



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

Attendance Policy

September 2016

Approved by the Directors: September 2016

Next review date: August 2017

Arnold Lodge School is committed to safeguarding children



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Attendance Policy

Arnold Lodge seeks to ensure that all its pupils receive a full-time education which gives each pupil the best opportunity to realise their potential. We provide a caring, welcoming environment, so that each member of the school community feels valued and secure. The strong pastoral ethos of the school, and our good links with our parents, means that all staff work with pupils and their families to ensure that each pupil attends school regularly and punctually.

The school has systems of incentives and rewards which acknowledge the efforts of pupils to maintain and improve their attendance, and challenges any parents and pupils who give a low priority to attendance and punctuality.

We recognise that attendance monitoring is an important aspect of safeguarding.

The school seeks to develop and maintain good relationships with parents, and to communicate regularly and effectively with them over issues of attendance and punctuality.

Aims

- To maintain and improve the overall percentage attendance of pupils at school.
- To make attendance and punctuality a priority for all members of the school community, including pupils, parents, teachers and directors.
- To maintain a framework which defines agreed roles and responsibilities, and promotes consistency in carrying out designated tasks.
- To provide support, advice and guidance to parents and pupils.
- To use a systematic approach to gathering and using attendance related data.
- To maintain and develop positive and consistent communication between home and school.
- To implement a system of rewards and sanctions.
- To work effectively with external agencies when necessary.
- To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.



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1. To maintain and improve the overall percentage attendance of pupils at school

- All members of staff should apply the attendance policy consistently
- The school and all members of staff should establish and maintain a high profile for attendance and punctuality
- All attendance issues should be related directly to our ethos, our values and our curriculum.

2. To make attendance and punctuality a priority for all members of the school community

- The pupil and staff handbooks make clear the importance of attendance and punctuality, and the systems for managing them
- Attendance and punctuality are monitored weekly to ensure that unauthorised absences are dealt with and to maintain the highest levels of punctuality
- Induction evenings and parents' information evenings are used to highlight the importance of attendance and punctuality to parents, and the systems for managing them
- Staff are regularly reminded of the significance of these issues through Pastoral Meetings, Whole Staff Meetings and Training Days
- Mentors use a range of reward systems, such as certificates, end of year prizes, etc

3. To maintain a framework which defines roles and responsibilities, and promotes consistency in carrying out designated tasks

- We have clear unambiguous procedures for statutory registration
- Telephone contact with parents or carers is made after 9.00 am on the first day of absence by a member of the reception team
- When pupils arrive after registration has closed (ie 8.40 am) they must report to the front office to register
- If a sixth form student arrives after 8:40am they must sign in at the office
- We respond promptly to lateness, in respect of both parents, staff and pupils.
- Mentors, the Pastoral Leads for Senior and Junior Phase and Reception staff have clearly defined roles and responsibilities for tracking and responding to absence and lateness.
- The Designated Safeguarding Lead refers pupils to external agencies when necessary.
- Attendance is reviewed regularly.

4. To provide support, advice and guidance to parents and pupils

- Attendance and punctuality are at times highlighted in assemblies, in PSHEE lessons, and in form/mentor times.
- When parents share concerns about a pupil's attendance, attitude to school or punctuality, we act promptly to support parents.



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- We share concerns about pupils' attendance or lateness with parents at an early stage.
- We provide support for pupils who are apprehensive about coming to school eg by giving them a mentor to speak to, or by giving them strategies to follow if they are finding the pressures of a school day, or of academic work, too demanding.
- When parents request absence for family holidays, the legal and academic guidelines and consequences are made clear to them.

5. To use a systematic approach to gathering and using attendance related data

- The ways of recording authorised and unauthorised absence, presence, educational activities, visits, medical appointments, etc are made clear to form tutors; recording is overseen, and monitored daily, by the reception team, working with the Pastoral Lead.
- Attendance is recorded via iSAMS by Mentors daily.
- Mentors, the reception team and the Pastoral Leads monitor punctuality in order to identify patterns of irregular attendance or lateness.

6. To develop positive and consistent communication between home and school

- We make clear to parents that we expect phone calls on the first morning of absence, and absence letters on the pupil's return to school. Parents may use the pupil's homework diary or email the school to explain absence.
- When parents do not phone on the first day of absence, the attendance administrator phones home after 9.00 am.
- When parents do not provide absence notes promptly, notes are chased up initially through the reception team, then the Mentor and finally with a letter sent home from the Pastoral Lead.

7. To implement a system of rewards and sanctions

- Rewards are given for attendance and punctuality.
- Different year groups use a variety of rewards and sanctions to promote regular attendance and punctuality.
- In cases where a pupil is finding it difficult to come to school, we may agree a system of rewards with the parents or carers and the pupil.

8. To promote effective partnerships with the Education Social Work Service, and other services and agencies

- The Pastoral Lead, sometimes working with the Mentor, is responsible for liaising with the Education Social Work Service and other agencies.
- The Designated Safeguarding Lead will carry out initial enquiries or intervention prior to referral, and give priority to meetings arranged with external agencies.
- When necessary the Designated Safeguarding Lead will also organise multi-agency liaison meetings, and develop an understanding of agency constraints and operating environments.
- The Pastoral Lead is also responsible for checking that pupils who leave this school have been enrolled at another school. When there is cause for doubt, the relevant Local Authority will be informed.
- If a pupil attending the school under a UK Border Agency licence has an unexplained absence of more than three days, the pastoral deputy will inform the Local Authority and the agency.

9. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence

- We are sensitive to the individual needs and circumstances of pupils returning after prolonged absence.



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- The Pastoral Lead and the pupil's Mentor may be involved in discussing with the pupil and their parents a structured programme, with an agreed time scale, for the pupil's return. A timescale will also be agreed for reviewing the reintegration plan.
- The pupil is given a member of staff, usually the Mentor (although pupils may choose their own staff member if they wish), to whom they may turn for counselling, support or feedback.
- The pupil's peers or friendship group are encouraged to provide support on a pupil's return.
- The pupil is given a "safe place" where she may go during the day if the pressure of being at school becomes too much to cope with (this is usually the Learning Hub: pupils are asked to report to staff in the front office so their whereabouts are known).
- All teaching staff are kept informed through weekly staff briefings about the progress and needs of the pupil, including the possible need to go to their mentor, or their "safe place".

Consultation and dissemination of this policy

This policy has been discussed by all members of the teaching staff through staff meetings or year team meetings, by Mentors, the ELT and the SLT. The key elements are explained to parents at the parents' information evenings held in the autumn term. Issues of attendance and punctuality are regularly raised with pupils in form time and in year assemblies.

This policy is published in the parents' and staff handbooks, and on the school website.

Monitoring and evaluation

The effectiveness of this policy will be monitored by the Pastoral Lead and Head of School, and reviewed annually by SLT.

September 2016

Review: August 2017