

THE EDUCATION CENTRE

ATTENDANCE POLICY

MISSION STATEMENT

- ❖ To create a place where everybody can work together to achieve his or her full potential
- ❖ To create a place where skills and talents are encouraged and developed and where everyone feels valued and needed
- ❖ To create a place where everyone knows what is expected of them and is clear about the aims of the whole school

OVERVIEW

Emotional and behavioural difficulties lie on the continuum behaviour which challenges teachers but is within normal but unacceptable bounds and that which is indicative of serious mental illness.

It is often the nature of our pupils, particularly the older ones, to be absent from time to time. School attendance rates can at times be hindered by poor attendance and a negative attitude to school which has built within our pupils over a number of years, prior to joining The Education Centre.

POLICY STATEMENT

This policy describes the importance TEC attaches to ensuring a high level of attendance. The practices incorporated in this document have evolved as a result of constant review and consultation with staff, parents/carers, EWS, and the children.

BAGKGROUND

At the heart of good attendance is the value and importance that parents/carers and children put on what the school has to offer.

School must be seen as a centre that helps develop individual intelligence, skills and talents so that pupils can face the future with confidence.

School must be community that teaches the skills needed for pupils to develop into cooperative member of the society of which they are a part.

It must ensure that pupils feel secure, supported and stimulated. Schools should provide pupils with a sense of wonder, fascination and enthusiasm to want to continue to learn.

In order to make the most out of their time at school good attendance is crucial. If children are not attending they cannot learn; if children are not present they cannot be helped.

All efforts must be made to ensure their best possible attendace.

THE EDUCATION CENTRE

ROLES AND RESPONSIBILITIES

Ensuring the best attendance possible a partnership involving many people, who play different roles in helping the pupils make the best use of their time at school.

Parent/carers: need to support the general attendance of their child and keep the school as well informed as possible about any reasons for absence.

Teachers/Mentors: encourage and stress good attendance and punctuality, follow up notes/liaise with other staff, families/care homes, social services and EWS as appropriate.

Head/Deputy: will oversee the whole school policy- report to Proprietor liaise with outside agencies work with pupils, parents/carers and mentors in setting targets for improvement, Monitor registers and administration procedures.

Administrator: accurate register information, distribution of information to relevant teacher/mentor, weekly registers, list of all unauthorised absentees/keep late book- sign in/out book/attendance data for DfEE and school

School Liaison Officer: liaise with Management team as appropriate, home visits pre/post referral. Discuss appropriate strategies rewards incentives etc. Work with pupils parents/carers and mentors to encourage best possible attendance.

AIMS

1. To create a positive environment in which attendance is valued, praised and rewarded.
2. To expect good attendance.
3. To monitor and evaluate individual attendance patterns.
4. To be aware of and sensitive to individual needs and respond to them.
5. To facilitate the recording and reporting to the LEA and DfEE

Consistency is achieved by adherence to the school's graded menu of rewards and sanctions. Praise should outweigh negative comment by a ratio of at least 5:1, as set out in the schools discipline policy statement.

For INDIVIDUAL PUPILS there are a range of management strategies that can be used to encourage attendance. The rewards and sanctions policy offers a whole school systematic approach to rewards for achievement and is detailed separately. The following suggestions are strategies that encourage self-control, self-esteem, achievement and develop sound relationships on an individual basis.

THE EDUCATION CENTRE

Minor areas of responsibility	Classroom based
Extended areas of responsibility	School based
Displacement activities	In class
Displacement activities	In class
Displacement activities	Outside school
Minor privileges	Negotiated
Major privileges	Earned through extended effort

It is important that achievement and improvement should be acknowledged and applauded. Staff will actively promote regular attendance.

Similarly FOR GROUPS OF PUPILS there are a range of management strategies that can be used to encourage attendance. These include:

1. Class merit trips.
2. Excursions.
3. A non-academic classroom activity.

These strategies are controlled by staff, used cautiously, set against an overall time-scale, and undertaken through consultation with, and the approval of, the Headteacher.

STATEMENT OF VALUES

The curriculum and other opportunities available at TEC are only accessible if a pupil attends on regular basis.

It is vital that the school works in partnership with parents/carers and the pupil in order to ensure a positive environment that aims to encourage attendance and an active involvement in the educational process. Confidentiality is always respected.

STATISICAL INFORMATION

The following points should be considered:

- ❖ Attendance is a joint school/parent/carer responsibility. The school will always attempt to make contact with home on the first day of un-notified absence.
- ❖ Non-attendance is a possible avoidance strategy. Avoidance could be due to
 1. Bullying
 2. Consequences of actions
 3. Sanctions

THE EDUCATION CENTRE

4. Certain lessons
5. 'Unusual events'.
 - ❖ Non-attendance is possibly habitual
 - ❖ Non-attendance is possibly disaffection.
 - ❖ Non-attendance is possibly a condoned outcome.

The school monitors non-attendance across the age range against a number of criteria

ATTENDANCE ASSESSMENT

Marking the register- staff will use the standard marking system- needed for reporting accurately. This will:

- ❖ Identify trends in non-attendance.
- ❖ Identify reasons for absence, poor behaviour and lack of progress.
- ❖ A note of explanation or a phone call from parent must follow non-attendance. If the attendance pattern causes concern then the following procedures should be engaged.

PROCEDURES FOR PERSISTENT NON-ATTENDANCE

1. Contact made home by administrator to ascertain reasons for non-attendance.
2. SLO (Schools liaison officer) writes to parents/carers to ascertain reasons for absence if persistent, if attendance shows no improvement or there is no response from Parents/carers, then notification will be made to the Educational Welfare Service.
3. Meeting together of parent/carers, schools liaison, and pupils mentor (designated member of staff) to discuss strategies to improve attendance.
4. Legal implications can be negative it is therefore important to foster positive home/school links to find areas of interest to motivate the pupil into a positive attitude towards the school curriculum.
5. Individual programmes of re-integration of long term absentees.
6. Parents may have difficulty in assisting improved attendance e.g. transport problems. All necessary help should be offered to gain a more positive attendance record.
7. If non-attendance remains persistent the local authority needs to be made aware of the situation.
8. Regular lateness will also be followed up.

STRATEGIES FOR PROMOTING GOOD ATTENDANCE

Generally the school aims to make the environment as welcoming as possible. Leisure facilities are provided during breaks. There is a good level of staffing at all times, staff promote positive interactions with pupils at all appropriate opportunities. Parents and Carers are informed on a regular basis of their child's achievements.

THE EDUCATION CENTRE

Examples of strategies for improving attendance

TEC are in favour of positive strategies that encourage pupils to attend, and support the following:

- ❖ Scrupulous maintenance of registers, careful monitoring of the attendance of individual pupils and swift effective following action;
- ❖ Sending letters to parents praising pupils with no avoidable absences, and awarding certificates for punctuality and attendance; recording attendance on reports sent home, with positive comments for effort.
- ❖ Entering improvements on a school record of a poor attendee.
- ❖ Identifying pupils 'at risk' before they transfer to another school and devise ways of supporting them.
- ❖ Including attendance-related matters in the induction programme for all new staff and in particular newly qualified teachers.
- ❖ Devising flexible and innovative responses to those who find it difficult to attend regularly.
- ❖ Welcoming children back after illness, and taking specific measures to ease children back into school after protracted absence.
- ❖ Arranging support from subject teachers to enable returning pupils to continue studies.

These may be used dependent on the individual pupil.

Improvements in attendance no matter how small will be acknowledged. Possible strategies could be :

1. Activities conditional on attendance.
2. Activity planned to reflect attendance.
3. Certificate of attendance for any period.
4. Setting and reviewing targets,

For all pupils:

1. Certificate will be given for improved attendance.
2. Letter will be sent home at each half term reporting pupils attendance
3. Certificate will be given for each full half tem attendance.

THE EDUCATION CENTRE

PROCEDURES

Registers are taken at the beginning of the morning and afternoon sessions. They are kept in the office.

Children who arrive after the register must report to the administrator in the front office.

The register is closed at 10.15 and those who arrive after this time are marked late and a reason is asked for, unless we have prior notice of the lateness- e.g. dental or doctor's appointments etc.

As far as possible, parents are requested to let us know as soon as possible by note, phone call or verbal message. These messages will be passed on by the administrator to mentors, teachers etc.

THE SCHOOL LIAISON OFFICER

The school liaison officer, will contact families where lateness or non-attendance are causing concern. And will visit the homes to discuss any problems, working with the family, to help ensure regular attendance.

From time to time letters are sent home reminding Parents/carers of the importance of good attendance.

The registers are monitored each day by the school administrator and class teachers who inform the Head teacher of any concerns.

THE EDUCATION CENTRE

On the first day of absence a phone call will be made home. Where continual absence becomes a problem and contacts home have shown no improvement.

COPIES OF LETTERS TO PARENTS

LONGER TERM ABSENCE

Dear _____

Your son/daughter has been absent from school since _____ this is a matter of great concern since your child will only get one chance at their education. The Education Centre can only improve your child's attendance with your partnership.

It is vital that all absence is:

- ❖ Kept to a minimum.
- ❖ Notified in writing or by a phone call as soon as possible.
- ❖ Is for a reason as Head teacher I can authorise.
- ❖ NOT condoned truancy.

I sincerely hope that _____ will return as soon as possible and remain in full time attendance and that further action will not become necessary.

Should you wish to discuss the matter further please contact me.

Yours sincerely

HEADTEACHER

Please detach and return this slip to school with your with your child

_____ Was absent from _____ to _____

because _____

signed:

Date :

THE EDUCATION CENTRE

COPIES OF LETTERS TO PARENTS

PERSISTENT NON-ATTENDANCE

Dear _____

Your son/daughter has been absent from school since _____

, without any notification or response to previous school contact. It is very important that you contact me as soon as possible.

If this persistent absence should continue The Education Centre has an obligation to refer such pupils and their parents/carers to the Educational Welfare Service. Should the case be investigated and found proven it may lead to legal action.

Neither of us would like this to happen but it is of vital importance that you notify the school and inform us of the reasons for absence if we are to prevent this.

I sincerely hope that your child will return to school and remain in full attendance and that further action will not be necessary.

Yours sincerely

HEADTEACHER