

Abbey Junior School Attendance Policy

MISSION STATEMENT

Abbey Junior 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 establish an effective system of incentives and rewards, which acknowledges the efforts of pupils to improve their attendance and timekeeping, and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives Abbey Junior School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

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 implement a system of rewards and sanctions.
8. To promote effective partnerships with the Education Welfare Officer and with other services and agencies.
9. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

AIM NO 1

To Improve the Overall Percentage Attendance of Pupils at School

1. Apply Whole School Attendance Policy consistently.
2. Establish and maintain a high profile for attendance and punctuality.
3. Relate attendance issues directly to the school's values, ethos and curriculum.
4. Monitor progress in attendance measurable outcomes.
5. To discourage the taking of holidays during term time.

AIM No 2

To Make Attendance and Punctuality a Priority for All Those Associated with the School Including Pupils, Parents, Teachers and Governors

1. Use staff/school handbook prospectus of DCSF literature.
2. Produce termly/annual reports to parents/governors.
3. Provide INSET training for appointed/promoted staff.
4. Display materials at focal points
5. Discuss attendance issues in Education Welfare Officer/Pastoral staff evaluation meetings and/or in relevant staff meetings (eg attendance review meetings).
6. Introduce award systems, including badges, trophies, certificates, chocolates, end of year prizes, etc.

AIM NO 3

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.
2. Make phone/letter contact, using designated school staff, on first day of absence.
3. Ensure clearly defined late registration procedures.
4. Respond swiftly to lateness (in respect of both pupils and parents).
5. Appoint an Attendance Co-ordinator with appropriate time set aside.
6. Define clearly the roles and responsibilities within the school staffing structure.
7. Timetable staff to meet with Education welfare officers making best use of their time (advertise the times to parents).
8. Have clear procedures prior to referral to Education Welfare Officers.
9. Review attendance regularly.
10. Be familiar with the Education Welfare Officers' referral and recording system.

AIMS NO 4

To Provide Support, Advice and Guidance to Parents and Pupils

1. Highlight attendance in:
 - SEAL
 - Assemblies
 - Anti-bullying
 - Staff available to talk to pupils
 - Pastoral care including mentoring
 - 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.

AIM NO 5

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

1. Consider the advantages of computerised registration.
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
 - pastoral staff
 - other school staff
 - parents
 - pupils (individual or groups)
 - education welfare officer
5. Identify developing patterns of irregular attendance and lateness.

AIM NO 6

To Further Develop Positive and Consistent Communication Between Home and School

1. Initiate first day absence contact.
2. Make full use of computer generated letters (SIMS Handbook).
3. Promote expectation of absence letters/phone calls from parents.
4. Explore the wide range of opportunities for parental partnerships (see Aim 2).
5. Provide information in a user-friendly way (may include languages other than English, and non-written).
6. Encourage all parents into school.

AIM NO 7

To Implement a System of Rewards and Sanctions

1. Identify finance for a system of rewards.
2. Actively promote attendance and associated reward and effective sanctions.
3. Ensure fair and consistent implementation.
4. Involve pupils in system evaluation.
5. Make use of imaginative and immediate sanctions.
6. Take action which accords with objectives agreed between school and others, eg. Education welfare officer, parent, Behaviour Support Service.

AIM NO 8

To Promote Effective Partnerships With the Education Welfare Officer and With Other Services and Agencies

1. Designated key staff for liaison with Education Welfare Officer and other agencies.
2. Give priority to timetabled meetings with Education Welfare Officer.
3. Carry out initial enquiries/intervention prior to referral.
4. Gather and record relevant information to assist completion of Education Welfare Officer.
5. Hold termly attendance review with key school staff and Education Welfare Officer.
6. Arrange multi-agency liaison meetings as appropriate.
7. Establish and maintain list of named contacts within the local community eg community police contact officer.
8. Encourage active involvement of other services and agencies in the life of the school.
9. Develop understanding of agency constraints and operating environments.

AIM NO 9

To Recognise the Needs of the Individual Pupil When Planning Reintegration Following Significant Periods of Absence

1. Be sensitive to the individual needs and circumstances of returning pupils.
2. Involve/inform all staff in/or reintegration process.
3. Provide opportunities for counselling and feedback.
4. Consider peer support and mentoring.
5. Involve parents as far as possible.
6. Agree timescale for review of reintegration plan.
7. Include Education Welfare Officers, parents and pupil in reintegration plan.