

REGISTRATION & ATTENDANCE POLICY

<p>Policy Owner</p> <p>Deputy Head Operations and Pastoral</p>	<p>Applies to</p> <p>Prior Park School Gibraltar (PPSG)</p>	<p>Superseded documents</p> <p>Registration and Attendance Policy v3</p>
<p>Associated documents</p> <p>Fire Policy Fire Risk Assessment Safeguarding Policy Health and Safety Policy Behaviour Policy SEND Policy</p>	<p>Review frequency</p> <p>Every year (unless the legislation/regulations update before this time)</p> <p>Implementation date</p> <p>12 November 2024</p>	<p>Legal Framework</p> <p>KCSIE 2024 The Education Act 1996 The Education Regulations 2016 Working Together to Safeguard Children 2023 Children Missing Education 2016 Advice on school attendance 2019</p>

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	Deputy Head O&P (Mrs C Devincenzi-Clemens)
Date last reviewed:	30 September 2024
Approved by Trustees:	Approved by SLT
Date last approved:	11 November 2024
Date for next approval:	September 2024

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

Prior Park School Gibraltar (PPSG) is a community built on Christian values, with emphasis on mutual respect, co-operation, and use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive Student contribution. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard the community and the individual.

2. Policy Aims

The aim of this policy is to ensure that children maximise their entitlement to education by promoting attendance at school. PPSG is involved actively in monitoring attendance, thus seeking to promote and to improve attendance.

Ensuring school attendance is a key component of the partnership between home and school. Once a child becomes a registered student it is a parental duty to ensure attendance at school. The school is accountable for the levels of attendance by the students in order to ensure that a young person's right to education is not overlooked.

3. The importance of good attendance

PPSG recognises the importance of developing good patterns of attendance from the outset. This is an integral part of our ethos and culture. In building a culture of good school attendance we recognises the importance of good attendance, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life;

- the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting students with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged students;
- the importance of setting high expectations for the attendance and punctuality of all students and communicating these regularly and effectively to students and parents;
- that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies; and
- children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation.

4. School responsibilities

PPSG acknowledges that attendance is the essential foundation to securing positive outcomes for all students and that everyone has a responsibility to take proactive steps to manage and improve attendance across our community.

We will consistently promote the benefits of good attendance, setting high expectations for every student and consistently communicating those expectations to students and parents.

Where there are challenges to attendance, we will work effectively and respectfully with students, their families and, where appropriate, local authorities to address them.

PPSG will respond to non-attendance and / or lateness proactively, consistently and with care, with appropriate reference to this policy, its safeguarding and behaviour policies and the Prior Park Schools's terms and conditions. It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.

PPSG has robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify students at risk of non-attendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.

5. Principles

- a. Parents of registered students have a legal duty to make sure that children of compulsory school age attend on a regular and full-time basis. Permitting unauthorised absence from school is an offence and parents may be reported to the Education Authority if problems cannot be resolved.
- b. Every half-day absence from school must be classified by the school (not by parents) as either **AUTHORISED** or **UNAUTHORISED**. Therefore, information about the cause of each absence is always required.
 1. Authorised absences are mornings or afternoons away from school for a good reason (i.e. illness or other unavoidable cause).
 2. Unauthorised absences are those which the school does not consider reasonable and for which no leave has been given. This includes keeping children off school unnecessarily, truancy, unapproved holidays in term time, attendance at events not agreed by the school and any absences which have not been properly explained.
- c. Any problems with regular attendance are best sorted out between school, the parents and the student. If a student is reluctant to attend it is never better to give in to pressure

to excuse attendance. Parents should contact the Form Tutor and HoH, aiming to work together with the staff to resolve problems.

- d. Students who have exceeded compulsory school age and have chosen to stay on at school will be expected to abide by Prior Park School expectations on attendance. Parents of such students remain in partnership with the school in promoting the best possible attendance.

PPSG recognises that it must inform the Department of Education if any student is deleted from the attendance registers where they are said to be being educated at home, have been certified as medically unfit to attend school, have been permanently excluded, or other circumstance giving concern. We have a duty to ensure that children of compulsory school age and who are missing education are followed up to avoid risk of abuse.

6.Registration

Students at PPSG are registered in the morning (8.30am) and the afternoon (1:00pm) in line with the requirements of the Department of Education. The notation used is that defined by the DfE. All Students are registered, irrespective of age (i.e. Sixth Form as well as those below the age of 16).

All children are entitled to a full-time education which is suitable to their age, aptitude and any special educational needs they may have in line with the standards of Keeping Children Safe in Education (KCSIE). To safeguard their right to education all children admitted to Prior Park School are entered on to Attendance Registers, which are on PPSG iSAMs.

The Registration and Attendance Policy explains our system and attempts to promote good attendance. Whilst we no longer have to submit statistics for external record, we do scrutinise attendance on a weekly and termly basis in order to be aware of any issues. This is done via HoHs during weekly meetings with their house teams and overall, by the DH (Pastoral).

Registers are taken electronically, and data recorded on ISAMs. Any late comers are asked to report to Reception so that attendance can be established. Late comers are monitored daily, and contact is made home via their HoH as necessary.

PPSG recognises its duty to inform the Department of Education of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Heads of Houses (HoHs) must be kept informed of patterns of attendance by Tutors and by the Health & Welfare Coordinator. Any unauthorised absence must be raised immediately with HoHs. The house-based system is an easy exchange of information between the Health & Welfare Coordinator, the DH (pastoral), HOHs and Tutor, including completing our need to fulfil a "1st Day" contact system in event of absence (i.e. if parents do not ring in or email reception) we contact them on the 1st day of any absence). The weekly House meetings ensures that tutor teams reflect on weekly attendance patterns as a team.

The Health & Welfare Coordinator will produce weekly reports for HoH which will be reviewed at the HoH meetings.

Separate fire lists are held for reference (at reception) and the HOHs and all tutors attend the fire point. The HoHs and tutors know the pattern of attendance (absence for any given day), quickly establishing if a student is absent, thus enabling fire alarms to be dealt with efficiently.

7. Procedures

The school applies the following procedures in deciding how to deal with individual absences.

a. Illness and other legitimate reasons

If a student is unfit for school, parents should email reception or their child's Tutor. This will be verified by contact from home, by telephone or by e-mail. Absences will not be authorised without this procedure. In exceptional circumstances, further evidence of illness (such as a doctor's note) may be requested.

Other reasons for absence must be discussed with the school each time. Notes will not necessarily be accepted as providing valid reasons. The school will not normally authorise absences unless they are caused by unavoidable circumstances.

b. Holidays

All holiday leave in term time is to be discouraged, as it disrupts academic progress and places students at a disadvantage. The school has long holiday periods and parents are asked to use these published vacation times. Any holiday leave in term time is at the discretion of the Headmaster. Provided the request is made in advance in writing, leave for up to 10 days per school year may be granted, provided the student's attendance record is otherwise satisfactory.

Leave may be refused where a student has already missed a lot of work or at crucial times of the year (e.g. during exams). In general, the school would wish to discourage such requests, but recognises that exceptional circumstances may occur. Requests for absence in years 10 to 13 are particularly unhelpful. Requests for leave beyond 10 days a year can only be entertained in rare circumstances.

c. Lateness

Students must attend on time to be given a mark for that session, unless the lateness is avoidable. Parents are expected to ensure that children are present at registration. Late arrival during the registration period will be denoted with the code L. Late arrival after the registration period will be denoted with the code U. Awareness of patterns of lateness is vital in discouraging slippage and getting prompt attendance.

8. Registration Procedures and Registration Categories

- a. Registration occurs at 8.30am in their Tutor Group or House (dependent on the day) and at 1:00pm with their subject teacher. Subject teachers are also asked to register the students for every lesson.
- b. Registers are legal documents and must be kept strictly in accordance with the regulations. Marking registers properly is fundamental to a whole-school approach to promoting attendance.
- c. Standard notation: - key codes that are routinely used.

i. Absence and Attendance codes: basic codes

Present = denoted by a forward or reverse oblique / \

L = Late (before registers close; i.e. before 8.50 am or 1:15 pm)

U = Late (after registers close, i.e. after 8.50 am or 1.30 pm)

P = Approved sporting activity

V = Educational visit/trip (organised school trips and visits)

W = Work Experience (Students 15-16 undertaking supervised work placement)

S = Study Leave. Registers must be annotated throughout any Study leave periods.

#- school closed (e.g. a Bank holiday or a closure)

X- student not required to be in school (e.g. due to age or relevant to a group excused school)

ii. Absence = denoted by () and add symbol when known.

Authorised absence

C = Other circumstances (not covered by another appropriate code)

E = Excluded (no alternative provision made)

F = Extended family holiday (agreed)

H = Family Holiday (agreed)

I = Illness

J = Interview

M = Medical/Dental appointments

R = Religious observance

Unauthorised Absence

G = Family Holiday not agreed or days in excess

O = Unauthorised absence (not covered by other code or description)

N = No reason yet provided - **this is a temporary code and will be amended once information is received or replaced by O if a valid reason is not provided.**

** In event of any unauthorised absence alert HoH, who will speak to Deputy Head Pastoral. The key codes are / \ for present and (N) for absent, with no blanks left in a register. Explanatory codes should be added/provided as possible.*

Unauthorised Absence: denoted by "O". No satisfactory explanation received. Please note it is the school who decides if an absence is authorised. A note from parents is not in itself grounds for authorisation, it depends what it says.

Lateness: Late within the registration period - L.

Late after the registration period or without acceptable reason - U. Such Students must report to Reception.

9. Register Checklist for Tutors and Teachers

Please ensure you do the following:

- Tutors/HoH: Complete your register morning and afternoon, ensuring an entry for every student. If a student is absent without reason, then a temporary N code must be used.
- Subject teacher: Complete your register for every lesson.
- Morning Registration 'N' codes will be appropriately managed by the appointed person(s).
- Afternoon registration 'N' codes will be appropriately managed by the appointed person(s)*.
- Identify those with attendance problems to HoH (who will liaise with the Deputy Head Pastoral)
- Confirm attendance and check patterns with the House team every week.

10. Contact with parents

We expect parental contact with the school on the first day of unforeseen absence. We expect prior notification of any appointments.

If a child is away and parents do not contact us, then reception must contact them on the first day to ensure all is in order.

11. Promoting Attendance

- a. PPSG is committed to working with parents as the best way to ensure as high a level of attendance as possible. Students are registered at the start of morning school and the start of afternoon school. The Form Tutors inform the HoH of any significant trends in attendance, giving attention to improvement as well as problems. Weekly discussion of attendance is a standing item for House team meetings. The Deputy Head Pastoral monitors attendance and liaises with the HoHs/reception.
- b. Praise and more tangible rewards can be used to reward 100% attendance and improved attendance. This will be a matter for judgement in a House. HoHs liaise with the Deputy Head about any problems of attendance, with parents contacted about the issue and Students counselled about their attendance.
- c. Figures on attendance (for the individual student) and comments from tutors on attendance can form part of the reporting procedure to parents.
- d. Parents' Evenings provide an opportunity to meet with Form Tutors and HoHs, allowing problems of attendance to be discussed. On a routine basis, parents are encouraged to speak to Form Tutors and HoHs, who are readily available.
- e. If a child is absent and no message is received by the student's Form Tutor, telephone contact or email must be made with the parent on that day. If a child is absent (and a message is received) a routine telephone contact from the Form Tutor/reception may occur, if the child has not returned, to check on progress.
- f. In the event of absence beyond a few days, parents should contact the Form Tutor who will arrange for work to be set for the child to complete at home.
- g. Teachers are required to check the level of attendance at every class they teach, ensuring they contact reception if a student is not in a lesson but is marked present that morning or afternoon. iSAMs allows a record of attendance at all classes to be maintained.

This system is designed to guard against "internal truancy"; this is students who attend school but seek to avoid certain classes.

- h. Punctuality throughout the day will be monitored and continuity of teaching provided to foster good student attendance.
- i. Registration data is saved on ISAMs. An electronic copy of weekly registers is reviewed by the Deputy Head Pastoral.

12. Responding to Concerns

Registration Tutors and HoHs will form a good overview of the wellbeing of students that they see every day and in their house.

- If a pattern of absence is noted and thresholds are crossed (10 school days or more), then the HoH should liaise with the DH Pastoral and then discuss concerns with the Headteacher.

13. Absence Policy- Missing Classes

a. General Principles

The benefits of student attendance are maximised through a sound teaching programme and careful control of disruption to classes. This section explains the process for protecting teaching time whilst allowing a rich variety of activities to occur.

Lessons are vital. Absences from lessons should be, therefore, rare and approved only after thorough consideration. Absences are not agreed lightly by the Head, one of whose chief responsibilities is for the overall academic progress and success of the school and its members.

Requests for absences, therefore, need to be justified and, if turned down by the Head, the balance of factors in deciding needs to be appreciated.

b. Departmental Outings, Field Trips and Visits

Careful consideration must be given to the impact of absences, the costs and benefits of any outing. Events must be planned well in advance and agreed through the Deputy Heads (Academic & Pastoral).

The following considerations should guide planning:

Teaching of public exam classes takes precedence over everything except Whole School Mass and traditional events. Thus, fieldwork and industrial site visits must be placed with care for other subjects and the child's wider educational programme. Holidays periods are better for overseas trips and exchanges.

c. Internal Disruption

The traditional and necessary functioning of the school routine will cause some disruption, for example, the need to promote the School through Open Days, Parental visits, the Faculty Weeks and participation in important events. Nonetheless, in planning the Head, Deputy Head Academic and Deputy Head Pastoral will act to reduce such disruption to a necessary minimum.

Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families.

All partners should work together to:

Expect

Aspire to high standards of attendance from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school. The target for all students is 95% or above (aspirational target is 97% or above).

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and house level) as soon as possible so all parties can work together to resolve them before they become entrenched. Health & Welfare Coordinator working with HoHs (working with tutors/DH O&P/AH W/Ho6F).

Listen and understand

When a pattern is spotted, discuss with students and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them. Tutors/HoH/DH O&P/AH W/Ho6F.

Facilitate support

Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. HoH/DH O&P/AH W/Ho6F.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract at school. DH O&P or Ho6F and HT

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through disciplinary action. DH O&P or Ho6F and HT

The Logistics:

Expect

The target for all students is 95% or above (aspirational target is 97% or above).

- Whole school education; assemblies/parent talks/parent evenings - AH(W)
- Expectations revisited during tutor times/assemblies - Tutors/HoHs.
- Celebrate success - ½ termly. Promote good behaviour.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and house level) as soon as possible so all parties can work together to resolve them before they become entrenched. Health & Welfare Coordinator working with HoHs (working with tutors/DHO&P/AH W/Ho6F).

Punctuality:

- H&W Coordinator tracks punctuality every morning and information is shared and tracked on a central spreadsheet for HoHs.
- HoHs review daily. HoHs communicate home as and when appropriate.
- HoHs run weekly after school DTs for repeat offenders. If this does not improve punctuality, offenders attend HT's DT on Friday afternoon.

Attendance:

- Tutors & class teachers register students every lesson.
- Parents are expected to write in to the school by 8:30am to inform us of absence.
- H&W Coordinator produces weekly reports for HoHs (by Thursday afternoon).
- HoHs share with tutors.
- Tutors ask students to insert % attendance in their homework diaries on a weekly basis.
- **Tutors have 1 to 1 conversation with students if their attendance has dropped to X% attendance.**

Listen and understand

When a pattern is spotted, discuss with students and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them. Tutors/HoH.

- Tutors highlight concerns to HoH if students % attendance drops to X%.
- HoHs engages with parents - invites parents for a meeting with tutor and HoH.

Facilitate support

Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. HoH/DH O&P/Ho6F.

- HoH highlights concerns to DH O&P if student's attendance falls below X%.
- DH O&P/Ho6F invites parents to a meeting with HoH to discuss concerns and find solutions.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an **attendance contract** at school. DH O&P or Ho6F and HT

- DH O&P highlights concerns to HT if student's attendance falls below X%.
- HT invites parents to a meeting with DH O&P/Ho6F to discuss concerns and find solutions.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through disciplinary action. DH O&P or Ho6F and HT

- HT invites parents & student to a meeting with DH O&P/Ho6F if student's attendance does not improve despite being on an attendance contract.

In summary:

The target for all students is 95% or above (aspirational target is 97% or above).

