



ATTENDANCE

POLICY

PHOENIX BAY

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Document History

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1. Policy Intent

Phoenix Bay School is committed to providing a full and efficient educational experience for all students. We believe that if students are to benefit from education, good attendance is crucial. As a school, we do all that we can to ensure maximum attendance for all students. Any problems that prevent full attendance will be identified and addressed as speedily as possible.

Phoenix Bay School will give a high priority to conveying to parent/carers and students the importance of regular and punctual attendance. We recognise that parent/carers have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance.

If there are problems which affect a student's attendance we will investigate, identify and strive in partnership with parents and students to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach aimed at returning the student to full attendance at all times.

If a child is absent from school (unexplained), the student's Teacher will ensure a phone call is made to the family home on the first day of absence to ascertain the reason for it. The school will use all the contact numbers available if the primary contact cannot be reached.

If the child is absent from school (unexplained) for 5 consecutive days, the Education Welfare Officer will be notified. A home visit may be carried out. If the absence continues for

a total of 10 days, the family will be referred as a CME case for the Local Authority. If there are Safeguarding concerns, the named social worker and/or MASH will be contacted on the first day of absence.

2. Statutory Duty of schools

Under the 1996 Education Act, parents and carers are responsible for ensuring their children attend school regularly and punctually. Failure to do so could result in legal action being taken against them by the Local Authority.

Under the Education (Student Registration) Regulations 2006, only the school (and not parents/carers) can authorise an absence. Where the reason for a student's absence cannot be established at the time the register is taken, that absence shall be recorded as unauthorised. If a reason for absence is provided by the parent/carer, the school may decide to grant leave of absence which must be recorded as authorised using the appropriate national code.

Amendments to the 2006 regulations remove references to family holiday and extended leave. The amendments make clear that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances.

Where the request for leave was not agreed, the absence will be recorded as unauthorised. This may result in the Local Authority issuing a Penalty Notice (parents must, from 1st September 2013, pay £60 within 21 days or £120 within 28 days). If this penalty is not paid the Local Authority will institute legal proceedings against the parent/carer in the Magistrates Court.

The guidance in The Education (Student Registration) Regulations 2006 will be followed with regard to deleting students from the Admission Register. The Education Welfare Service (EWO) will be informed of every student deleted from the Admission Register.

If a student is deemed to be missing from education (CME), the guidelines issued by the Education Welfare Service will be followed. This can include a referral to the Education Welfare Officer for investigation.

3. Principles

Parents are legally responsible for ensuring that a child of compulsory school age attends school regularly. The national average attendance is 94%. We strive to support students and families to achieve well above average attendance.

We will work towards ensuring that all students feel supported and valued. We will send a clear message that if a student is absent, she/he will be missed. We will consult with all members of the Education Welfare Service in developing and maintaining the schools attendance policy.

We will encourage parents/carers to be actively involved in promoting their child's attendance. We will ensure that all staff are aware of the requirements of the registration process and that they receive training on Registration Regulations and the Law relating to attendance.

Regular information will be sent to parent/carers and students informing them of attendance rates and related issues. Promoting positive staff attitudes to students returning after absence will ensure regular evaluation of attendance policy and procedures by the Leadership Team.

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Consistent and vigorous monitoring and evaluation procedures will be in place. Parents/ Carers are required to provide the school with an explanation in the event of non-attendance. Persistent non-attendance may be viewed as a safeguarding issue as it is a child's right to attend school.

PROCEDURES

- Clear start and finishing times of registration
- Guidance on the accurate completion of registers
- The importance of punctuality and the response to lateness
- Clear guidance on authorised and unauthorised absence
- Respite care is regarded as authorised absence
- Referral routes with roles and responsibilities for students with emerging attendance problems
- The process for completion of holiday forms
- Attendance % can also fluctuate through the health of the student
- Working practice with other colleagues (Education Welfare Officer, social care.)
- The inclusion of attendance information in federation documentation e.g. the prospectus, reports
- Governors will monitor absences termly via the Head's Report.
- The federation will actively seek to support learning opportunities in cases where children have authorised absences such as hospital stays.
- In the case of an uncollected child at the end of the school day where parents/carers are uncontactable school must refer to the social worker. If they are unavailable contact the duty social worker (the time frame for this is one hour from the end of the school day).

It is essential that everyone involved in promoting attendance is clear about the important role that must be carried out in order to raise standards. Responsibility to promote attendance is the responsibility of the whole federation community.

1. Introduction

The term EAL is used when referring to students whose main language at home is a language other than English. This policy sets out the school's aims, objectives, and strategies with regard to the needs and skills of EAL students.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To implement schoolwide strategies to ensure that EAL students are supported in accessing the curriculum
- To help EAL students to become confident and fluent in English in order to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school
- To equip school staff with the knowledge, skills and resources to be able to support and monitor students with EAL
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

2. School/ Class Ethos

- Recognise the child's mother tongue; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the student's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

3. Teaching and Learning

- Assess the student's competence in English in relation to the NC standards and expectations as soon as possible
- Show differentiated work for EAL students in planning
- Have high expectations; expect students to contribute and give you more than one word answers
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives
- Recognise that EAL students need more time to process answers
- Allow students to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised "silent period" when children are beginning to understand more English than they used to – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL students hear good models of English
- Use collaborative learning techniques

4. School staff responsibilities

To obtain, collate and distribute information on new students with EAL. This includes;

- Language spoken at home.
- Information from the previous school with regards to level of English studied/used.
- Details of curriculum at previous school

5. Principal

To ensure that:

All involved in teaching EAL learners liaise regularly

- Parents and staff are aware of the school's policy on students with EAL
- Relevant information on student's with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for students learning EAL are set and met The effectiveness of the teaching of students with EAL is monitored and data is monitored
- Oversee initial assessment of students' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an individual learning plan for each student)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of students with EAL
- Liaise with the Multi-Cultural Service
- Liaise with parents/guardians
- Support the student's language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Headteacher on the effectiveness of the above and the progress of students.

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