

# QUEEN ELIZABETH HIGH SCHOOL

## WHOLE SCHOOL ATTENDANCE POLICY

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The Governors and staff of QEHS are committed to providing a full and effective education for all our students to ensure they achieve their potential in all that they do. We believe that all students benefit from the education we provide and from regular and punctual school attendance and good behaviour. To these ends, we will do all we can to ensure that all students attend regularly and that any problems which impede this are identified and acted upon as soon as possible.

### EXPECTATIONS

*We expect that all students will:*

- attend school regularly
- arrive on time, appropriately dressed in school uniform and prepared for the school day
- through our effective pastoral system, tell a member of staff about any problem which is making it hard for them to attend school regularly

*We expect that all parents/carers will:*

- encourage their son/daughter to attend school every day and on time
- ensure that they contact the school as soon as possible i.e. on the first day of absence before 9.00am whenever their child is unable to attend school
- ensure that their children arrive in school appropriately dressed and fully prepared for the school day
- provide the school with up to date home, work and emergency telephone numbers
- not arrange family holidays to take place during the school term if at all possible
- inform the school in confidence about any problem which might affect their son's/daughter's attendance or behaviour

*Parents/carers can expect that the school will:*

- provide a good quality education
- record their son's/daughter's attendance regularly (every lesson), accurately and efficiently; this will be done via electronic registration
- on the first day of absence make every reasonable effort to contact the parent when their child fails to attend school without good reason
- deal discretely and properly with any problem notified to the school by the parent

- provide access to online attendance data
- make all efforts to encourage good attendance and behaviour
- instigate appropriate enquiries before removing the child from the school roll.

## **PROMOTING GOOD ATTENDANCE**

QEHS will use electronic registration to register the morning and afternoon sessions and for individual lessons.

*We will encourage good attendance by:*

- accurately completing attendance registers at the beginning of each session and within 30 minutes of the start of the session
- follow-up absence on the first day; a first day absence telephone call will be made during period one if a student is absent without authorisation; if there is no contact via the telephone numbers provided a letter will be sent home requesting authorisation.
- tutors will request authorisation via the student on their return and daily thereafter; if an absence is not authorised within one week following return to school support staff will contact home to gain authorisation
- undertaking attendance checks at appropriate times; SERCO attendance reports to be used on a daily basis to check students who have registered but who have not attended all five lessons; weekly follow up of the year group attendance issues via SERCO percentage reports/unauthorised student absence figures
- recording attendance on students' reports and sending parents/carers attendance figures via reports and contacting parents when attendance is of concern
- collecting data on attendance for the whole school and by year group and making this available to governors and parents on request
- working closely with Education Welfare Officer (EWO) to monitor students of concern
- mentors running groups focusing on improving attendance and providing 1:1 support for specific students.
- implementation of attendance management plan for students under 85% attendance (attached Appendix 1)

## **RESPONDING TO NON-ATTENDANCE**

When a student fails to attend school without a satisfactory explanation, we will:

- contact the parent on the first day of absence by telephone; if contact cannot be made a letter will be sent home that day to request authorisation.
- a further phone call will be made and a further letter sent to the parent/carer or a home visit may be made if there has been no response and the unauthorised absence has exceeded three school days
- if the non-attendance continues beyond nine days or if the student fails to attend for three complete weeks in any six week period, a further attempt will be made to telephone the parent/carer, and another letter sent; the EWO will be involved and a home visit made
- if the student or parent/carer fails to respond, the matter will be discussed further with the school's Education Welfare Office, with a view to a formal referral

The return to school and the reintegration of a student who returns to the school after a lengthy absence requires special planning. The Learning and Guidance Co-ordinator (LGC), with support from the appropriate Deputy Headteacher, will be responsible for deciding upon the programme for return and for the management of the programme. All staff need to be aware that this is a difficult process which requires extreme sensitivity and that any problems should be notified to the LGC as soon as possible. In collaboration with the parent and the EWO, programmes will be tailored to individual needs and may involve phased, part-time re-entry with attendance at Turning Point and support in lessons, as appropriate. This may involve the Special Educational Needs Co-ordinator with support from the mentors. Staff will be notified of the return of a long-term absentee through staff notices, subject staff memos detailing the nature of the circumstances and actions being taken etc. Meetings of subject staff who teach the student will be arranged if appropriate.

## **LATENESS**

Lateness is monitored via SERCO as subject teachers/tutors are required to record lateness in their registers.

### *Sanctions*

- If a student is late more than once in a week a detention will be issued.
- If a student is persistently late parents will be informed and invited into school. Further detentions will be issued and the EWO will also be involved.

## **ORGANISATION**

In order for this policy to be successful, every member of staff must make attendance a high priority and convey to the students the importance of the education being provided via the Guidance Programme and via information in the student planners.

## **RESPONSIBILITIES**

### **Governors**

- To ensure that the school has in place a whole school attendance policy.
- To receive annual reports from the Headteacher in respect of attendance data and trends.
- To monitor the effectiveness of the whole school policy.

### **Headteacher**

- To oversee the whole policy.
- To have particular regard to the equalities aspects of the policy as they pertain to SEN, gender, ethnicity and to Looked After Children.
- To report to governors on attendance issues on an annual basis.

### **Deputy Headteacher responsible for attendance issues [Di Harris]**

- To produce an annual attendance action plan and review document (which will review the effectiveness of particular strategies used).
- To liaise with Learning and Guidance Co-ordinators.
- To oversee the collation and analysis of attendance data.
- To produce an attendance profile for the whole school via regular SERCO reports indicating unauthorised absences, % attendance etc. and ensuring the appropriate strategies are undertaken to improve attendance.
- To report to the school's Senior Management Team on attendance matters and trends.
- To ensure liaison with the link Education Welfare Officer and do monthly returns on children missing from education.
- To ensure she is fully aware of the Local Authority Policy on attendance issues and takes appropriate action

### **Learning and Guidance Co-ordinators**

- To scrutinise attendance data for the year group and liaise directly with the Data Manager for any further detailed attendance information they require. SERCO attendance reports will also be analysed to identify trends.
- To oversee the electronic registration process and ensure that electronic registers are completed accurately and on time in liaison with data manager.

- To reinforce good practice at meetings.
- To raise the profile of attendance at appropriate times [e.g. assemblies, tutorials].
- To initiate contact with parents/carers in the case of unexplained and prolonged absence (see Appendix 1 – Attendance Management).
- To liaise with the Education Welfare Officer in organised meetings as appropriate (see Appendix 1 – Attendance Management).
- To organise the reintegration of long-term absentees with the support of the appropriate Deputy Headteacher and the manager of Turning Point.
- To set up attendance groups and 1:1 support for specific groups in liaison with the year group mentor.
- To implement sanctions for truancy of more than one lesson e.g. detentions, use of Turning Point.

### **Subject Teachers**

- Complete electronic registers accurately and on time and return them to the administrator; Period One registers to be returned by 9.30am
- Update electronic register with students who arrive late to the lesson so lateness can be monitored and appropriate action taken
- If a student truant from a particular lesson the subject teacher will issue a detention so the student makes up the missed time

### **Form Tutors**

- Complete electronic registers accurately and on time and return them to the administrator.
- To update authorisation of absences on daily absence report/weekly absence reports by passing appropriate information to their admin support [via LGCs office] once received from students. Admin support will then record all reasons for absence on the SERCO system and follow up any unexplained non attendance by contacting parent/carer.
- Inform LGC of concerns.

## REVIEW OF THE ATTENDANCE POLICY

This policy will be subject to review and evaluation after one full year of operation and thereafter subject to changes in local and national policy, but at least every two years.

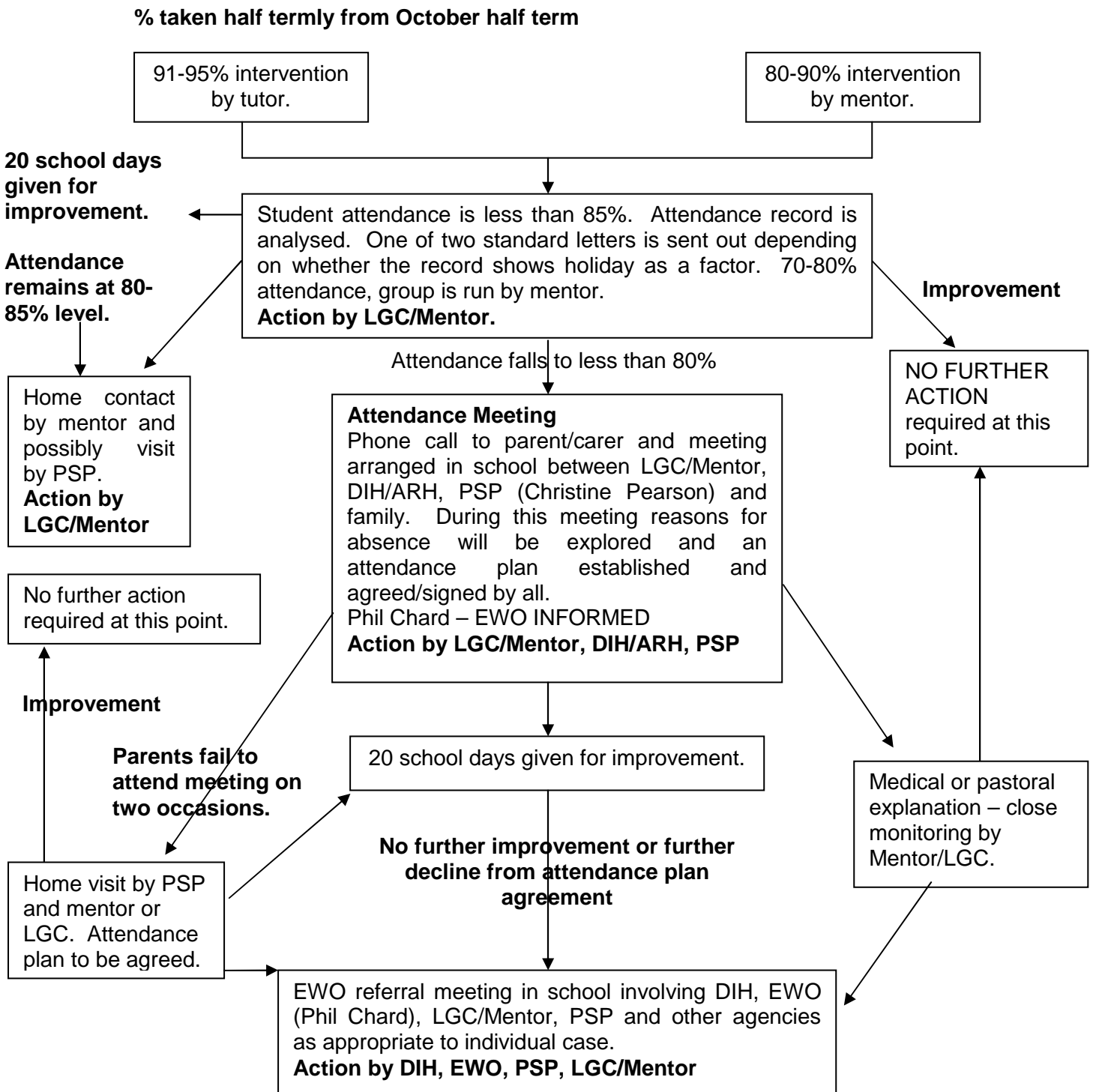
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This policy was agreed by the Pupil and Curriculum Development Committee at their meeting on Wednesday 10 February 2010 and ratified at the full governing body at their meeting Wednesday 3 March 2010

Signed		Chair of Governors:	Date	
Signed		Headteacher	Date	
Review Date:	January 2012			

# APPENDIX ONE

## Key Stages 3 and 4 Attendance Management Plan 2009-2010



EWO – Education Welfare Officer  
 PSP – Parent Support Partner  
 LGC – Learning & Guidance Co-ordinator  
 DIH – Di Harris  
 ARH – Andy Hedley

## QEHS Attendance Action Plan 2009-10

Action	By Whom	Resources	Outcomes
Embedding the attendance management plan. Building on good practice developed in 2008-09.	DIH LGCs EWO Phil Chard	Meeting time DIH/LGCs. Managers reports/support	Continued early intervention and monitoring of attendance concerns. Parents involved in the process
Safeguarding focus regarding Period 1 registers being taken by 9.30am. Careful monitoring of this request. Continue to address staff not taking registers.	NLM DIH	Staff meeting time Reminders to staff via bulletin	Greater percentage of Period 1 registers done by 9.30am. Staff made accountable for their action. Greater accuracy of first day absence calling. Improved percentage of lesson registers taken.
Continued use of SERCO reports to monitor, analyse and follow up attendance issues. Identification of any abusive trends.	DIH LGCs Sue Boath	Time – for data manager to produce reports Time for analysis, follow up with staff/students	Reports to be used to inform discussions and for targeted intervention.  Trends identified and addressed as appropriate. Early intervention with students of concern.
Sixth Form team intervention identify truancy and raise achievement.	JAH, Sixth form LGCs/mentors	Further training in SERCO to suit needs of the team (use of external support)	Effective SERCO system set up to monitor Sixth Form attendance
Use of CEIT to support improved attendance with targeted groups in Middle School and High School.	DIH, LGCs, Leonie Serbrock CEIT	Time	Improved attendance of target group. Students rewarded for improved attendance.
Targeting of Year 10 group via Turning Point (at end of year) focussing on improving attendance / embedding good habits for Year 11.	Pat Nesbitt to lead HMP/STW/DIH	Time	Improved attendance of target group. Students rewarded for improved attendance.
Involvement of students in awareness of attendance issues via analysis in student planner.	LGCs/Tutors/Students	Individual students % attendance reports from Data Manager	Staff more aware of how to use the system and what it can show them etc so more alert to truancy issues etc.
Production of punctuality reports. Targeting of specific groups of students where lateness is an issue	LGCs Data Manager Mentors	Time	Students supported with late issues via LGC/mentors/intervention groups and via consistent application of sanctions (see attached attendance policy)