

Going to college regularly is important for your young person's future. Parents/carers are responsible for making sure their young person receive full-time education. Talking to your young person and their teachers could help solve any problems if they do not want to go to college.

Regular college attendance

Good attendance shows Bishop Challoner Sixth Form College and future potential employers that your young person is reliable.

Bishop Challoner Sixth Form College records details of all young person's attendance and absence from college. If your young person is absent, you must inform the college immediately.

The college will record the absence and the Local Authority will receive this information for each young person. The Department of Education also receives annual attendance data for the college.

Your responsibilities as a parent/carer

Your young person has chosen to attend Bishop Challoner Sixth Form College therefore they must attend on a regular basis. If your young person does not attend college on a regular basis, their place in the sixth form will be at risk (see learning and safety agreement, Sixth Form Handbook).

How to prevent your young person from missing college

You can help prevent your young person from missing college by:

- making sure they understand the importance of good attendance and punctuality.
- taking an interest in their education, ask about college work and encourage them to get involved in college activities.
- discussing any problems they may have at college and informing the most appropriate member of staff so that college can support.
- not letting them take time off college for minor ailments, particularly those which would not prevent you from going to work.

To avoid disrupting your young person's education, you should arrange appointments and outings:

- after college hours.
- at weekends.
- during college holidays.
- You should not expect Bishop Challoner Sixth Form College to agree to your young person going on holiday during term time.
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Support on college attendance

A young person's college attendance can be affected if there are problems with:

- Work and money.
- Housing or care arrangements.
- Transport to and from college.

If your young person starts missing college, you might not know there is a problem. If there is a problem, please approach the Student Support team who may be able to help.

Bishop Challoner Sixth Form College's approach to supporting and improving college attendance.

The Strategic Approach

Bishop Challoner Sixth Form College adopts the 5 Foundations of Effective Attendance Practice framework, this is modelled on the work of Professor Katherine Weare. The emphasis is on developing a college culture and climate which builds a sense of connectedness and belonging to ensure all young people can attend college and thrive. The approach ensures we prioritise building solid working relationships with young people/parents and carers prior to any escalation. The staged approach we use ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-college) and external (external agencies).

The Foundations framework has most recently been reviewed by the Department for Education. The Foundations framework received an excellent report following the four-day review.

“The Foundations approach is an excellent example of best practice; there are very clear and detailed systems and procedures in place to manage absence and attendance consistently”.

(Michelle O'Dell DFE Attendance Advisor March 2022)

Aims of the strategy

- Increase college Attendance and reduce Persistent Absence to meet set targets.
- Ensure Attendance is well managed within the college, with the appropriate level of resources allocated.
- Enable the college to make informed use of Attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2022 DFE paper.

Objectives

- create an ethos within the college in which good attendance is recognised as the norm and every young person aims for excellent attendance.
- make attendance and punctuality a priority.
- set focused targets to improve individual attendance and whole college attendance levels.
- embed the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.
- record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.
- develop a systematic approach to gathering and analysing relevant attendance data.
- provide support, advice and guidance to; parents/carers, and young people and develop mutual cooperation between home and the college in encouraging good attendance and in addressing identified attendance issues.



Bishop Challoner Sixth Form College follows the 5 Foundations of Effective Attendance Practice framework. The approach is evidence-informed and completely young person-centred. Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the college can embed the Foundations framework and understand the strategic direction regarding attendance improvement.

The framework allows Bishop Challoner Sixth Form College understand the approach to supporting and improving attendance, this is aligned to the mission statement of Bishop Challoner Sixth Form College. We create a stimulating environment to allow all young people to gain a sense of belonging and ultimately achieve their full potential through regular college attendance.

The college policy is translated into practise through the processes and systems we follow. The escalated approach supports young people at each stage, parents/carers who do not engage with support understand why, at times, we must follow this process.

All staff receive attendance training to support the approach, they understand their role in improving attendance. Certain staff are identified to engage in specialist training to continue to support families and young people who work with external partners.

We use data information to support young people as this allows us to understand the groups, and individuals, who require specific programmes of intervention. Reviewing each programme allows us to understand the effectiveness of support and change what is not working.

Finally, we endeavour to train and support staff to understand the 'root cause' of concerns. Staff use the wider curriculum to allow all young people to feel valued and accept themselves. We celebrate attendance success and ensure young people returning from long absence receive a planned transition.



Foundation 1
Whole School Thinking
Culture & Climate

The sixth form has a fully embedded ethos in which excellent college attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.



Foundation 2
Supportive Policies,
Systems and Processes

The approach to improving attendance is built on clear policies, systems and processes. This ensures continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the college to set, and maintain, high expectations to improve the culture of attendance.



Foundation 3
Professional Learning
Staff Development

The sixth form prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified young people and families.



**Foundation 4
Implement Targeted
Programmes And Intervention**

Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.



**Foundation 5
Connect Appropriately With
Approaches To
Behaviour Management**

Connecting and belonging drives the sixth form approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns. The sixth form has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

DFE: Working Together To Improve Attendance 2022

From September 2022 the DFE: Working Together To Improve Attendance paper will replace all previous guidance on college attendance except for statutory guidance for parental responsibility measures. The Secretary of State has committed to it becoming statutory when parliamentary time allows (this will be no sooner than September 2023).

The table below identifies how the 5 Foundations of Effective Attendance Practice will underpin the DFE 2022 paper in meeting the summary of expectations.

DFE Summary of Expectations	 Foundation 1 Whole School Thinking Culture & Climate	 Foundation 2 Supportive Policies, Systems and Processes	 Foundation 3 Professional Learning Staff Development	 Foundation 4 Implement Targeted Programmes And Intervention	 Foundation 5 Connect Appropriately With Approaches To Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	✓
Find out what the DFE expects from other stakeholders		✓	✓	✓	