



Westbourne School

Educating girls and boys for life

Westbourne Senior School Attendance Policy

Rationale

Westbourne School offers a caring and nurturing environment, where children can flourish and be their best selves. Attending school and being present in lessons is fundamental if a child is to achieve their full academic potential. Also, those who are regularly present in school will be able to develop meaningful and successful relationships with others. Of course, 100% attendance is not always possible for some. Some young people have regular and numerous medical appointments which cannot always take place out of school hours, others have differing needs which may at times impact on attendance. However, it is important that we make clear our expectations and procedures, so all pupils are able to attend school as well as they possibly can, and so they can understand why this is such an important aspect of school life. A policy helps school to ensure that all children are being as well-supported as possible, by providing robust and clear procedures related to attendance.

Aims

1. To support and uphold the schools key values of *excellence*, *inclusion*, *respect* and *resilience*;
2. To provide clarity of attendance-related expectations and procedures;
3. To help children and families who need additional support with attendance-related issues;
4. To ensure pupils are rewarded for good attendance/punctuality.

Expectations

We expect:

- all pupils to attend school every day, for the whole day;
- all pupils to arrive at school and to all lessons on time, every day;
- parents to make routine medical/dental/other appointments for their children out of school hours **where possible**;
- pupils and parents to communicate with us where there are issues which might be affecting a child's attendance/punctuality;
- pupils and parents to co-operate with school (and outside agencies such as CAMHS/MAST, as appropriate) if issues arise, with a shared goal of improved attendance/punctuality.

A brief note on compliance

This policy is to be read in conjunction with the following school policies:

- Senior School Behaviour Policy
- Safeguarding Policy
- Whole School SEND Policy
- Senior School Parent Handbook
- Senior School Behaviour Policy

This policy also follows guidance from the DfE, specifically the following:

[Keeping Children Safe in Education, 2019](#)

[School Attendance, 2019](#)

[Children Missing in Education, 2016](#)

Key people and how to contact us

The Role of the Form Tutor

The form tutor is a key person in each pupil's school life. They have daily contact with their pupils, and are able to monitor attendance and punctuality. The form tutor is in the best position to intervene quickly should issues around attendance/punctuality arise. Form tutors are easy to contact via email (initial of first name, followed by surname @westbourneschool.co.uk, for example jdavey@westbourneschool.co.uk for Mr Ian Davey) or by phoning the school office on 0114 266 0374.

Senior School Secretary

The secretary can be contacted by email on fwalker@westbourneschool.co.uk, or on enquiries@westbourneschool.co.uk or by phoning the school office on 0114 266 0374. Parents/carers should contact the secretary to declare the absence of a pupil. The Senior School secretary will contact parents/carers if a pupil has not arrived to school by 9.30am and their form tutor has not been made aware of the reason.

Pastoral Team

The pastoral team work closely with form tutors and the school secretary to monitor pupils' attendance and punctuality and to offer more specialist support and guidance should issues arise. They can be contacted by phoning the school office or via the following email links:

Mrs Loasby, Pastoral Lead for Year 7 dloasby@westbourneschool.co.uk

Mrs Mirfin, Pastoral Lead for Girls (Years 8-11) lmirfin@westbourneschool.co.uk

Mr Glover, Pastoral Lead for Boys (Years 8-11) sglover@westbourneschool.co.uk

Mrs Day, Assistant Head of Senior School (overall Head of Pastoral Care)

nday@westbourneschool.co.uk

SENcos: Mrs Lillywhite, Years 7-8, **Mrs Day**, Years 9-11

klillywhite@westbourneschool.co.uk and Mrs Day as above

The School Day

Doors will be open for pupils to enter the school building from 8.20am. A bell will ring at 8.25, when pupils are expected to head to their form rooms for registration. Registration begins at 8.30. A bell will ring at 1.25 to signal the end of lunchtime, and pupils are expected to arrive to Lesson 5 by 1.30.

Lessons:

Lesson 1 - 9.00-9.50

Lesson 2 - 9.50-10.40

Breaktime - 10.40-11.00

Lesson 3 - 11.00-11.50

Lesson 4 - 11.50-12.40 (although staggered lunchtimes begin from 12.30)

Lunchtime - 12.40-1.25

Lesson 5 - 1.30-2.15

Lesson 6 - 2.15-3.00

Brief break to retrieve books from lockers only 3.00-3.05

Lesson 7 - 3.05-3.45

How we monitor attendance and punctuality

Pupils' attendance is formally recorded at morning registration and at the beginning of Lesson 5. However, teachers also keep attendance registers for the lessons they teach. Attendance is recorded and stored on our PASS/3Sys administration system.

At the end of each term, the attendance records for all pupils are printed off and carefully examined by the pastoral team, to identify any attendance/punctuality concerns. At this point, we also identify pupils who have excellent attendance/punctuality, and offer them rewards from postcards of recognition to formal school prizes.

A record is kept of all pupils with attendance below 95% at the end of a term, so we can see if it is a problem which continues term-to-term or year-to-year. Parents of any pupil whose attendance is below 90% by the end of each term will be contacted by the pupil's form tutor, to open up a discussion about the matter.

How we support those with attendance and/or punctuality issues

Failure to comply with Westbourne's expectations regarding attendance and punctuality is sanctionable by staff. Pupils receive late marks which can lead to strikes (which can in turn gradually lead to detentions). However, where a child has persistent difficulties with their attendance and punctuality, school recognises that support will be more fruitful than punishment.

Where a pattern of poor attendance or punctuality becomes evident, the Form Tutor will in the first instance inform the parents/carers and their child(ren) that there is a concern, and will open up a discussion regarding reasons and possible issues/solutions. Moving forward, attendance/punctuality may be monitored through the use of a report

card, with a goal of achieving improvement by a certain, fixed date, at which time data will be re-assessed. If there has been improvement, the pupil may be removed from the report card, or an extension may be given. When pupils are placed on attendance / punctuality report cards, their attendance and punctuality will be monitored for every lesson and registration point within a day, and the form tutor and parent is asked to check and sign at the end of each day.

If there is little or no improvement, despite being on report, a relevant member of the pastoral team (in liaison with the Form Tutor), will invite the family in for a meeting to discuss the issues. Depending on the reasons for the ongoing poor attendance/punctuality, school may at this point seek support for the pupil/family from external agencies, such as MAST.

Where it is evident that poor attendance/punctuality is the result of deliberate truancy, this will be sanctioned seriously, and in the most serious cases, parents/carers may be asked to find an alternative school for their child.

How you can help at home (advice for parents/carers)

Parents play the most crucial role in shaping their children so they are prepared for the future. Stressing the importance and necessity of being punctual is vital if children are to grow up to be successful in a workplace. Likewise, good attendance at school must be encouraged and supported at home as it will set children up for the best possible future.

Ensuring you are aware of our policies related to attendance and behaviour will mean you are able to support the school in the values we stand for, and the messages we give to our pupils. Where schools and families work together, with the same goals, children will feel safe, secure and aware of what is expected of them.

Helping your child to develop good sleeping habits will make it easier for them to get up and ready for school each day. Having some quiet time before bed, so they can unwind and relax is often a good idea. Some children have specific sleep difficulties. If you are worried about your child's sleeping, please do speak to somebody. Your local GP will be able to offer support and specialist help if necessary, and you can discuss it with the school SENCo too.

Encourage your child to be 10 minutes early to school, so they have time to socialise with friends, and to put their bags and coats away easily, without feeling they are in a rush. If they start the school day in the right frame of mind, they will learn better.

Helping your children to learn how to travel independently will have a huge impact on their self-confidence and autonomy, and will also mean they can be self-reliant and fully accountable for their own punctuality and attendance. This will help to build their resilience.

Good communication with school is crucial. School is required to contact the local authority if a child is absent from school without permission for 10 school days or more. A child who is missing from education is a safeguarding concern, and school has a duty to pass on concerns to the relevant services. Similarly, if a child is absent from school for an extended period due to a legitimate reason (e.g. long-term illness), school will still make occasional contact with home. This may be to enquire about the child's wellbeing or sometimes to provide guidance on schoolwork etc. In these circumstances we ask that families respond to schools request as promptly as possible as we still have a duty of care to all our pupils, even when they are not in school. **Please see Appendix A for a flowchart detailing our approach to responding to pupil absence which is unexplained.**

All staff at Westbourne School are committed to supporting our pupils and families, so if there are any issues which are impacting on the attendance or punctuality of your child(ren) we urge you to get in touch to speak with us so we can work together to find a solution.

Signed: N. Day

Date: 6 March 2020

Appendix A

Responding to pupil absence which is unexplained

Parents are expected to inform the School Secretary, at the latest, on the morning of their child's absence from school. If school has not been contacted by 9:30am on the first day of absence, the School Secretary will phone parent(s) to follow up the absence. If parent(s) are uncontactable at this point, school will follow the procedure outlined below:

Day One

The School Secretary will continue to phone and email parent(s) throughout the day to try to gather a reason for the child's absence. The Designated Safeguarding Lead in school will be informed in case there are any relevant child protection matters which mean the matter should be escalated at this stage to other services (e.g. Sheffield Safeguarding Hub, or the Police).

Day Two

The School Secretary will follow the same procedure as on Day One, but if there is still no response from the child's parent(s) by mid-day, they will contact the emergency contacts for that particular child. If the emergency contacts are unable to provide school with any information regarding the child's whereabouts the Designated Safeguarding Lead will again be informed and will make a decision as to next steps, which may include undertaking a home visit on this day.

Day Three

If the child is still absent from school with no reason, and parent(s) remain uncontactable, the Designated Safeguarding Lead will telephone Sheffield Safeguarding Hub, outlining the steps taken so far, and taking guidance regarding next steps.

If a child is absent from school for ten school days or more without permission, school will inform the Children Missing from Education Team at the Local Authority.