

## **Attendance & Punctuality Policy and Protocols**

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### **A Rationale of the Policy**

A.1 Attendance at lessons is crucial in supporting students to their highest possible achievement. There is a direct correlation between good attendance and student achievement rates, whilst poor attendance and poor punctuality disadvantages students. Being in all lessons and arriving on time is an integral part of the College culture and is a key skill that employers look for.

A.2 Attendance and punctuality are closely monitored. Students with good attendance and punctuality will be praised, whilst appropriate actions will be taken with students with poor attendance, or poor punctuality.

A.3 Teachers and Academic Coaches will record attendance on the register for all timetabled lessons, coaching sessions and supervised study periods. The expectation is that registers are completed within the first half-hour of the lesson/session so live attendance information is available via Tyber.

A.4 This policy sets out the College-wide protocols for recording, measuring, monitoring and improving attendance and punctuality. New staff and students will be introduced to the policy and protocols when they start at the College. Existing staff will be reminded of the policy and protocols at the start of each academic year.

### **B Expectations regarding Attendance and Punctuality**

#### **B.1 Attendance**

B.1.1 Students are expected to attend all lessons, arriving at the times designated on their timetable, and fully prepared to begin work at the start of the lesson. Students should not make routine appointments (e.g. dentist, doctor or optician) during College time.

B.1.2 Persistent poor attendance, without valid reason, or poor punctuality will be treated as a disciplinary issue or through the College's Health, Wellbeing and Fitness to Study Policy as appropriate.

## B.2 Punctuality

All students are expected to be on time for lessons. If an unavoidable lateness arises, the following procedure applies:

- student should knock once and wait; he/she will be allowed in at a convenient point so that the learning of the rest of the class is not affected;
- student should be prepared to start work as soon as he/she is admitted to the classroom;
- student should be directed to a specific seat and given an appropriate task;
- students will be asked, at an appropriate point in the lesson either to explain the reasons for lateness or to complete a Late Slip to record the reason for lateness.

## B.3 Holidays in term time

The clear expectation is that no holidays are taken in term time. If a student indicates that they are considering this, they should be advised that:

- The College does not authorise absences of this nature and that they would be register marked with an O.
- If the student is still adamant about taking time out, they should be directed to write to the Principal at least six weeks in advance of the period of absence. The Principal will reiterate that the College does not authorise term time holidays as educational research has shown that any absence has a detrimental effect on a student and could result in them failing to make the progress they should. The Principal will also make it clear that it is the responsibility of the parent/guardian/student to make sure that they catch up on all the missed work and that they submit any homework, assessments or other work that has been set.

## **C Student Absence**

C.1 All students should endeavour to attend all lessons and other directed commitments. If an unavoidable absence arises, the following procedure applies:

- Either the student or parent should inform the College on the first day of absence via Tyber giving the reason and an indication of the length of absence. If the student or parent is unable to access Tyber, they should contact the College on 0121 709 7808 giving details of absence;
- For unavoidable appointments during the College day, written confirmation must be provided to the Academic Coach;
- If a student leaves the College premises for any reason, (e.g. feeling unwell) he/she must sign out on Tyber, or tell College reception.

## C.2 Challenging the reason for absence

C.2.1 The College may challenge the reasons for absence or seek additional evidence if there are concerns regarding attendance. Medical evidence may be requested when:

- attendance is less than 90%;
- there are frequent odd days absence due to reported illness;
- there is a pattern of non-attendance, (the same lessons or days are missed regularly);
- the same reasons for absence are frequently repeated.

C.2.2 Where there is a particular medical problem, the College will need evidence to agree the best way forward. Medical letters and notes may be scanned into Tyber private notes. In serious cases, the Fitness to Study Policy may be used to determine the best course of action.

## D **Monitoring and Reporting Attendance**

### D.1 Daily

Teachers have the primary responsibility for attendance of students in their classes and will note missed lessons, poor attendance and patterns of non-attendance. Students will be challenged about non-attendance and poor punctuality (see Actions to Improve Attendance section). Academic Coaches also monitor student attendance and non-attendance across all a student's subjects and poor attendance or poor punctuality will be challenged.

### D.2 Weekly

Summaries of register data will be circulated each week:

- Reminders of unmarked registers will be sent to Curriculum Leaders and Assistant Principals. Staff are expected to complete them within two working days;
- Lists of classes and students with low attendance during the previous week will be sent to Curriculum Leaders and Assistant Principals. These will be regularly monitored in team meetings and appropriate actions agreed.
- Lists of students whose attendance was below 90% in the previous week will be sent to Academic Coaches, Progress Managers and Assistant Principals. These will be monitored at the weekly meeting and appropriate actions agreed.
- Lists of students whose cumulative attendance during the previous four teaching weeks is below 85% will be sent to Academic Coaches, Progress Managers and Assistant Principals weekly, starting after the fourth week of teaching. These will be monitored at the weekly meeting and appropriate actions agreed.

### D.3 Monthly

The monthly data booklet is circulated to Principalship, Assistant Principals and Curriculum Leaders.

### D.4 Half-termly

Automatically generated letters/emails will be sent to parents of students whose attendance has been below 85% during a half term period.

### D.5 Termly

A report analysing attendance (by month, course type, gender and ethnicity) is produced four times a year for SLT and the local governing body

## **E Actions to improve Attendance**

E.1 Class teachers have prime responsibility for monitoring attendance and challenging non-attendance of students in their classes:

- If a student has poor attendance or punctuality the teacher should verbally challenge and reprimand him/her;
- A teacher should not post more than two concerns about attendance or punctuality without moving to the student commitment process;
- Teachers may contact home;
- Where a student still fails to improve attendance or timekeeping, the next step of the student commitment process should be triggered. The teacher should liaise with the Curriculum Leader and the Academic Coach as appropriate.
- Where issues are identified by an Academic Coach, they should liaise with the subject teacher(s) and Curriculum Leader(s). They should arrange a 1:1 with the student, commence the commitment process and contact parents.

#### E.1.1 Contacting home

During the first two weeks of teaching, any Year 12 student missing a lesson will be phoned at home. In the first two weeks, the phone calls to Year 12 students will be made centrally. After this, the responsibility for phoning passes to the class teacher, or where there are concerns across subjects, the Academic Coach. Please ensure that communication with Parents is recorded on the student's Tyber record.

#### E.1.2 Returning after an absence

When a student has been absent for over one week without reporting it, the Academic Coach should conduct a return to College interview before the student returns to classes, and record the key points and agreed outcomes on Tyber.

### E.2 Educational Welfare Service

The College works alongside the Summit Trust's commissioned Educational Welfare Service to support improving attendance for students who are, or who are at risk of becoming, a persistent absentee. The Government definition of a persistent absentee is a student with attendance below 90%.

The EWS will work closely with parents / carers as well as external agencies including, as required, the local authority in which you live, police and DWP (Department for Work and Pensions). The DWP have the right to stop payments for certain benefits, such as child benefit, to those parents whose child (post 16) is not attending their provision regularly. This can then impact on other benefits claimed.

Students may be referred to the EWS for the following reasons:

- Attendance below 90% without formal evidence authorising absence from College
- A period of absence over 5 days without communication with College
- Where attendance concerns raised through College processes are not addressed
- Deteriorating attendance alongside wider safeguarding concerns
- If the student is considered 'at risk' whilst not attending College

### E.3 Rewarding good attendance

- Students who achieve 100% attendance during a term will receive an Attendance Certificate
- Students who achieve 100% attendance during two terms, i.e. autumn and spring terms in any one year, will receive an Attendance Certificate and will be awarded a Commendation from the Principal.

## ATTENDANCE & PUNCTUALITY PROTOCOL Notes on Register Marks

The only marks that should appear on registers are as follows:

Mark	Meaning
/	Student present in class
R	Student/parent has reported the absence on Tyber. This mark can also be inserted by Central Admin if the student/parent telephones College.
O	Student not in class. If the student has already reported the absence on Tyber you will see the R already in place – please do not overwrite with O
L	Student arrived late in class. Please note that times on the timetable should be interpreted as the start times of lessons. “L” should mean the student arrived after the start time, though inevitably staff will need to use their judgement on this.
V	Student arrived more than 10 minutes late
X	<p>Student was not in class, but was on a College organised activity or had been told or given permission by the College to not attend. This should be used when, for example, the student:</p> <ul style="list-style-type: none"> <li>• is on a field trip or other arranged activity out of College e.g. BTEC work experience</li> <li>• is on a university interview or compulsory applicant day (NB this only applies to occasions when the student is invited to the university. If a student chooses to go to an open day so that they can investigate their options before completing the UCAS form, this is absence O or R)</li> <li>• is taking an exam</li> <li>• is taking part in an agreed religious festival</li> <li>• is not required in a particular lesson, e.g. because the lesson is devoted to one-to-one support for completion of portfolios</li> <li>• has completed the course, e. g. where a year 13 student has been doing an AS course and does not return after the exams at the end of the summer term</li> <li>• has been temporarily excluded from College.</li> <li>• is involved in high performance sport as approved by Principalship</li> </ul> <p>Clearly, you can only use this mark if you have been properly informed, although you can amend the register later if you need to. It is the student’s responsibility to ensure that the Central Administration Office and their teachers are properly informed.</p>

In addition, you will see a number of other marks appearing on registers, but these will only be inserted by MIS, Student Finance, or Central Administration Office staff.

N	Student has transferred into the class. This should be inserted by MIS for lessons prior to the transfer date.
T	Student has transferred to another class on the same course or to another course. This will be inserted by MIS.
C	Student has completed the course and the class. This will be inserted by MIS.
W	Student has withdrawn from the course and the class. This will be inserted by MIS.
-	Lesson did not take place. This would be used on staff training days, or when the College closes early at the end of term, or starts late after Open Day. In these cases, the mark will be entered on all registers centrally.

**No other marks should appear on registers.**

- **You are late if the lesson has already started** and the door is closed.
- Knock **once** and wait. The teacher will let you in at a convenient point so that the learning of the rest of the class is not affected.
- Get your books, folder and pens ready whilst you are waiting to be seen.
- Sit where the teacher **directs** you to sit which is likely to be at a seat close to the door.
- At an appropriate time in the lesson, you will be asked by your Teacher or Academic Coach either to explain your lateness or to complete a **Late Slip** to record the reason for lateness.
- If group work has started, you may be expected to work alone and given a different task to do.
- You will be expected to work independently to catch up on any work missed.
- Poor punctuality (3 late marks) will result in a **Commitment Interview**.

### LATENESS SLIP

Date	
Your Name	
Name of your Academic Coach	
Lesson (subject)	
Lesson start time	
Your arrival time	
Reason for lateness	
Signed: Student	
Signed: Teacher	