**Due to Covid-19, please also see attendance information at:**
**Covid Attendance Information**

# ALDER GRANGE SCHOOL

Reviewed: October 2020
Approved by Governors' Welfare Committee: October 2020
Next Review Date: October 2021

Person responsible for the monitoring, evaluation and implementation of this document:
Mr S Varley

## Contents

## RATIONALE

Pupils' and students' achievement depends upon their Attendance. The highest possible level of attendance for all is the key prerequisite for translating our ambitions for them (as identified in our Values and Aims Statement), into reality.

Broken attendance, especially when avoidable, disrupts the learning of absentees, hinders teachers and pupils in classes of those returning from absence and denies everyone the continuity necessary for the school's teams' progress on every level.

It is our responsibility, therefore, to ensure each access their right to these ambitions by achieving fullest possible attendance.

However, as a school committed to finding inclusive solutions to the most challenging and complex problems our pupils and students may face, it is recognised that our attempts to find inclusive solutions may sometimes lead to a temporarily detrimental impact on whole-school attendance figures, especially where official procedures to which we are tied allow no alternative.

## PURPOSES

The purposes of this policy, and the procedures emanating from it are:

1. to ensure all pupils and groups have as near full attendance as possible and achieve at least 95%;

2. to maintain a climate in which full attendance is regarded as the norm, and as a right;

3. to ensure all members of the immediate school community are fully aware of the importance of, and legal requirement for full attendance for every child and young person, and that all are committed to keep all absences, authorised and unauthorised, to an absolute minimum;

4. to minimise the disruptive effects of broken attendance on all involved – the pupil suffering the absence, those pupils whose continuity of learning is affected by absentees' return and the staff responsible for maintaining individuals' personal progress and attainment.

5. to ensure that all members of the school community understand and respond to the necessity of punctual registration in lessons in order to
   a. demonstrate commitment,
   b. maintain an orderly start to each session and lesson,
   c. avoid disruption to teaching and learning and,
   d. safeguard all pupils/students fully by being aware of their whereabouts at all times and responding immediately when we have concerns;

6. to provide pupils, students and staff with guidance as to how to ensure the highest levels of attendance;

7. to provide all teams of staff with clear procedures for promoting and celebrating high attendance and responding appropriately and proportionately to problems when they arise, including:

a. defining the means whereby we identify, at the earliest possible stage, obstacles to full attendance for all individuals and groups;

b. setting out the procedures whereby perceived problems are investigated and appropriate responses developed, implemented and evaluated;

8. to clarify our high expectations of our partners in our work – parents, carers, pupils and students;

9. to maintain effective partnerships with our services and agencies.

## GUIDELINES

## Roles and Responsibilities of Senior Staff

1. Responsibility for levels of Attendance and Punctuality and for the systems supporting these lie with the Headteacher and Governing Body. The strategy for ensuring high Attendance and Punctuality levels is the responsibility of the Senior Leadership Team.

2. Responsibility for the operation of the Attendance Policy and its associated strategies lies with the designated Deputy Headteacher Attendance.

3. It is the shared responsibility of the Senior Leadership Team to ensure that:

   a. all pupils, students, parents, carers and staff are aware of the value of full attendance and punctuality and their links to attainment and the effective running of the school;

   b. across the school, there is a culture in which high Attendance and Punctuality levels are regarded as the norm;

   c. all school publications for parents/carers refer to and appropriately highlight the Attendance and Punctuality policies (including discouragement from taking holidays in term-time) and procedures in, among others:
      i. Annually reviewed Home-School Agreement
      ii. Prospectus and Open Evening arrangements
      iii. Induction Booklets for Parents/Carers and Pupils
      iv. Induction Evening
      v. The school website: https://aldergrange.com/attendance/
      vi. Policies specifically published for parents and carers
      vii. Any others as appropriate.

   d. good and improving attendance is identified, celebrated and rewarded as a positive contribution to personal progress and to the development of the whole school community (so that Attendance and Punctuality rewards form an integral part of the Rewards System);

   e. all attendance and absence patterns;
      i. are tracked for individual pupils/students and for groups
      ii. are examined so that potential concerns are identified early, using cumulative totals
      iii. are investigated promptly as appropriate

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iv. are considered on an individual "whole child" basis so that all possible contributory factors are identified and appropriate interventions deployed to match pupils'/students' individual needs;
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f. Attendance and Punctuality are identified by parents and carers as key priorities and that these matters are highlighted as essential elements in Reports, Parents' Evenings and other contacts– in which appropriate targets will be set.

g. the System Diary ensures weekly awareness-raising of Attendance and Punctuality levels, with celebrations for high and improving attendance and punctuality in Year Group Assemblies and other means, for example in House assemblies.

h. the System Diary identifies times in the year when the Attendance is celebrated across the whole school. This will normally be at the end of each half-term and is reported upon and promoted again to parents/carers, pupils/students and staff via a variety of media.. The Rewards System identifies how excellent and improving attendance and punctuality are rewarded.

i. it is therefore the responsibility of the SLT (Senior Leadership Team) to lead on strategies to reduce to the absolute minimum, the number of Persistently Absent pupils/students.

j. this includes tracking changes to attendance/absence patterns for equivalent periods over the previous one or two years to establish comparators and potential trends.

k. the SLT is responsible for agreeing and implementing the thresholds for, and content of, the Escalation of Interventions (Appended). These duties maybe delegated to the wider SLG if necessary.
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4. The Attendance Improvement Worker (AIW) provides the SLT lead and the Achievement Leader for each year group with a Weekly Attendance Summary. This includes the following criterion:

   a) Whole year attendance to date;
   b) Registration group attendance and punctuality details;
   c) The break-down of pupils in these criterion:

      i) 100%-95%
      ii) 95%-90%
      iii) Below 90%

   d) The pupils who were late and the number of late marks accrued

5. Reports and analyses on attendance constitute a fixed agenda item for The Governors' Welfare Committee and the Governors' Standards and Effectiveness Committee (and through them, to the full Governing Body).

6. Attendance is included in the Highlight Report presented by Committee Chairs to the full Governing Body (and to the Local Authority as necessary).

7. The impact of the Attendance Policy is subject to detailed annual evaluation. This may happen whenever the Headteacher or SLT judge necessary but will normally occur in the summer term.

8. The periodic updating of the Self Evaluation Form by the Headteacher and/or the Deputy Headteacher responsible for this policy must always contain updated attendance data and appropriate commentary re the work accomplished and needing to be done to support continuing high Attendance.

9. The SLT and Governing Body's view is that where families need support in meeting Attendance and Punctuality requirements, the school will do all in its power to provide or facilitate it. However, where there is a wilful refusal by parents or carers to engage and if all other avenues have been exhausted (as set out in the "escalation" flow chart appended) the school will not hesitate to open the appropriate legal proceedings. This includes prosecution through the courts and the use of Fixed Penalty Notices. Fixed Penalty Notices may be used in a range of situations where unauthorised absence occurs, for example:
   - Truancy (including pupils found during truancy sweeps);
   - Parentally condoned absence without good reason; excessive holidays in term time or excessive delayed return from an extended holiday without prior school permission;
   - Persistent late arrival at school;
   - Attendance which falls below 80% for no acceptable reason.

   A written warning of the possibility of a Notice being issued will be sent, this will be accompanied by guidance.

10. As necessary, SLT members will lead on coordinating partnership working and, if appropriate, to oversee the CAF Process. This will normally be the Assistant Headteacher who is the Designated Safeguarding Lead.

11. It is the role of the designated Deputy Head (Teaching and Learning), supported by the Senior Leadership Team, to ensure the absence of any member of the school staff does not impinge on the execution of this policy and its procedures.

12. The Attendance Policy is subject to a full, fundamental review triennially, in the summer term. The designated periods for this are identified in the Programme of Policy and Strategy Reviews held by the Executive Secretary.

13. If staff training needs are identified, this must be reported to the Strategic Support Manager for Continuing Professional Development by the designated Deputy Headteacher so that appropriate INSET can be arranged and given an appropriately allocated time slot.

14. It is the role of the designated Deputy Head (Teaching and Learning), supported by the Senior Leadership Team, to ensure that the Virtual Learning Environment (Google Classroom) is used to allow students to access study resources from off-site facilities in the event that they are unable to attend school in exceptional circumstances such as adverse weather conditions

## Roles and Responsibilities of Form Tutors

15. The Form Tutor is, as always, the lynchpin of the pastoral system, upon whom all other staff depend for an immediate judgement on the health, well-being and

capacity to achieve of every child in their care. It is their role to know each member of their tutor group over 360 degrees.

16. A key element in this role is to define, model, expect and require the highest standards from all members of their form.

17. Achieving a team ethos within the tutor group which is characterised by the commitment to achieve on every front is the essence of excellence in a Form Tutor. This includes the tutor group's approach to Attendance and Punctuality.

18. **The legal responsibility placed upon schools for the accurate maintenance of Attendance and Absence Records is necessarily carried out through the Form Tutor**. This includes ensuring the register is accurately marked at the <u>beginning</u> of every morning and afternoon session in the designated Registration Period.

19. The Form Tutor, in order to be sure these key tasks are completed with absolute accuracy, and to allow complete consistency across each year group and the school as a whole, must adhere to common standards of conduct during each registration period. These include:
    a. actively pursuing the goal of full Attendance and Punctuality for all members of their tutor groups and applying sanctions consistently when expectations are not being met;
    b. ensuring the conditions are right for an important legal process to be undertaken;
    c. requiring pupils to sit, appropriately dressed, in their allocated places in silence when the register is opened and throughout the Registration process;
    d. adhering to the
         i. Requirements for the Conduct of Registration contained in the Role and Procedures for Form Tutors
        ii. Procedures for Extended Registration Periods
       iii. Recording Attendance and Punctuality
        iv. Responding to Attendance Reports
         v. Leave of Absence for Holidays (a closely related but separate policy and procedures statement) contained in the Staff Handbook and the Annexes to this Policy;

    e. remembering always that the Register is a legal document and that it is a legal requirement that it is maintained accurately, and that we may, at any time, be required by lawful authority to identify whether a child or young person is present or absent;

    f. ensuring that pupils who arrive after the Register is opened are marked as late;
    g. ensuring the electronic register is saved before the tutor group leaves for lesson 1 or lesson 5;

    h. ensuring that the Form Group register is returned - at the end of each registration session either themselves or by an elected register monitor to main school Reception ;

    i. ensuring that notification of the reasons for an absence are recorded as soon as possible after it is received, and no later than 24 hours after the child's return from absence;

j.  NB  Notification of an absence can involve a note, email or telephone message so long as its authenticity is judged satisfactory; In each case a hard copy must be kept in the envelope provided in the Form Group wallet;

k.  ensure that the weekly 'Unexplained Absences' sheets are put into registers on a Friday and are cleared by Wednesday of the following week. The Form Tutor refers to their Achievement Leader if there is a difficulty getting the information from a student/parent;

l.  NB All papers related to student absences must be stored in the - students file;

m.  ensuring "missing marks" and other unaccounted absences are cleared **daily,** and within 2 days of occurring, and liaising with the Attendance Improvement Worker ;

n.  where necessary, liaising with the - Attendance Improvement Worker in identifying the need for follow-up action (where no notification/explanation is forthcoming or where it is suspicious or unsatisfactory);

o.  on days where year group or whole school assemblies take place, it is ideally the case that registration takes place in the tutor room under the conditions noted above: however, where this is not possible, and registration must occur in Assembly, to ensure that for all assemblies students are seated alphabetically.

20. The Form Tutor should be familiar with the overall Attendance and Punctuality profile of each member of the Tutor Group.

21. It is an essential element in setting the ethos of the Tutor Group that the Form Tutor
    a.  praises and rewards good and improving attendance,
    b.  challenges attendance which is poor or falling for no satisfactory reason,
    c.  identifies and acts upon suspicious absences and
    d.  refers any matter which cannot satisfactorily be resolved to the Achievement Leader.

22. On the basis of this knowledge in the context of their all-round knowledge of each member of their Tutor Group, the Form Tutor's role includes forming judgements of trends and issues to be discussed with the Achievement Leader and the Attendance Improvement Worker as soon as possible. Even if this is after the scheduled weekly meeting between the Achievement Leader and their Form Tutors. (the Weekly Attendance Summary is discussed at these meetings).

23. All the above roles and responsibilities must be included in the Post Specifications for Form Tutors. These form an Annex to the substantive Post Specifications of the designated members of staff.

## Roles and Responsibility of Achievement Leaders

24. The overarching responsibilities of each Achievement Leader mirror those of the Form Tutor but in the context of the whole year group, that is:
    a.  to have an overview of their year group;
    b.  to define, model, expect and require the highest standards from all members of their year group;

c. to achieve a team ethos within the year group which is characterised by the commitment to achieve on every front;

d. to ensure this includes the year group's approach to Attendance and Punctuality and;

e. highlighting across the whole year group the importance of Attendance and Punctuality, identifying and celebrating good and improving Attendance and Punctuality in the achievement board, assemblies and any other appropriate forum, and clearly addressing any absence or other related issues that arise;

f. identifying target groups and individuals;

g. establishing and enforcing time scales for each "intervention".

25. As regards Attendance, Achievement Leaders are responsible for monitoring the work of, and supporting Form Tutors in:

a. the conduct of Registration Periods;

b. recording Attendance and Punctuality;

c. responding to Attendance Reports; in particular ensuring that their team of Form Tutors clear the 'unexplained absence' sheets placed into registers at the end of a week (Friday) by the Wednesday of the following week.

26. It is the responsibility of Achievement Leaders to oversee Form Tutors' observations on Attendance by:

a. regularly and frequently using the Weekly Attendance Summary report produced by the Attendance Improvement Worker (and no more than fortnightly) monitoring Attendance and Punctuality levels, and seeking patterns in these, as regards:

   i. each Tutor Group;
   ii. individual pupils;
   iii. identified groups of pupils;

b. The Weekly Attendance Summary report is produced by the Attendance Improvement Worker for each Achievement Leader and the SLT lead. This is shared with Form Tutors in their weekly meetings. Each week a report it is sent to Achievement Leaders and Senior members of staff which is then shared with form tutors in their weekly meetings.

c. Working with Attendance Improvement Worker, as needed and in scheduled meetings. The purposes of these meetings would be :

   i. to collate data from all sources, and especially the Cumulative Attendance Reports, to create a clear picture regarding every individual and all groups in the year group;
   ii. to identify matters needing further investigation or other responses;
   iii. to focus on patterns exhibited by students with Persistent Absence (in the Red and Amber Zones), to evaluate interventions deployed to date and propose next steps as appropriate;
   iv. to monitor students coming close to the Persistent Absence threshold so that close monitoring/mentoring can be employed;
   v. Deploying, in consultation with designated SLT members on their behalf, the:
      a. Escalation of Interventions
      b. Attendance Improvement Plan/Personal Action Plan for each child affected
      c. Fast Track Time scale if needed.

d. liaising with Form Tutors to ensure they remain fully informed of concerns and developments;

27. Any pupil returning to school after a significant absence will undergo a planned "return to school" interview, carried out with the Attendance Improvement Worker.

28. All the above roles and responsibilities must be included in the Post Specifications for Achievement Leaders.

29. Achievement Leaders are required to discuss:

    a. current data;
    b. any current concerns;
    c. the accuracy with which potential persistent absentees have been identified;
    d. the impact of interventions deployed thus far;
    e. the need for changes in strategy or tactics;
    f. the appropriateness of the current scale of escalating interventions.

30. These data are collated and submitted to Governors by the means noted above, by the Deputy Headteacher with responsibility for pupils' and students' attendance and punctuality.

31. All colleagues concerned are expected to note and follow the schedule of dates published in the Systems Diary.

32. It is the responsibility of the Attendance Improvement Worker to support the efficient and accurate recording of Attendance and Punctuality records, especially by:
    a. the maintenance, according to the procedures laid down (q.v.), of all necessary Attendance and Punctuality data on the school's SIMS Attendance module;
    b. the fast and efficient updating of records as appropriate or needed;
    c. the fast and efficient generation of Reports and Analyses, in particular the 'unexplained absence' data for Form Tutors each Friday afternoon

33. Where no notification from a parent/carer of an absence is received on the first day of absence, the First Day Response procedure will be activated by the Attendance Improvement Worker.

34. The First Day Response system prioritises firstly, those students in the Red Zone, secondly, those in the Amber Zone. It is essential that calls for pupils/students in both zones are completed -. each morning.

35. Other First Day Response calls must be made by 11:00 a.m. at the latest.

36. Making these First Day calls will normally be the first priority of the Attendance Improvement Worker between 9:00 a.m. and 11:00 a.m.

37. These roles and responsibilities are included in the Post Specifications of the staff involved and subject to at least annual review.

38. Attendance Improvement Worker is required to produce weekly reports for each Achievement Leader, and the Deputy Headteacher. Attendance and Punctuality on pupils' weekly attendance and punctuality, analysed by relevant groups. These reports form part of the Achievement Leaders' weekly meetings with their Form Tutors.

## The Roles and Responsibilities of the Subject Teacher

39. The Register is a legal document and it is a legal requirement that it is maintained accurately, and we may, at any time, be required by lawful authority to identify whether a child or young person is present or absent. This imposes a duty on all class teachers to ensure the record of attendance and punctuality for all classes must be accurate and up to date.

40. Class teachers complete registers at the start of each lesson as a matter of routine procedure.

Therefore, each class teacher is expected to be familiar with and adhere to the Procedures appended to this policy statement and which is included   Staff and Department Handbooks.

41. It is the responsibility of the class teacher to check all absences from class as soon as possible against the most immediate available and up-to-date source (e.g. SIMS, the Form Tutor). For example, if pupil, who is marked present earlier in the day does not arrive to a lesson then the class teacher should inform ag+ using the email 'AGPlus'.

42. It is essential that every subject specialist actively pursues the goal of full Attendance and Punctuality with their teaching groups and applies appropriate sanctions for lateness and/or lessons being missed without appropriate reason.

43. Any problems with a pupil's or student's attendance or punctuality which cannot be resolved by the subject teacher must be referred as soon as possible to the Curriculum Leader. If necessary, the Curriculum Leader may then inform the Attendance Improvement Worker and Achievement leader.

## The Roles and Responsibilities of the Curriculum Leader

44. The impact of attendance and punctuality on the quality of teaching and learning, pupil progress and ultimately attainment are clear. It is the responsibility of each Curriculum Leader, therefore, to:
    a. promote a culture of high expectation re Attendance and Punctuality within their department;
    b. ensure the consistent understanding and application by all department team members of the Attendance and Punctuality procedures set out in the Staff and Department Handbooks, and responding as necessary where a colleague has difficulty in doing what is required. This may mean discussing any problems with the Deputy Headteacher (-Attendance) and the Attendance Improvement Worker;
    c. establish and implement consistently department procedures to deal with non-attendance at lessons and the completion of work missed through absences;
    d. contribute to the formation of the monthly reports to SLT and termly reports to the Governors' Curriculum & Welfare Committee on attendance and punctuality levels and their impact on Progress and Attainment, Teaching and Learning;
    e. Ensure that the start of lesson procedures (with respect to taking the register and informing the relevant teams of missing pupils are carried out).

## Roles and Responsibilities of the Governing Body

45. The requirement in law is for the Governing Body to hold the school to account for the execution of this policy and associated procedures.

46. The legal status of the issues of Attendance and Punctuality require the Governing Body to sanction, monitor and evaluate all aspects of this area. This must be done via:
    a. the termly reporting arrangements to the designated committees;
    b. reports to the termly meetings of the full Governing Body;
    c. the periodic evaluation of impact of this policy area;
    d. the fundamental review of all policy and procedure details as identified in the rolling programme of policy reviews;
    e. To meet parents referred to the governing body through the Governing Body Attendance Panels due to deteriorating attendance as a key part in the escalation process leading to possible use of fixed penalty fines.

## Roles and Responsibilities of Pupils and Students

47. Every pupil/student is responsible for their own attendance and punctuality, and is expected to:
    a. maintain their own attendance and punctuality record in their Planner;
    b. ensure communications between home and school are effectively kept as possible;
    c. discussing attendance patterns and record-keeping with their Form Tutor, Achievement Leader, parents/carers or senior school staff as necessary.

## Roles and Responsibilities of Parents and Carers

48. Parents and carers are our partners with whom we aim to collaborate and who we aim to support.

49. The annually-reviewed Home-School Agreement defines the expectations and responsibilities on parents and carers. These are also defined in the pre-induction and induction materials for all new Parents/Carers and pupils/students.

50. If parents/carers fail to meet their legal obligations to allow their children to access their right to education  the school will deploy all necessary legal processes, after exhausting all supportive mechanisms.

51. The Attendance Improvement Worker has produced a Parents' Information Guide. This is provided for all parents at the start of the school year and can be found in the Parents' Zone of the school website.

## CONCLUSION

It is essential that all members of staff support this crucially important policy and its associated procedures fully and consistently. Any queries that may arise should be directed to the Deputy Headteacher (Attendance).
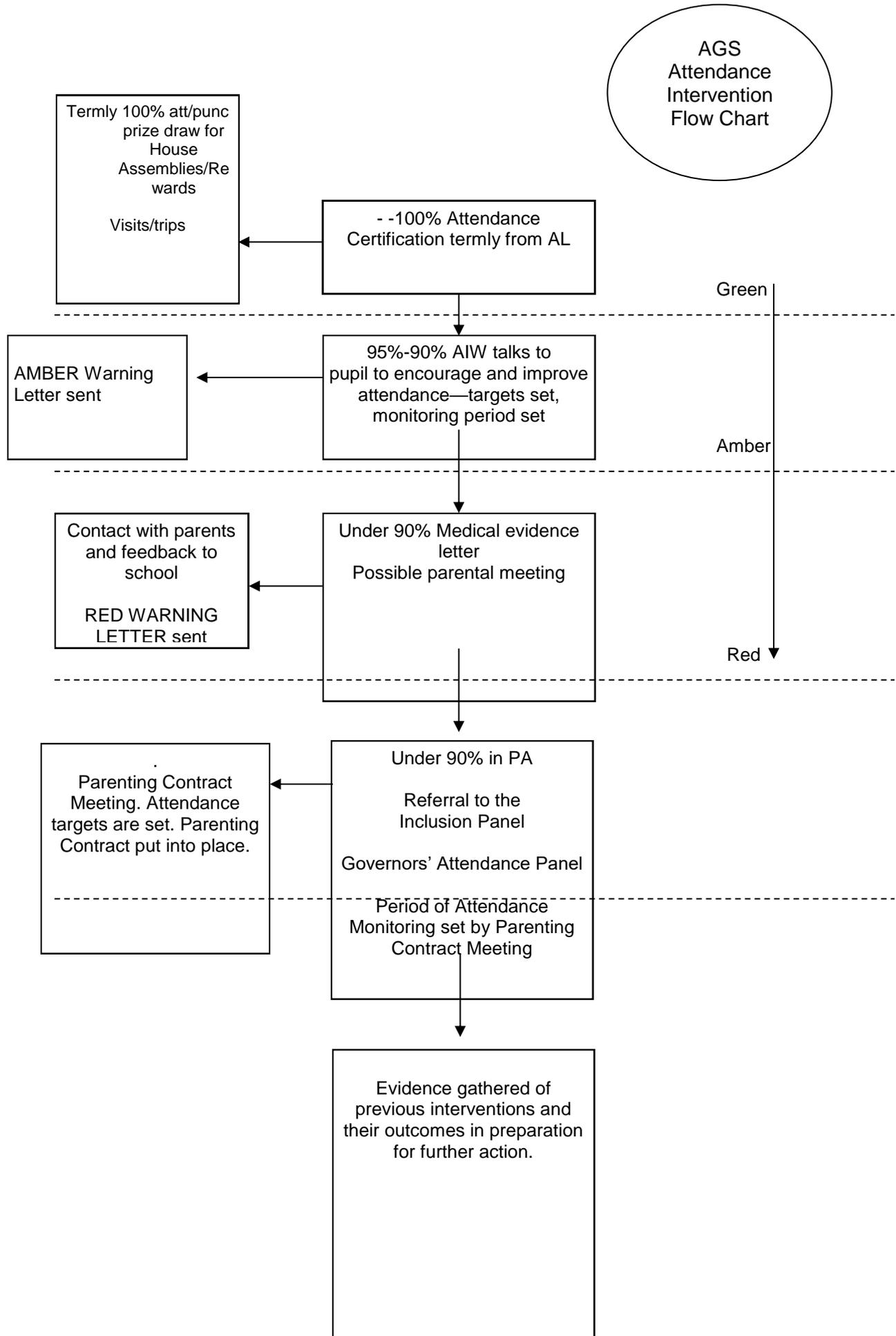
## Appendix 1: Registration Procedures

1. Pupils/Students should ensure that they are outside or sitting inside their form rooms by 8:55 a.m. ready for morning registration procedures to begin.

2. Form tutors are to ensure that the register is marked during the allotted registration period (9.00 a.m. to 9.15 a.m.(all Years) and 1.45 p.m. to 1.50 p.m. (Years 7-11)) and that the registration procedures are followed

3. **Registration must be carried out prior to the weekly assembly**. If necessary (for example if a tutor is absent and/or the register has not been taken) the **Achievement Leader will ensure that all form groups have been registered prior to dismissal from the assembly**. They will **check that supply teachers have completed a paper copy** prior to the assembly. If in the event of a paper register being used, this must be signed and dated and passed promptly to the Attendance Improvement Worker.

4. The SIMS register **must be saved prior to dismissing the form group at 9:15 a.m.** In addition the **Form Group wallet (Years 7-11) should be returned** to the register store next to the photocopier at the main school reception. The monitor also collects the wallet prior to each registration session. The wallet **must not** be left in form rooms.

5. Pupils in years 7 to 11 enter the school through the quad gates near door C, a member of SLG **closes the quad gate at 9:00 a.m**. **After 9:00 a.m. all pupils enter school via the door near the Sports Hall** to sign in with the Attendance Improvement Worker. All Sixth Form students enter through the main reception at ag6. **For pupils/students who arrive between 9:00 a.m. and 9:15 a.m.** the register code **"L"** will be used. The Attendance Improvement Worker will log the arrival time of the pupils (Years 7-11) on their personal SIMS attendance log (this can be seen by a small red tag on the day they arrived late, by placing the mouse over the tag the reason is also given if one has been added). For Sixth Form students, their arrival time will be logged by the ag6 Pastoral Mentor.

6. Any pupil (Years 7-11) who arrives **after** the registration sessions (i.e. **after 9:15 a.m. or 1:50 p.m.**) should enter school through the main office. Sixth Form students will arrive through the main reception at ag6. The code **"L"** will be used if the pupil/student arrives before the **official close of registers at 10.00 a.m. for the morning session or, for pupils in years 7-11, 2.35 p.m**. for the afternoon session. If a pupil/student arrives after these times, a **"0"** will be entered in the register, signifying an unauthorised absence and thereby requiring explanation from a parent/carer (this only applies to Sixth Form students in the morning session).

7. Reasons for absence must be dealt with as soon as possible by the Form Tutor and recorded on the register. **The SIMS register must never be left blank, there must be no missing marks**, the code 'N' must be entered in the first instance. If no reason can be offered for an absence after a period of **1 week** a concern should be raised with the Achievement Leader, who will contact parent/carer. (please note that in morning sessions the code 'N' is automatically added when the SIMS register is saved, however, the code 'N' must be added prior to saving for afternoon register sessions). In the Sixth Form the Pastoral Mentor and or the Attendance Improvement Worker will liaise with the relevant student and their parent/carer.

8. Each Friday the Attendance Improvement Worker will put a list of unexplained absences into Form Tutor's registers. **These lists must be updated by Wednesday**

**of the following week** and returned to student services. This report enables Form Tutors to monitor attendance. They must inform their Achievement Leader about any discernible patterns of lateness, illness and unexplained suspicious absences.

9.  **The Attendance Improvement Worker produces a weekly Attendance Summary Report for each Achievement Leader. The report will monitor pupils/students whose attendance is giving cause for concern**. These matters are then discussed in the Achievement Leader's weekly meeting where by they give **Form Tutors a list of pupils to track closely that week** (using discretion with respect to specific cases e.g. prolonged illness etc.). In the Sixth Form the Attendance Improvement Worker carries out a similar process.

10. Once reasons for absence have been recorded on the register, absence notes/telephone messages should be stored in the envelope in the Form Group wallet. This is then placed in the student's file.

# Appendix 2: The escalation flow chart

AGS Attendance Intervention Flow Chart

Termly 100% att/punc prize draw for House Assemblies/Rewards

Visits/trips

← - -100% Attendance Certification termly from AL

Green

AMBER Warning Letter sent

← 95%-90% AIW talks to pupil to encourage and improve attendance—targets set, monitoring period set

Amber

Contact with parents and feedback to school

RED WARNING LETTER sent

← Under 90% Medical evidence letter
Possible parental meeting

Red

.
Parenting Contract Meeting. Attendance targets are set. Parenting Contract put into place.

← Under 90% in PA

Referral to the Inclusion Panel

Governors' Attendance Panel

Period of Attendance Monitoring set by Parenting Contract Meeting

Evidence gathered of previous interventions and their outcomes in preparation for further action.

There are letters that can be sent out for each stage, the letter is attached to SIMS.

## Appendix 3: Letters regarding Attendance

The letters that apply to the escalation chart are shown below. They are a guide and can be modified if necessary.

**Green Letter:        100-96 % attendance**

Date

Address


Dear

At Alder Grange we strive for our students to have excellent attendance and regard this as vital to our student's progress.  There is a very clear link between good levels of attendance and academic success.

XX has achieved X% attendance during the last term. This is an excellent achievement and we thank you for supporting XX to achieve this result. We would appreciate if XX continues to build on this achievement in the forthcoming term to continue XX's excellent attendance.

I trust that we can continue to count on your support in ensuring that XX's attendance continues in this excellent pattern.

If you would like to discuss this matter further please do not hesitate to contact me.


Yours sincerely



Wendy Pilling
Attendance Improvement Worker



*The expression 'parent', in relation to a child or young person, includes any person who is not a parent of the child but who has parental responsibility for him or her, or who has a child in care.

**Amber Warning Letter:    95-91% attendance**

Dear

At Alder Grange School we regard attendance as vital to our students' progress. There is a very clear link between good levels of attendance and academic success. We are legally required to be vigilant and to ensure that all children and young people enjoy their right to a full time education and parents and carers are aware of their legal responsibilities for ensuring their child has the fullest possible attendance. The Local Authority is, of course, charged with ensuring we all meet our responsibilities.

I have been reviewing the current attendance pattern of XX and have found that XX's attendance currently stands at XX :-

At Alder Grange our target is to achieve an attendance of 95% and above. I trust that I can count on your support in encouraging XX to achieve this target. If you would like to discuss this matter further please do not hesitate to contact me.

Yours sincerely

Wendy Pilling
Attendance Improvement Worker

*The expression 'parent', in relation to a child or young person, includes any person who is not a parent of the child but who has parental responsibility for him or her, or who has a child in care.

**Red Warning Letter:** **90-85% attendance**

Date

Address

Dear

At Alder Grange School we regard attendance as vital to our students' progress. There is a very clear link between good levels of attendance and academic success. We are legally required to be vigilant and to ensure that all children and young people enjoy their right to a full time education and parents and carers are aware of their legal responsibilities for ensuring their child has the fullest possible attendance. The Local Authority is, of course, charged with ensuring we all meet our responsibilities.

I have been reviewing the current attendance pattern of XX and have found that:-

- XX's current attendance rate (up to week ending XXXX) =XX's

As you know, we sent you a letter on _____ where we expressed our concern over XX's attendance in school. Unfortunately XX's attendance is still of concern and has deteriorated further. XX will be monitored for a period of four weeks if XX's attendance does not improve we will then look at meeting and setting up a Parenting Contract.  If XX's attendance does not improve we will then have no option but to look at prosecution.

If you would like to discuss this matter further please do not hesitate to contact me.

Yours sincerely

Wendy Pilling
Attendance Improvement Worker

*The expression 'parent', in relation to a child or young person, includes any person who is not a parent of the child but who has parental responsibility for him or her, or who has a child in care.

## Appendix 4: Parenting Contract

**PERSONAL DETAILS:**

| | |
|---|---|
| **Name of Young Person** | |
| **Date of Birth** | |
| **School** | |
| **Year Group/Reg** | |

| | |
|---|---|
| **Name of Parent 1** | |
| **Address of Parent 1** | |

| | |
|---|---|
| **Name of Parent 2** | |
| **Address of Parent 2** | |

| | |
|---|---|
| **Current attendance %** | |
| **Attendance % previous school year** | |
| **% of unauthorised absence** | |
| **Main reasons for pupil absences** | |

**PARENTING CONTRACT AGREEMENT**

**The following has been agreed between the School and the parent**

**(a)   The School has agreed to:**

- 
- 
- 
- 
- 

**(b)   The parent has agreed to:**

- 
- 
- 
- 
- 

**(c ) The pupil has agreed to:**

- 
- 
- 
- 
- 

**Is the child of an appropriate age to comply with any expectations set in this contract?**

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**TARGET:**
 _____ % attendance between the dates of _____ and _____

**N.B. This should be over a 4-6 week period**

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**REVIEW DATE: _____**

The School and parent(s) will meet again on the above date to discuss how things are progressing and whether or not to make any changes to the contract.

NB: A meeting can be requested by any of the people concerned at any time to discuss the agreement or any further difficulties or problems arising.

**CONTRACT AGREEMENT**

**We agree to work together to meet the agreements set out in this parenting contract to help (insert pupil's name) attend school regularly and punctually and to behave well for the period of this contract (date) to (date).**

**Signed:**

|  | Signature | Date |
|---|---|---|
| **Parent(s)** |  |  |
|  |  |  |
| **Pupil (when appropriate)** |  |  |
| **School** |  |  |