Lostock Hall Academy (LHA)
Attendance & Punctuality Policy

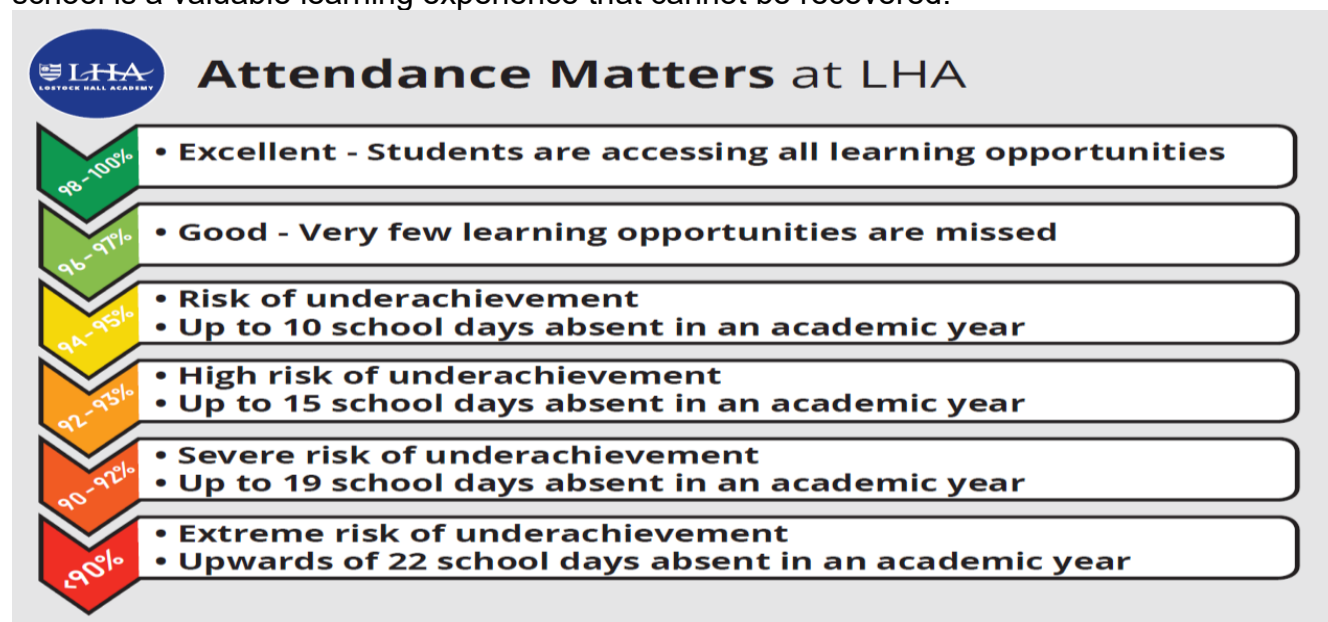| Date effective from:	**September 2022**
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Prepared by:	**NGC, Senior Assistant Vice Principal**

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1   PURPOSE

Lostock Hall Academy is a successful school and promotes strong partnerships with parents/carers in encouraging 100% attendance and punctuality for all students. We aim for an environment which enables all members of the community to be safe, healthy and successful learners.

At LHA, student attendance is central to the academies vision as missing out on education has a significant effect on students' life opportunities. Everyone associated with the school – students, parents, carers, all teaching and support staff and external agencies must do all in their power to ensure that excellent attendance and punctuality remain an integral part of the school's work. All students are expected to:

- Attend school regularly.
- Attend school punctually.
- Attend school fully equipped.

Achieving high attendance is a necessity in preparing a young person for future working life as an adult. Students should therefore be at school, on time, every day that the school is open unless the reason for the absence is unavoidable. Missing out on lessons leaves a young person vulnerable to falling behind. Furthermore, we recognise that children missing education can be a vital safeguarding warning.

Research shows that students who attend well, are more likely to achieve. Each hour in school is a valuable learning experience that cannot be recovered.

Attendance Matters at LHA

- 98-100% • **Excellent - Students are accessing all learning opportunities**
- 96-97% • **Good - Very few learning opportunities are missed**
- 94-95% • **Risk of underachievement**
  • **Up to 10 school days absent in an academic year**
- 92-93% • **High risk of underachievement**
  • **Up to 15 school days absent in an academic year**
- 90-92% • **Severe risk of underachievement**
  • **Up to 19 school days absent in an academic year**
- <90% • **Extreme risk of underachievement**
  • **Upwards of 22 school days absent in an academic year**

The academy recognises the clear link between the attendance and attainment of students. The aim of this policy is therefore to encourage the highest possible levels of attendance for individual students, vulnerable groups and the academy as a whole. In order to achieve this, all members of the school community have an important contribution to make. Sections 8/9 of the policy contains strategies that identify the ways in which we can all contribute to improving attendance at the school.

At LHA the Senior Attendance Champion is Mr. N Clitheroe (n.clitheroe@lostockhallacademy.org).
The Attendance Improvement Officer is Mrs W Bradley (wendy.bradley@lostockhallacademy.org).

2   AIMS

When considering attendance, we need to consider the following:

Preventing patterns of absence from developing by promoting good attendance.

Intervening early by using data to spot patterns of absence before they become persistent and working with families to remove the barriers to attendance.

Target support for persistent and severe absentees with all local partners working together to re-engage students.

To make this a reality for students, we need:

1. Proactively manage attendance, spot patterns and act as quickly as possible.
2. Use accurate data for individual students/groups to monitor attendance/absence.
3. Make use of evidence based interventions to highlight any problems/issues.
4. Utilise attendance expertise in the academy and Local Authority (LA) to provide the 1-2-1 support a student requires.
5. Foster good working relationships with parents/carer to ensure good communication to support all students.
6. Liaise with LA's to proactively remove out of school barriers to attendance to provide access to support/targeted intervention.

The aims of the policy are:

▪ To improve the overall percentage attendance of students at this school, with a minimum expected target whole school target of **97%**.

▪ To raise the profile of attendance and make it a priority for staff, students, parents/carers and the Governing Body.

▪ To ensure the provision of appropriate guidance and support for parents/carers, students and staff.

▪ To develop and monitor clear procedures for maintaining accurate registers.

▪ To develop a systematic approach to gathering, analysing, monitoring and acting upon attendance data in order to target attendance related issues.

▪ To identify at the earliest possible stage those students whose attendance/punctuality to school/lessons is a problem and act accordingly.

▪ To develop a framework within which all staff can work to provide a consistent approach to raising levels of attendance using relevant agencies as appropriate.

▪ To reward those students who attend school on a regular basis and are punctual to lessons.

▪ To support families to ensure their child(ren) attend school on a regular basis.

To support staff in developing and maintaining a whole school culture that promotes the benefits of high attendance and punctuality, the 'DfE Working together to improve school attendance' is followed. A link to the document can be found below:

Working together to improve school attendance (publishing.service.gov.uk)

3   AN OUTLINE OF THE POLICY

In order to achieve a high rate of attendance, it is essential that all staff are aware of the strategies to encourage this: -

- All members of staff are aware of their roles and responsibilities for student attendance and punctuality.

- Form Tutors and Senior Form Tutors (SFT) play key role in ensuring good student attendance and punctuality. Daily monitoring and support to develop good relationships with students and their parents/carers ensures that staff are aware of barriers/issues which may prevent good attendance and punctuality.

- An appropriate curriculum, including the use of alternative provision for some students, is essential and kept under constant review.

- The need for high quality learning and teaching throughout the school is recognised by all.

- Students are provided with appropriate support, so that problems do not escalate and drive them away from school. Our approach to bullying is of particular importance here. Where problems outside school are identified as having an impact on a student's attendance, an appropriate level of multi-agency support will be instigated to accompany the support provided by school.

- SEND, Disadvantaged Students and Looked After Children (vulnerable students) are recognised and given appropriate support with regard to their attendance, punctuality and their teaching and learning.

- Effective partnership with parents/carers through regular contact and support is provided. Parents/carers are kept informed by the text messaging service, e-mails and Synergy if their child(ren) is absent from school.

- Letters of praise and concern on matters of attendance are sent to parents/carers.

- Any requests for leave of absence will be strongly discouraged. Requests for absence will be declined unless the parents/carers are able to demonstrate exceptional circumstances.

- Parents/carers are invited into school to discuss matters relating to their young person's attendance, formally through the Parent/Student Attendance Support meetings.

- A comprehensive system of rewards for good attendance/punctuality is used including stickers, certificates, postcards, early lunch passes, non-uniform days, reward visits and recognition at Presentation Evenings etc.

- Attendance is given a high profile within the school e.g. through assemblies, attendance leagues, newsletter, displays and tutor group awards. Tutor groups who have 100% attendance each week are rewarded with a non-uniform day the following week. Individual students who have 100% attendance during each half term are also reward with a non-uniform day.

- Governors are encouraged to play a role in raising levels of attendance and are regularly informed of attendance targets and any developing issues regarding the students.

- Punctuality to school and to lessons is also highlighted as an important issue through the use of appropriate sanctions e.g. late detentions held at lunchtime and BfL (Behaviour for Learning)/SFT after school detentions.

4 UNDERSTANDING TYPES OF ABSENCE

Every half day (=1 session) absence from school has to be classified by the school as either **AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of any absence is always required.

Authorised

Authorised absences are mornings or afternoons away from school for a legitimate reason such as:

- **Medical/Dental appointments** which unavoidably fall in school time – parents/carers are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, students should attend school for part of the day they are not at their appointment. Parents/carers/students should show the appointment card to school/Form Tutor.

- **Illness.** In the case of a 'one-off' absence, communication from the parent/carer via Synergy will usually be acceptable. The school reserves the right to question the validity of this if they have good reason to do so. Parents/carers may be asked to provide medical evidence where there are repeated absences due to reported illness. This will usually be in the form of an appointment card, prescription etc. For absences exceeding three days, medical confirmation may be requested.

  Where a student's attendance has fallen below 90% (persistent absence), absence will be recorded as 'unauthorised' without medical evidence. Vulnerable student groups will be supported to ensure their attendance and punctuality remains in line with whole school expectations, however further consideration may be used to support individual students.

- **Exceptional circumstances**. Reasons given by parents/carers will be considered carefully. However, the student's absence may not be authorised. For absences exceeding three days, medical evidence may be requested to prevent the absences being coded as unauthorised.

Unauthorised

Unauthorised absences are those which school does not consider reasonable and for which no 'leave' has been given. Where a student has an unauthorised absence, this will be recorded as a 'O' in Synergy. This type of absence can lead to the Local Authority using sanctions and/or legal proceedings.

The types of absences which may not be authorised include:

- Parents/carers allowing their child to be absent from school unnecessarily e.g. minor illness, tiredness.
- Truancy before or during the school day.
- Unexplained absences – no reason provided.
- Shopping, looking after other siblings or birthdays.
- Leave of absence during term time for day trips or holidays.
- Students who arrive at school after the register has closed (after 9:10am – 30 minutes after school has started). This is recorded with a 'U' code.

Any outstanding or unexplained absence will remain unauthorised if the school has not received an acceptable explanation within two weeks of the absence.

Parents/carers should be aware that the decision whether to authorise an absence or not rests with the school. Hence, if there is any ambiguity to an absence, school may request further evidence from parents/carers before an absence may be authorised.

Whilst any young person may be off school because they are ill, sometimes they can be reluctant to attend school, causing a pattern of non-attendance. Any problems with regular attendance are best sorted out between the school, the parents/carers and the young person. If a young person is reluctant to attend school it is better for the parent/carer to contact the school to enable both to work together to resolve the issue, rather than trying to cover up their absence, or give in to pressure to let the child stay at home.

Persistent Absenteeism (PA) – Less than 90% attendance

A student becomes a 'persistent absentee' when they miss 10% or more schooling in an academic year for whatever reason. Absence at this level is doing considerable damage to any student's educational prospects and we need parents/carers full support and cooperation to tackle this and support improvement.

The Local Authority request information on all students who are PA and the support strategies which have been employed by the school to improve their attendance.

Severely Absent students

Where a student's attendance continues to be a concern and regular communication with parents/carers is not effective, the LA and engagement with external agencies will be explored to support the young person and family to improve their attendance.

5 IDENTIFYING AND TACKLING POOR ATTENDANCE

Strategies for identifying and dealing with poor attendance include:

▪ Attendance levels for individuals, tutor groups, year groups (including vulnerable groups) and the whole school are carefully monitored and action taken to address poor attendance.

▪ Attendance levels of other groups of students, such as boys and girls, year groups, SEND students, ethnic minority, LAC and disadvantaged students are also monitored and action taken to address significant differences.

▪ Long term absentees are provided with appropriate support to enable them to make a positive return to school. Phased returns are considered on an individual basis to support students return to full time education.

▪ Early identification of potential poor attendees is part of the school's primary liaison work during transition from KS2.

▪ Attendance Improvement Monitoring (AIM) provides targeted strategies for students with poor attendance, students with deteriorating attendance and potential poor attendees.

▪ Written agreements and contracts can be set up to encourage good attendance e.g. Parent/Carer Contract, Attendance Monitoring Card, Punctuality Card.

▪ Fixed Penalty Notices for non attendance can be issued in circumstances where a parent/carer is considered able but unwilling to ensure their young person's attendance (e.g. truancy, parentally condoned absence with no good reason, excessive or unauthorised holidays and persistent late arrival after the register has closed). This could be issued after 10 missed (unauthorised) sessions. The cost is £120+ and is payable by each parent/carer. This must be paid within 28 days. Should the young person's attendance not improve, school can request further action for a prosecution for non-attendance.

A range of strategies designed to tackle poor attendance is only part of the school's approach to this issue. The whole school drive for supporting students to strive to be the best, such as providing effective pastoral support, mentoring and effective teaching and learning are recognised as having a direct impact on improving and maintaining good student attendance.

Student Support Attendance Meetings (SSAM) – Tier 1

▪ To impress the importance of student attendance for good attainment.
▪ To resolve any issues relating to student attendance e.g. home difficulties/medical concerns/concerns in school/lessons.
▪ Student attendance monitored for 4-6 weeks.
▪ Student only meetings; parents/carers informed but not invited to the meetings.

Parent/Carer and Student Attendance Support Meetings (PSASM) – Tier 2

▪ No improvement in attendance from SSAM
▪ To form good relationships with parents/carers to support students with poor attendance.
▪ Student attendance monitored for 4-6 weeks.
▪ If required, Parent/Carer/Student contracts to be issued to support an improvement in attendance.

6 LEAVE OF ABSENCE:

Any requests for leave of absence will be strongly discouraged. Requests for absence will be declined unless the parents/carers are able to demonstrate exceptional circumstances.

Leave of Absence

- Parents/carers are strongly discouraged from taking their children on holiday during term time.

- All requests for leave of absence will be declined unless parents/carers can evidence **exceptional circumstances** which is at the discretion of the Principal.

- Requests for holiday leave during exam times will not be authorised under any circumstances.

- Parents/carers must apply for leave of absence using the LHA application form which can be requested from the School Office or downloaded from the school website. The link can be found below:

    Application_for_Leave_of_Absence_2020.pdf (lostockhallacademy.org)

- If a student fails to return from an agreed period of absence, investigations will be made by staff (telephone calls/home visits by the Family Support and Attendance Improvement Officer).

- If school investigations fail to make contact with the parents/student the case will be referred to the LA/Children Missing Education Team who may, after further investigation, inform school that the student may be removed from roll.

- Penalty Notices will be used in cases where an application for leave of absence is refused and the student is subsequently absent during the dates originally requested. Parents/carers will be warned of potential consequences when an application for leave of absence is denied.

Parenting Contracts - Attendance

The Anti-Social Behaviour Act 2003 makes provision for the use of Parenting Contracts where attendance is a cause for concern. The school may choose to initiate such contracts following the case being discussed at the Parent/Carer/Student Attendance Support Meetings (PSASM) and agreed by the Senior Leadership Team.

Parenting contracts will not typically be used the first time a student and their parents/carers are invited to attend an attendance panel. In serious cases where all previous targets have failed, parenting contracts may be used as a precursor to prosecution, and used as a method of gathering evidence of parent/carer's failure to improve their child's attendance.

- Each individual parenting contract will identify areas of concern and set specific targets to be met by students, parents/carers and the school.

- It may be considered necessary to request that parents/carers attend Parenting Support Groups/work with external agencies. These may be offered after consultation with senior staff and governors regarding resource implications.

- Each contract will typically last six school weeks to monitor the student's attendance.

- Following this period, the contract will be reviewed and a new contract issued if necessary.

- Parenting contracts are voluntary, although parents will be encouraged to accept them. Where contracts are refused, it may be necessary for school to make a request to the Local Authority's Legal Team for prosecution.

- Where contracts are successful a letter of acknowledgement will be sent and new targets set to continue the improvement.

- Where contracts are unsuccessful they will be reviewed and a new contract may be issued or school may decide to make a request for prosecution.

Education Supervision Orders (ESO)

Where a voluntary early help plan or parenting contract has not been successful, an Education Supervision Order can be a useful alternative to provide formal legal intervention without criminal prosecution.

An ESO is issued by the Local Authority after all school support has been exhausted without any positive effect on improving attendance and punctuality.

Attendance Prosecution/Fixed Penalty Notices

The school may seek to use Penalty Notices in the following cases:

- Following a Parent/Carer and Student Attendance Support Meeting where parents/carers have been warned in writing of the school's intention to use a penalty notice.

- Failure of an Education Supervision Order.

- Where an application for leave of absence has been refused and the student is subsequently absent during the requested date(s).

- Students failing to return after an authorised leave of absence.

- Students who are persistently late after registration has closed.

Safeguarding

The school reserves the right to invite parents/carers into school to discuss any attendance issue that raise potential safeguarding concerns. In addition, if the school suspects that a student may be at potential risk as a result of their absence from school the safeguarding team reserve the right to refer these concerns to the appropriate external agencies, i.e. police, children's social care, children missing from education team. The school will inform parents/carers if a referral is to be made. However, this may not be appropriate in every

circumstance depending on the nature of the safeguarding concern and a referral may be made without informing a parent/carer.

The latest DfE Keeping Children Safe in Education (KCSiE) and LHA Child Protection and Safeguarding Policy are used where concerns are raised regarding any students safeguarding concerns.

7   REGISTERING OF STUDENTS

The school will follow DfE guidance on Keeping Student Registers.

- Students must be registered twice a day, once in the morning and once in the afternoon. Any students who attend Alternative Provision (AP) will have their attendance shared each week. Where students are absent from there AP, the provider will contact LHA to inform us about the absence and the AIO will follow up the absence.

- School uses Synergy to register students and to track punctuality rates. Morning registration (am mark) and Lesson 5 (pm mark) will constitute the 2 session marks. Registers are recorded on Synergy for all lessons (periods 1-5) and any absences are followed up by the member of staff and the Student Support Officer.

- Morning registration opens at 8.40am and closes at 8.55am. If a student arrives after this time they are deemed late (code L) until 9.10am (30 minutes after the start of school).

- Students arriving after 9.10am are 'late after the register has closed' and will be marked as a 'U' for the morning session (this will be recorded as an **unauthorised absence** for the am session).

- Students arriving after 9.10am due to medical or dental reasons will be marked as an 'M' (for medical) for the am session. Please note: this will be recorded as an **authorised absence**.

- Under exceptional circumstances, students arriving after 9.10am with a valid reason will be marked as a 'C' (for other authorised circumstances. Please note: this will be recorded as an **authorised absence**.

- Afternoon registration opens at 2:00pm. Staff should complete afternoon registration by 2:15pm.

- All students follow the late system with the gates being closed at 8:40am and break time/lunchtime/SFT detentions issued to students who are late in the morning.

- In the event of an IT failure a paper registers will be complete and must be returned to the office immediately after or by the end of morning registration and at the start of each lesson.

- The Attendance Improvement Officer and Student Support Officer follow up all student absence each day. Where no communication has been received, contact will be made with the parents/carers via Synergy/telephone/home visits.

Student punctuality

- Students' lateness to registration is recorded on Synergy.

- Any student arriving to school after 8:40am must sign in at the Student Reception and report to their tutor if they arrive before the end of the morning registration. Students will receive a Form Tutor detention for the first late to school in a week. A Senior Form Tutor (SFT) detention will be awarded for any students who are late 2 times or more in one week. Each subsequent late will result in an extra detention.

- It is the Form Tutors' responsibility to deal with student lateness to registration with an appropriate sanction, but the BfL team/Senior Form Tutors (SFT) will deal with those students who are persistently late.

- Students must be punctual to all lessons. Any lateness will be recorded on Synergy and appropriate action taken by the class teacher for more than 3 minutes late to lesson. Repeated lateness to lesson will result in either a BfL or SFT detention.

- If a student continues to arrive to school late the matter could be referred to the Local Authority for a Fixed Penalty Notice to be issued.

8 ROLES AND RESPONSIBILITIES

8.1 <u>Students</u>

Students will:

- Attend school regularly and arrive in school before 8:40am ready to engage in their learning during morning registration and each lesson.
- Be fully equipped and ready to learn for all of their lessons.
- Be aware that full attendance at school provides them with optimum learning opportunities which will increase their career opportunities in the future.
- Speak to parents/carers and teachers/members of staff for support if issues arise in preventing them from attending school regularly and on time.
- Be aware of the schools Behaviour and Rewards Policy relating to consequences and further sanctions for persistent lateness.
- Cooperate and participate in interventions and support offered by school and other agencies to improve and maintain good student attendance.

8.2 <u>Parents/carers</u>

Parents/carers will:

- Be responsible for ensuring the excellent punctuality and attendance of their child and not permitting absence from school without good reason.
- Contact school via Synergy for any First Day absence of their child(ren) and any subsequent day of absence to keep school updated on the child's health and wellbeing.
- Ensure their child has a healthy routine which allows them to have sufficient rest to engage in maximum learning.
- Ensure their child is prepared for learning by arriving to school on time, in full school uniform and with required equipment i.e. stationary, PE kit.
- Support regular attendance by requesting appointments are made outside school hours. If this is not possible an appointment card/meeting must be confirmed by parents/carers.
- Contact the Attendance Improvement Officer to discuss any issues or concerns that may affect attendance at school.
- Attend meetings with BfL team to discuss any attendance concerns.
- Support their child's attendance by not taking holidays during term time. Holidays taken during term time will not be authorised, and as such absence will be referred to the Local Authority for a Fixed Penalty Notice to be issued which will result in both parents/carers being fined.
- If leave from school during term time is unavoidable due to exceptional circumstances parents/carers must complete the Application for Leave of Absence Form at least 6 weeks prior to the expected leave.
- Familiarise themselves with the Attendance Policy and work closely with school staff to overcome any problems which may affect the young person's attendance.
- If required, participate in Parenting Contracts, Common Assessment Framework (CAF) and accept early intervention strategies offered and cooperate with support and interventions offered by other agencies.

8.3 Class Teachers

Class teachers will:

- Ensure that all students in lessons are able to access their learning through a range of teaching and learning strategies in line with the School's Teaching, Learning and Assessment Policy.
- Ensure that Synergy registration is completed accurately in all lessons, and the Student Support Manager is notified of any absentees;
- Identify, within each lesson, any students who should be present in the lesson but are not and report these absences to the Student Support Officer/BfL team to follow up.
- Monitor the attendance of individuals within a class and alert the Head of Faculty/Curriculum Lead, Senior Form Tutors and Attendance Improvement Officer where patterns of non-attendance are identified.
- When a student is known to have truanted from your lesson, follow this up by making sure they have caught up the missed work in detention time and inform the BfL Faculty.
- Ensure that appropriate work is set and marked for long term absentees via the Classwork area on Synergy and when requested for those on suspension/exclusion.
- Members of staff will ensure that student work is uploaded onto Synergy to enable the student to access their work away from school.
- Ensure that those students who return from a long-term absence are provided with appropriate support to enable them to access the learning within the lesson.
- Welcome back students from long-term absence in a professional manner, avoiding reference to the absence in front of other students.
- Actively discourage any adverse comments about the absence from other students in the class.

8.4 Form Tutors

Form Tutors will:

- Ensure that registers for the morning are accurately completed in Synergy and maintained daily.
- Chase up absence notes/messages from returning students and inform the Senior Form Tutors and Student Support Manager if no communication is returned after reminders.
- Collect and scrutinise absence notes/communication with parents/carers and inform the Senior Form Tutor, Student Support Manager and the Attendance Improvement Officer (AIO) if professional judgement suggests any are forged. Tackle any instances of inappropriate absence initially with the student and inform the AIO/Student Support Manager as appropriate.
- Keep registers up-to-date with reasons for absence as identified within absence notes/messages.
- Encourage good attendance through constant reinforcement of individual and class targets, encouraging students to want to be the best attending form in the year/school.
- Monitor attendance within the form and use short-term attendance reports and targets where there is any deterioration.
- Liaise with the Senior Form Tutors, Student Support Manager and the Attendance Improvement Officer as early as possible where there are issues of attendance with individual students, groups within the form or the whole form.
- Monitor student punctuality and reward/sanction where required.

8.5   The Attendance Improvement Officer

The Attendance Improvement Officer will:

- Monitor carefully the attendance of students within each year group, taking note of any patterns amongst students from particular classes and particular times of the week.
- Take appropriate steps to support students to reverse the trend of absence.
- Liaise with the Student Support Officer to ensure students with poor attendance are receiving appropriate levels of support as necessary.
- Monitor the attendance rates of form groups within each year group, taking action alongside Form Tutors where particular forms are identified as having poor attendance.
- Monitor/mentor students who have been identified as those with deteriorating levels of attendance, using monitoring cards, short term targets and other strategies to improve attendance.
- Foster a positive attitude to school attendance within the year group through assemblies, notice boards and constant reinforcement and rewards with students.
- Encourage a spirit of healthy competition between forms and individual students and issue rewards as appropriate.
- Monitor and report to SLT/SFT's weekly punctuality to ensure that sanctions can be implemented where appropriate.
- Work with the external agencies to identify ways in which long-term absentees can be reintegrated effectively.
- Liaise with parents/carers on matters relating to their young person's attendance, including organising the Parent/Student Attendance Support Meetings for students at risk of being poor attendees, including follow-up review meetings.
- Investigate instances of suspected truancy and take appropriate action, making parental contact, home visits as necessary.
- Liaise with BfL team to implement sanctions where there have been instances of truancy, whether from individual lessons or whole days.
- Keep in contact with long-term absentees and liaise with the SLT Attendance Champion/Head of Faculty to ensure that effective reintegration strategies are used, identifying 'catch up' needs.
- Keep Form Tutors informed of any action in relation to particular students.
- Make arrangements to ensure that parents/carers who wish to take their child out of school during term time are contacted and the potential consequences explained.
- Keep the SLT Attendance Champion informed of issues relating to attendance throughout the academic year.
- Work with targeted students to improve attendance through parental contact, attendance reports, short-term targets and rewards.
- Prepare cases for referral through the CAF with the SENDCo/SLT Attendance Champion/DSL for where court action is required. Liaise with the Court Officer to initiate proceedings and follow protocol.
- Work with the SLT Attendance Champion to involve outside agencies with individuals and groups of students.
- Administer the attendance rewards system, liaising closely with the SLT Attendance Champion.
- Investigate other support strategies to encourage improved attendance.

8.6   Student Support Officer (SSO)

The Student Support Officer will:

- Administer the SIMS/Synergy registration system, noting where registers have not been completed or have not been completed accurately and taking appropriate action.
- Ensure that the school's official registers are in line with legal requirements and that any anomalies are reported to the designated SLT member.
- Operate Synergy/SIMS to notify parents/carers by text message or e-mail of absent students.
- Provide weekly/monthly/termly data on attendance for the SLT lead on attendance.
- Support the SSO in terms of administration – letters to parents/carers, agencies etc.
- Assist the SLT lead in keeping the school roll up-to-date, adding or removing students as required.
- Monitor and report to SLT/SFT's weekly punctuality to ensure that sanctions can be implemented where appropriate.
- Work with the LA/DfE to report attendance and attend termly Targeting Support meetings.
- Use attendance data to identify students for support and close monitoring with the Senior Form Tutors, BfL Faculty and SLT Attendance Champion.
- Investigate instances of suspected truancy and take appropriate action, making parental contact, home visits as necessary.
- Work closely with the parents/carers of targeted students to provide support to get students to return to school.
- Keep in contact with long-term absentees and liaise with the SLT Attendance Champion/Head of Faculty to ensure that effective reintegration strategies are used, identifying 'catch up' needs;
- Contact parents/carers where absences have remained unexplained despite previous intervention.
- Liaise with the SENDCo/SLT Attendance Champion/DSL and use attendance data to identify students for referral to the Attendance Support meetings and for CAF (Common Assessment Form) support.
- Work with targeted students to improve attendance through parental contact, attendance reports, short-term targets and rewards.
- Prepare cases for referral through the CAF with the SENDCo/SLT Attendance Champion/DSL for where court action is required. Liaise with the Court Officer to initiate proceedings and follow protocol.
- Work with the SLT Attendance Champion to involve outside agencies with individuals and groups of students.
- Administer the attendance rewards system, liaising closely with the SLT Attendance Champion.
- Investigate other support strategies to encourage improved attendance.

8.7 **SLT Champion responsible for Attendance**

The SLT Champion for attendance will:

- Take overall responsibility for developing the Attendance and Punctuality Policy.
- Provide line management for the Attendance Improvement Worker/Senior Form Tutors and ensure there is good communication with Governors on issues relating to attendance.
- Oversee, monitor and evaluate the Attendance Improvement Monitoring (AIM).
- Using attendance data to monitor and analyse this for patterns of poor attendance amongst particular year groups or groups of students and take action to address any anomalies.
- Oversee the efficient running of the Synergy registration process and text messaging/e-mail service to parents/carers.
- Take a lead in promoting the need for good attendance through assemblies and work with staff and students to build a strong ethos.
- Assist the Local Authority by providing data for persistent absence and attendance.
- Decide upon any new admissions and any initial action required encouraging good attendance, including attendance contracts if necessary.
- Co-ordinate and chair meetings of the Attendance Support meetings, following up on any students for review with the FSAIW.
- Together with the rest of SLT, actively discourage parents/carers from taking students out of school during term time.

9 ATTENDANCE IMPROVEMENT MONITORING (AIM)

9.1 Attendance Indicators

Students will be divided into 3 identified 'groups' each half term based on their percentage attendance to date.

- GROUP 1: RED   Attendance of <90%
- GROUP 2: AMBER   Attendance of between 91% - 96%
- GROUP 3: GREEN   Attendance of more than 97%

9.2 Strategies For Group 1/Red students (PA students/Severely absent students)

A variety of the following could be employed:

- Attendance warning letter to the parents/carers, with monitoring improvement period outlined.
- First day personal phone calls in addition to the Synergy/e-mail system by the Attendance Officer/Attendance Improvement Worker.
- The student to be met by the AIW or SLT lead and short-term targets set/attendance report implemented, with a 2 week monitoring period.
- A formal requirement for parents/carers (and the student) to attend a meeting of the Attendance Support meetings consisting of the SLT lead, Senior Form Tutors, Attendance Improvement Worker and a member of the Governing Body.
- If there is no improvement, a further requirement to attend a meeting of the Attendance Panel and/or a referral for a Fixed Penalty Notice.

In addition, a TAF/CAF may be opened to access further support and multi-agency involvement before a further in-house reintegration support plan is implemented. Rewards will be given to students exceeding their individual targets.

9.3 Strategies for Amber Groups

This group contains those students who are at risk of becoming a persistent absence (PA) student.

The aim is prevention, with support the key.

- The SLT lead to meet with the AIW to scrutinise data to assess possible patterns/reasons for absence.
- The SLT lead and the AIW to meet with parents and the student to implement an attendance plan over a two week period.
- The SLT lead to monitor attendance carefully.
- A first day response phone call in addition to the Synergy/e-mail service.
- Rewarding students who exceed their targets.

9.4   Strategies for Green Groups

This group contains students who have been identified by Form Tutors, who would initiate some or all of the following:

▪   Set individual targets and rewards as necessary.
▪   Encourage students to exceed their half term targets.
▪   Give suitable rewards.
▪   Weekly/Half Term/Term Tutor group rewards for 100% attendance

The aim is for numbers in the Red and Amber groups to decrease. There clearly will be movement between groups as individual attendance deteriorates or improves throughout the academic year.

9.5   Half Term Attendance Rewards

Any student who achieves 100% attendance over a half term period will receive a non-uniform day, reward postcard and entry into a draw at the end of every half term and a tiered number of achievement points depending on their attendance record.

There are also awards for the winner of the Attendance League between forms in each year to encourage healthy competition between Tutor Groups.

9.6   Attendance/Behaviour Reward Trips

Only students whose attendance remains above 95% will be considered for Attendance/Behaviour Reward trips. Students with unauthorised absences during term time will not be considered. All student absence will be judged on their individual circumstance for the reward visit.

9.7   Attendance Awards

Students who achieve 100% attendance over the whole of an academic year will receive a certificate presented at the annual Teaching and Learning Assemblies and the GCSE Awards Evenings.

Tutor groups will also be rewarded with a non-uniform day if all student attendance is 100% for the week, starting in Term 1.2.

DOES ATTENDANCE MATTER?

OVER A SCHOOL YEAR THIS IS WHAT ABSENCE AND LATES MEAN...

100%	0 Days	0 Lessons Missed
99%	1 Day Off	5 Lessons Missed
98%	3 Days Off	15 Lessons Missed
97%	1 Week Off	25 Lessons Missed
96%	1.5 Weeks Off	35 Lessons Missed
94%	2 Weeks Off	50 Lessons Missed
93%	2.5 Weeks Off	65 Lessons Missed
92%	3 Weeks Off	75 Lessons Missed
90%	3.5 Weeks Off	90 Lessons Missed

LATES = LOST LEARNING

5 MINUTES LATE EACH DAY = 3 DAYS LOST

10 MINUTES LATE EACH DAY = 6.5 DAYS LOST

15 MINUTES LATE EACH DAY = 10 DAYS LOST

20 MINUTES LATE EACH DAY = 13 DAYS LOST

30 MINUTES LATE EACH DAY = 19 DAYS LOST

Maximise your potential attend school every day! LHA