



# Granville Academy

Part of the de Ferrers Trust



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Principal: Mrs J Kingswood, B.Ed.(Hons), MA, NPQH

## Our Mission Statement

Granville Academy is committed to:

- Raising standards of achievement and creating opportunities for all students, regardless of needs to develop their full potential and improve their life chances
- Raising the aspirations of the whole academy community by creating a culture of continuous learning that celebrates success at all levels
- Developing an academy that is the pride of the local area where students, parents, staff, governors and wider community feel valued, listened to and welcomed for the diverse contribution they make to our academy life

## Attendance and Punctuality for Learning policy

Co-ordinator: Mr R Tilley (Vice Principal)  
Start date: November 2017  
Review date: November 2019

## Links with other policies and documents

- Child Protection and Safeguarding Policy
- SEN policy
- Rewards, Behaviour and Discipline Policy
- Educational Visits Policy
- DFE - Academy attendance - Guidance for maintained schools, academies, independent schools and local authorities (Nov 2016)
- Children missing education -Statutory guidance for local authorities (Sept 2016)
- DFE - Behaviour and discipline in school: guidance for governing bodies (Sept 2015)
- DFE - Exclusion from maintained schools, academies and student referral units in England (June 2012)
- DFE - Parental responsibility measures for school attendance and behaviour (Nov 2013)

## Background

The information in this policy outlines the systems and procedures for creating the means to ensure high levels of attendance and punctuality that should be followed from November 2017. This is an update on our previous policy. It is vital that we are consistent in our approach to tackling these issues. Clear systems will ensure that all stakeholders know what is expected of them.

The procedures that are now in place and fully explained in this policy have been formulated with the support of the Education Welfare Service (EWS) and the Behaviour and Attendance consultant.

## Purpose of the policy

Regular attendance is essential if a student is to have a successful education. Poor attendance and truancing can also endanger a student's general personal development and future career prospects.

The Academy believes that attendance can be improved if:

- registers are kept accurately and according to the agreed regulations using SIMS Lesson Monitor;
- there is effective monitoring of attendance and truancy;
- all stakeholders work together - students, parent/carers, teachers, internal admin and House staff, external agencies and the governing body;
- there is a clear whole academy policy which deals with the causes of non- attendance with appropriate and follow-up action and support;
- rewards and benefits for good attendance at academy are clearly displayed and promoted throughout the academy and the community.

Ultimately, attendance levels will depend upon the quality of the academies curriculum, ethos and relationships inside the academy - the better the academy, the better the attendance.

## Responsibilities

Parents / carers are responsible in law for ensuring the regular and punctual attendance of their children. Parents / carers should familiarise themselves with this attendance policy and should work closely with academy staff and other agencies to overcome any problems which may affect a child's attendance.

The academy encourages and values high attendance rates. The academy recognises the external factors which influence student attendance and will work in partnership with parents / carers, the EWO and other relevant services to deal with any issues. The academy takes a proactive approach to the promotion of good attendance by defining expectations with students and their parents / carers and provides an effective and efficient system for monitoring attendance in accordance with legal requirements.

## Roles

### Granville Academy will:

- monitor attendance through daily registration and individual lesson registration;
- encourage good attendance through regular assemblies and promotional material and investigate all unexplained and unjustified absenteeism;
- work closely with parents/carers and other external agencies should attendance or punctuality give cause for concern;

- celebrate and reward good attendance.

### **Students will:**

- ensure that they attend academy regularly and on time;
- attend all registration sessions and lessons punctually;
- not leave the academy without permission;
- have individual records of attendance / punctuality provided by the academy each half term;
- set targets to maintain (100%) or improve their attendance.

### **Form Tutors & Teaching Staff will:**

- keep a register at the beginning of every lesson / tutor time (using the centralised class monitor SIMS package);
- If a student is absent from the lesson the red slip must be sent to the main school office to make the attendance officer aware that the student has not arrived for the lesson
- make a note of late arrival on electronic registers including the number of minutes late;
- collect letters from parents/carers with regard to absences and pass to Attendance Administration officer (AAO) in the main academy office;
- inform the House Leader (HL) / Assistant House Leader (AHL) or AAO promptly if there are concerns about a particular student's absence e.g. Attendance irregularities to certain lessons;
- inform staff via the briefing sheet of known student absences (i.e. trips);
- check on the staff briefing sheet, notice board or other means of communication to see if students are involved in educational visits;
- ensure that the main academy office have a list of all known student absences (e.g. trips);
- give staff, the relevant Senior Leadership Team (SLT) member and Educational Visits Officer (EVO) advance notice of educational visits (e.g. lists of students involved in an off-site visit during a meal session so that free academy meals can be organised).

### **Attendance Administration Officer (AAO) will:**

- make 'first day' absence calls and notification of lates;
- chase up each lesson any students who are not registered in a lesson.
- complete a "Return to Academy Conversation" with a student and pass on to the House team the "Return to Academy Conversation Record" to help the House team monitor and track any concerns. This form must be completed for all students on their return to academy for any absence from academy and recorded on the centralised system
- carry out a truancy check;
- produce attendance data for ALT, HL AHL), Education Welfare Officer (EWO) etc.;
- track unauthorised holidays;
- supply Tutors with attendance data on a weekly basis for the form and the students so that this information can be written in student planners;
- attend weekly meetings with the EWO, House Teams and Vice principal;
- enter notes/known absences on SIMS.

### **House Teams (Assistant House Leader and House Leader) will:**

- monitor attendance and set targets (using Attendance tracking Log sheet –

Appendix 1) for students, in conjunction with parents, for students below 95% and below - setting up monitoring, formal tracking and a targeted attendance group (TAG);

- share success with tutor groups;
- share information at weekly attendance meetings;
- devise attendance incentives for inter form competitions;
- assist with attendance returns – each half term;
- liaise with faculties and the Vice principal responsible for attendance where attendance is a problem in their identified cohort.
- mentor students on a weekly basis in their identified cohort with regard to attendance and late arrival if this is impacting on learning and academic progress;
- liaise with parents of students on identified cohort with regard to attendance and lates;
- meet weekly with AAO, using the feedback sheet to discuss their cohort's attendance issues and agreed actions.

### **Vice Principal responsible for Attendance will:**

- keep the SLT up to date with attendance figures and strategies;
- interview parents / carers of students where attendance concerns have already been identified through the attendance meetings;
- chair the weekly attendance / punctuality monitoring meeting;
- organise the 'late gate' system;
- analyse attendance data;
- liaise with the EWO and target students with regard to attendance;
- lead assemblies on attendance and punctuality with House Teams and other supporting agencies and businesses;
- keep Governors informed about academy attendance;
- report to County with half termly attendance return data;
- research Government information on attendance in schools and academies and also national trends.

### **Educational Welfare Officer (EWO) will:**

- work in partnership with the academy to promote good academy attendance;
- attend weekly meetings to discuss students who are being monitored and tracked;
- establish a TAG group of students 90% and below to track students attendance;
- support with attendance panel meetings;
- organise academy legal panels;
- forward relevant paper work for prosecution to the Education Welfare Service (EWS) for students who don't meet the target attendance when being tracked;
- liaise with parents and all relevant agencies and staff to support students back into academy;
- give guidance on County Council EWS policy on attendance.

### **Governors will:**

- scrutinise attendance and punctuality data at Governors meetings;
- support attendance panel and legal panel meetings with targeted students where attendance has been identified as a cause for concern and is a persistent problem.

## Targeting and Rewarding Good Attendance and Punctuality

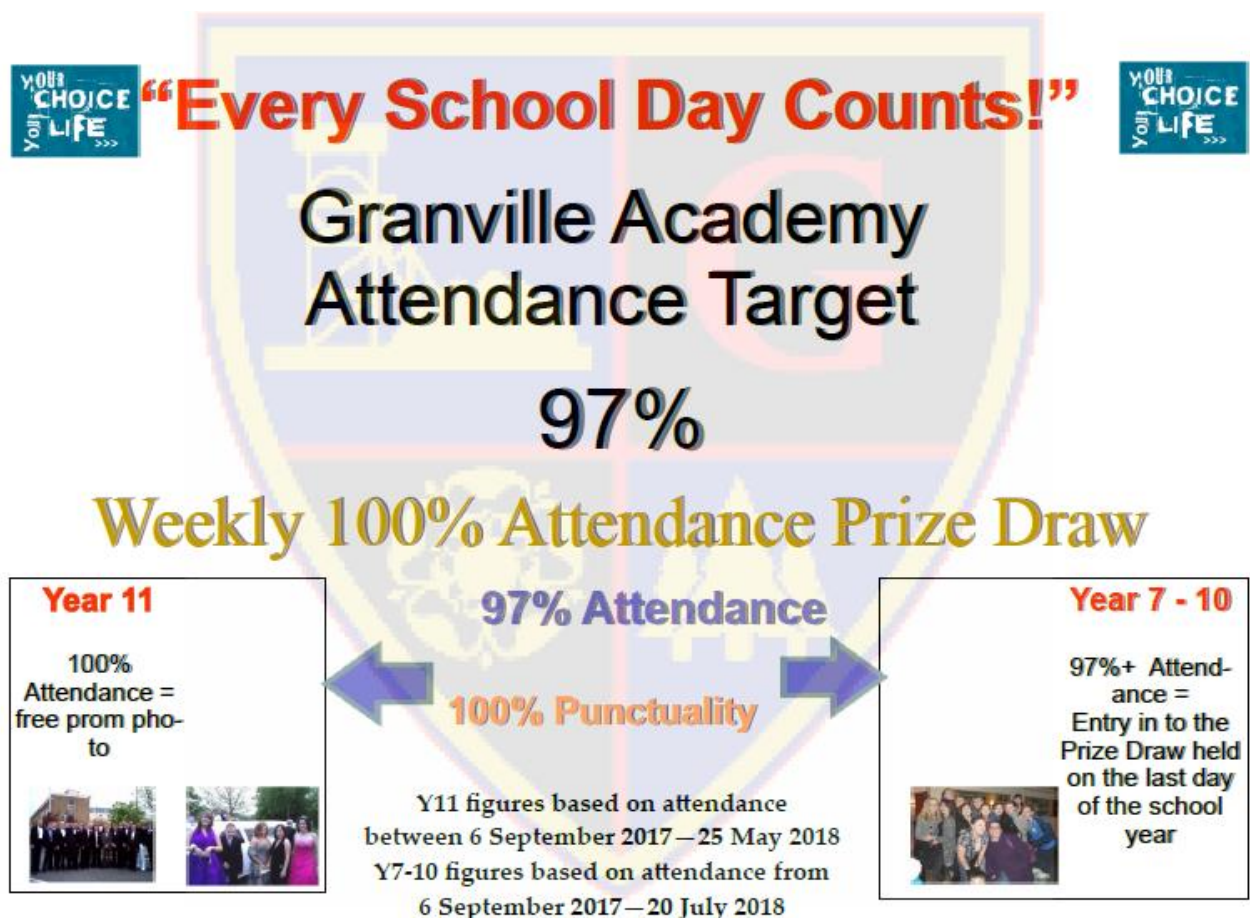
At Granville we widely publicise the benefits of regular attendance at academy and the link to better examination results. We also highlight the wider benefits of improving leadership, communication, teamwork and problem solving skills through assemblies and during tutor time. Our attendance is clearly displayed for all stakeholders to see. On a weekly basis attendance figures for the Academy, House Groups and Form Groups are shared on the bulletin with a league table for each Form group.

Every week attendance is a key focus during tutor time for students to review their last week's attendance. Every half term students' attendance figures are published to Tutors so that House points can be awarded (The AHL records these on the system – 97% to 99.9% receive 5 house points and 100% for half term 10 House points).

Every week there is a 100% attendance prize draw for all students achieving this.

There are extra benefits for 97 to 100% attendance throughout the year. All students in Year 7 to 10 who achieve an attendance of 97% and above are entered into a free prize draw on the very last day of the academic year.

Year 11 who achieve 100% attendance will receive a voucher towards a Prom photo.



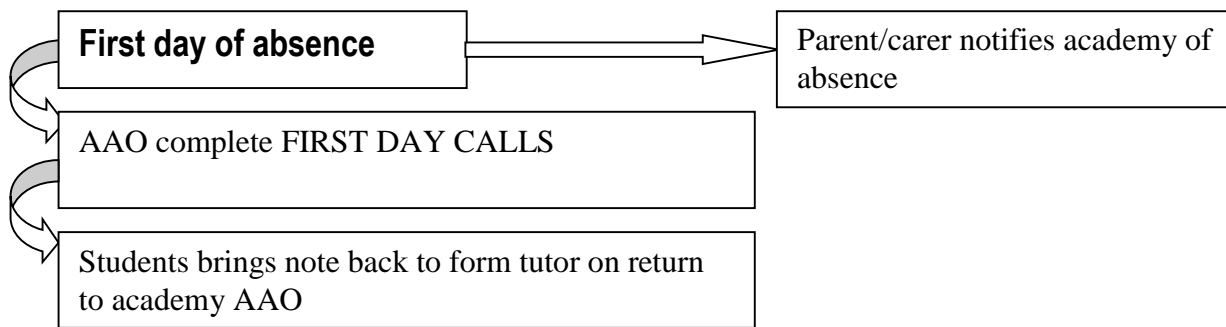
## Monitoring of Attendance Procedure

### 'First day' absence calls – Attendance Administration Officer (AAO)

As the title suggests, these phone calls home to parents/carers must be made on the first day of absence. The purpose of these calls is to:

- (i) Ascertain the reason for absence
- (ii) Demonstrate to parents/carers that we are committed to ensuring good attendance at Granville Academy
- (iii) Provide accurate coding on SIMS

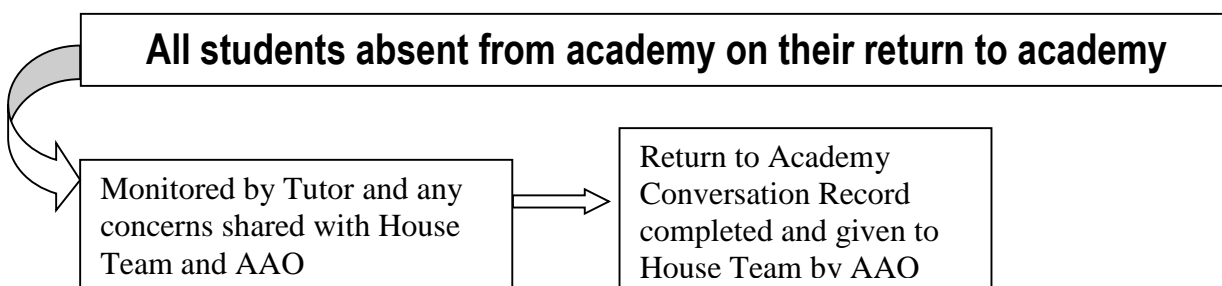
After the close of a.m. registration the AAO should check SIMS for students who have not registered and contact the first lesson of the day teacher or House team to check on students registration status and if they are in school before a phone call is made home to parents / carers.



Having made the first day call the AAO will:

- enter the correct code into SIMS – explaining absence;
- make sure a truancy check and telephone call is logged.

### Form Tutors



### Attendance tracking weekly meetings

At the attendance meetings Assistant House Leaders along with the Vice principal, Attendance Administration Officer and EWO highlight students who may be showing signs of poor attendance and any student below 95% will be discussed. Although these might not be as severe as the TAG groups,

preventative action will be discussed and taken. It is important to bring any concerns of particular students to this meeting.

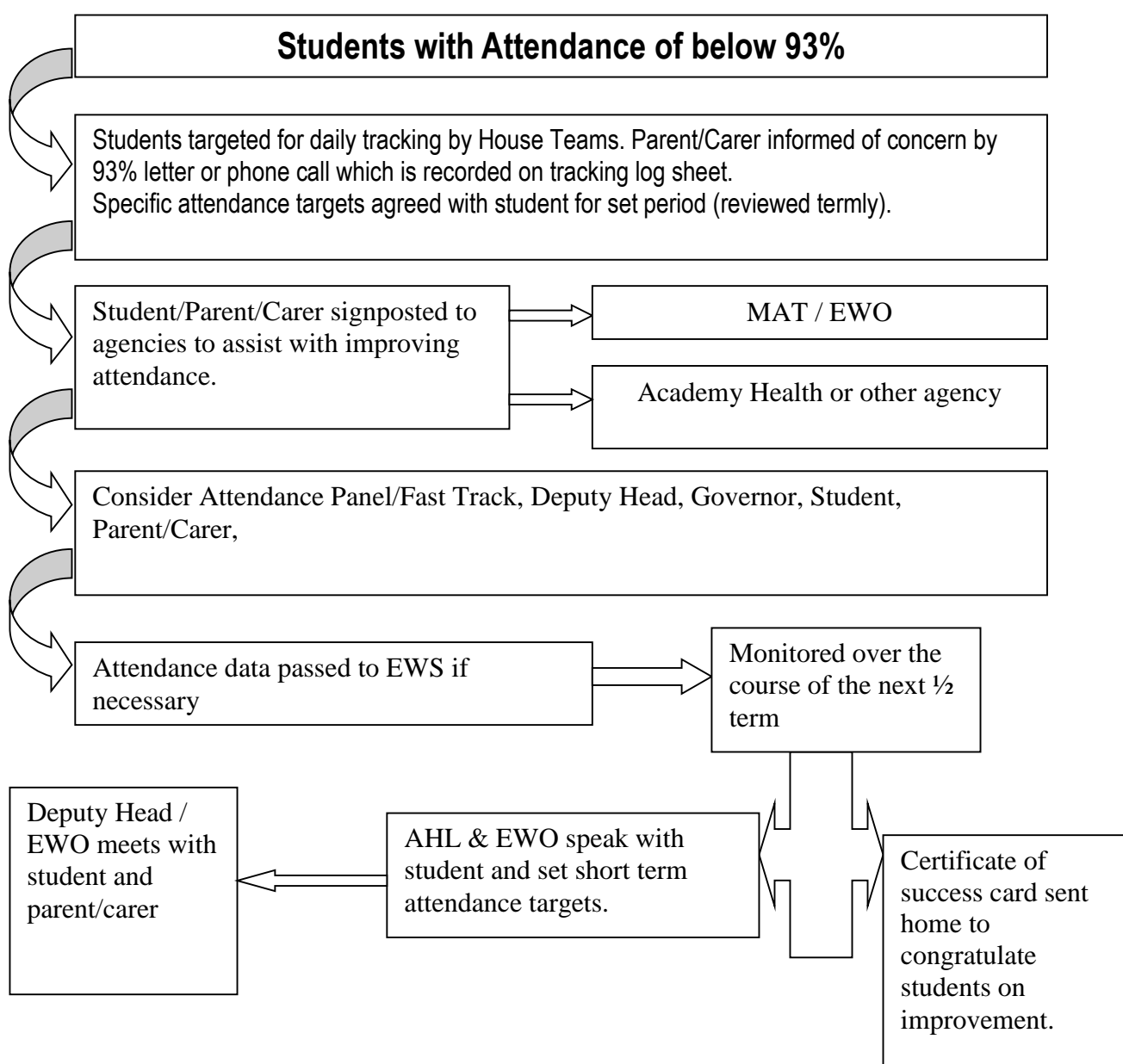
## House TAG Group

A list of the students that are in the House TAG group for each House group each term is recorded in the attendance file. These students have been selected due to concerns with their attendance the previous week / half term. All these students will have an attendance of under 90% and by close monitoring and communication with both the student and the parent/carer our aim is to increase this figure. All targets, phone calls and meetings are recorded on the attendance tracking log sheet (Appendix 1).

To start this process a 93% letter is sent to the parent/carer explaining that there are concerns with their child's attendance and the urgent need for improvement (reassurance should be given that this is a supportive measure, put in place by the academy to avoid Education Welfare Service Intervention).

The House Team (AHL or HL) should then meet with the student to explain the process and set up a targeted action plan (this will also be shared with the student's parent/carer). The action plan will have targets agreed by all parties on how to improve the % figure.

Students placed on the TAG list are monitored on a biweekly basis by the House Team and reviewed at the end of each term and the progress will be evaluated.



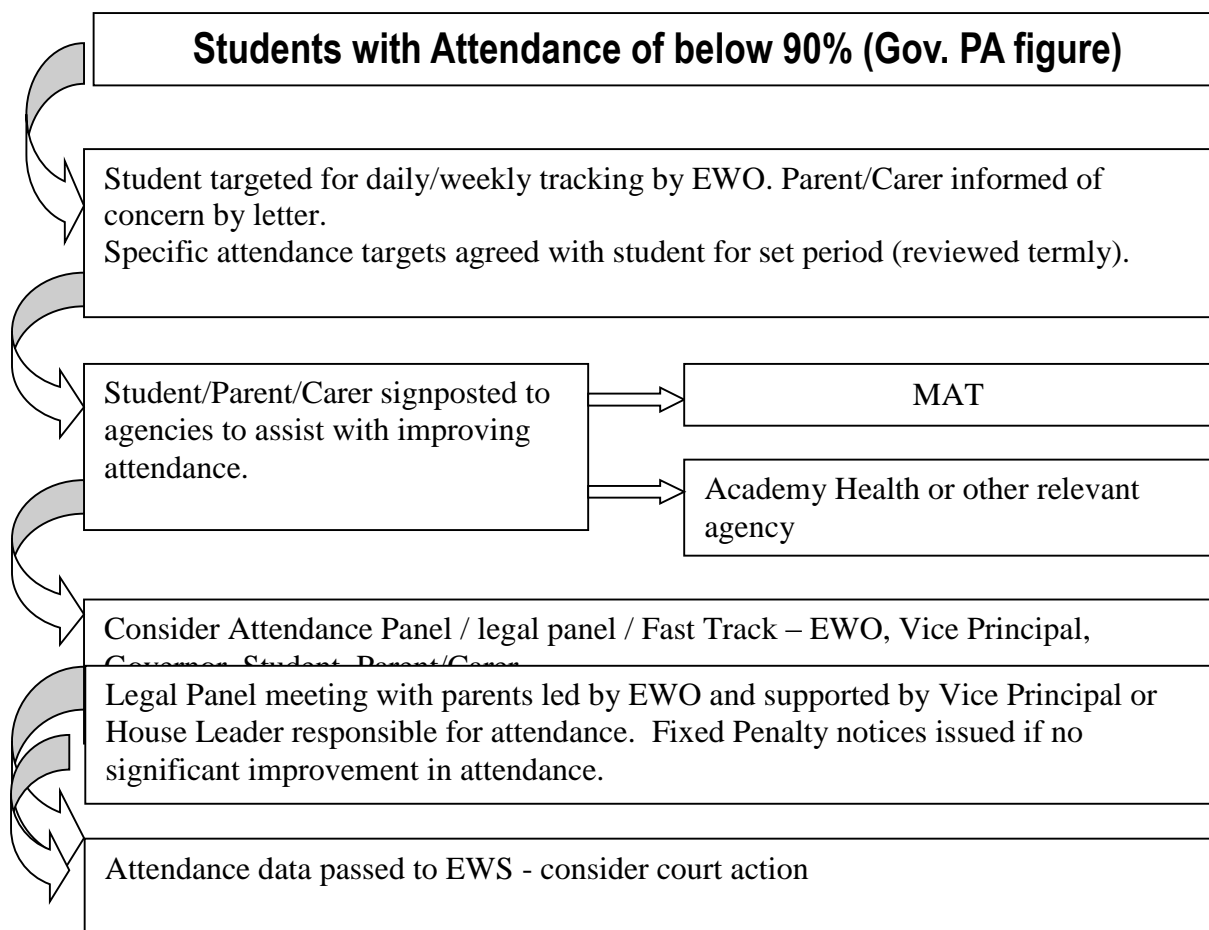
## EWO 'TAG' Group

A list of the students that are in the EWO TAG group for each House group each term is recorded in the attendance file. These students have been selected due to concerns with their attendance the previous term. All these students will have attendance under 90% and by close monitoring and communication with both the student and the parent / carer our aim is to increase this figure.

To start this process the 90% letter should be sent to the parent/carer explaining that there are serious concerns with their child's attendance and the urgent need for improvement (reassurance should be given that initially this is a supportive measure – to avoid fixed penalties etc.).

The EWO will then meet with the student to explain the process and set up an action plan (this will also be shared with the student and parent / carer). The action plan will have targets agreed by all parties on how to improve the child's attendance.

Students placed on the TAG list will be reviewed at the end of each half term and the progress will be evaluated at the weekly attendance meeting.



Parents of students on the TAG who fail to attend the academy should be telephoned daily to provide an explanation. Consistent failure to ensure that their child is attending will be dealt with by the Academy Attendance Officer and if necessary the EWO.



## Punctuality

Poor punctuality is as serious as poor attendance and the two are often closely linked. Students arriving late to lesson will be marked as such. Students arriving late after the warning bell at 8.27 a.m. will be marked as late and have a 10 minute break time detention with a member of SLT. All students who arrive after 8.50 a.m. should report to the main academy office to have their attendance put on to the register. They will be issued with a late detention at break time. If a student fails to attend the break time detention then they will be issued with a one hour after academy detention on a Friday Night with SLT. Students who are persistently late (over 10 times during an academic year) will be issued every time with an automatic 30 minute detention (on that day, following a letter going to parents previously explaining this) with the Support and Guidance team. If this still continues, the student and parents will be referred to the EWS.

Students late for lessons or registration after the 3 minute warning bell will be required to explain the reason and will sanctioned appropriately. Students who are regularly late to lessons should be reported to the appropriate the Head of Faculty. If students are late to tutor time this should be recorded with the appropriate number of minutes late along with the correct code.

However, in all cases the reason for the punctuality is checked. Each student is treated on an individual basis. In some cases more latitude may be allowed whilst at the same time the lack of punctuality is never condoned. Parents / carers are always involved in cases of regular lateness and in some cases it is a matter of persuading parents / carers to give more support and treat lateness of these children more seriously. In severe cases, the Educational Welfare Officer (EWO) will be involved.

## Request for leave of absence in Exceptional Circumstances

From 1st September 2013 academies will no longer be able to authorise leave of absence for holidays in term time. The Statutory Instrument, 2013 No 756, amends the 2006 regulations to remove references to family holiday and extended leave as well as the statutory threshold of ten academy days. The amendments make clear that Principals may not grant any leave of absence during term time unless there are exceptional circumstances. Principals should determine the number of academy days a child can be away from academy if the leave is granted.”

For a student to be given leave of absence in exceptional circumstance a letter must be written to the Principal and a Special request for leave Form completed stating the circumstances and dates and times require to be off academy. A letter will then be written back to the parent stating if the leave of absence in exceptional circumstances has been granted. Where a leave of absence is not authorized, and the leave is still taken, in all instances this may be forwarded to Derbyshire County Council Education Welfare Service who may issue a fixed penalty notice.

## Children Missing in Education

A child missing from education is a child or young person of compulsory school age who is not on a school roll and who is not receiving a suitable education otherwise, for example, educated at home, privately or in alternative provision.

Children missing from education fall into two broad categories.

- Those whose whereabouts and circumstances are known to the local authority but who have, for whatever reason, been out of education for four school weeks or more.
- Those who are 'lost'. Children who have apparently disappeared, usually with their families, and the local authority knows neither where they are, nor anything of their circumstances or possibly even of their existence.

Both categories of young people are at risk of not achieving their educational potential and could be placing their safety and welfare at risk.

From February 2007, under section 436A (inserted before section 437 in Chapter 2, Part 6 of the Education Act 1996 (school attendance) by the Education and Inspection Act 2006), what had previously been guidance on monitoring and tracking children missing from education became a statutory duty on local authorities.

Parents have a legal responsibility to ensure all their children of compulsory school age are receiving a suitable education (Section 7 of the Education Act 1996).

All local authorities are required to identify children living in their area who are not receiving a suitable education. The definition of 'suitable' is 'efficient, full-time education suitable to his or her age, ability and aptitude, and to any special educational needs the child may have'. Children, who are not receiving a suitable education - either through school, alternative provision or home education, are referred to as 'children missing from education (CME)'.

Mr Tilley (Vice Principal) will bring to the Head Teacher’s attention any child suspected of being Missing In Education. The Vice Principal will take action according to the Derbyshire CME flowchart.

*Jo Kingswood*

Signed ..... Jo Kingswood (Principal)

Signed ..... David Gaskin (Chair of Governing Board)