted staff.
- We will use a range of relevant display materials at focal points – school entrance, form rooms etc.
- We will discuss attendance issues in Education Welfare Service/Pastoral staff evaluation meetings and/or in relevant staff meetings (e.g. attendance review meetings and regularly with governors).

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

- The school has a designated senior member of staff with responsibility for attendance. This is the head teacher.
- We ensure that there are clearly defined late registration procedures:
 - Lateness before 09.10 when registers close
 - Children arriving after registers returned to the school office must report to the secretary.
- Respond swiftly to lateness (in respect of both pupils and parents).
- All members of staff have clearly defined roles and responsibilities within the school staffing structure.
- There are specific roles for designated administrative support staff.

Staff member Role Responsibility

- Julie Bennett school secretary- Check registers daily, telephone identified families.
- The head teacher sends out standard letters and completes referrals to EWO.
- Jim Inglis Head Teacher- Liaise with EWO and Julie Bennett re attendance concerns
- Monitor incentive strategies.
- Head reports school attendance termly to the school governors.

4. To Provide Support, Advice and Guidance to Parents and Pupils

- We will highlight the importance of good school attendance in:
 - Personal, Social and Health Education (PSHE)
 - Assemblies
 - School Council
 - Parental newsletters
 - On Noticeboards/displays
- We will set aside area/time for parents to speak to staff regarding attendance.
- We will seek improved communication with parents e.g. when parents ring in, and ensure that attendance information is accurate.
- We will expect parents/carers to provide us with accurate and up to date contact information.
- We will involve parents from the earliest stage, with same-day contact when pupils are absent with no apparent reason.

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

- We comply with legislation and DfES and LEA guidance on register completion.
- We will use electronic registration systems to improve the accuracy of data collection when possible.
- We will standardise and ensure consistency in the recording of:
 - authorised/unauthorised absence
 - educational activity presence
 - decisions on whether absence is authorised or not will be made within 10 school days of any absence.
- We will be consistent in the collection and provision of information.
- We will analyse attendance data in terms of year and class groups, ethnicity and gender, and target school actions and resources accordingly.
- Information at a variety of levels, will be available for:
 - governors
 - pastoral staff
 - other school staff
 - parents
 - pupils (individual or groups)
 - the Local Education Authority (LEA)
 - the Department for Education & Skills (DfES)
- We will identify developing patterns of irregular attendance and lateness, and take action to address these.

6. To Further Develop Positive and Consistent Communication Between Home and School

- We make full use of computer-generated letters
- We promote the expectation of absence letters/phone calls from parents.
- We endeavour to provide information in a user-friendly way. This may include the use of other agencies, interpreters, and the wider community and of support staff within the school.
- We will ensure that all parents feel welcome in school, and can raise any concerns with us.

7. To Implement a System of Rewards and Sanctions

- We actively promote attendance and reward good/improved school attendance both at individual and group level.
- Where attendance has failed to improve, we will use a range of sanctions as appropriate.

- Discussions with parents on an individual basis. Referral to EWO. We will however, ensure fair and consistent implementation.
- We will involve pupils in evaluation of effectiveness.
- Any action will be in line with objectives agreed between school and others, e.g. EWS, Behaviour Improvement Programme (BIP) etc.

8. To Promote Effective Partnerships With the Education Welfare Service & With Other Services and Agencies

- There is a designated senior member of staff for liaison with EWS and other agencies.
- There are regular meetings arranged with the allocated Education Welfare Officer (EWO) and the head teacher.
- We will timetable staff and parent/carers to meet with the school's allocated EWO, making best use of EWO time. The EWO will also arrange additional visits with parent/carers.
- We have clear procedures for referral to the Education Welfare Service (EWS) using EWS referral forms, and support joint working.
- We carry out initial enquiries/intervention prior to referral to EWS.
- We gather and record relevant information to assist effective joint working with EWS.
- We hold a termly attendance review with key school staff.
- We arrange multi-agency liaison meetings as appropriate.
- We will be guided by advice from EWS regarding possible legal action to support improved school attendance, where necessary.
- Encourage active involvement of other services and agencies in the life of the school.

9. To Recognise the Needs of the Individual Pupil When Planning Reintegration Following Significant Periods of Absence

- We will be sensitive to the individual needs and circumstances of pupils returning from long periods of absence/from exclusion.
- We will involve/inform all key staff in the reintegration process, and agree timescale for review of any reintegration plan.
- We provide opportunities for counselling and feedback where appropriate, as identified in Personal Education Plans for 'Looked After' Children (LAC) or in Pastoral Support Programmes (PSPs).
- We make use of peer support and mentoring for pupils considered to be vulnerable.
- We involve parents at every opportunity.

This Policy should be read in conjunction with the School Behaviour Policy, and Anti- Bullying Policy.

School Governors' Equality Statement:

Race, disability, gender, religious beliefs and sexual orientation equality are included as an explicit aim in all of the School's policies and key documents.

EQUAL OPPORTUNITIES/ INCLUSION

The School Mission Statement requires the School to examine the values transmitted, either intentionally or unintentionally, to pupils and to ensure that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunity for educational achievement. The Governing Body will therefore seek to ensure that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

The practices and procedures followed are as outlined in the school policies on Equal Opportunities and School Inclusion. This includes planning to meet the needs of both boys and girls, children with special educational needs (SEN), children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including, and children from diverse linguistic backgrounds.

The school strives to provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Policy agreed.....date

Signature of Head teacher.....

Signature of Chair of School Governors.....

