



FOREST SCHOOL

Attendance and Punctuality Policy Senior School

V1.2

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Contents

1	Introduction and Aims.....	3
2	Working Together to Improve Attendance	4
3	Safeguarding and Attendance	5
4	Thresholds	5
5	Punctuality.....	6
6	Lessons (including PM registration)	6
7	Parental and Carer Responsibility	8
8	Reports and Parental/Carer Portal.....	9
9	Support for pupils with medical conditions or SEND	9
10	Monitoring and Analysis of Data	10
11	Admission and Attendance Register	10

This policy should be read in conjunction with the:

Missing Child Policy

Safeguarding and Child Protection Policy

Supervision Policy

Behaviour Policy

School Rules

Educational Visits Policy

1 Introduction and Aims

“Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated- pupils need to attend school regularly to benefit from their education” (DFE School Attendance, August 2020).

The information noted in this policy takes into the consideration best practice and guidance highlighted in Working together to improve school attendance guidance (May 2022) including the Summary table of responsibilities for school attendance (May 2022). Furthermore, taking into consideration the guidance from School attendance parental responsibility measures (January 2015).

Excellent attendance and punctuality are crucial to maximising the educational opportunities for pupils at Forest. In line, with the Equality Act 2010 and the UN Convention on the Rights of the Child. we have high expectations of our pupils at Forest. This includes not seeing attendance and punctuality as isolated areas and that these are required for pupils to thrive and learn successfully. Improving attendance and punctuality is everyone’s responsibility. It is not a discrete piece of work, but rather it is an integral part of the school’s ethos and culture. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all the Forest community. It is the responsibility of staff to ensure accurate registers are taken.

Our School Values of Growth, Wellbeing, Learning, Hard Work, Diversity, Responsibility and Community are reflected in this policy. We have a responsibility to promote a culture which promotes the importance of attendance and punctuality to support with the safeguarding of pupils, development of skills for life-long learning such as organisation and time keeping. This also includes ensuring we have robust daily processes to follow up absence and punctuality.

The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Some pupils may find it harder than others to attend school and therefore at all stages of improving attendance and punctuality at Forest we work with pupils and parents/carers to remove any barriers to attendance by building consistent and trusting relationships.

At Forest we recognise that attendance and punctuality is never ‘solved’ and is a continuous process by regularly reviewing and updating messages, processes, and strategies.

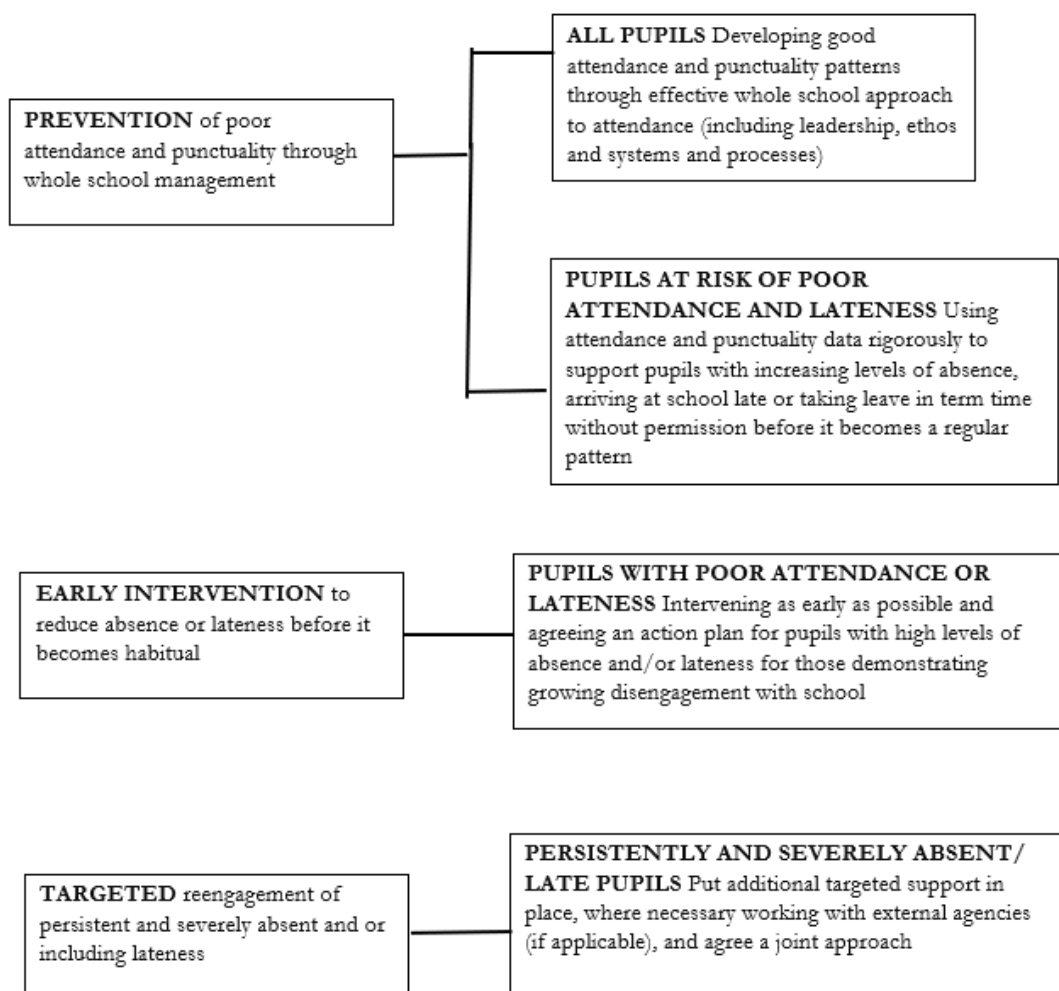
2 Working Together to Improve Attendance

Excellent attendance and punctuality require schools, parents/carers, pupils and local partners (if applicable) to work collaboratively. Using the below framework as a guide to this collegiate approach:

Expect- Aspire to high standards of attendance and punctuality from all pupils and parents/carers and build a culture where all can, and want to, be in school and ready to learn and grow by prioritising attendance and punctuality improvement across the school.

Monitor- Rigorously use attendance and punctuality data to identify patterns of poor attendance and punctuality (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Dialogue and Support- When a pattern is spotted, discuss with pupils and parents/carers to listen and understand barriers to attendance/ punctuality and agree how all partners can work together to resolve them. Regular monitoring and analysis of attendance, absence and punctuality data to identify pupils or cohorts that require support with their attendance/ punctuality including ensuring effective strategies in place. If certain cases require us to adapt thresholds an make reasonable adjustments we will do so and this will be decided on a case-by-case basis.



3 Safeguarding and Attendance

At Forest we recognise children missing education can act as a vital warning sign to a range of safeguarding issues.

The Heads of Sections along with the Deputy Head Pastoral and Senior School Office Manager oversee Attendance and Punctuality Data these colleagues are also members of the Safeguarding Team. The Designated Safeguarding Lead for the whole School would also be involved in cases regarding concerns around attendance and external agency communications.

In most cases, the school should monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents/carers and any other external agencies involved as part of any whole family plan or team around the family. Where interventions are failing, all parties should work together to identify the reasons why and either adjust or change the approach.

4 Thresholds

Attendance

-If attendance falls below 95% the Tutor will contact parents/carers as a check in and to ensure there is no additional information, we need to be made aware of regarding the absence.

In addition, on the third day of consecutive absence the School Office will alert the Tutor to contact home to check-in pastorally and see if there is anything additional, we can do to support.

-If attendance falls below 90%- 85% the Tutor and Head of House will meet with parents/carers to dig deeper into the potential reasons for absence and to offer support if needed. Following this meeting a standardised letter is sent from the office for recording purposes. The discussions of this meetings are logged on our internal database.

-If attendance falls below 80-85% the Head of Section will meet with parents/carers to discuss reasons for low attendance and offer support and discuss next steps. This is also added to our internal safeguarding database.

-If attendance falls below 80% the Head of Section and Deputy Head Pastoral decide what intervention, support or external guidance is needed dependent on pupil and context/ reason for absences. Working with each identified pupil and their parents/carers to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

-After x3 days of absence and not receiving information regarding an authorised reason to be missing School, the Safeguarding Team would seek advice from the Children Missing in Education Team. The Safeguarding Team recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

5 Punctuality

AM Registration is taken by 8.30am by all Tutors.

-If a pupil is not in the registration, they will mark N on the register.

-If they know the reason for pupil absence (i.e Music, EPP etc) they will put a note in the register.

-Pupils that enter the White Gates between 8.30-8.35am **must** be marked late (including minutes) by the Tutor. From 8.35am the reception will then record pupils and update lateness on the register accordingly.

-Lates should not be given if the parent or carer has given a reasonable reason for absence and informed the tutor/ pastoral team member.

-If there are adverse weather conditions or transport issues that are causing widespread delays the school office, or the Pastoral Leadership team will advise tutors to not mark lateness for that particular morning.

The punctuality thresholds for **morning registration** are as follows: These will be cleared every term and reset for each pupil. The Data team will send automated emails and notifications when pupils meet thresholds.

1st - Professional Conversation (actioned by Tutor)

2nd- Parental/Carer email home (automated email sent by Data Team)

3rd- Lunch time reflection

4th- Head of House Parental/Carer Communication

5th- Punctuality Awareness Session

6th- Friday Detention

9th- Head of Section Parental/Carer email home

12th- Leadership Detention

6 Lessons (including PM registration)

Please find details in the Supervision Policy for details regarding before School activities which outlines the process for activities from 7.15am- 8.30am.

Lesson registers must be taken at the start of the lesson within the first 10 minutes. This is non-negotiable.

If pupils are late to lessons in line with the Behaviour Policy, they will be issued with a professional conversation in the first instance and for repeated lateness they would receive a lunchtime reflection.

If pupils do not arrive to lessons or PM registration and the teacher is unaware of their whereabouts, they must contact the Senior School Office who will then following the processes outlined in the Missing Child Policy.

7 Parental and Carer Responsibility

Parents/carers have a legal duty to ensure their child attends School regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

Parents and carers must notify the Senior School Office (office@forest.org.uk) if a child is going to be late or not in School:

We ask parents/carers to:

- Ensure their child attends every day the school is open except when a statutory reason applies (this includes Open Day).
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.

All pupils are expected to be in School during Term time, and we would not expect to receive any requests for absence, in particular due to holiday. The school's position is that it is far from ideal for pupils to miss schooling at this crucial time in their education. Although pupils would endeavour to catch up on any work missed, this is of course no substitute for actually being taught in the classroom and absence can lead to pupils being disadvantaged and many hinder their performance in end of year and external examinations. A request for leave of absence in exceptional circumstances should be sent to the relevant Head of Section to be considered whether it is authorised or not.

If a pupil is at risk of becoming persistently absent or late to School parents/carers must work closely with the school and local authority (if applicable) to help them understand the barriers to attendance and/or punctuality. Parents/carers must proactively engage with the support offered to prevent the need for more formal support.

In communicating with parents/carers, we will discuss the link between attendance and attainment and wider wellbeing. Where a pupil or family needs support with attendance and punctuality, it is important that a member of the pupil's core team works with and supports the family and wherever possible this staff member should be kept consistent. With regards to persistently absent pupils the parents/carers are expected to work with the school and external agencies to help them understand the barriers to attendance and or repeated lateness. Parents/carers are expected to proactively engage with the formal support offered, this may involve multi-agencies depending on the needs of the pupil and background of the case. This would referral to Early Help and/or MASH (Multi-Agency Safeguarding Hub) as part of our duty of care under the statutory Children Missing in Education.

8 Reports and Parental/Carer Portal

Attendance and punctuality data is noted on their child's report as well as on the parent/carers portal. If a parent/carers believes data is incorrect they should contact the School Office (office@forest.org.uk) copying in the Tutor.

9 Support for Neurodiverse and SEND pupils including those with medical conditions

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. As a School we will maintain the same ambition for attendance as well as punctuality and work with pupils and parents/carers to maximise attendance and punctuality where and when applicable. Regularly monitoring of data for such groups will be reviewed. That said, in working with their parents/carers to improve attendance, we are mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

Triangular communication between the pastoral and learning support teams including parents/carers will be key to ensuring transparent and open dialogue. Additional support and adjustments will be considered, discussed and implemented. Additional support from wider services and external partners, making timely referrals will be considered (where applicable).

This could include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual plan where needed. Considering whether additional support from external partners would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensure data is regularly monitored for these groups at Pastoral and Safeguarding meetings.

Pupils with long term illnesses or other health needs may need additional support to continue their education. In all cases, schools should be sensitive and avoid stigmatising pupils and parents/carers and they should talk to pupils and parents/carers and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

10 Monitoring and Analysis of Data

Poor attendance could in some cases be habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them.

Effective and timely use and sharing of register data is critical to improve attendance and punctuality. The school's electronic management information system iSAMs is used to keep attendance and admission registers to improve accuracy, speed up the process of sharing and analysing information, and make returns to external agencies easier.

The School uses the program Power Bi to monitor attendance and punctuality data. This enables the pastoral team to monitor individual pupils, cohorts and also the ability to analyse sectional data as well.

Registers are legal records, and all schools must preserve every entry in the attendance or admission register for 3 years from the date of entry. As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry. Where amendments are made, all schools must ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment. Attendance Registers and the Admissions Register are formally recorded every month and copies backed up monthly as required by legislation.

11 Admission and Attendance Register

All schools including independent schools are required by law to have an admission register and, except for schools where all pupils are boarders, an attendance register. All pupils (regardless of their age) must be placed on the admission register and have their attendance recorded in the attendance register. The Admission Register and Attendance Registers are recorded and back up monthly, as required by legislation. The Admission Register contains the specific details of every pupil in the School, along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. The Attendance Register records registration at the start of each morning session of each school day and once during each afternoon session (afternoon registration not required for Sixth Form pupils). Lesson registers are also taken during the school day. The registers are annotated with present, attending an approved educational activity, reason for absence or unable to attend due to exceptional circumstances.