



# The Trafalgar School

at Downton

## Attendance and Punctuality Protocol

<b>Date of Last Review:</b>	07/11/2019	<b>Review Period:</b>	Annually
<b>Date of Next Review:</b>	01/09/2020	<b>Owner:</b>	Rachael Faulkner <b>Deputy Headteacher</b>
<b>Ratified by LGB:</b>	15 <sup>th</sup> January 2020, LGB Meeting		

## ATTENDANCE and PUNCTUALITY PROTOCOL 2019/20

### The Timings of the School Day

Lesson 1 starts at 8.35am which is preceded by a warning bell at 8.30am. We expect all students to arrive at school by 8:30 am and to be at the classroom for their first lesson before 8.35 am.

Students must additionally ensure that they are punctual to all lessons as poor punctuality to lessons can result in a truancy late mark.

### Students Arriving Late

Students who arrive after 8.35am are late and must report to reception where a member of staff will record the lateness. Students arriving late will be given a lunchtime detention on the same day.

If a student arrives after 9am 5 or more times, in any one term, the school will escalate the concern to the Education Welfare Officer. A warning letter will be sent after the 3rd occasion. After 9am the Register will be closed and an unauthorised absence mark will be recorded.

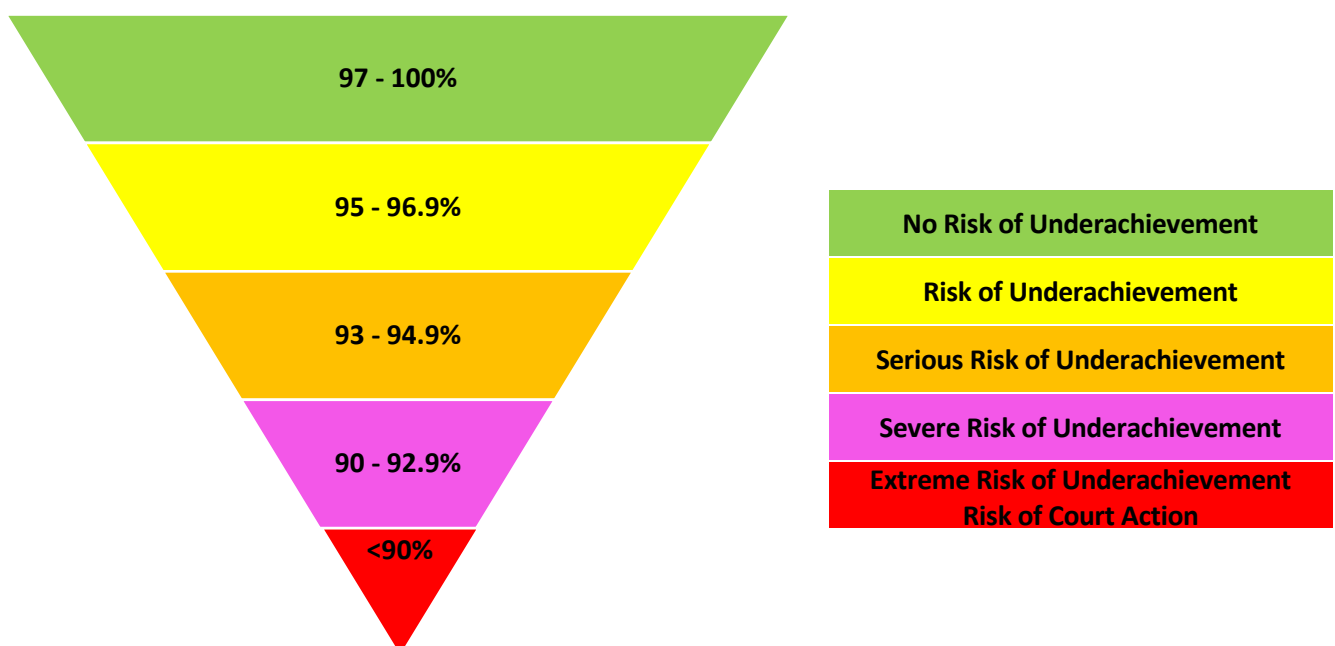
### Truancy

We will not accept truancy and we will inform parents of any suspected truancy. We will give a sanction to a student for a single incident of truancy or deliberate lateness to lessons.

### Attendance Targets

Our target for all students is to achieve a minimum 97% attendance for the academic year. This figure is equivalent to 6 school days of absence per year. Evidence shows that there is a direct link between poor attendance and underachievement. Students not in school are more at risk of failing to achieve.

Students who attend less than 90% are described as persistently absent (PA). This is equivalent to 19 days or 3.8 weeks of absence. The threshold has been raised this year by the Department of Education. Students will be categorised according to the Attendance Triangle below:



<b>Roles and Responsibilities</b>	
<b>Form Tutor</b>	To ensure that messages/notices are collected from Student Services once a day promptly
	To make students aware of their position on the Attendance Triangle and the implications regarding attainment
	To monitor attendance and punctuality for all members of the Tutor Group
	To liaise with the Head of House regarding any attendance concerns
	Log attendance conversations with students on SIMS
<b>Head of House</b>	To review overall House attendance weekly
	To meet fortnightly with the Deputy Headteacher to discuss action with regards to students falling into the amber and pink categories and complete attendance conversations with students falling into the pink categories
	To take action as appropriate to improve attendance (which will include contact with parents and support for students)
	Seek to unlock any barriers to excellent attendance and promote a strong attendance ethos
	To ensure that there is regular contact with home regarding attendance concerns and ensure this is recorded on SIMS
	To report each term to the Deputy Headteacher on overall attendance trends and actions that have resulted from this
<b>Attendance Officers</b>	To provide Heads of House, Attendance Manager and Deputy Headteacher with the daily 'late list' and provide late list to detention
	To contact home on the first day of absence if this has not previously been explained
	To send an absence letter after 3 days if no parent contact has been made
	Students will receive a colour- coded attendance figure on all progress reports.
<b>Attendance Manager</b>	To provide Tutors, Heads of House and the Senior Leadership Team with weekly and year to-date figures for attendance
	To convene SAM meetings for students falling into the red category
	To complete a period of monitoring for each student who is having a SAM of 4 weeks where 100% attendance is expected
	To convene termly SAM meetings for students referred to the Medical Needs Intervention Service
	Refer any students who fall into the red category to the Educational Welfare Officer (EWO) for a Local Authority Response
	Liaise with the Deputy Headteacher and the Headteacher regarding Fixed Penalty Notices and holiday requests
	Attend regular meetings with the EWO
<b>Deputy Headteacher</b>	Attend regular meetings with the EWO and Attendance Manager
	Coordinate attendance meetings with Heads of House
	Provide strategic planning for whole-school attendance
	Report to Headteacher and Governors
	Write to parents about the attendance strategy
<b>Governors</b>	To ensure that resources are being deployed appropriately to maximise impact
	To regularly meet with the Deputy Headteacher with responsibility for attendance
	To review the Attendance Policy
<b>Attendance Rewards</b>	Termly E-card Certificates for 100% attendance
	Certificates for Improved attendance. One nomination per Tutor Group per term
	TRICK for every week a student has had a week of 100% attendance
	TRICK to each student in the tutor group who has the best improvement in attendance for the week
	TRICKS raffle ticket for each student who finishes a term in the green category

**Monitoring Attendance**

Weekly detailed attendance information will be sent out to pastoral staff which will include: weekly attendance % per Tutor Group/Year/House, year to-date attendance per Tutor Group/Year/House, PA students in each House and overall, weekly increases/decreases, attendance according to vulnerable grouping, amount of time lost through lateness, proportion of students in each attendance colour category.

Tutors will receive weekly figures for each individual member of their class and year to-date figures for each student.

Heads of House, Tutors and the Attendance Manager will need to maintain the SIMS database to show when and how intervention has taken place.

**Ofsted Inspection**

Pre-inspection, Ofsted will look at the dashboard which will show trends over time regarding overall attendance and PA. Inspectors will want to see current attendance figures when they visit including statistics for vulnerable groups such as FSM, EAL, PP, SEND and Ethnicity. Comparisons with national and local authority figures will be taken into account. Impact evaluations of work that has been done throughout the year to promote excellent attendance and reduce absence will be scrutinised.