

### Good Attendance Policy

#### **Equality Statement**

Minsthorpe Community College values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors.

#### **Equality Impact Assessment (EIA)**

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

#### **EIA outcomes**

- No areas of potential negative impact were found and actions resulting in positive impact are in place where appropriate.

Policy last reviewed:	Due for next review:	EIA:	Role Responsible:
October 2015	October 2021	January 2018	Assistant Principal (Progress and Aspiration)

S Adams  
June 2008

Revised by K McGowan July 2010

Revised by R Yates March 2012

Revised by R Yates March 2013

Revised by R Yates October 2015

Revised by R Yates January 2018

## **PROCEDURES TO ENSURE GOOD ATTENDANCE AT MINSTHORPE COMMUNITY COLLEGE**

The College is committed to ensuring good attendance in order to maximise the enjoyment, achievement and safety of all students. This involves staff in the Administration Team, Progress and Achievement Mentors, Year Office responsibility holders, EWO, SSPO and the Assistant Principal – Progress and Aspiration.

The lists below are designed to be used as a checklist for staff to use on a regular basis and are not exhaustive or in any order of priority. It also displays to Students, Parents, Carers and Governors the thorough process the College employs to maintain its high attendance.

Any questions or concerns regarding attendance should be always be raised and discussed as soon as possible. Maintaining a high attendance profile by deploying preventative methods and early intervention increases the chance of success in securing good progress and behaviour.

Richard Yates  
Assistant Principal  
January 2018

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### **i Progress & Achievement Mentors**

The emphasis of these responsibilities is to maximise the progress and achievement made by students through the promotion of good attendance.

<b>Role</b>	<b>Suggested Frequency</b>
Complete sessional registers	Daily (legal requirement).
Send all students requesting a Holiday Form to the EWO Office.	Daily.
Promote good attendance and punctuality	Daily.

### **ii CCTL / ACCTL**

The emphasis of these responsibilities is to maximise the progress and achievement made by students through the management and use of the analysis of their attendance.

<b>Role</b>	<b>Suggested Frequency</b>
Maintain a clear picture of Year Group absences and late arrivals on a daily basis.	Daily – timetable permitting.
Monitor After-College Detentions for students who are late twice in a week. Or if late for Assembly. Detentions tracked via EWO Admin.	Daily – timetable permitting.
Quality assure the completion of SIMS Absences.	Daily – timetable permitting.
Meet with EWO.	Weekly.
Meet with PA students to discuss concerns.	On-going.
Reward students and P&A groups for good attendance and punctuality 95%	End of term.
Issue 100% Attendance certificates in assembly.	Termly.
Monitor truancy and known truants electronically and through lesson checks.	Daily – timetable permitting.
Ensure Year Office Attendance Chart is up to date.	Weekly.
Monitor lateness to lessons	Weekly.
Issue detentions for students who are regularly late	Weekly.
Promote good attendance by making explicit links between attendance and achievement	Weekly.
Initiate Fast Track meeting with identified Year Group cohorts. THIS IS ACCTL TASK.	On going
With support of the EWO refer students to Step Back and bus pick up.	Daily.
Update the Whole College Attendance tracker which informs the monitoring of specific groups e.g. disadvantaged and SEND	Daily.

### **iii ACCTL Attendance (disadvantaged students)**

<b>Role</b>	<b>Suggested Frequency</b>
Identify disadvantaged students whose attendance is a concern.	Half termly
Daily meetings with the EWO team.	Daily
Meet with specific students from each year group to monitor, reward, support and challenge as appropriate.	Daily
Contact parents through letters, phone calls and meetings highlighting attendance concerns.	Daily
Record up to date information on to the attendance tracker	Daily
Produce termly reports to measure the impact of this work	Termly

### **iv Pastoral Manager**

<b>Role</b>	<b>Suggested Frequency</b>
Arrange for students who are in the step back attendance facility to have work supplied by teachers	Ongoing
Return work to the teachers for marking and liaising between students and staff in regard to their school work	Ongoing

### **v Education Welfare Officer (EWO)**

<b>Role</b>	<b>Suggested Frequency</b>
Meet with the ACCTL or CCTL weekly to monitor attendance in each year group	Weekly
Send letters home to those students causing concern with attendance. Persistent absence is defined as any student under 90%	Weekly
Students who continue to cause concern with attendance contact either through phone call, meeting in college or home visit	As required
Complete legal procedures with local Authority as and when required.	As required
Devise the attendance bus student list with the Year offices	Ongoing

## **vi Specialist Support**

The specialist support department will offer advice, provision and intervention for identified students where it is identified that there are needs that require additional specialist support.

Role	Suggested Frequency
Meet with EWO to discuss identified students.	Weekly
Meet with CCTL to discuss identified students.	Weekly
Meet with parents	As required

## **vii Assistant Principal – Progress and Aspiration**

This requires a clear whole College focus and emphasis to areas of Behaviour & Attendance management as a platform for Teaching, Learning and Achievement.

<b>Role</b>	<b>Suggested Frequency</b>
Quality assure Attendance	Weekly.
Complete the SEF to show an analysis of how the school's overall absence rate compares with other schools, including those in similar circumstances & the number of pupils who are persistently absent.	September
Complete SCHOOL CENSUS return.	Sept & May.
Review PA Attendance Concern letter and End of Term Attendance letter	Annually
Analyse PA lists across Year Groups.	On Going
Meet with EWO regarding PA students & LAC .	On going
Present Attendance figures in WCPR	Termly.
Attend FA meetings	Monthly
Home visits on the attendance bus	Daily
Designate which students would benefit from time in the attendance step back facility in conjunction with year offices and EWO	Ongoing
Students where there are specific attendance concerns to be brought to inclusion meeting	As required

**viii Parents/Carers.**

<b>Role</b>
Ensure that students arrive by 8.25am
If a student is absent parents must contact College by phone or via the gateway app on each day of absence, unless advised of a longer absence.
Parents should not deem minor ill health as a reason for absence from College. If in doubt they should contact a GP for advice.

**xi Students.**

<b>Role</b>
Students to be on site by first warning bell at 8.25am prompt.
Students must attend every day. Absence can occur with serious ill health. Colds, minor ill health is not a reason to be absent from College.

## **2 Students Daily Routine**

### **THE COLLEGE DAY**

#### Morning

08.00 Breakfast Club  
08.30 Registration/ P&A Time/ Assembly  
08.45 Period 1  
09.35 Period 2  
10.25 SNACK BREAK 1  
10.40 Period 3  
11.30 Period 4

#### Afternoon

12.20 SNACK BREAK 2  
12.50 Period 5  
13.40 Period 6  
14.30 End of Lessons  
14.45 Meetings/Activities

### **30 LESSONS PER WEEK - AMOUNTS TO 25 HOURS. STUDENTS SHOULD BE ON SITE FOR 8.25 AM.**

This daily routine helps students to establish a basic pattern whereby they are ready to learn.

Punctuality as well as attendance is vital to the learning needs of students. Being prepared and ready to learn from 8.25 sharp instils in students an attitude that will serve them into adult life.

Punctuality to college as well as to lessons during the college day is monitored

## **3 Term Time Holidays**

College recognises that attendance is closely linked to attainment. As such the Governors will follow Government guideline and refuse requests for term time holidays unless there are exceptional circumstances. These circumstances are detailed in Government documentation. In order to enforce this decision the Governors have agreed to the issuing of Penalty Notices (PN) for parents taking their children out of school during term time for holidays without permission. The College will work closely with the Education Welfare Service to enforce this policy.

The Policy is in line with Wakefield Council Code of Conduct on Penalty Notices and falls under section 444 of the Education Act 1996. The Education (Penalty Notices) (England) Regulations 2007 set the framework for the operation of the Penalty Notice Scheme. The Code of Conduct states that a Penalty Notice may be issued where there are at least 10 sessions (half days) recorded as unauthorised absence due to a holiday in term time.

Payment of a Penalty Notice is £60 if paid within 21 days of receipt of the Notice, increasing to £120 if paid after 21 days but within 28 days of receipt of the Notice. If the Penalty Notice is not paid in full by the end of the 42 day period the LA must either prosecute under section 444 of the Education Act 1996 or withdraw the notice. Penalty Notices will be issued for each individual child and to each individual parent.



#### **4 Procedures for monitoring punctuality.**

Students who arrive late during registration time	P&A mentors issue warning.
Students who arrive after 8.30. Sign in on late boards at Student Reception (until 9am) then at the General Office	Monitored by ACCTL. Detentions issued for persistent lates. Parents/carers contacted
Late to lessons	Class teacher marks as L. Persistent lateness referred to ACCTL. Detentions set and parents/carers notified

Registers close in the morning at 0935 and anyone who is unavoidably late after this point may be marked as U (Late – after registers close). This will mean that the student is classed as absent for the session. This will impact the student's attendance. Students who are persistently late will fall under the same process as those who are persistently absent. This process is known as 'Fast Track Tickets' and is explained in detail below.

#### **5 Students who are Persistently Absent**

**Students who are persistently absent can fall within the protocols for 'Fast Track Tickets'.**

During the weekly meetings between the CCTL/ACCTL and the EWO, decisions will be taken as to what steps are needed to improve the attendance of students who are under 90%.

It must be remembered that some students who are under this threshold are there for genuine reasons such as ill health, family bereavement or other pastoral issues beyond the students, parents/Carers control. These may be relatively short term and the Year office and EWO will monitor and support. It must always be remembered that cases are treated on an individual basis.

##### **Stage 1**

Where attendance is below 90% and the reasons are not covered by individual extenuating circumstances, the Year office and the EWO will instigate a number of procedures to support the student in improving their attendance.

These might include letters to parents/carers, phone calls, visits home or meetings in college. If the student's attendance improves above 90% then this student will continue to be monitored but will no longer need the support of the EWO.

##### **Stage 2**

If a student's attendance does not improve there are then 2 avenues the college can then follow.

## **Route 1**

Fast Track- This is an approach for the parents/carers of students who have been supportive in the main of the College's approach to improve their child's attendance.

In the first instance they will sign an Attendance contract. They are then closely monitored by the EWO for a short fixed period. If the student's attendance improves they will continue to be monitored by the Year Office but they are judged to have met their attendance contract.

However if they do not improve they will be notified and warned that a fixed penalty notice will be applied if attendance does not improve in a second spell.

If attendance improves the student will be judged to have met their attendance contract.

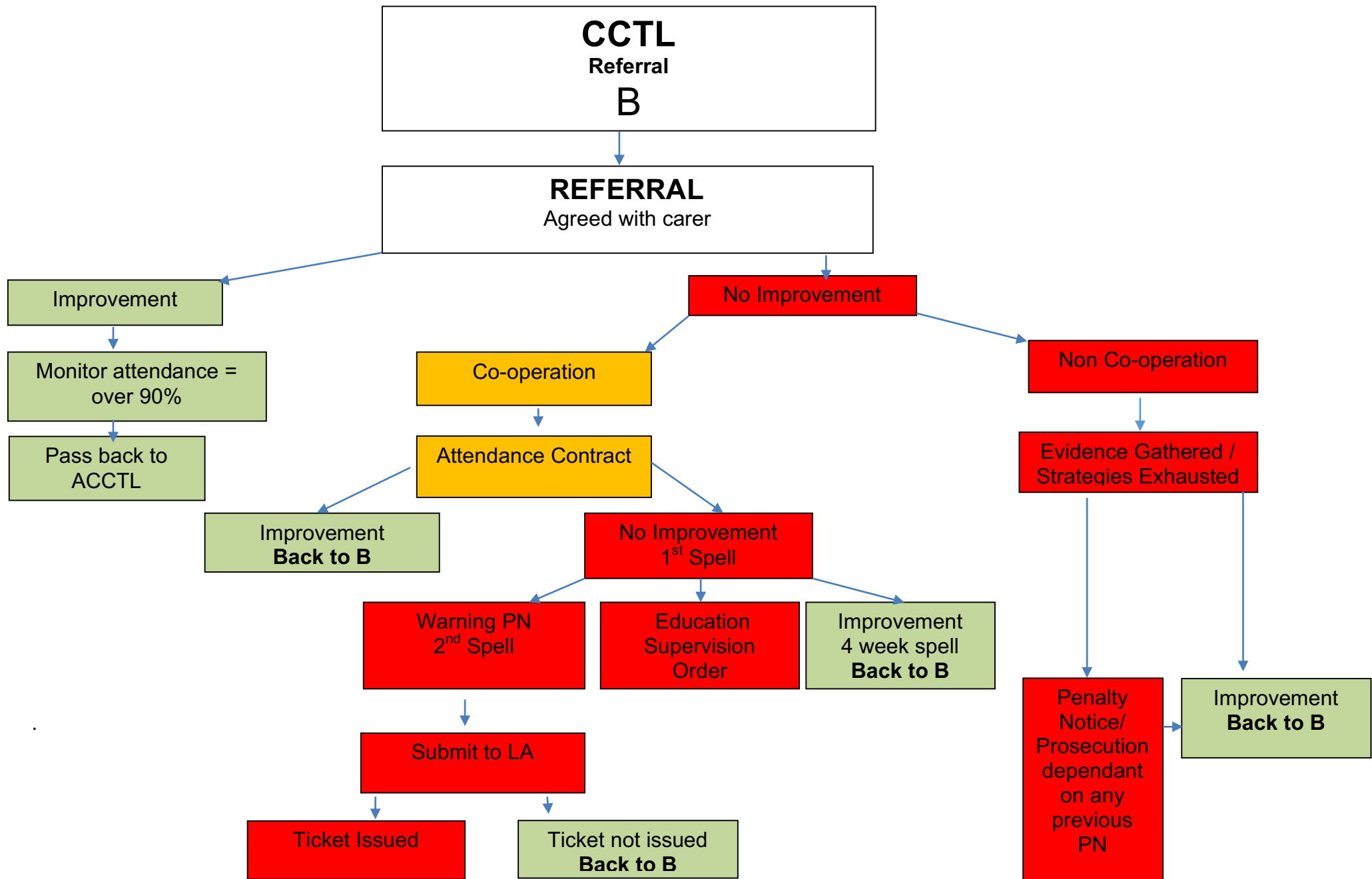
If at any point in these proceedings the parents/carers no longer co-operate it may mean that the route of formal prosecution will be followed.

If 2 periods of close monitoring by the EWO is unsuccessful in improving the student's attendance, the case will then be passed to WMDC for consideration for a fixed penalty notice. It is WMDC who will make the final decision on whether a fixed penalty notice is applied.

## **Route 2**

If parents/carers are uncooperative and do not meet their obligations in trying to improve their child's attendance. By failing to respond to repeated letters, phone calls, meetings in College and home visits, a decision will be taken by the EWO and the Assistant Principal for Pastoral Care to follow a route of irregular penalty notice. Should the parent/ carer have already had a penalty notice this will be elevated to a prosecution. A file is then prepared which highlights how the College has tried to work with the family to improve the student's attendance. This is passed to WMDC. The decision to issue a penalty notice or prosecute is taken by WMDC.

The 2 routes are set out below in a diagram.



## **6 Support for Students returning to lessons following a period of absence**

It is important that teachers are made aware of a student is returning to lessons following a period of absence.

<b>Reason for Absence</b>	<b>Action by whom</b>
1. Acute medical concern	Where appropriate, the <b>SEND/Inclusion Clerical Officer</b> meets with parent to produce a risk assessment before the student returns to college. This is emailed to all staff.  <b>CCTL/ACCTL</b> emails relevant teachers to inform them of the students return and to ensure staff provide catch up work. Year office staff meet with the student on their first morning back.
2. Persistent absence (under 90%)	<b>Staff</b> are to identify students who are PA through the class profile and half-termly attendance report. <b>Staff</b> must annotate their SCIF with strategies (see below).
3. Holiday absence	<b>EWO</b> to inform parents that students must complete catch up work on their return. <b>EWO</b> to send an email to relevant teaching staff in order that catch up work can be prepared for the student's return.
4. Students with personalised timetables (T&CC or ST provision)	<b>CCTL/ ACCTL and EWO</b> to coordinate a package of support and communicate this (and subsequent changes) with teaching staff. It is the responsibility of the <b>CCTL</b> to inform teaching staff of when students will return to lessons.

It is the responsibility of the classroom teacher to welcome a student back to a lesson and to provide appropriate support to catch up with missed work.

Catch Up Support Strategies (CUSS) may include:

- CUSS 1 Provide a copy of lesson handouts
- CUSS 2 Provide resources on Firefly
- CUSS 3 Sit with a supportive peer
- CUSS 4 Teacher or TA to give 1:1 support in the lesson
- CUSS 5 Sit near teacher or TA for additional support
- CUSS 6 Invite to after college intervention
- CUSS 7 Provide missed work to do at home
- CUSS 8 Photocopy notes from another student's book
- CUSS 9 Keep greetings and interactions with the student discreet to help them transition safely into the classroom.

It is good practice for classroom teachers to maintain a folder of work to be used to support students in catching up.

Teachers should record Catch Up Support Strategies in their SCIF and in IA notes. Appraisers will QA these strategies as part of appraisal and/or T360 meetings.