



Attendance Policy

2016/17

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APPENDIX

A1 – Roles and Responsibilities

1.0 Attendance Expectations

A core method for raising the achievement bar within education is raising the attendance of pupil. Pupils need to attend centre regularly to benefit from their education. Missing out on lessons leaves pupils vulnerable to falling behind and not reaching their full potential or achieving valuable KS4 results. Pupils with poor attendance tend to achieve less in both primary and secondary school, as most school leavers will attend FE the achievement of these results is of paramount importance.

The Government expects schools to promote good attendance and reduce absence, including persistent absence, ensure every pupil has access to full-time education to which they are entitled and act early to address patterns of absence.

Parents and carers are expected to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly and arrive to school on time.

It is also important to note that even though a parent may not live in the same home as the pupil that parent is still responsible for ensuring the child attends school every day.

1.1 Ethos and Aims

At Flexible Learning Centre, we believe that good attendance and punctuality are important in helping pupils achieve the best that they can. Education is important. Pupils should be at centre, on time and ready to learn, every day the centre is open, unless the reason for absence is unavoidable. All research shows that pupils who attend well achieve well.

The government has laid down guidelines, which they expect pupils at secondary school to achieve in terms of attendance, which is set at 95% attendance.

Any problems with regular attendance, especially any concerns about possible bullying or learning difficulties are best sorted out by the school, the parents and the pupil at an early stage. We will closely monitor your child's attendance and alert you if we feel there is an issue. The centre undertakes a wide range of measures to support pupils where attendance at school is an issue. Where there may be an issue and we fail to see an improvement, it may be necessary to make a referral to an appropriate external agency to ensure the pupil receives the support required to bring about an improvement.

1.2 Categorising absence

The school sends reports home monthly and these reports include monthly attendance percentages and overall attendance to date percentage. When reflecting on the attendance a pupils' attendance can be categorised into the following;

Descriptor	Attendance	Equals Absent number of sessions (half days - Per average month 48 sessions)	Learning hours lost (per average month)
Excellent	98%-100%	1 session	2.5 hrs
Good	96%-97%	2 sessions	5 hrs
Satisfactory	95%	2.4 sessions	6 hrs
Cause for Concern	90%-94%	4.8 sessions	12 hrs
Unsatisfactory	86%-89%	6.72 sessions	16.8 hrs
Serious Cause for concern	>85%		

The 1996 Education Act (section 444) states that parents (including non-related adult carers in the child's household) have a legal responsibility to ensure that those of compulsory school age are educated, either by 'regular' attendance at school or 'otherwise'. The 2008 Education and Skills Act (section 155) specifies the same requirement regarding regular attendance at alternative provision.

The duty on parents is to ensure that their children are educated, either a school or 'otherwise'. Education is therefore compulsory. In terms of 'otherwise' children may be educated by their parents at home, by a private tutor or in establishments other than schools, ie – FE colleges from the age of 14, special units, hospitals or in alternative educational programmes or work experience. The law allows parents to choose the alternative options, provided they can demonstrate to the Local Authority that the education is full-time and 'suitable' to the child's education needs, up until the relevant leaving-date for all young people.

Schools must enter pupils on the admission register and attendance register from the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. For most pupils the expected first day of attendance is the first day of the school year. Every amendment made to the admission register and the attendance register must include: the original entry; the amended entry; the reason for the amendment; the date on which the amendment was made; and the name and position of the person who made the amendment. (DFE guidance – March 2013)

1.3 School Avoiders Consideration

Flexible Learning Centre may receive a pupil who has been identified as a school avoider or a persistent absentee. With these pupils the aim will be to use the school methods to increase attendance until the pupil is attending a minimum of 95%. As there are many pupils who join us with these types of issues, the focus on improvement is core. Flexible Learning Centre cannot automatically assume that all pupils will attend to an acceptable level due to the nature of the pupils reasons for attending Alternative provision, however, we have a commitment to regaining lost ground and establishing healthier patterns of attendance. The pupils starting point

attendance is always a consideration when arranging schedules. We work closely in parental partnership to provide the support to getting pupil attendance to a level that is acceptable in practice and in terms of ensuring the pupil will achieve their potential.

2.0 Improving Attendance

We use an assortment of methods to improve attendance, a main bulk of this is parental partnership and MASH meetings. When a pupil is having difficulty meeting the expected levels of attendance the reasons behind this are closely examined and discussed. We try and rectify or support any challenges the pupil is having and this process is a very hands-on continual development.

2.1 Methodology

Stage	Method	Responsibility	Follow ups
1 – child is absent with no parental/carer phone call/txt	Phone call and/or text message home	Office Administrator	
1 – reports are sent home with monthly attendance	Letter home to parents/carer	Office Administrator	
2 – Child is persistently late for lessons	Phone call and/or text message home plus meeting with referrer or parent to discover reasons why.	Office Administrator plus Safeguarding Officer.	Review improvement either escalate or return to stage 1
2 – Childs absence is raising concerns	Phone call and/or text message home plus meeting with referrer or parent to discover reasons why.	Office Administrator plus Safeguarding Officer.	Review improvement either escalate or return to stage 1
3 – Childs attendance is below 85% and there is no improvement after intervention.	Arrange a home visit and inform LA MASH referral	Office Administrator Safeguarding officer Other agencies	Review discovery and either take statutory action, plan improvement and move back to stage 2 or re-report to LA if no improvements and safeguarding concerns.
3 – The child has become a complete school avoider and there are safeguarding concerns	Arrange a home visit and inform LA MASH referral	Office Administrator Safeguarding officer Other agencies	Review discovery and either take statutory action, plan improvement and move back to stage 2 or re-report to local LA if no improvements and safeguarding concerns.

2.2 Monitoring

Method	Frequency	Responsibility and procedure	Review
Registers	Twice daily	Firstly, the PSW's must enter attendance and lateness onto registers, the office administrator reviews this and then calls/sends text messages to parents/carers of pupils who have unauthorised absences.	Persistent absences or lateness are reviewed and either escalated or monitored.
Registers	Weekly	All referrers have access to the Flexible Learning Centre online system where they can access pupil attendance and progress reports. Weekly registers are available from the system, enabling referrers to identify those students whose attendance has dropped.	
Monthly Report	Monthly	The report is produced with attendance percentage. This percentage can be viewed month on month. If the pupil's attendance has dropped below 85% a concern must be raised, however if this is progressive based on intervention it will be acceptable if progress continues.	If monthly attendance is unacceptable there will need to be intervention
End of Year Progress report	Yearly	A yearly report shows the full attendance picture of the individual. This may show "unacceptable" attendance, however when reviewing this the improvement shall be examined as early stages of low attendance can greatly impact overall results.	Published under statute. Ofsted monitored.