



V E N N

Milton School

Attendance Policy

1	Summary	Attendance Policy			
2	Responsible person				
3	Accountable SLT member				
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy				
6	Who has been consulted and recommended policy for approval				
7	Approved by and date				
8	Version number				
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)				
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Introduction

‘Achieving regular attendance at Milton School is key to improving life chances of our pupils. A pupil’s readiness for reintegration or transition to their next educational setting is increased with improved attendance and re-engagement with learning.’

1.1. Principles:

At Milton School, safeguarding our pupils is always our foremost priority and we ensure our procedures supporting and improving attendance reflect this. Milton School is committed to improving attendance for all pupils.

Our pupils are consistently those who are acutely disengaged from education and frequently have a history of poor records of attendance. Staff understand the importance of good attendance in supporting re-engagement in learning and know that improving this is the responsibility of everyone in the learning community. With this in mind at Milton School we commit ourselves to the continual monitoring of attendance and give high levels of support in order to build and sustain improvement in attendance.

2. Scope of the policy

Our ultimate aim is to improve the attendance of each individual pupil and therefore the overall attendance of the school.

We will do this by:

- All staff and governors make attendance and punctuality a school improvement priority and understand they have a role to play in improving this.
- Providing a clear framework which defines agreed roles and responsibilities, ensuring consistency in carrying out tasks.
- Regular monitoring of attendance and punctuality.
- Developing a systematic approach to gathering and analysing attendance related data.
- Pupils with poor attendance and/or punctuality are supported with a personalised Raising Attendance Plan (RAAP).
- Pupils and their parents/carers are made aware of the importance of good attendance and punctuality and informed of the consequences when it is not.
- Pupils with good or rapidly improving attendance are recognised and rewarded.
- Promoting effective partnerships with the Early Help and Social Care and other agencies.

3. Implementation of the policy

3.1 Punctuality

All pupils should arrive promptly each day.

Many of our pupils are transported to school often by local authority transport. Where this is the case pupils should be ready in plenty of time for the vehicle to arrive at their home. Alternative transport cannot be arranged if it is missed.

The school gates and doors from **8:40am** and pupils are expected to arrive by **8:50am**. Pupils are greeted at the doors by the classroom staff.

3.2 Registers

Registers are a legal document and must be taken clearly and accurately, using the correct codes.

Registers are taken by the teacher at the start of each morning and afternoon sessions.

3.3 Role of the parent/carer

Parents/carers have a legal duty to send their children to school regularly and risk prosecution if they fail in this duty.

We encourage an open dialogue with parents about attendance as this helps to identify areas of concern.

Parents/carers must contact the school on the first day of absence by telephone before the start of the school day. If the school is not informed of the absence the school will make contact by 10:00am.

Parents/carers should attempt to arrange appointments for their child or young person outside normal school hours whenever possible. When the appointment is local, the student will be expected to attend school before and/or after the appointment.

Parents/carer are notified of high expectations for good attendance at the admission meeting.

3.4 Understanding types of absence

Every half-day absence from school has to be classified by the school (not by the parents/carers), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required.

Authorised Absence - Authorised absences are mornings or afternoons away from school for a good reason like illness, evidenced medical/dental appointments, emergencies or other unavoidable causes, which unavoidably fall in school time.

These include:

- Illness
- Religious observance

Unauthorised Absence - Unauthorised absences are those which legislation does not consider reasonable and for which no "leave" has been given.

This includes:

- Parents/carers keeping children or young people off school
- Truancy during the school day
- Absences which have never been properly explained
- Shopping
- Looking after other children.
- Birthdays
- Hair appointments
- Day trips
- Waiting for a delivery
- Sleeping in after a late night
- Parent/carer's illness.

Persistent Absenteeism (PA) - A student becomes a 'persistent absentee' when their attendance falls to 90% or below for whatever reason.

There are 175 school days per year					
190 days attended	181 days attended	171 days attended	161 days attended	152 days attended	134 days attended
0 days missed learning	9 days of missed learning	19 days of missed learning	29 days of missed learning	28 days of missed learning	27 days of missed learning
100%	96%	90%	85%	80%	75%
Good attendance Best chance of success.		Worrying Less chance of success. Makes it harder to make progress.		Serious Concern Very limited progress. Damaging effect on future prospects.	

We monitor attendance thoroughly.

Parents/carers will be informed immediately if a pupil is seen to be at risk of moving towards the PA mark or is at the PA mark.

3.5 Raising Attendance Action Planning

Senior leaders use regular monitoring to identify pupils who need additional support to improve or maintain rates of attendance and/or punctuality.

Staff will work with the family and pupils to write and implement a Raising Attendance Action Plan. This plan identifies the role of the pupil, parents/carers and school in supporting improvements in attendance. It also identifies targets, times frames and any other additional services involved.

3.6 Rewarding improved and good attendance

A range of awards are used to encourage good attendance.

Each week the class with the highest and/or 100% attendance is given a certificate.

Each week all pupils who have 100% attendance are entered for a prize draw. Pupils with 100% attendance are entered for a grand prize draw. These achievements are also celebrated on school noticeboards, social media and newsletters.

Certificates and prizes are awarded each half term to pupils who have significantly improved their attendance or have 100% attendance.

Pupils who have a RAAP may also have their own reward system.

3.7 Framework for implementing school absence procedure and attendance policy

Procedure	Role	Responsibility
First day of absence	Admin	Contact parent/carers by 10:00am to question reason for absence. Reason for absence to be logged on SIMs. Parent/carer to be told to ring the following day if pupil remains absent. Parent/carer to be told that home visits are made for all
Third day of absence	Attendance officer	Home visit to share attendance information and identify plan for returning to school. Visits may take place earlier if unable to contact a family or if the family is receiving external support.
Daily	Admin	Check attendance for pupils who are dual rolled and due attend mainstream.
Daily	Admin	Email SLT with pupil absences.
Daily	Head of School	Identify if reasons given for absence are unauthorised and any action needed.
Daily	Child Protection Coordinator	Inform social care of any unauthorised absences for pupils known to them.
Every Friday	Attendance Officer	Identify class with highest attendance and pupils with 100% for class draw.
Every Monday	Attendance Officer	Attendance Officer to provide the following to Heads of School ready for the Safeguarding meeting following day: <ul style="list-style-type: none"> • Headline attendance data for cohort, PP, CLA • Updates on Persistent Absentees • Updates on Raising Attendance Plans
Half termly	Attendance Officer Head of School	Produce certificates and celebrate improvements/good attendance. Update attendance display with achievements.
Half termly	Attendance Officer	Send Attendance Summary to parents of all pupils

Termly	Class teacher	Share attendance with parents/carers at Parents evenings.
Termly	Head of School Attendance Link Governor	Attendance meeting
Termly	Head of School	Share pupil attendance with Local Authority.
Pre-admission	Admin	Gather attendance data from previous settings.

4. Monitoring of the policy

Monitoring of the attendance policy is continuous and proactive.

The Attendance Officer updates senior leaders daily on pupil absence and reasons for this.

Attendance is on the agenda of the weekly safeguarding meeting. At this meeting the following is always discussed and followed up:

- Overall attendance for the setting and vulnerable groups
- Attendance of persistent absentees
- Pupils requiring a Raising Attendance Plan and reviews

Attendance data is collected by the Trust at the end of each term.

Attendance data is shared with the governors each term and discussed with the Safeguarding governor each term.

Raising Attendance Action Plan

Pupil Information		
Pupil name:	Year group:	PP: YES NO CLA: YES NO
Registration type: Single Dual If dual, name of mainstream school:	Level of social care involvement:	Date plan set: Plan review date 1: Plan review date 2:

Attendance information	
Attendance in previous settings:	Attendance history:

Views of the pupil:	Views of the parent/carer:

Actions to raise attendance (What will be done?)	Responsibility (Who will do this?)	Timeframe (When will this be done?)	Review outcomes (What was the impact?)

Signatures

Pupil _____

Date _____

Parent/carer _____

Date _____

SLT _____

Date _____

Attendance Officer _____

Date _____