

Phoenix School Admissions & Attendance Registers

Date	Review Date	Coordinator	Nominated Governor

MISSION STATEMENT

Phoenix School seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his/her true potential. The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure.

All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually.

The school will establish an effective system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives Phoenix School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Aims

1. To improve the overall percentage of pupils at school.
2. To make attendance punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. To provide support, advice and guidance to parents and pupils
5. To develop a systematic approach to gathering and analysing attendance related data.
6. To further develop positive and consistent communication between home and school.
7. To promote effective partnerships with Attendance Office for Local Authority and agencies.
8. To recognise the needs of the individual pupil when planning -reintegration following significant periods of absence.

AIM No.1

To improve the overall percentage attendance of pupils at school through -

- Applying Whole School Attendance policy consistently
- Establishing and maintaining a high profile for attendance and punctuality.
- Relating attendance issues directly to the school's values, ethos and curriculum
- Monitoring progress in attendance through measurable outcomes.

AIM No. 2

To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.

- Using staff/school handbook prospectus of DfES literature

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- Producing annual school profile to parents/governors
- Holding Induction Open Evenings for parents/pupils
- Producing newsletters
- Providing INSET training for appointed/promoted staff
- Displaying materials at focal points –corridors and classrooms etc.
- Discussing attendance issues in Education Social Work Service/Pastoral staff evaluation meetings and/or in relevant staff meeting (e.g. attendance review meetings).
- Introducing award system, including stickers, certificates, rewards etc.
- Promoting attendance through Attendance Officer.

AIM No. 3

To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.

1. Maintain unambiguous procedures for statutory registration.
2. Make phone/letter contact, using designated school staff, on first day of absence.
3. Ensure clearly defined late registration procedures.
4. Respond swiftly to lateness (in respect of both pupils and parents)
5. Define clearly the roles and responsibilities within the school staffing structure.
6. Timetable staff to meet with Attendance Office.
7. Have clear procedures prior to referral to Attendance Officer.
8. Review attendance regularly.
9. Be familiar with the Attendance Officers' referral and recording system.

AIM No. 4

To provide support, advice and guidance to parents and pupils by highlighting attendance in:

- PHSE
 - Assemblies
 - Staff available to talk to pupils
 - Making use of available resources
1. Public support offered by schools
 2. Set aside time for parents to speak to staff
 3. Seek improved communication with parents e.g. when parents ring in.
 4. Provide accurate and up to date contact information for parents.
 5. Involve parents from earliest stage.

AIM No 5

To develop a systematic approach in gathering and analysing attendance related data by

1. Consider the advantages of computerised registration(long term)
2. Standardise recording of:
 - Authorised/unauthorised absence (and to have decided after two weeks).
 - Educational activity.
 - Presence.
3. Be consistent in the collection and provision of information.
4. Providing information for
 - a. Governors

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- b. Pastoral staff
 - c. Other school staff
 - d. Parents
 - e. Pupils (individual or groups)
 - f. Education social work service
5. Identify developing patterns of irregular attendance and lateness.

AIM No. 6

To further develop positive and consistent communication between home and school.

1. Initiate first day absence contact.
2. Make full use of computer generated letters
3. Promote expectation of absence letters/phone calls from parents.
4. Explore the wide range of opportunities for parental partnership (See Aim 2)
5. Provide information in a user-friendly way
6. Encourage all parents into school

AIM No.7

To promote effective partnerships with all Agencies and Services.

1. Designated key staff for liaison with all Agencies.
2. Give priority to timetabled meetings with Attendance Officer.
3. Carry out initial enquiries/intervention prior to referral.
4. Arrange multi-agency liaison meetings as appropriate.
5. Establish and maintain list of named contacts within the local community.
6. Encourage active involvement of other services and agencies in the life of the school.
7. Develop understanding of agency constraints and operating environments.

AIM No 8

To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

1. Be sensitive to the individual needs and circumstances of returning pupils.
2. Involve/inform all staff in/ or reintegration process.
3. Provide opportunities for counselling and feedback.
4. Consider peer support and mentoring.
5. Involve parents as far as possible.
 - To comply with The Education (Pupil Registration) Regulations 2006.
 - To work with other schools to share good practice in order to improve this policy.

REGISTRATION OF PUPILS POLICY

PURPOSE

This policy provides a framework and guidance for staff and parents to encourage pupils to attend school regularly so that they can take full advantage of the educational opportunities available.

WHO WAS CONSULTED ?

Parents, pupils and staff were consulted in the development of this policy.

RELATIONSHIP TO OTHER POLICIES

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The policy on attendance should be read in conjunction with the policies on admissions, PSHE and school session times, and current guidance produced by the school for staff on the registration of pupils. The home-school agreement is also pertinent.

ROLES AND RESPONSIBILITIES OF HEADTEACHER, OTHER STAFF AND GOVERNORS. THE HEADTEACHER WILL ENSURE THAT:

- Pupils are registered accurately and efficiently
- Attendance targets are set for individual pupils, classes and year groups
- Parents or carers are contacted when reasons for absence are unknown or unauthorised.
- Pupil attendance and lateness are monitored regularly
- The reward system for good attendance is implemented.
- School attendance statistics are reported to the LEA and governing body
- The LEA officer is provided with registers of attendance and supported in following up long term absences.
- Pupils absent for long periods because of ill health receive appropriate learning support.

All teachers are expected to:

- Register pupils accurately and efficiently
- Report pupil attendance and lateness daily
- Encourage pupils to attend school regularly and inform colleagues if there is a problem that may lead to absences.

Pupils will be encouraged to:

- Attend school regularly

Parents and carers will be asked to:

- Ensure the child attends school regularly
- Inform the school on the first day of non-attendance
- Discuss planned absences with the school in advance (e.g. family holidays, special occasions).

The **governing body** will, on a termly basis, provide data on pupil attendance against the number of sessions taught, and will provide comparisons with previous terms and years. The data will be analysed by gender, year group and ethnicity. The Headteacher and the governing body will evaluate the data and decide what, if any, further action is required.

Role of the Governing Body

The Governing Body has:

- appointed an Office Manager and a First Day Contact person who will be responsible for the day to day management of the attendance system;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;

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- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Office Manager and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure that the Admissions Register and Attendance Registers are kept up to date and comply with all regulations;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Office Manager and First Day Contact

The Office Manager and First Day Contact will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure that all admissions are recorded and that the attendance system is kept up to date;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Admission Register

- The admission register contains an alphabetical index of all the pupils in the school.
- All entries will be made in ink.
- The following will be recorded for each pupil:
 - Pupil's full name
 - Sex
 - Parent's name and address
 - The name of the person who has custody of the child

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- Emergency contact numbers of the parent/carer
 - Admission date
 - Name and address of the last school attended
- Pupils will be entered on the admission register on the first day that we expect them to attend.

Attendance Registers

- We believe that attendance registers are important for:
 - effective attendance management
 - providing evidence in the event of prosecution of parents under the Education Act 1996
- We have in place a manual/computerized attendance register system.
- Entries will be taken twice a day.
- All absences will be recorded as either authorised or unauthorised.
- If we have given approval for a pupil to be away then the absence will be recorded as authorised.
- The only time when a register will not be taken is when the school has had to close due to:
 - in-service training
 - severe weather conditions
 - structural damage
 - fire.

Inspection of Admission and Attendance Registers

- The admission register and all attendance registers are available at all times for inspection by:
 - HM Inspectors
 - Ofsted / Estyn Inspectors
 - Education Welfare Officers

Publication of Admission and Attendance Information

- Every year we publish in the school prospectus and the Annual Report to Parents the following information about attendance:
 - the total number of pupils on the roll for at least one session
 - the percentage of sessions missed through authorised absence
 - the percentage of sessions missed through unauthorised absence

Preservation of Registers

- It has been decided that the admission register will be retained indefinitely.

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- All attendance registers will be retained for a minimum of three years.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- ensure that the attendance register will be taken at the beginning of the morning and afternoon sessions;
- bring to the attention of the Office Manager any irregularities in pupil attendance;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- maintain good attendance throughout the year;
- ensure their parents report their absence to school;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents

Parents will:

- be made aware of this policy;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

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We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Home-School Agreement	▪ Attendance & Truancy
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Headteacher:		Date:	
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				