

# Attendance Policy

Approved by **Governors**

Approved on **May 2015**

SLT contact **Headteacher**

Revision due **Annually**



## 1. Strategic Framework.

- a) This policy is adopted to ensure the Becket Keys approach to attendance is:
  - i. in line with our vision and Christian ethos, and compatible with our other policies (including Behaviour)
  - ii. meeting statutory requirements and paying due regard to legislation
  - iii. meeting OfSTED 'Outstanding' criteria [quotations from evaluation schedule Grade 1 descriptors][NB: operational systems are not included in this document; they are in our staff handbook]

"Pupils. consistently punctual...Attendance [is] above average for all groups [or] sustained, convincing improvement"

## 2. Aims/Rationale

- a) Becket Keys has ambitious goals for every student. If students are disinclined to attend regularly and punctually, our ability to deliver our goals is diminished
- b) We will reduce or remove 'school-based disincentives' (e.g. boredom, loneliness, poor teaching, bullying), whilst working with parents and others to reduce or remove disincentives outside school

## 3. Provision.

To deliver these aims, we:

- a) Identify risks: where possible identifying students with poor KS2 attendance
- b) Set targets: overall attendance; persistent absence (15% of sessions missed); individual targets
- c) Educate students: into habits associated with good attendance; by staff modelling good attendance
- d) Remove disincentives: listening to and acting on student views on teaching quality, behaviour, safety
- e) Ensure parents: know risks to their child's attendance; get support in influencing their child's attendance
- f) Track individual/group attendance: weekly and half-termly, against benchmarks (<95%, 90%, 85%; lateness)
- g) Intervene where required, to address risks and issues

## 4. Organisation: we will pre-empt or address attendance/punctuality issues as below

- a) We make it clear that term-time holidays are unlikely to be authorised; unauthorised holidays are referred to EWO for action. Parents are asked to tell us (phone, email, note) their child is absent, with a reason, and return date. Reception staff enter absence on the register. Any student unaccounted for by the end of Period 1 triggers an automated home 'Truancy Call'. Any unaccounted absences result in further action (calling home, calling siblings schools, calling other emergency contacts etc). If we are unable to account for a student by 11am senior staff will make a decision regarding calling the police.
- b) Registers are taken every lesson on Lesson Monitor, with first and fifth lessons counting as morning and afternoon registration. Arrival after Lesson 1 is entered as unauthorised absence. Students arriving after 8.40am sign in at reception before going to lessons. Minutes late recorded on SIMS
- c) Interventions where a student falls below 95% attendance include: 1:1 discussion with student (and/or parent), identifying necessary actions; informing parent (in writing) of the issue; 1:1 action-planning meeting with parent if insufficient improvement; involving other agencies if necessary; EWO referral if interventions are not impacting; as last resort, penalty notices and court action. Where a return to school may be challenging, a re-integration meeting will precede this, with staff, student, and relevant outside agencies

## 5. Monitoring the impact of the policy

- a) Individual students: every half term, we take stock of every individual's attendance/punctuality; where there are significant issues, these, and remedial action, are updated in an Individual Plan
- b) Student Voice: our Student Council makes a half-termly input to our review of provision
- c) Governors: receive attendance updates, as part of the regular half-term Behaviour and Safety report