

Statement of intent:

In line with the Trust's policy, Copley Academy must improve its attendance for its students to achieve their potential. The link between attainment, progress and regular school attendance is irrefutable; students who miss 8.5 days a year will most probably drop a grade in their exams, which in turn will affect the life chances and increase their risk of becoming NEET. A Student with 90% attendance or below misses the equivalent of one year's worth of teaching (Manchester, 2013)

Staff Roles

Teaching and support staff have a crucial proactive role to play in helping fellow professionals by addressing attendance issues before they progress to PA (Persistent Absenteeism). This can be accomplished via a range of different strategies that can be employed by key individuals at specific stages. It forms part of our wider responsibilities of contextual safeguarding.

Role	Responsibility	Action	Potential Impact
Form Tutor	Daily interaction to monitor, record, challenge and report attendance concerns. Target students between 96-94% Spot the early warning signs- 1.Frequent lateness 2. Leaving school without permission 3. Missing odd days 4. Patterned absence 5. Changes in behaviour, appearance or friendship group 6. Medical or family concerns 7. Deprivation	1.Form tutors to display weekly attendance from SIMs every Wednesday 2.Form tutors to display attendance figures and student's location on the RAG boards 3. Form tutors to issue reward stamps and check students have recorded attendance and reasons for absence 4. To communicate in planner 5. Save registers and use correct attendance codes- N, L or / 6. Have return to school discussions with students after an absence	1.Students have a sense of belonging and responsibility 2. Increased dialogue between child and parent, as parent must sign planner 3. Increased accuracy of register codes 4.Increased attendance
Subject Teachers	To provide engaging and stimulating lessons in line with Trust's T&L guidelines and handbook. Spot the early warning signs- 1.Falling behind with work	1.Having conversations with students/parents about attendance 2. Providing missed work to bridge the gap 4. Feedback 5. Use of rewards	1.Students have a sense of belonging and responsibility 2. Increased accuracy of register codes 3. Increased attendance

	<ul style="list-style-type: none"> 2. Issues with homework 3. Changes in behaviour, appearance or friendship group 	<ul style="list-style-type: none"> 6. Save registers and use correct attendance codes 	<ul style="list-style-type: none"> 4. Improved attainment and progress 5. Increase in rewards and praise
Classroom Assistants	<p>To support EHCP students to attend school and spot the early warning signs-</p> <ul style="list-style-type: none"> 1. Falling behind with work 2. Issues with homework 3. Changes in behaviour, appearance or friendship group 	<ul style="list-style-type: none"> 1. Having conversations with LPSO/Head of Key Stage/SENCO about attendance 2. Helping to bridge the gap 3. 1:1 sessions with students 	<ul style="list-style-type: none"> 1. Students have a sense of belonging and responsibility 2. Increased attendance 3. Improved attainment and progress 4. Increase in rewards and praise
LPSOs	<p>To address factors that impact upon attendance to increase figures to 96% whilst improving parental awareness and engagement. Also spot warning signs of</p> <ul style="list-style-type: none"> 1. Frequent lateness 2. Leaving school without permission 3. Missing odd days 4. Patterned absence 5. Changes in behaviour, appearance or friendship group 6. Medical or family concerns 7. Deprivation 8. Change in levels of effort and achievement 9. Reasons for absence 	<ul style="list-style-type: none"> 1. To check form tutors display weekly attendance data 2. To communicate in planner of targeted students 3. Check registers and use correct attendance codes 4. 1:1 conversation with targeted students between 95-90% 5. Welfare checks for absent students 6. Letters to parents highlighting concerns, their responsibility 7. Parental meetings to reinforce their responsibilities and expectations 8. Address any unresolved pastoral issues 9. Liaise with HofKS and attendance teams 10. Referrals to relevant external agencies (EHA for example) 11. Support IHCPs 	<ul style="list-style-type: none"> 1. Students have a sense of belonging and responsibility 2. Increased dialogue between child and parent, as parent must sign planner 3. Increased accuracy of register codes 4. Increased attendance 5. Improved attainment and progress 6. Improved relationships between home, school and pupil. 7. Increased awareness of parental responsibility and involvement in promoting attendance

		12. Establish return to school pathways	
SENCOs and other intervention individuals	<p>Have awareness of cohorts and attendance to help support student holistically as well as spotting early warning signs</p> <ol style="list-style-type: none"> 1. Frequent lateness 2. Leaving school without permission 3. Missing odd days 4. Changes in behaviour, appearance or friendship group 5. Medical or family concerns 6. Deprivation 7. Change in levels of effort and achievement 	<ol style="list-style-type: none"> 1. Having conversations with students/parents about attendance 2. Providing missed work to bridge the gap 3. Contact parents to offer support/express concern 4. Use of rewards 5. Liaise with HofKS and attendance teams 6. Communicating strategies to staff to support students in the classroom 7. Liaising with SLT with regards to alternative provision 8. Relevant referrals to external agencies 	<ol style="list-style-type: none"> 1. Students have a sense of belonging and responsibility 2. Increased dialogue between home, child, and parent to address needs 4. Increased attendance 5. Improved attainment and progress 6. Improved relationships between home, school and pupil. 7. Personalised support to increase engagement with school
Head of Key Stages	<p>To support LPSO with addressing attendance issues and supporting parents/students whose attendance needs to improve to support attainment, progress and underperformance. Spotting early signs of</p> <ol style="list-style-type: none"> 1. Frequent lateness 2. Leaving school without permission 3. Missing odd days 4. Changes in behaviour, appearance or friendship group 5. Medical or family concerns 6. Deprivation 7. Change in levels of effort and achievement 	<ol style="list-style-type: none"> 1. Alongside LPSOs and SLT- <ol style="list-style-type: none"> i. Use of Alternative Provision ii. Establishing a return to school pathway 3. Communicating strategies to staff to support students in the classroom 4. Attending attendance meetings when appropriate 5. Use of rewards 6. Use of referral procedures 	<ol style="list-style-type: none"> 1. Students have a sense of belonging and responsibility 2. Increased dialogue between home, child, and parent to address needs 4. Increased attendance 5. Improved attainment and progress 6. Improved relationships between home, school and pupil. 7. Personalised support to increase engagement with school

Attendance Admin	Supporting AO with administrative tasks to ensure effective communication and recording of attendance related issues	<ol style="list-style-type: none"> 1.Receiving absence calls and checking absent link 2.N calls for KS3 3. Record and monitor errors with registers and alert AO and SLT if a staff member makes three mistakes 4. Uploading and mail merging letters via SIMs 5. Support communication of FPN and holiday letters 6. To record on SIMs any relevant communication or intervention 	<ol style="list-style-type: none"> 1. Improve effectiveness and fluidity of communications 2. To support the role of the AO 3. To improve completion of registers
Attendance Officer	<p>Implementing policies and procedures for vulnerable students and students below 90% attendance. Working with the EWO to start penalty notices and legal proceedings in line with Local Authority. Plus spotting early signs of</p> <ol style="list-style-type: none"> 1.Frequent lateness 2. Leaving school without permission 3. Missing odd days 4. Patterned absence 5. Medical or family concerns 6. Deprivation 7. Reasons for absence 	<ol style="list-style-type: none"> 1.Uploading and mail merging letters via SIMs 2.Holding meetings 3.AO Home visits 4.Communication with EWO and LA 5. Monitoring AIP 6. Liaising and supporting other members of the attendance team 7. First Day of absence calls for KS4 8. Using academy procedures to decide if an absence is authorised or unauthorised 9. Supporting EHAs where appropriate 10. Reporting to the SLT link and provide weekly updates about attendance data and intervention 	<ol style="list-style-type: none"> 1.Students have a sense of belonging and responsibility 2.Increased dialogue between home, child, and parent to address needs 4. Increased attendance 5. Improved attainment and progress 6. Reduce PA figures 7. Personalised support to increase engagement with school 8. Increased number of successful FTP notices 9. Improvement in support from EWO and LA
SLT	Overseeing policy and procedures are implemented and followed by all relevant staff plus spotting early signs of	<ol style="list-style-type: none"> 1.Drafting of procedures and SIP with attendance focus 2. SLT link to attendance 3. Support to AO 	<ol style="list-style-type: none"> 1.Students have a sense of belonging and responsibility 2.Increased dialogue between home, child,

	<ol style="list-style-type: none"> 1. Frequent lateness 2. Leaving school without permission 3. Missing odd days 4. Changes in behaviour, appearance or friendship group 5. Medical or family concerns 6. Deprivation 7. Change in levels of effort and achievement 	<ol style="list-style-type: none"> 4. Attendance to relevant meetings 5. Supporting the monitoring of registers and attendance to other centres of provisions (including managed moves) 6. Liaise with EWO and meet with parents where enough progress has not been made 7. Explore alternative provision and managed moves 8. Work with other professionals 	<p>and parent to address needs</p> <ol style="list-style-type: none"> 4. Increased attendance 5. Improved attainment and progress 6. Reduce PA figures 7. Personalised support to increase engagement with school 8. Increased number of successful FTP notices 9. Improvement in support from EWO and LA
Principal	<p>Ensure that all procedures in relation to school attendance are reviewed regularly and are in line with current guidance and legislation. To ensure that such procedures are followed by relevant staff members and to address promptly any failure to do so. To Keep up-to-date with Ofsted criteria and judgements associated with school attendance and to ensure information is disseminated to appropriate staff. To embed a whole school commitment to raising attendance.</p>	<ol style="list-style-type: none"> 1. All requests for the Local Authority to consider a school prosecution in relation to poor school attendance must be authorised by the Principal 2. The Principal must also authorise all requests for the local Authority to issue Penalty notices in relation to unauthorised holidays and penalty notice warning requests for unauthorised absence. 3. It is the responsibility of the Principal to sign and date the school registration certificate in order to confirm that it is a true and accurate record of the pupil's attendance at Copley Academy 4. It is the responsibility of the Principal to agree and sign off all part-time 	<ol style="list-style-type: none"> 1. Students have a sense of belonging and responsibility 2. Increased dialogue between home, child, and parent to address needs 4. Increased attendance 5. Improved attainment and progress 6. Reduce PA figures 7. Personalised support to increase engagement with school 8. Increased number of successful FTP notices 9. Improvement in support from EWO and LA 10. Hold relevant staff to account

		<p>timetables prior to them being implemented and to ensure that these are reviewed on a regular basis.</p> <p>5. The Principal holds ultimate responsibility for the school register.</p>	
--	--	--	--

Term Dates-

All parents are notified in advance by letter of term dates, which are also published on the school's website. Parents should not book holidays in term time.

Times of the School Day-

Students need to be in school by 8.40am. If they are not in school by this time, they will receive a late mark and a 45-minute detention that will be recorded on SIMs and in their planner. If a student signs in after 9.30am they will receive an unauthorised absence mark. An afternoon mark is allocated at the start of Period 4 (12.25pm). Therefore, it is crucial that teachers save registers at this time, otherwise it will signal a child is absence affecting not only their attendance data but whole school data.

Lessons start at 9.10am with each lesson lasting an hour. School finishes at 3pm, unless a student has a detention or Period 6 that results in the school day ending at 3.45pm. There is a fifteen-minute break at 11.10am and a 35-minute lunch break at 1.25pm.

The SLT member with responsibility for attendance to ensure that all parents/carers are aware of expectations and responsibilities at the start of the year by an information letter, which parents need to sign and return.

Registration Procedures-

1. Attendance is recorded electronically on SIMs at the start of each day and the start of every period. Registration provides an AM mark (8.40am-9.10am) and Period 4 provides the PM mark (12.25pm).
2. Therefore, all staff members should develop good habits of marking registers whether they have a form or not.
3. Registers should be taken within the first five minutes after the bell.
4. Registers should be taken within the first five minutes of all lessons.
5. Staff should make both verbal and visual contact with a student before completing the register.
6. The only codes teachers should be using /, L or N.
7. Pupils should reply politely, adding 'Miss' or 'Sir'
8. Staff must communicate if a pupil is missing from their lesson if they have been marked present earlier in the day. This method of communication is located on the laptop home screen.

9. ALL REGISTERS ARE A LEGAL REQUIREMENT AND MUST BE COMPLETED.

Late Procedures-

1. If students arrive between 8.40-9.10am they sign in at the late desk in the student entrance. They record their name, time and reason for being late on the proforma provided, which is used to update SIMs by the Attendance Office.
2. Staff on the late desk, which includes a member of SLT, record the detention in the student's planners. If the detention is recorded in the planner this needs to be noted on the late proforma.
3. A detention will be 45 minutes with a 24-hour notice period. Detentions are communicated by both the planner and a text message.
4. Students arriving after 9.10am will need to sign in at the Attendance Office, after entering through the Main Reception so that their signing in can be monitored.
5. If a student arrives after 9.30am it is classified as an absence.
6. If a student fails to attend their late detention, they will be issued with a Principal's Detention of 1 hour and 45 minutes.

First day Absence Procedures-

1. The Attendance Office must contact any pupil that has an N post the closing of the AM register.
2. If a parent/carer does not answer a text-message to their mobile phone will be sent
3. If parents do not respond the AO/EWO to organise home visits

For full procedures see communication triangle.

Interventions for students with attendance concerns-

1. Return to school conversations with the form tutor, LPSO or AO/SLT.
2. Recording attendance in planner after a student absence.
3. LPSO concern letter.
4. LPSO meeting with the voice of the child.
5. IHCP with relevant professionals.
6. AO meeting with attendance improvement plan.
7. AO home visits.
8. EWO attendance improvement plan
9. Support of SLT
10. Local authority action with FPN and prosecution
11. FPN for HITT
12. Alternative provision
13. Altered school