



South Gloucestershire and Stroud Academy Trust (SGSAT)

Forest High School Student Attendance and Punctuality Policy and Procedures

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Please contact the SGS-GS Human Resources Department**

Prepared by:	Paul Holroyd
Job title/role:	Head Teacher
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Approved by:	Forest High School Local Governing Body
Date:	1 November 2018

Main aim and purpose of the policy:					
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Persons in care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This policy allows for reasonable adjustments to be made where extenuating circumstances are connected to a protected characteristic – no student will be subject to disciplinary action by virtue of a protected characteristic; or, where that characteristic frustrates compliance or intended compliance.
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input checked="" type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i>					
Completed by: _____ Date: _____					

The Forest High School

Student Attendance and Punctuality Policy and Procedures

ATTENDANCE

1. Introduction

1.1 In order to achieve the best for each child we are fully committed to developing with them our core values of learning, community and leadership. This policy specifically relates to learner attendance and punctuality which are fundamental to:

- Empowering students to become independent and responsible learners
- Encouraging high standards of attainment, leadership and behaviour
- Instilling respect among learners for themselves and others

1.2 We place very high value on all aspects of student attendance and punctuality and therefore locate all aspects of policy and practice related to promoting and sustaining positive attitudes to attendance and punctuality at the heart of teaching and learning.

1.3 The development and implementation of this policy is intended to ensure that all teaching and support staff employed by the school are carrying out appropriate measures that will safeguard children and promote their welfare.

2. Statutory Framework

2.1 Regular attendance at the school is a legal requirement, establishes good habits which will be valued later by employers, and is vital if our young people are to gain the full benefit of the education provided and to succeed in public examinations. Doing all we can to ensure good attendance is, therefore, a priority for this school. The Forest High School defines regular attendance as a minimum of 96%.

2.2 A successful school is a partnership between the school, the students, their parents/carers and the wider community. This document sets out below what is expected of the partners, the responses that the school will make to attendance issues, and the specific roles and responsibilities of staff within the school:

- The Government's goal of "raising educational standards for all young people" requires that students attend school as a pre-requisite to engaging with the curriculum and learning.
- It is the Local Authority's responsibility in law to enforce the regular school attendance of registered students of statutory school age.
- Local authorities and all schools have legal powers to use parenting contracts, parenting orders and penalty notices to address poor attendance and behaviour in school. In addition to using these powers, local authorities and schools can develop other practices to improve attendance as outlined in Section 3 of the DfE Statutory

Guidance (August 2013). <https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

- Forest High School has a legal duty to maintain Admissions and Attendance Registers and to record student attendance or absence from school.
- The school also has a duty to have effective systems in place to track and manage student attendance by developing clear whole school policies and procedures and by engaging with parents, other agencies and the wider community.
- Parents/carers have a duty to ensure that their child/ children receive a full-time education and that children registered at a school attend regularly and punctually.

3. Purposes and intentions of the Attendance Policy

3.1 Promoting attendance and avoiding absence from school

The purposes underpinning the school's attendance policy are to:

- encourage 100% attendance and punctuality;
- ensure all those associated with the school understand the expectations in relation to attendance and punctuality;
- produce regular information about class and individual attendance and punctuality which will enable the school to monitor trends and patterns so that appropriate measures can be taken to improve attendance and punctuality and thus academic performance.

Absence from school, whether **authorised** (valid reason) or **unauthorised** (no valid reason) affects an individual's ability to form positive peer and adult relationships and develop social skills. The habits of regular and punctual attendance are important in their own right: they enable individuals to participate in social organisations and shared arrangements, to take on commitments, and to contribute at work as well as at school.

3.2 What do we expect of our students?

Students will:

- regularly attend school according to the published session times - ensuring they arrive at the school before the warning bell at 8.28am in time to be registered at the beginning of the morning session 8.30 am;
- if they arrive late to the school, but before the end of the registration period at 8.40am, go to their Tutor Group room where their Tutor will record them as late. If they arrive after the end of the registration period they should go to lesson one where they will be registered by their subject teacher.
- if absent for a valid reason, they must remind their parent(s)/carer(s) of their responsibility to inform the school on the first day of absence, and to provide a written note explaining the absence upon their child's return to school. The student planner can be used for this purpose. If absent, students should make every effort to access and complete any work they have missed.

- Be expected to make up any late minutes during morning break that day

3.3 What do we expect of parent(s) / carer(s)?

Parents/carers will:

- uphold the Home-School Agreement to ensure regular attendance;
- discharge their legal and moral responsibility to ensure their child attends the school according to the published dates and session times, and that they are equipped for all lessons;
- when a valid absence occurs, contact the school on the first day of absence and provide a written explanation of any period of absence when their child returns;
- avoid any absence from school for routine medical appointments during term time. Students having medical or dental appointments must bring an appointment card or note from their parents/carers, which should be authorised by the Tutor or the school's Attendance Officer. Where possible, every effort should be made to arrange appointments outside of school hours, especially for ongoing treatment;
- not arrange holidays or leave of absence. The school will only grant leave during term time in exceptional circumstances, in line with statutory regulations. If there is a need for a student to take time off during term time then the student's parents/carers should write to the Headteacher who will then decide whether leave should be granted.

3.4 What can students and parents expect of the school?

The school will:

- accurately record the attendance, and any sessional absence, of a student; through a system of registering students in Tutor groups, and regular spot checks, identify any post registration truancy - informing parents immediately should that occur;
- respond to any sessional absence for which no parental explanation has been received after two days of absence with a telephone call or a letter to the student's home address informing parent(s)/carer(s) of the absence;
- in the case of known long term absence: where appropriate, provide work for the student at home; take action to achieve the successful reintegration of the student on their return.

4. How will the school respond to attendance issues?

- 4.1 When problems of attendance arise the School Safeguarding and Attendance Officer will involve the Pastoral Leader and the Tutor in the first instance. He/she may then involve the Headteacher. If this is unsuccessful in addressing attendance issues, the School Safeguarding and Attendance Officer will ensure parent(s) / carer(s) are aware of the situation and their responsibilities, and seek to provide appropriate support to students/parents in an effort to improve attendance

The school will, through the pastoral system, seek to provide support for students and parent(s) / carer(s) when attendance problems occur

The school will recognise and reward the good attendance of individuals/tutor groups.

Through good classroom practice and breadth of courses, the school will seek to provide a curriculum suited to the interests, needs and capabilities of students.

5. Roles and Responsibilities of staff

- 5.1 The school uses an electronic Management Information System to record attendance. The Safeguarding and Attendance Officer has overall management responsibility for the system and will use the absence and attendance codes as outlined in section one of the DfE Statutory guidance November 2016.

- The Network Manager addresses technical issues.
- The day-to-day operation of the system is the responsibility of the Attendance Officer.
- The role of the Tutor is crucial to the successful operation of the computer registration system, and to the success of the attendance strategy. It is the responsibility of the Tutors to:
 - arrive early for registration and call the register at the start of the day and at afternoon registration;
 - at the end of the registration period, 'send' the register electronically to the Attendance Office. **Complying with this instruction is vital to the successful operation of the system;**
 - ensure absence notes are received from parents/carers and sent to the Attendance Officer who will record all absences;
 - monitor closely student attendance, keeping relevant staff informed of any attendance problems in their Tutor group.
- All staff, as subject teachers, play a crucial role in monitoring and responding to post - registration truancy. It is the responsibility of the subject teacher to:
 - lead by example by being punctual to lessons;

- register their teaching groups every lesson, ensuring certainty on the part of the students that any absence from a lesson will be noted and recorded. This is essential to the school's truancy control system;
 - when suspicions arise as to the reason for absence from a lesson, send a request for information to the Attendance Officer. Any truancy should be reported immediately to the Attendance Officer. If problems persist, the Safeguarding and Attendance Officer should be informed;
 - reward good attendance;
 - share data with students and parents/carers so that they can understand trends of attendance and be proactive in plans for improvement.
- Senior Leaders have the responsibility to:
 - monitor the attendance of various groups, using the electronic registration data;
 - make regular spot checks for post registration truancy, informing parent(s)/carer(s) immediately if this occurs;
 - monitor punctuality to the school, ensuring appropriate sanctions are given for persistent lateness;
 - through their assemblies, ensure that attendance and punctuality issues have a high profile and that good attendance and punctuality are recognised and rewarded.

6. PUNCTUALITY

Punctual arrival at school registrations in the morning and afternoon, as well as to lessons, is important as this instils good working practices in students both inside and outside of the school. It also portrays a serious approach to studying and making the greatest use of opportunities available to them.

6.1 Student punctuality

- All students should arrive by 8.28am every day to begin with a prompt start at 8.30am.
- All students to arrive promptly for afternoon registration by 1.40pm
- All students to arrive promptly at each lesson to enable maximum learning
- Sanctions will be applied to students who are continually late to the School or class as this disrupts the learning of others as well as themselves.

6.2 Punctuality procedures

- 6.2.1 Tutors should arrive at their Tutor group bases punctually for registration and lessons to set a professional example to students.

6.2.2 The following actions will be taken if a student is late:

- Form Tutors will be aware of latecomers and instigate appropriate action (see Attendance 6.3 below)
- Initially the Attendance Officer will monitor and follow up absences.
- Safeguarding & Attendance Officer involvement will be triggered when support and sanctions have made no significant improvement
- Subject teachers and subject leaders will take appropriate action with persistent latecomers to lessons
- Parents/carers will ensure that their child leaves home in sufficient time to arrive punctually
- Parents/carers will be informed by Tutors/Attendance Officer of students arriving persistently late to lessons
- Parents/carers will be required to meet with the Attendance Officer where there is no sustained improvement.

6.3 Consequences

Students will be expected to make up any late minutes during that morning break that day.

7 Links with other policy areas

7.1 This policy is central to all aspects of student well-being. It should be rigorously observed by all staff and in particular by Tutors and School administrators.

7.2 The policy links closely with guidance on:

- Special Needs and Inclusion
- Safeguarding
- Anti-Bullying
- Behaviour for Learning

7.3 For staff, further guidance is available in the staff handbook in the section on teaching and learning and in the relevant sections of the school website.

7.4 For parents/carers, further information is published in the induction guidance and Home – School Agreement and in the relevant sections of the school website.

7.5 For students, guidance can be found in the relevant sections of the school website.