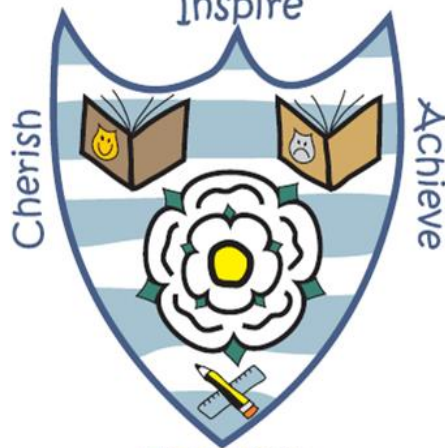


Birkwood Primary

Inspire



Together  
School

# Attendance Policy

**UPDATED MAY 2010**

## **Mission Statement**

Birkwood Primary\_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.

We want our school to be a welcoming, caring and safe place, a family community working in harmony.

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 Birkwood Primary 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 ~ our target currently stands at 3.8% absence, 96.2% attendance (09/10).
- 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 Service 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.

## **Aim No 2**

### **To Make Attendance and Punctuality a Priority for all those Associated with the School including Pupils, Parents, Teachers and Governors**

- 1 To develop the staff / school handbook to include a prospectus of DCSF literature.
- 2 Produce termly / annual reports to parents / governors.
- 3 Hold induction evenings for parents / pupils.
- 4 Produce newsletters.
- 5 Provide INSET training for appointed / promoted staff.
- 6 Display materials at focal points - form rooms etc.
- 7 Discuss attendance issues in Education Welfare Service / Pastoral staff evaluation meetings and / or in relevant staff meetings (e.g. attendance review meetings).
- 8 Introduce award systems, including badges, trophies, certificates, chocolates, end of year prizes, etc.
- 9 Agree criteria for the authorisation of "holidays in term time" as defined in current LA guidance.

## **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 ~ Mrs Lisa Ellis.
- 6 Define clearly the roles and responsibilities within the school staffing structure.
- 7 Timetable staff to meet with Education Welfare Officer.
- 8 Have clear procedures prior to referral to Education Welfare Officers.
- 9 Review attendance regularly.
- 10 Be familiar with the Education Welfare Service's referral and recording systems, as detailed in the Education Welfare Service Service Level Agreement.

## **Aim No 4**

### **To Provide Support, Advice and Guidance to Parents and Pupils**

- 1 Highlight attendance in:
  - PSE
  - Assemblies
  - Staff available to talk to pupils
  - School Counsellor
  - 'Mentors' system
  - 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 e.g. 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 Service
- 5 Identify developing patterns of irregular attendance and lateness.
- 6 Monitoring of Attendance by the Headteacher, including trends.

## **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, including Investors in Pupils.
- 6 Take action which accords with objectives agreed between school and others e.g. Education Welfare Service, parent, Behaviour Support Service.

## **Aim No 8**

### **To promote Effective Partnerships with the Education Welfare Service and with other Services and Agencies**

- 1 Designated key staff for liaison with Education Welfare Service and other agencies (Mrs Lisa Ellis and Mrs Julie Allen).
- 2 Give priority to timetabled meetings with Education Welfare Service.
- 3 Carry out initial enquiries / intervention prior to referral.
- 4 Gather and record relevant information to assist completion of Education Welfare Service.
- 5 Agree attendance reviews with key school staff and Education Welfare Service as detailed in the Education Welfare Service Service Level Agreement.
- 6 Arrange multi-agency liaison meetings as appropriate.
- 7 Establish and maintain list of named contacts within the local community e.g. 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.

#### **Monitoring and review**

This policy is monitored bi-annually and will be reviewed in May 2012.

Signed \_\_\_\_\_ Headteacher      Date \_\_\_\_\_

Signed \_\_\_\_\_ Chair of Governors      Date \_\_\_\_\_

## Education Welfare Service Referral Form

All sections to be completed by school.

<b>Referring School:</b>	<b>Referral to:</b>
<b>Name of Referrer:</b>	<b>Date:</b>
<b>Details of child/young person</b> Name:           DOB: Year Group	
<b>Address:</b>	<b>Gender:</b> <input type="checkbox"/> M <input type="checkbox"/> F
	<b>Ethnicity:</b>
<b>Telephone No:</b>	<b>Name of parent/carer (please indentify relationship if not parent)</b>
<b>Any known siblings:</b>	
<b>Looked After Child: Yes</b> <input type="checkbox"/> <input type="checkbox"/>	<b>Parental responsibility</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Is the Child subject to a Child Protection Plan:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Please indicate if pupil is dual registered with BSS</b> Yes    No <input type="checkbox"/> <input type="checkbox"/>
<b>Reason for referral (please give as much information as possible).</b>	
<b>Work already undertaken (please provide details of interventions/strategies etc).</b>	

<b>CAF referral</b> <b>Yes</b> <b>No</b> <input type="checkbox"/> <input type="checkbox"/>  <b>Date CAF completed:</b>	<b>Outcome</b>
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Please give details of any issues that have been identified as causing barriers to full time education (e.g. **bullying, family problems, illness, substance misuse**).

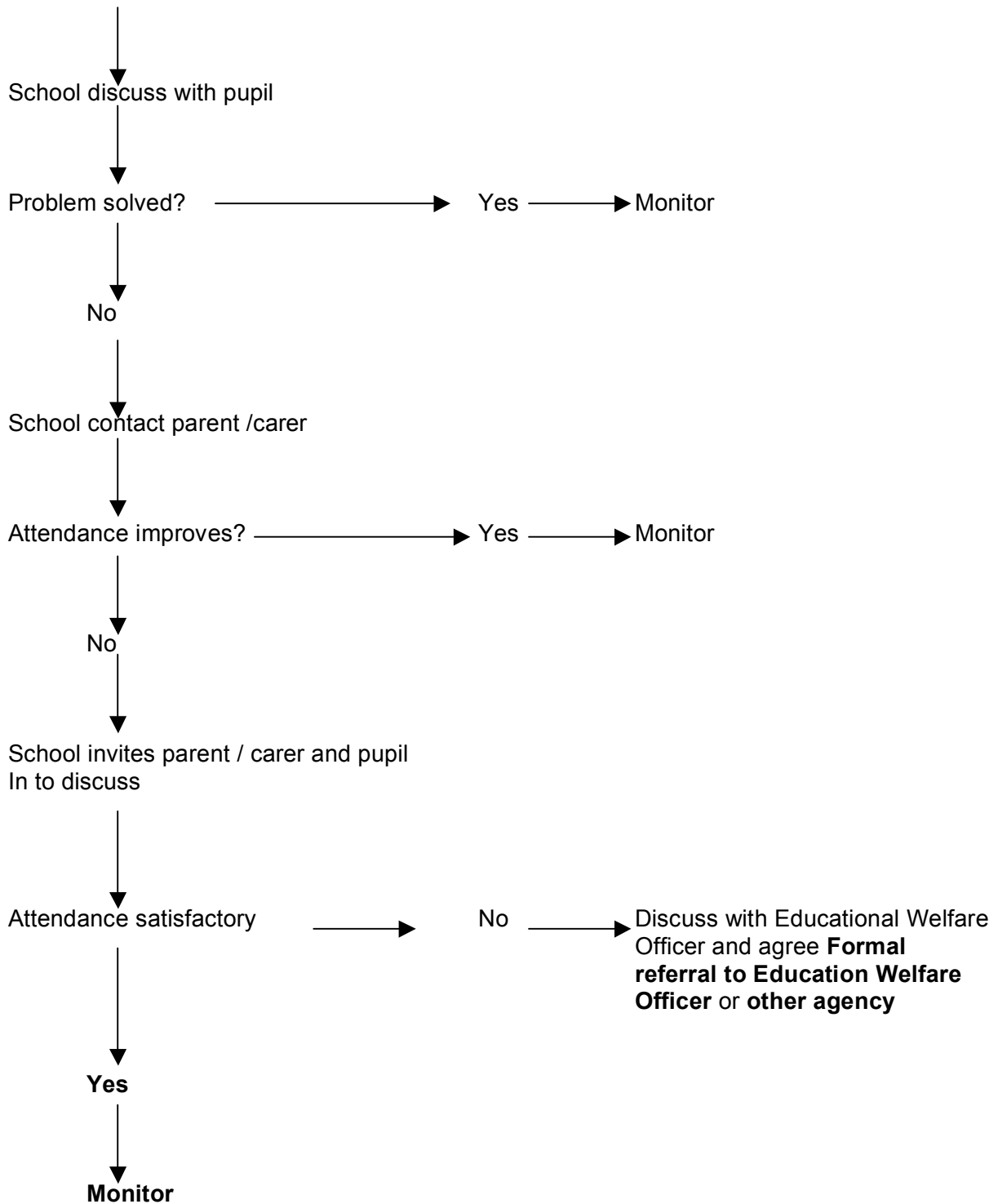
If known, please provide details of any other involvement form external agencies.

Signature of Referrer: ..... Date: .....

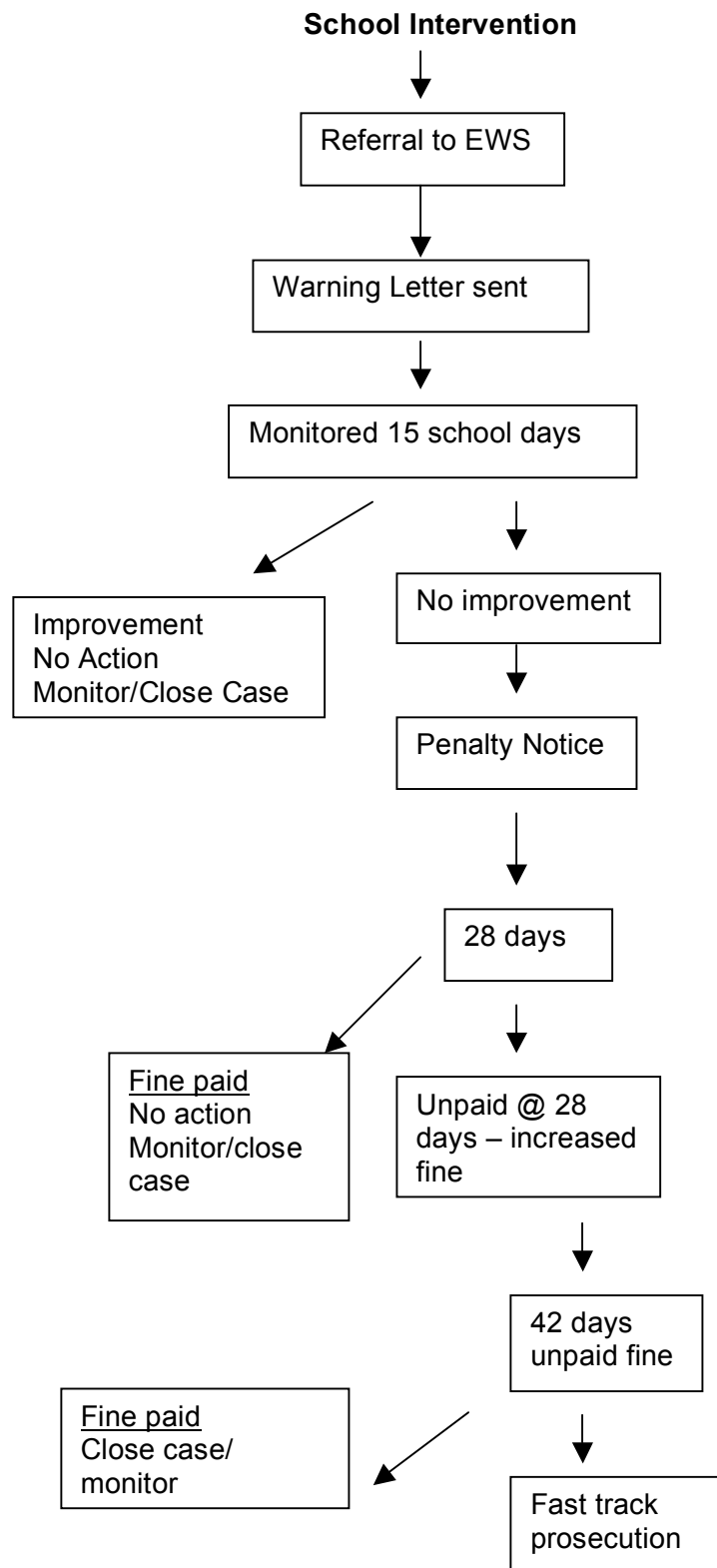
**Criteria for Referral**

An Education Welfare Officer will accept a referral once the following criteria have been met:

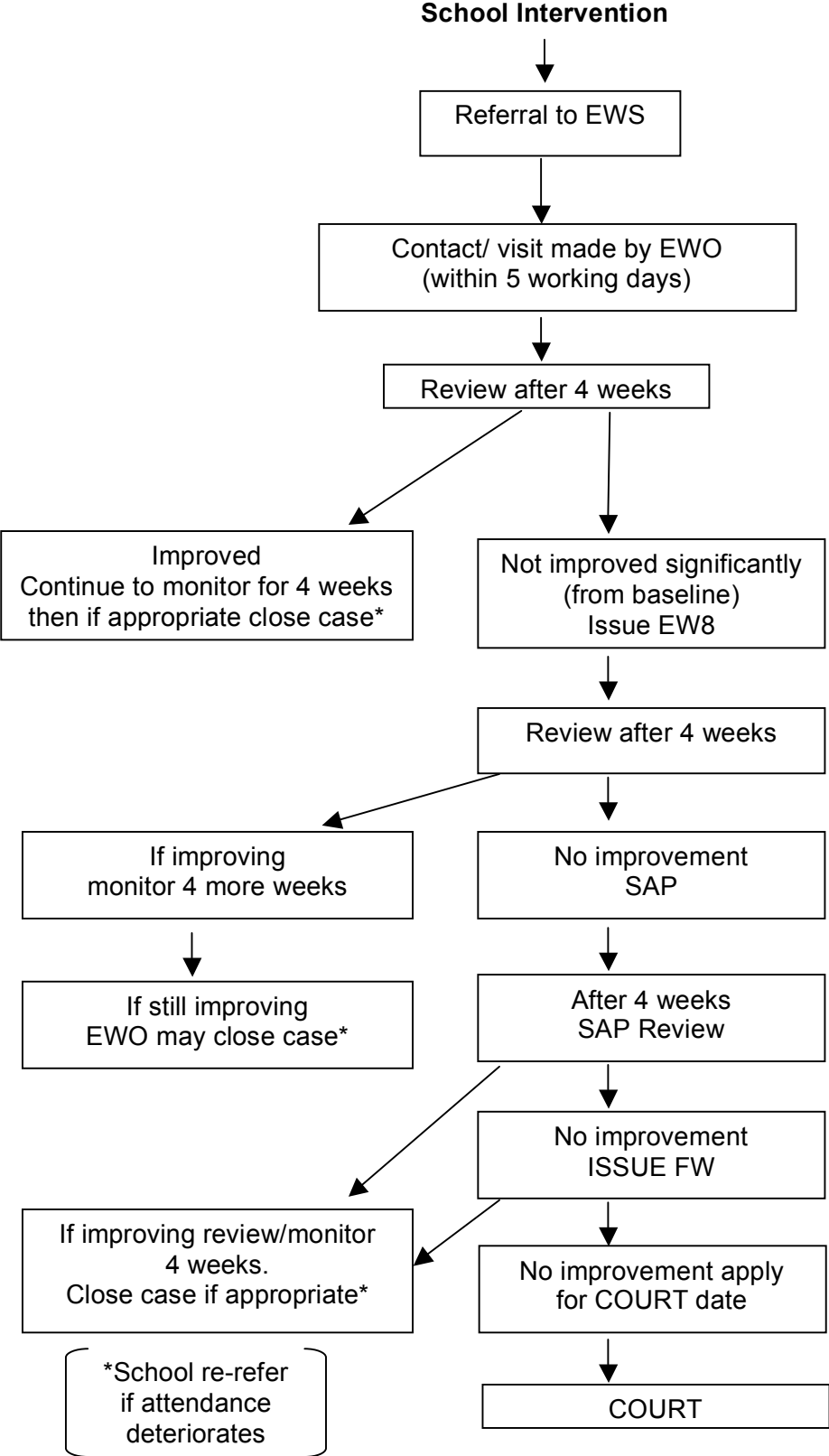
Attendance cause for concern



Flow diagram showing process for dealing with referrals for issue of Fixed Penalty Fines, including opportunity for negotiation for parenting contract.



# EDUCATION WELFARE SERVICE REFERRAL FLOWCHART



Where a case deteriorates: If there is a lapse of more than 12 months from the date of the original S.A.P. a further S.A.P appointment would be required.

**Parenting Contract**

**Personal details**

Pupil's Name:

Parents' Names:

Teacher's/EWO's Name and Name of School/LEA

Teacher's/EWO's contact details

**Background to Parenting Contract**

Following a meeting on \_\_\_\_\_ between \_\_\_\_\_  
we have all agreed that we want to work together to help \_\_\_\_\_ to attend school more  
regularly/behave well in class.

**What has been agreed**

***The School/LEA***

\_\_\_\_\_ has agreed that to help \_\_\_\_\_ parents help \_\_\_\_\_ attend school  
regularly/behave in class and will;

***Parents/Carers***

\_\_\_\_\_ Parents have agreed that to help \_\_\_\_\_ attend school regularly/behave well in  
class they will:

**Review**

\_\_\_\_\_ will meet again at \_\_\_\_\_ to discuss how things are going and whether this agreement needs to be changed in any way.

\_\_\_\_\_ ask for a meeting at any time to discuss the agreement further or to discuss any difficulties or problems.

**Important Dates**

We will next meet on \_\_\_\_\_

Other important dates are: \_\_\_\_\_

We will review this agreement on \_\_\_\_\_

We will end this agreement on \_\_\_\_\_ and have a meeting to discuss any issues on \_\_\_\_\_

**Useful Contact details**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Agreement**

**We will do what we have agreed in this parenting contract and will work together to help attend school regularly/behave well in class.**

Signed: \_\_\_\_\_

Date:

\_\_\_\_\_

Date:

\_\_\_\_\_

Date:

**Parents' Consent to Information Sharing**

We also understand and agree that information about me/us has been and will continue to be collected so that \_\_\_\_\_, the school and the LEA can assess and provide appropriate assistance and services. The school and LEA may also use this information for service planning, monitoring and research purposes and may share the information with external agencies and providers of relevant services that they need to work with to ensure that we are provided with the most appropriate services.

We understand that this information will be stored either electronically or in the manual records by the school/LEA for case management purposes to monitor and evaluate the effectiveness of the plan. The school/LEA will keep the information updated and notify anyone who is given the information of any changes to ensure corrections are made.

*[The above statements must be explained in full to the parents so that they understand them and the implications clearly]*

Signed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date:

**Complaints procedure**

\_\_\_\_\_ has provided \_\_\_\_\_ with a copy of the school's complaints procedure and explained it to them so that both of them understand it.

Signed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date:

NB

With effect from February 27 2003 Local Education Authority's and schools have new powers to make formal arrangements with parents to address their child's behaviour and attendance in school.

A parenting contract is a two-sided formal agreement between a parent and the Local Education Authority.

Parenting contracts are intended to provide parents with the support they need and to encourage a positive joint working relationship between school, the Local Education Authority and parents to address truancy and poor behaviour in school.

**Aid memoir for completing a parenting contract**

**What do we want to achieve overall?**

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**What are the difficulties that are preventing this happening at the moment?**

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**How might we deal with these difficulties?**

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**What would [parent 1 name] find helpful?**

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**What would [parent 2 name] find helpful?**

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**What would [pupil name] find helpful?**

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**What does school/LEA think might be helpful?**

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**What are the main targets we want to set over the next three months**

	What are our targets?	How is this going to be done?	Who is going to do it?
1			
2			
3			
4			
5			