

CHARLTON HORETHORNE CHURCH OF ENGLAND VA PRIMARY SCHOOL

ATTENDANCE POLICY

Reviewed July 2015

Charlton Horethorne Church of England Primary School

ATTENDANCE POLICY

School Aims

Charlton Horethorne Church of England Primary School's mission is to enable everyone to acquire the knowledge, learn the skills and develop the attitudes necessary to become positive members of society.

The 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.

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 follow the Amendments to the 2006 regulations made by the Education (Pupil Registration) (England) (Amendment) Regulations 2013 which came into force on 1 September 2013.

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 promote effective partnerships with the Education Welfare Service and with other services and agencies.

8. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

The School aims to:

Improve the overall percentage attendance of pupils at school

Apply the Whole School Attendance Policy consistently.

Establish and maintain a high profile for attendance and punctuality.

Relate attendance issues directly to the school's values, ethos and curriculum.

Make attendance and punctuality a priority for all those associated with the school Including pupils, parents, teachers and governors.

The School will promote and report on good/punctual attendance by:

1. Producing annual reports to parents/governors.
2. Inclusion in newsletters.
3. Displaying materials at focal points
4. Discussing attendance issues in Education Welfare Service and in relevant staff meetings.

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 - Education (Pupil Registration) (England) (Amendment) Regulations 2013.
2. Make phone/letter contact, using designated school staff, on first day of absence.
3. Ensure clearly defined late registration procedures.
4. Define clearly the roles and responsibilities within the school staffing structure.

5. The headteacher may only grant leave of absence during term time for exceptional circumstances. Exceptional leave would be:
 - Rare
 - Significant
 - Unavoidable
 - Short
6. Any request for term-time leave must be made in writing to the Headteacher in advance.
7. Any unauthorised absence, including taking term time leave not agreed with the school, can result in legal action being taken including Penalty Notices and court prosecution.
8. Have clear procedures prior to referral to Education Welfare Workers.
9. Review attendance regularly.
10. Be familiar with the Education Welfare Workers' referral and recording system.

To Provide Support, Advice and Guidance to Parents and Pupils

1. Highlight attendance in:
 - PSE
 - Assemblies
 - Staff available to talk to pupils
 - Making use of available resources
2. Public support offered by schools.
3. Set aside area/time for parents to speak to staff.
4. Seek improved communication with parents eg when parents ring in.
5. Provide accurate and up-to-date contact information for parents.
6. Involve parents from earliest stage.

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

1. Using computerised registration (DfE attendance / absence codes)
2. Standardise recording of:
 - authorised/unauthorised absence (and to have decided after two weeks)
 - educational activity
 - presence
3. Be consistent in the collection and provision of information.
4. Decide what information, if any, is provided for:
 - governors
 - school staff
 - parents
 - pupils (individual or groups)
 - education welfare service
5. Identify developing patterns of irregular attendance and lateness.

To Further Develop Positive and Consistent Communication Between Home and School

1. Initiate first day absence contact.
2. Make full use of request for term-time leave forms
3. Promote expectation of request for term-time leave forms/phone calls from parents.
4. Provide information in a user-friendly way
5. Encourage all parents into school.
6. Take action which accords with objectives agreed between school and others, eg. Education Welfare Worker, parent, Behaviour Support Service.
7. Ensure fair and consistent implementation

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. Arrange multi-agency liaison meetings as appropriate.
6. Be sensitive to the individual needs and circumstances of any pupils returning after a significant absence, involving parents, staff, pupils and outside agencies if required.