

A member of

# Abbey Grange C of E Academy Attendance Protocol

## Rationale

Abbey Grange Academy is committed educating, nurturing and empowering all students, enriching their lives and allowing all to flourish. The Academy recognises the strong link between attendance, achievement and pupil wellbeing and strives to promote good attendance. Abbey Grange C of E Academy believes that a robust approach to managing attendance ensures pupils are effectively safeguarded and that the foundation for excellent attendance is achieved by taking a whole school approach rooted in strong relationships with parents/carers and pupils.

Our students come from all over the city to receive an education in which we work in partnership to empower holistic development. Within our compassionate, caring and Christian environment we continually strive for excellence so that we prepare students not only for success whilst at school but to sustain them in life after school. Our students flourish in an environment which is caring, inspiring and purposeful.

## Aims

The strategic aim is to work towards all pupils attending school 100% of the time.

The Trust Strategy provides a framework that reflects the requirements of DfE Working Together to Improve School Attendance (WTTISA) Guidance and the DfE Attendance Toolkit. The expectations of Abbey Grange Academy are as follows:

- To provide a welcoming, nurturing environment where all pupils feel valued and safe.
- To take a whole school approach where attendance is seen as everyone's responsibility.
- For attendance to be a key strategic priority.
- To educate pupils on the value of developing good attendance patterns for now and later in life.
- To work with families and external agencies to achieve the best possible outcomes for pupils.

Abbey Grange Academy's attendance strategy builds on the following key components of the Trust Strategy:

- A tiered approach to managing attendance
- Communication, First Day Calling & Home Visits
- Data Analysis & Tracking of Pupil's Attendance
- Rewards and Recognition

## Key Staff

### Attendance Officer

- Duties outlined below relating to daily monitoring, data protection and communications

### Assistant Principal: Care & Conduct

- Line manage the implementation of policies and procedures to ensure all requirements and expectations of the attendance policy are met

### Vice Principal: Inclusion & Safeguarding

- Line manage Assistant Principal and attendance team through implementation of attendance strategy

### Achievement Directors, Year Managers & Form Tutors

- Monitor attendance of targeted cohorts in line with attendance strategy
- Carry out attendance duties as part of Session Manager and On Call

### Inclusion Manager

- Ensure attendance records of students in RFI and external RFI are accurate
- Update records throughout day as appropriate

### Classroom Teachers

- Ensure that registers are completed within first 5 minutes of the lesson beginning
- Update registers as soon as students arrive
- Report student absent from lesson using agreed protocols (log on ClassCharts)

## Key Information for All Staff

- Preplanned interventions or schools events must be recorded with the office staff a minimum of 48 hours prior to the event taking place. The office will create an Arbor register for the event and the session leader is responsible for ensuring that they complete the register within the first 5 minutes of the session taking place.
- Learning support interventions will be recorded on Arbor. Staff leading these interventions are responsible for taking their register.

## Missing Registers

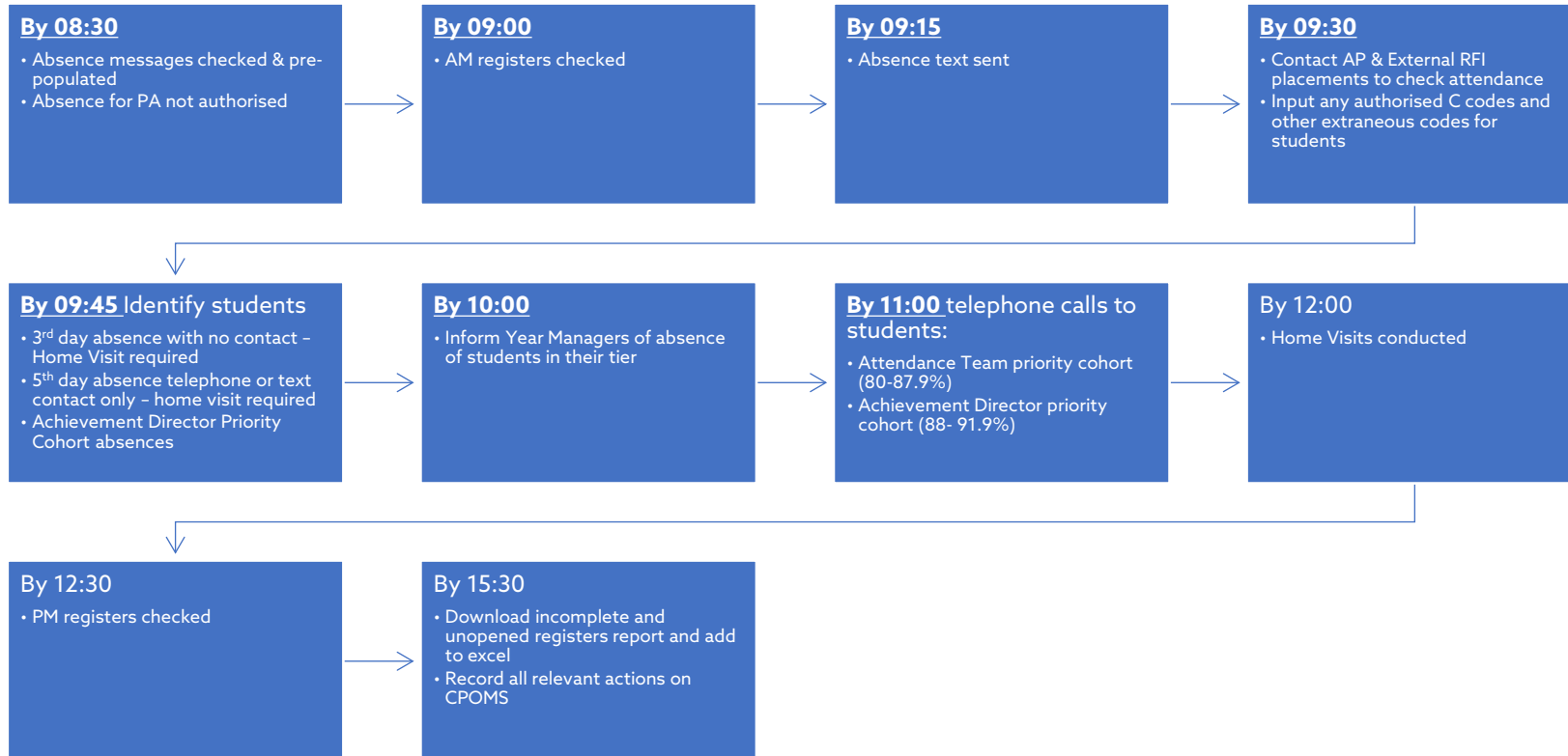
- The attendance officer will keep a record of missing registers.

- On Call duty staff will visit classrooms where registers are incomplete and unopened.
- Repeated instances of unopened or incomplete registers will be raised in line management meetings and may lead to formal procedures.

## **Modified Timetables**

- Only the Principal and Vice Principals will authorise the use of modified timetables.
- Modified timetables will be created in conjunction with relevant external agencies and reviewed regularly.

# Attendance Officer Daily Routines



## Attendance Team Weekly Tasks



Conduct weekly welfare home visits for non school attenders



Produce the weekly and cumulative attendance data to be sent to tutors and Year managers by 8am Monday morning



Process all absence during term time requests



Complete the holiday FPN referral request & produce the relevant documents to attach, ask Principal to sign & then copy before sending the originals to the LA



Organise the issuing of Penalty notices and instigating legal procedures



Update Inclusion Tracker and pupils on modified pathway posters

## Attendance Team Half Termly Tasks



Run report for next cycle of tier system



Send out postcards for priority cohorts: 88-91.9% and 80-97.9%



Request reports for attendance from Offsite Direction Students



Run report for fast track and send out letters

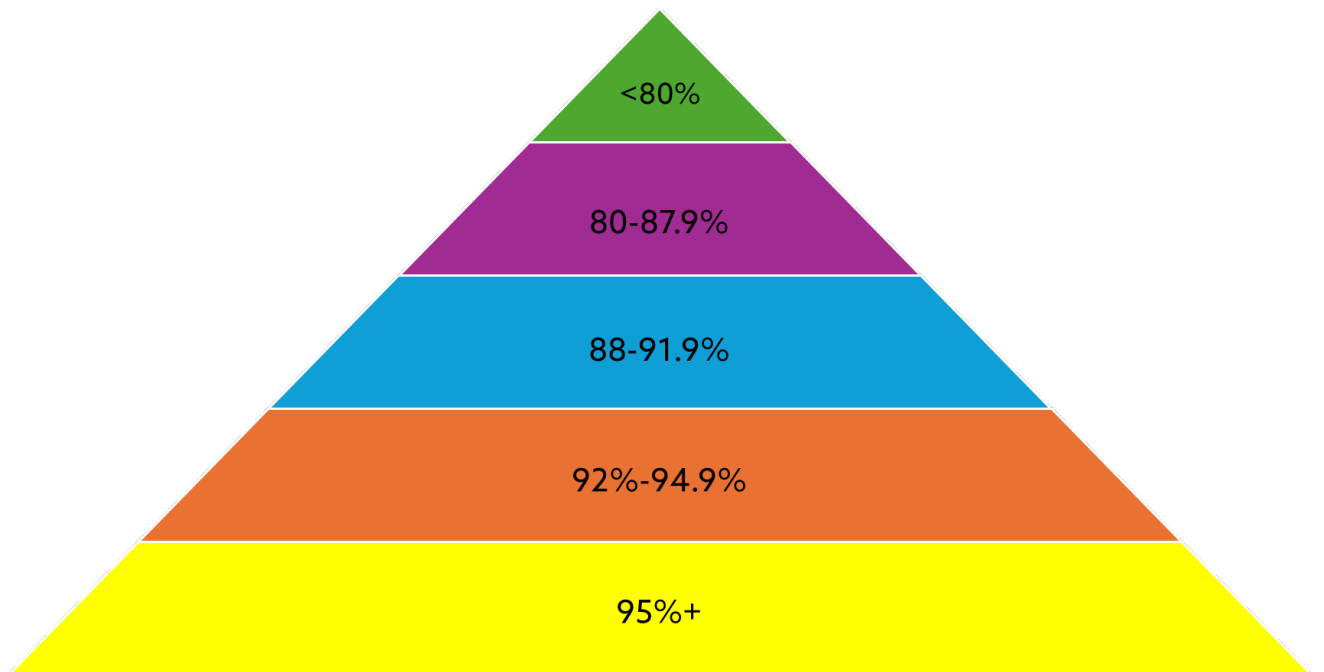


Parent meetings for notice to improve cohort

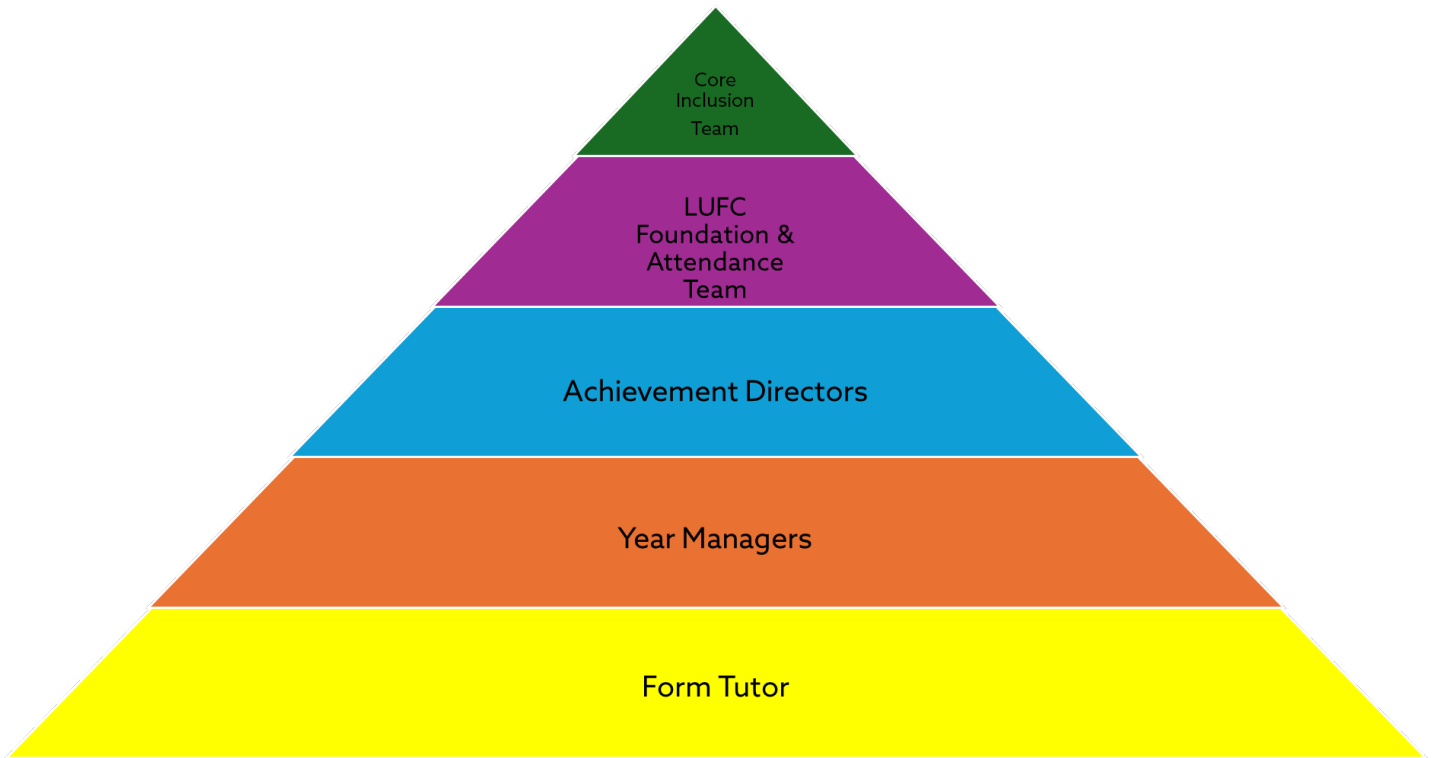
## Tiered Approach

As part of our commitment to improving school attendance, Abbey Grange C of E Academy will take a tiered approach to attendance, which begins with strategic banding based on attendance percentage. This will be reviewed on a termly basis and outlines what level of intervention is put in place for each band of student.

Our attendance bands are as follows:



Each tier is allocated specific staff members who will be responsible for monitoring and managing pupils in their banded cohort:



In order to promote strong attendance in school, each band has a targeted approach to either promoting or preserving good attendance:

Form Tutor	Year Managers	Achievement Directors	LUFC Foundation & Attendance Team	<80% - Core Inclusion Team
<ul style="list-style-type: none"> <li>• Attendance team send out weekly tracker so FTs know who the yellow students are</li> <li>• Following absence, conversation on day return to school &amp; record on CPOMS if any concerns</li> <li>• Form expectations promoting good attendance</li> <li>• Rewards for excellent attendance through rewards assemblies</li> <li>• Media communication strategy supporting good attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Call home on first day of absence: offer any support needed, and encourage to come in on the afternoon if well enough</li> <li>• Call logged on CPOMS</li> <li>• Check in with student upon return to school</li> <li>• Media communication strategy supporting good attendance</li> <li>• Rewards for improved attendance – year manager autonomy</li> <li>• Postcard home every half term</li> </ul>	<ul style="list-style-type: none"> <li>• 4 weekly cycle of monitoring – reward at each of each cycle</li> <li>• Incremental rewards every 4 weeks</li> <li>• No absence authorised without evidence</li> <li>• Runs concurrently with Fast Track</li> <li>• Parental meetings if no improvement within 4-week monitoring</li> <li>• Attendance team call on each day of absence</li> <li>• Postcard home every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance mentoring</li> <li>• 1:1 sessions</li> <li>• Telephone call on day 1 of absence</li> <li>• Home visit on day 2 of absence</li> <li>• Refer for Inclusion manager intervention through Attitudes &amp; Access Hub</li> <li>• Rewards for improvement through LUFC foundation</li> <li>• Postcard home every 4 weeks</li> <li>• Parent meeting every half term</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke packages based on individual need. Case holder at ELT/SLT/aSafeguarding Team level</li> <li>• Medical overseen by Family Support Social Worker</li> <li>• EBSA overseen by Attendance or Safeguarding Team</li> <li>• SEN overseen by SENCO</li> <li>• Behaviour overseen by AP Care &amp; Conduct or Head of Pastoral Care</li> </ul>

## Communications

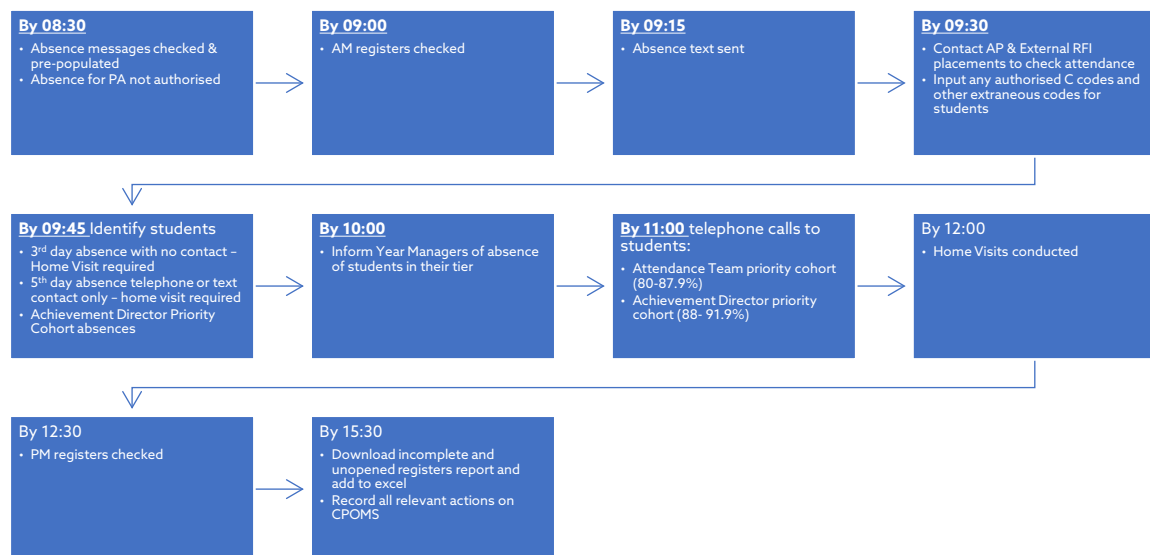
The WTTISA document expects that all parents/carers receive timely and regular updates on their child's attendance; advocating messages be short, personalised and accurate. The Trust's communication strategy includes a suite of example text messages, letters and wording for newsletters that are drawn from the DfE Toolkit and Local Authority guidance (appendix B). This toolkit will be used by Abbey Grange C of E Academy wherever appropriate.

Communication will be regular, with banding communication sent out at the start of every term, illustrating the previous half term's attendance and punctuality. Attendance certificates will feature at parental events and will be sent out with academic reports.

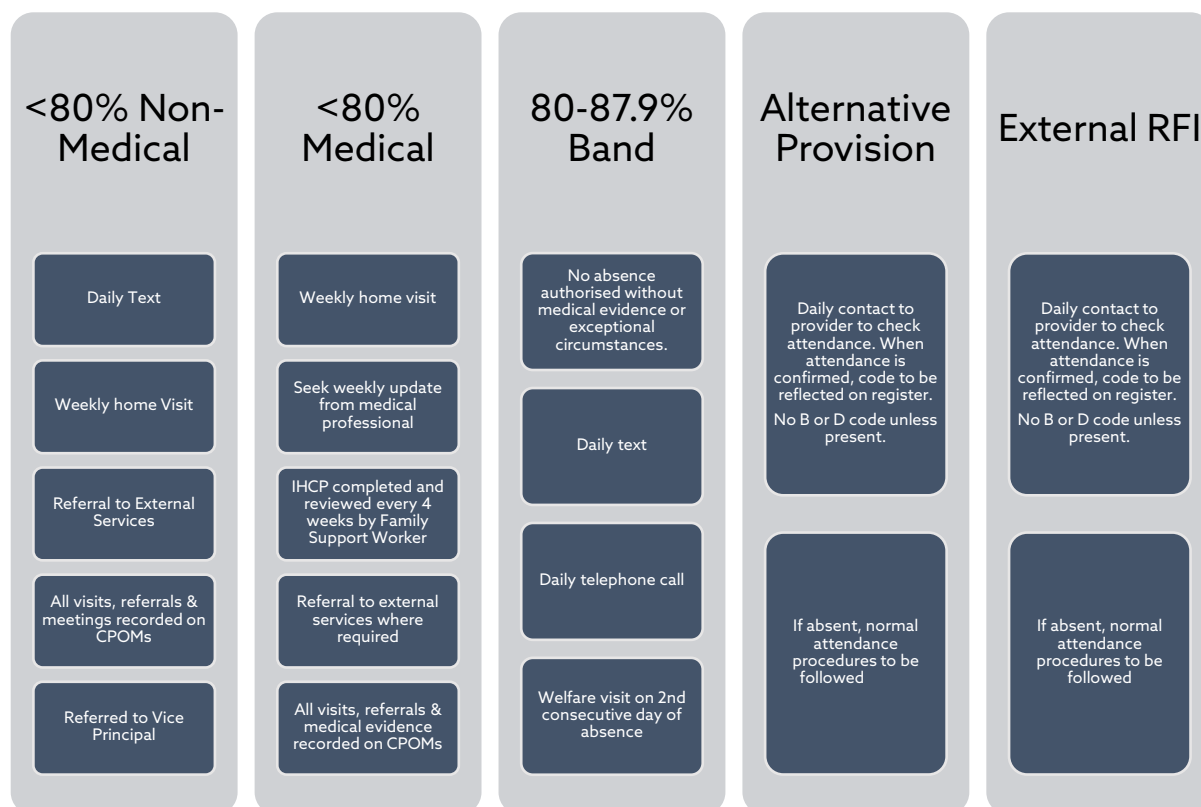
## Safeguarding Protocols

As part of Abbey Grange Academy's attendance policy, there is a robust first day contact process, including prioritising vulnerable children and children with a social worker, to ensure effective safeguarding practice. A clear flowchart for communication ensures that all staff know who is responsible for checking and monitoring each element of attendance:

Daily attendance checks follow the below flowchart:



As part of Abbey Grange C of E Academy's commitment to fostering good attendance for all, attendance procedures are based on the following categories:

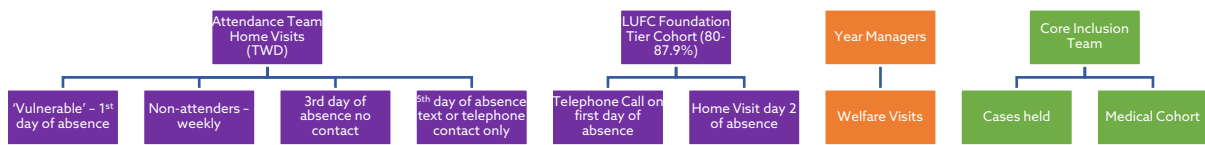


The Attendance Policy also details when home visits are undertaken, in line with safeguarding responsibilities to engage with families and ensure children are safe.

## Home Visit Protocols

Home Visits are determined based on the following parameters, along with a clearly articulated flowchart detailing who is responsible for conducting visits:

- Weekly home visit for <80% attendance
- Home Visit for 3<sup>rd</sup> consecutive day of absence with no contact
- Home visit for 5<sup>th</sup> consecutive day of absence with telephone or text contact only
- Home visit for identified cohort of vulnerable students on first day of absence
- Weekly home visit for students attending MNTS



## Students returning from absence

Form tutors, Year Managers and other key staff will greet students who were absent the previous day by welcoming them in and checking in on their wellbeing.

## Data Analysis and Pupil Tracking

Abbey Grange C of E Academy is data driven and uses both whole school and individual student data to inform practice.

The AP for Care and Conduct produces whole school and pupil premium headline attendance data weekly and shares this with senior leaders. More in depth analysis to vulnerable cohort and year groups is also produced at least twice every half term along with banding details for the following half term's interventions at Achievement Director and Attendance Team level.

Abbey Grange C of E Academy continues to use a Pupil Tracking tool to ensure attendance is managed to individual pupil level and concerning patterns of attendance are quickly identified so that prompt action is taken to remove barriers.

The Trust will support and appropriately challenge the management of PA, SPA students and vulnerable cohorts at Abbey Grange C of E Academy. The Trust will also provide fortnightly 'live' data which includes up-to-date attendance information and highlights emerging trends, so that leaders can respond and implement appropriate interventions.

The academy uses a whole school tracker that includes PA students. PA students will be monitored and may have a strategy in place, the decision on whether a strategy is appropriate will reflect previous patterns of attendance, reason for absence and other contextual information.

The academy tracks severely PA students on a to ensure the cohort is managed on an individual pupil basis, offering bespoke Access and Provision plans to support attendance. Severely PA students will have an individual plan in place to understand the barriers to attendance and actions being taken to support

reengagement with education. This will include referrals to external agencies where needed.

The academy tracks the attendance of the whole SEN student cohort, as it is recognised that this group of students are vulnerable learners and school is often a protective factor. The AP for Care and Conduct liaises closely with the SENCO and both are overseen by the VP: Inclusion ensuring a coordinated approach is taken to ensure attendance is included in any support plan for students with SEN.

## Rewards and Recognition

Abbey Grange C of E Academy will continue to ensure a positive praise approach is at the foundation of this strategy.

Abbey Grange C of E Academy has a bespoke approach to recognise and reward excellent attendance, including a mechanism to recognise those students whose attendance has been low and is improving. The 100% Club is integral to rewards assemblies, where outstanding attendance is recognised and celebrated.

### Toolkit

To support the academies the trust has provided Abbey Grange C of E Academy with a toolkit that includes:

- Example text messages using the 'Bristol' research from the DfE.
- A suite of letters for:
  1. Lates
  2. Exam worries
  3. Medical concerns and medical evidence
  4. Early intervention and attendance monitoring
  5. Invitation to meetings
  6. An example of an attendance support plan.
  7. An example case study
  8. An example of an attendance tracker for monitored students.