Attendance Policy/Action Plan

Dv8 Bexhill & Brighton

Supporting Positive Attendance Overview

Summary of Process:

Day to day process for Attendance & Engagement Officers:

- Review incoming comms from students/parents (emails/texts/etc.)

- Follow up (as needed) - Evidence of appointments, details of any illness (or other reason)

- Mirror initial comms from student/parent when following up (t*emplates in place)*

- All recorded on Arbor *(AEOs to confirm uniformity of process)*

- Chase register completion (inc. Visiting classroom) - *SLT to drive compliance*

- Phone absent students, then parents (commonly voicemail) & text message to student and parent *(templates in place)*

- Proactively encourage attendance/ stress importance of attendance/ highlight the risk of withdrawal (as needed)

- All comms to be recorded on Arbor – Follow up next day

- Supported by Learning Support Team/SLT

- AEOs to schedule a meeting every day (approximately 11am) - *Discuss daily workload/ share workload/ share good practice/ keep in touch*

Persistent absentees process:

- Identified from weekly attendance report (4x absences)

- Email/text standard message (parents/students), "Your place is at risk......Attend a meeting to discuss your attendance." Dates and times agreed with tutor (cover provided as needed)

- Meeting held – Student, parent/carer, tutor (possibly AEO/LSA).

- Learner Student Contract (& Attendance Certificate)

- Escalation – Meeting with Curriculum Manager/Vice Principal (final warning, et al)

- Weekly report to be generated – Student Cumulative Attendance (colour coded) - Live document

- Record all actions and schedule follow ups

Line Manager

- Regular meetings must be in place to review case load

Accessing work (GoogleClassroom)

- Assurance needed of quality and quantity of work being provided to absent students

Details of our process:

Academic Tutors

Every teaching group has an aligned academic tutor. They are accountable and responsible for the students in this groups progress and progression.

❖ Ensure that <u>work is set</u> for absent students on Classroom

❖ Remain <u>up to date on all communication</u> with their students on Arbor

❖ <u>Support and challenge students</u> directly (and publicly) in regard to any poor punctuality & attendance

❖ Maintain up to date **action plans** for all poorly attending students

❖ Monitor and support progress of students with clear barriers to attendance

❖ Meet with SSC at least weekly to <u>review case load of students</u> requiring support with attendance and engagement and assess **impact**

❖ <u>Meet with Head of Curriculum</u> (vocational) on a fortnightly basis to review attendance, action plans and students agreed to be educated offsite

Additional Guidance for Academic Tutors

<u>Absent student with overall good attendance:</u>

❖ On day of absence ensure that work is set and student has been emailed

<u>Absent student with poor attendance/on an action plan:</u>

❖ On day of absence ensure that work is set and student has been emailed

❖ On day of absence contact student and/or parent/carer to challenge absence and confirm next attendance

❖ Update action plan

❖ Escalate to Head of Curriculum for further intervention (as needed)

Our Process:

Learning Support Team:

❖ Actively monitor attendance of students with an EHC plan.

❖ Pass on concerns to the academic tutor with any relevant information held within the department.

❖ Learning Support will work with academic tutors and the curriculum management team to identify barriers to attendance and follow up on actions agreed as per students' Action Plans for attendance.

❖ To inform and support tutors on SEN matters that may impact on the classroom and contribute to the execution of action plans where it is appropriate to do so and support completion of action plan targets (as directed).

Our Process:

Senior Leadership Team

❖ <u>Vice Principal</u> – Production of accurate and meaningful attendance data at group level, class level and individual level. Assurance that focus is on monitoring current attendance levels, i.e. student attendance over the last half term, to ensure declining attendance can be identified quickly and interventions can occur.

❖ <u>Heads of Curriculum</u> – meet every week to review attendance at course level and at group level for each area, assess impact of interventions (including action plans) and determine need for escalation, as necessary

❖ <u>Attendance Panel</u> – Chaired by the Principal meets regularly to review attendance at course level and at group level for each area, assess impact of interventions (including action plans) and determine need for escalation, as necessary. For example, agreement of formal warnings to students and other aspects of the disciplinary process, or referral to Safeguarding panel.

❖ <u>SLT Meetings</u> – Standing agenda item for all SLT meetings

❖ <u>Curriculum Team Meetings</u> – Standing agenda item for all team meetings

❖ <u>Celebrating Success</u> – Half termly awards for students and teaching groups with high attendance

Appendix 1: Attendance Aide Memoire

Key Points for monitoring student attendance across College are identified below:

- Does improving attendance form a focus for meetings across your college?

  If so, what kind of meeting and when is attendance discussed?

- How is attendance data scrutinised across your college and who by? Where are the results of such work shared?

- Is there a focus on poor punctuality to school – if so what are the consequences for students?

  How is poor punctuality reported to parents?

- How much involvement do academic tutors have with helping to raise levels of attendance

- Is attendance data shared with tutors and subject teachers?

- Does attendance ever form part of SLT meetings or wider staff briefings?

- At what stage are parents involved in working with the school to help improve attendance?

- Have you introduced individual student action plans for those who have poor attendance?

- Does the SLT have a target for the centre with regards to attendance?

- Are tutor groups set an attendance target?

- What rewards are in place to recognise good and improving attendance?

- How is weekly improvement monitored and recognised?

- Is there a programme of attendance rewards?

Monitoring attendance:

- How is student attendance monitored...and by whom?

- How are CME monitored – who is responsible for follow up?

- How are attendance safeguarding concerns reported – is there a good relationship with LA?

- Is weekly attendance monitored and data shared with tutors? What actions are in place to address poor attendance? When do Senior Staff become involved?

- At what stage is there cause for concern and how is absence followed up?

- Is monthly attendance monitored and if so what actions are in place to help address poor attendance?

- How is unauthorised attendance monitored and what follow up action is put in place if this level becomes too high?

- Is attendance data published for display for students?

- Do students work on any individual attendance profiles?

- Are there any posters displaying the importance of good attendance?