

TRUST ATTENDANCE POLICY

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Approved by Board of Directors			
Version	Date	Description	Revision author
1.0	September 2017	Created from the Systemised Approach Toolkit Theme: Attendance	SEM/DJH

Trust Schools should have in place supporting documented procedures and systems to ensure they are legally compliant with national guidelines.

Systemised Approach Toolkit Theme: Attendance

Core Principles

Beckfoot Trust schools develop a climate for learning where students make rapid progress, enjoy learning and believe anything is possible. Our schools embed a culture where pupils and students attend every day, are active in their learning, independent and resilient to challenge and change which is shared and supported by our parent body. The school creates the climate that allows learning to flourish, learners feel safe and they are rewarded for excellent attendance and positive behaviour.

Expected Practice

The headteacher ensures that:

- The school's attendance system is shared with and used by all stakeholders to ensure that aspirational targets are met.
- Leaders welcome pupils and students the school each morning.
- A Support and Challenge Team of non-teachers has the capacity, readily available to support and challenge absences in school following the agreed Trust [attendance strategy](#).
- The Support and Challenge Team are held to account for safeguarding, attendance, behaviour and rewards in their area of responsibility, including key groups: gender, ethnicity, SEND, Disadvantaged, Prior Attainment groups.
- The Support and Challenge Team are directed and line managed by the senior leader responsible for Climate for Learning in line with the school's Quality Assurance cycle and impact reporting system.
- Highly visible systems and strategies are used by pupils, students and staff to recognise, promote and celebrate high levels of attendance.
- Attendance is monitored consistently by the Support and Challenge Team following agreed procedures and is updated weekly.
- Attendance is part of the form tutor and assembly programme with form tutors being responsible for ensuring students record their weekly attendance in their planners. Tutors must play an active role in promoting good attendance with the students.
- Attendance is celebrated regularly, at least on a half termly basis and parents are informed.

Impact is measured by:

Metrics

- Absence (overall and persistent absence) and exclusions data collected and analysed on a half-termly basis, by phase and by group, e.g. gender, prior attainment, Disadvantaged, SEND, ethnicity and overall.
- A gap analysis of absence rates against Trust targets and national benchmarks overall and by key groups.
- Attitude to Learning data are collected and analysed regularly, by phase, key stage and by group, e.g. gender, prior attainment, Disadvantaged, SEND, ethnicity and overall.
- Student surveys and other ways of collecting pupil/student voice, e.g. engagement in pupil/student leadership.

Reporting and Review

- Regular reporting of behaviour range data at TEC and Trust Board meetings.
- Regular reporting of Attitude to Learning data at TEC and Trust Board meetings.