

The Kingsley School

Attendance Policy

Monitoring and evaluation

The effectiveness of this policy will be monitored by heads of year, the Deputy Head, and the Head of Prep School. It will be reviewed annually at a Heads of Year meeting, and by SLT.

SEPTEMBER 2021

Review dates: SEPTEMBER 2022

Mrs C J McCullough, Deputy Head

The Kingsley School

This policy applies to all pupils at The Kingsley School, including those in EYFS.

The Kingsley School seeks to ensure that all its pupils receive a full-time education which gives each pupil the best opportunity to realise her or his potential. We provide a caring, welcoming environment, so that each member of the school community feels valued and secure. The strong pastoral ethos of the school, and our good links with our parents, mean that all staff work with pupils and their families to ensure that each pupil attends school regularly and punctually.

The school has systems of incentives and rewards e.g. attendance certificates which acknowledge the efforts of pupils to maintain and improve their attendance, and challenges any parents and pupils who give a low priority to attendance and punctuality.

We recognise that attendance monitoring is an important aspect of safeguarding.

The school seeks to develop and maintain good relationships with parents, and to communicate regularly and effectively with them over issues of attendance and punctuality.

Aims

- To maintain and improve the overall percentage attendance of pupils at school.
- To make attendance and punctuality a priority for all members of the school community, including pupils, parents, members of staff and governors.
- To maintain an administrative framework which defines agreed roles and responsibilities, and promotes consistency in carrying out designated tasks.
- To provide support, advice and guidance to parents and pupils.
- To use a systematic approach to gathering and using attendance related data.
- To maintain and develop positive and consistent communication between home and school.
- To implement a system of rewards and sanctions.
- To work effectively with external agencies when necessary.
- To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.
- To recognise that school attendance can be an early indicator of factors affecting student well being and provide additional communication and support as required.
- To adjust attendance codes as required in a pandemic lockdown.

1. To maintain and improve the overall percentage attendance of pupils at school

All members of staff should apply the attendance policy consistently.

The school and all members of staff should establish and maintain a high profile for attendance and punctuality.

All attendance issues should be related directly to our ethos, our values and our curriculum.

2. To make attendance and punctuality a priority for all members of the school community

- The parent and staff handbooks make clear the importance of attendance and punctuality, and the systems for managing them.
- Attendance and punctuality are reported formally to parents twice a year in Key Stages 3 and 4, and once a year in the Sixth Form and the Prep School.
- Induction evenings and parents' information evenings are used to highlight the importance of attendance and punctuality to parents, and the systems for managing them.
- Staff are regularly reminded of the significance of these issues through Heads of Year and year team meetings, INSET and staff meetings.
- Heads of year may use a range of reward systems, such as badges, trophies, certificates, end of year prizes, etc

3. To maintain a framework which defines roles and responsibilities, and promotes consistency in carrying out designated tasks

- We have clear unambiguous procedures for statutory registration.
- Telephone contact with parents or carers (first point of contact), is made after 9.30 am on the first day of absence by the attendance administrator, or in the case of the Prep School, the Prep Receptionist.
- If a Senior School pupil arrives after 9.00am, they must report to the front office to register with the school office.
- If a Prep School pupil arrives after 9.00am, they must sign in with the Prep School Receptionist in the office.
- If a Sixth Form student arrives after 9.00am, they must report to the front office to register with the school office. We respond promptly to lateness, in respect of both parents and pupils.
- Form tutors, Heads of Year, the Head of Prep School, Deputy Head and the school office have clearly defined roles and responsibilities for tracking and responding to absence and lateness.
- The Deputy Head refers pupils to external agencies when necessary.
- Heads of Year, the Head of Prep School and the Deputy Head review attendance regularly and will contact parents directly where there are concerns.

- Staff are aware that a change in a pupils attendance could be an early warning of a safeguarding concern and know to report this to the Deputy Head immediately.

4. To provide support, advice and guidance to parents and pupils

- Attendance and punctuality are at times highlighted in whole school and year assemblies, in PSHE lessons, and in form times.
- When parents share concerns about a pupil's attendance, attitude to school or punctuality, we act promptly to support parents.
- We share concerns about pupils' attendance or lateness with parents at an early stage.
- We provide support for pupils who are apprehensive about coming to school e.g., by giving them a mentor to speak to, or by giving strategies to follow if a pupil is finding the pressures of a school day, or of academic work, too demanding.
- Requests for pupils to attend essential appointments, such as medical and dental should be made in writing and forwarded to the school office by email to absence@kingsleyschool.co.uk . If permission is granted by the Head or a member of the pastoral team, pupils should follow the procedures for signing in and out of school.
- When parents request absence for family holidays, the legal and academic guidelines and consequences are made clear to them.

Head teachers should only authorise leave of absence in exceptional circumstances. If a head teacher grants a leave request, it will be for the head teacher to determine the length of time that the child can be away from school. Leave is unlikely, however, to be granted for the purposes of a family holiday as a norm (DfE School Attendance August 2020)

5. To use a systematic approach to gathering and using attendance related data

- The school uses iSAMS electronic system for registration. Registers are taken at the beginning of each session, morning and afternoon and are monitored daily, by the school office, working with the Deputy Head.
- iSAMS is backed up daily; hard copies of registers are also kept.
- Form tutors, class teachers, the school office and Heads of Year monitor attendance and punctuality in order to identify patterns of irregular attendance or lateness.

6. To develop positive and consistent communication between home and school

- We make clear to parents that we expect phone calls or emails on the first morning of absence, and absence letters on the pupil's return to school. Parents may use the pupil's homework diary or email the school to explain absence.

- When parents do not email on the first day of absence, the school office, or in the case of the Prep School, the Prep Receptionist, phones home (first point of contact) after 9.30 am.
- When parents do not provide absence notes, an email or phone call explaining the absence promptly, these are chased up initially through the form tutor or class teacher, and then when necessary through proforma letters from the Deputy Head or Head of the Prep School, initiated by the school office or Prep Receptionist.
- In the sixth form, absence notes are kept in a secure electronic area. A student's tutor or the school office will phone a parent or carer when an unexplained absence causes concern.

7. To implement a system of rewards and sanctions

- Form time, year group meetings and the Student Voice may be used to involve pupils in choosing imaginative and effective rewards and sanctions.
- In cases where a pupil is finding it difficult to come to school, we may agree a system of rewards with the parents or carers and the pupil.

8. To promote effective partnerships with the MASH TEAM, and other services and agencies

- The Deputy Head, sometimes working with the Head of Prep or a Head of Year, is responsible for liaising with the MASH team and other agencies such as ACE and the Flexible Learning Team.
- The Deputy Head or the Head of Prep will carry out initial enquiries or intervention prior to referral, and give priority to meetings arranged with external agencies.
- When necessary the Deputy Head will also organise multi-agency liaison meetings, and develop an understanding of agency constraints and operating environments.
- The Deputy Head is also responsible for checking that pupils who leave this school have been enrolled at another school. The school will inform the relevant Local Authority when a pupil moves school.
- The Deputy Head will notify the Local Authority (Children Missing in Education) if a pupil fails to attend regularly or has 10 consecutive days of unexplained absence and the school has taken all reasonable steps to establish their whereabouts without success.
- If a pupil attending the school under a UK Border Agency licence has an unexplained absence of more than three days, the Deputy Head will inform the Local Authority and the agency.
- The school will notify the DfE as required with regards to COVID data. This may be via a daily data collection through the DfE website and/or by using the temporary registrations codes in.

9. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence

- We are sensitive to the individual needs and circumstances of pupils returning after prolonged absence.
- The Deputy Head, the pupil's Head of Year and the pupil's form tutor, or in the case of the Prep School, the Head of Prep and the class teacher, may be involved in discussing with the pupil and her parents a structured programme, with an agreed time scale, for the pupil's return. A timescale will also be agreed for reviewing the reintegration plan.
- The pupil is given a mentor, usually the Head of Year or Prep School class teacher (although pupils may choose their own mentor if they wish), to whom they may turn for counselling, support or feedback.
- The pupil's peers or friendship group are encouraged to provide support on a pupil's return.
- The pupil is given a "safe place" where he or she may go during the day if the pressure of being at school becomes too much to cope with (this is usually the Sky room: pupils are asked to report to staff in the front office so their whereabouts are known and staff in the Sky room are consulted before pupils are sent there).
- If necessary the pupil might be referred to the School Counsellor.
- All teaching staff are kept informed through weekly staff briefings about the progress and needs of the pupil, including the possible need to go to their mentor, or their "safe place".

Consultation and dissemination of this policy

This policy has been discussed by all members of the teaching staff through staff meetings or year team meetings, by Heads of Year and by SLT. Its key elements are explained to parents at the parents' information evenings held in the autumn term. Issues of attendance and punctuality are regularly raised with pupils in form time and in year assemblies.

This policy is published on the school website.