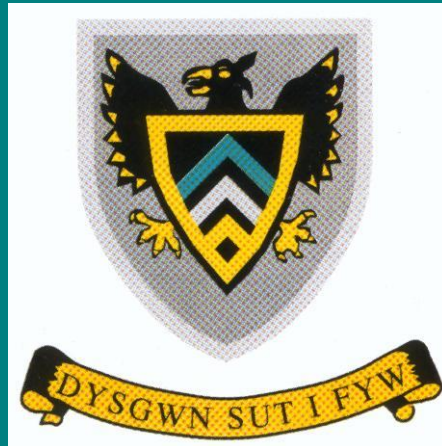


ATTENDANCE & PUNCTUALITY POLICY



Attendance & Punctuality Policy

We believe that children cannot learn if they are absent from school. Therefore, we aim to ensure that all our children take full advantage of the educational opportunities available to them and to raise standards by promoting regular attendance and punctuality of pupils.

We are committed to providing an education of the highest quality for all our pupils. We believe high attainment depends on good attendance.

We expect all school personnel to support and promote excellent school attendance by acting as role models and to work hard to provide a learning environment in which all pupils are eager to learn, feel valued and enjoy coming to school.

Sometimes a pupil's absence or lateness may not be their fault and in these circumstances it is our policy to be supportive of the child and not to make them feel guilty or inadequate. Also, at times we have to give allowances for religious beliefs and individual family circumstances.

We believe it is essential to regularly remind parents of the importance of good attendance and its links to pupil attainment. The Education Act 1996 clearly states that the prime responsibility of parents/carers is to ensure that their children attend school regularly. This policy is written with regards to "The Education (pupil registration) (Wales) regulations 2010".

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To create a culture in which good attendance is accepted as the norm.
- To demonstrate that good attendance and punctuality is valued by the school.
- To maintain and develop effective communication regarding attendance between home and school.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body will:

- delegate powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy;
- nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- ensure that the attendance policy is carried out;
- set the attendance targets for the year;
- ask questions about trends and what is being done to prevent persistent poor attenders;
- monitor termly progress towards these targets;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring this policy is maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the School Admin Officer and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all pupils and parents are aware of the “Callio” system adopted by the school to monitor attendance.
- undertake the daily monitoring of school attendance via the School Admin Officer by using an appropriate and effective registration system;
- monitor attendance according to gender, age, ethnicity, first language, eligibility for Free School Meals and special educational needs;
- monitor trends by using data effectively to help strategic planning;
- send to parents at the end of each half term an attendance report on their child
- target intervention and support to those children that have been highlighted as poor attenders;
- have in place a system for parents to report a child’s absence;
- report to the Governing Body the attendance figures and progress to achieving the set targets;
- remind parents of their commitment to this policy;
- promote the importance of attendance during collective worship;

- publicise good attendance during assemblies, newsletters, blogs and the termly report to the Governing Body;
- award good attendance certificates and awards to pupils when they have achieved 100% attendance (termly and yearly);
- organise training for school personnel on the use and understanding of attendance codes and authorised and unauthorised attendance;
- work closely with the link governor and School Admin Officer;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the School Admin Officer

The School Admin Officer is responsible for:

- implementing the policy with the Headteacher;
- monitoring individual and class attendance on a daily basis;
- attend meetings with the EWO
- keeping the Headteacher informed of attendance figures and trends;
- contacting parents regarding concerns about their child's attendance;
- compiling attendance data for the Headteacher, the Governing Body and the EWO;
- ensuring registers are distributed to the teaching staff and are kept up to date
- contacting parents if they have not reported their child's absence by 10.00a.m;
- sending a letter, email or text if no contact is made;
- continuing to contact the parents throughout the day until contact is made;
- contacting the key worker if a child is on the child protection register and no reason has been given for the child's absence;
- informing the Headteacher of trends in absence

Role of School Personnel

School personnel will:

- comply with and implement this policy
- set an example of punctuality and good attendance;
- ensure that registers are taken at the appropriate times and are accurate and up to date using the correct absence codes (Appendix 3);
- monitor class and individual attendance patterns;
- inform the school office of any concerns about attendance or suspected truancy;
- emphasise the importance of punctuality and good attendance;
- discuss individual pupil attendance at parent-teacher consultations

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;

- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body on the success and development of this policy

Role of Parents

Parents are responsible for:

- ensuring that their children are punctual and know the importance of good attendance;
- informing the school on the first day of absence;
- sign the lateness book if their child is late for school;
- informing the school of any changes to their contact details;
- collecting their children on time
- following the school's holiday in term time protocol and procedures

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Pupils

Pupils are responsible for:

- arriving at school on time;
- knowing the value of good attendance;
- knowing the seriousness of truancy, attending classes during the school day and not playing truant;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys

Dealing with Trends in Attendance

When there is a pattern of poor attendance then the following procedure will take place:

- Parents are invited to attend an informal meeting with the Headteacher and EWO to explain their child's repeated absence.
- Support will be given if there are underlying reasons for the absence.
- If not, then the situation will be monitored for improvement.
- If there is no improvement then the EWO will take the appropriate action.

Dealing with Lateness

The School Admin Officer monitors lateness and informs:

- the Headteacher of patterns of lateness;

- parents of the school's concerns and arrange a meeting so that the problem can be addressed

Dealing with Truancy

If a pupil is thought to be playing truant then the school will inform:

- the parent/carer;
- the police

All truants will receive:

- support;

Discussions with the EWO to understand the seriousness of the matter; a programme of monitoring and support. The Police must be informed immediately if a pupil leaves school without prior permission.

Authorised Absence

Holidays during term time – parents may apply in writing to take their children on holiday during term time (one holiday of up to 10 days in any one year). Parents are asked to complete a holiday form requesting permission to take their child on holiday.

Religious Observance – a maximum of three days absence is allowed for religious observance.

Medical, Dental or Hospital Appointments – we encourage these appointments to take place out of school time in order not to disrupt the child's education. Appointments made in school time should be at 2.15pm or later.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website/MOODLE
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Appendix 1

Strategies for Improvement

“Callio” (Wise Up) Programme

The school has introduced the “Callio” ‘Wise Up’ approach to raise awareness of what level constitutes ‘good’ attendance and demonstrates the impact on attainment of varying levels of absence. The following benchmarks are used termly to update parents/carers and children about their attendance.

GREEN for Excellent attendance 97% or higher

AMBER for Good attendance 96% to 93%

RED for attendance below 93%

All parents will receive termly information regarding their child attendance.

Pupils with attendance below 97% will be issued with a detailed print out each term of their child’s attendance.

When persistent absences become a concern the school will work closely with the EWO and family to discuss ways to improve attendance

Information regarding the “Callio” banding will be sent out to parents and copies of all attendance policies and procedures will be placed on the school MOODLE.

School Attendance Awards

Monthly attendance award to the class with the best attendance levels.

Smilie Stickers will be given out each week to pupils who have had full attendance

100% attendance certificates will be presented to pupils at the end of each term.

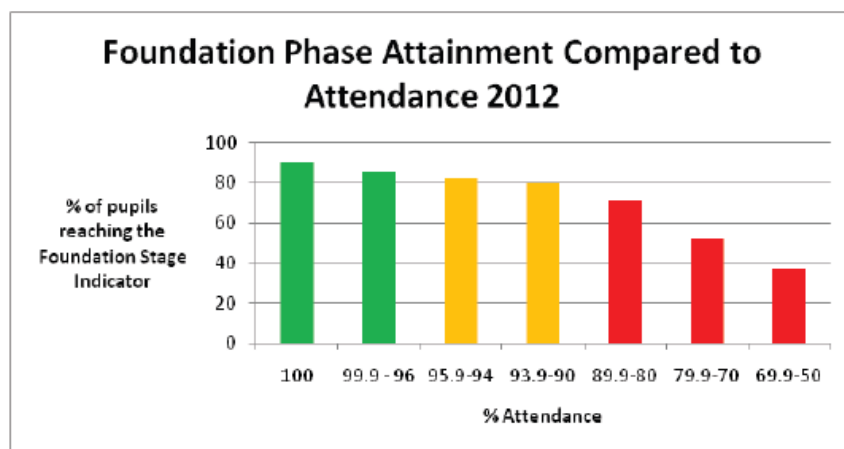
Appendix 2

Callio Posters



Green	100%	Not missing any lessons.
	99%	Missing about 10 lesson.
	98%	Missing about 20 lessons.
	97%	Missing about 30 lessons.
Amber	96%	Missing about 8 days of school. It will be difficult to catch up on the lost learning from 40 lessons.
	95%	Missing about 2 weeks of school. Time to 'callio'.
	93%	Missing 14 days of school. This is almost three weeks which is a significant amount of education to lose.
Red	92% and below	Missing more than 3 weeks of education. A serious loss of learning which is likely to have a detrimental effect on achievement and life chances.

The relationship between doing well at school and good attendance is clear.



The Foundation Phase Indicator is a combination of attainment in language literacy and communication skills; personal and social development, well-being and cultural diversity; and, mathematical development.



Central South Consortium
Consortiwm Canolbarth y De

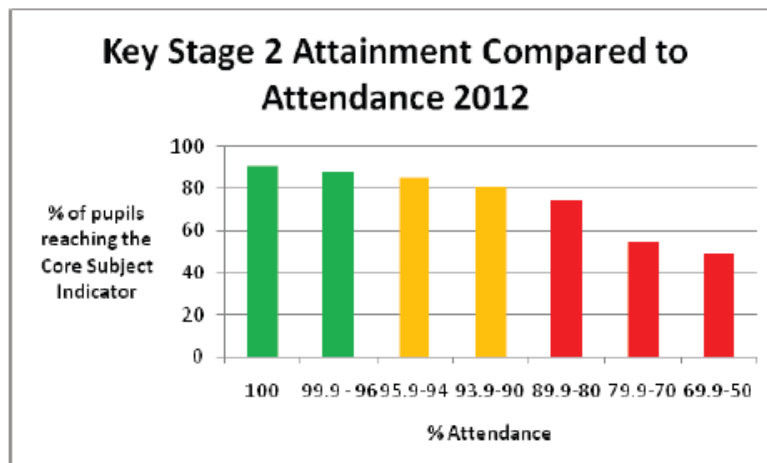
Joint Education Service
Gwasanaeth Addysg ar y Cyd

Callio - KS2

Every lesson counts, every school day counts!

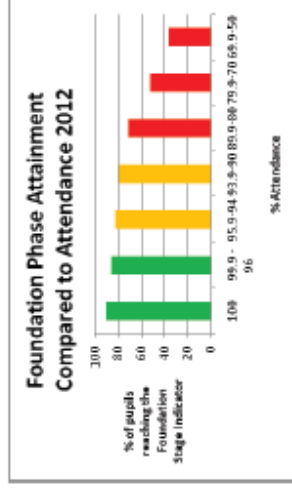
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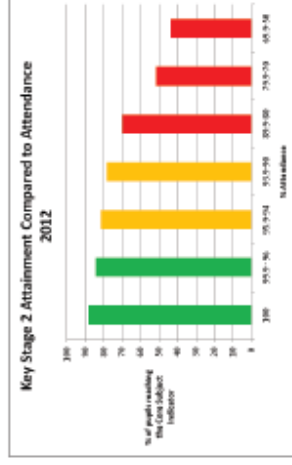


The Core Subject Indicator (CSI) is a combination of attainment in English or Welsh first language, mathematics and science.

Taking a child on holiday in term time may save some money but there is a cost. The cost is lost learning which impacts on reduced life chances.



The Foundation Phase Indicator is a combination of attainment in language literacy and communication skills; personal and social development, well-being and cultural diversity; and, mathematical development.



The Core Subject Indicator (CSI) is a combination of attainment in English or Welsh first language, mathematics and science.

Sample letter to parents

Green Letter (<97%)

Dear Parents

We wrote to you recently about the “Callio” Attendance Campaign. A key part of the strategy is keeping you informed of your child’s attendance and the category into which they fall.

I am pleased to tell you that your child is in the **Green** category with _____%

As well as being a good attendee, they are more likely to make good progress and maximize their life opportunities.

Please encourage your child to “keep up the good work”.

Amber Letter (>97 %< 92%)

Dear Parents

We wrote to you recently about the Callio Attendance Campaign. A key part of the strategy is keeping you informed of your child’s attendance and the category into which they fall.

I am writing to tell you that your child is in the **Amber** category with _____%.

Please refer to the “Callio” chart on the school MOODLE to see the possible impact of this level of attendance. A copy of your child’s attendance report is attached for you to view.

If you would like advice or support with this matter please contact the Headteacher.

Red Letter (> 92%)

Dear Parents

We wrote to you recently about the “Callio” Attendance Campaign. A key part of the strategy is keeping you informed of your child’s attendance and the category into which they fall.

I am writing to tell you that your child is in the **Red** category with _____%.

Please refer to the Callio chart on the school MOODLE to see the possible impact of this level of attendance. A copy of your child’s attendance report is attached for your reference. We would appreciate it if you would contact the Headteacher to discuss this matter.

Appendix 3

Sims Attendance Codes

CODE	DESCRIPTION	STATISTICAL MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances	Authorised absence
D	Dual registration (i.e. pupil attending other establishments)	Attendance not required
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed <u>or</u> days in excess)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. app)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised abs (not covered by any other code)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
#	School closed to pupils & staff	Attendance not required
Y	Enforced closure	Attendance not required
X	Non-compulsory school age absence	Attendance not required
Z	Pupil not on roll	Attendance not required
-	All should attend. No mark recorded	No mark

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓			

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
S Hurry	Oct 5 th 2013	GB	

Attendance and Punctuality Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				