



## **Wellbeing, Attendance and Punctuality Policy January 2015**

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## **Introduction**

In September 2014, The Rhondda Cynon Taff County Borough Council issued "Guidelines for Supporting Attendance in Schools: A Toolkit for Schools". The document serves as a practical resource for schools, providing guidance to support and inform school policy. It has provided the framework for this Ferndale Community Wellbeing, Attendance and Punctuality Policy.

This policy replaces the current Wellbeing and Attendance policy of May 2012, and includes the recent national "Fixed Penalty Notice" initiative (FPN).

## **Policy Aims**

This policy to assure compliance with current legislation, and provide a structured approach to monitor and support pupil attendance in line with School, Local Authority and National requirements. The school is committed to developing a positive ethos of encouraging pupils to attend school regularly, and implemented a rolling three year Strategic Attendance Plan. The plan serves to communicate and evaluate specific attendance initiatives.

Regular attendance and punctuality are of vital importance for children to make consistent progress in school. This policy also aims to ensure that there is an efficient system, known to all stakeholders, for ensuring that pupils who should be attending the school have registered twice daily, or a reason for non-attendance is known to the school. Stakeholders and their roles are clearly identified to avoid misconception of such an important whole school issue.

## **Definitions**

For purpose of clarity and transparency the following definitions are supplied.

### **'Authorised absence'**

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent, guardian or carer. For example, if a child has been unwell, the parent writes a note or telephones the school to explain the absence.

*"Only the school can make an absence authorised. Parents and carers do not have this authority. Consequently, not all absences supported by parents and carers will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence".*

### **'Unauthorised absence'**

An absence is classified as unauthorised when a child is away from school without the permission of both the school and a Parent, Guardian or Carer. Therefore, the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

### **'An approved educational activity'**

On occasions, it is beneficial for pupils to engage within educational activities which provide enrichment opportunities not accessible within the school. All such activities will be risk assessed and permission sought from parents/carers prior to the event taking place. Pupils will be recorded with an appropriate code. Activities may include:-

- One taking place away from the school premises
- Approved by a person authorised by the Governing Body or Headteacher
- Supervised by a person authorised by the Governing Body or Headteacher
- Of an educational nature, including work experience, field trips, educational visits or where pupils are receiving part of their education at another location while remaining on roll, and in most cases under school supervision.

### **Recording Attendance**

Since September 2011 the school has employed the Lesson Monitor Attendance Module from Capita. The computer based systems facilitates improved management of pupil attendance allowing:-

- Electronic Registration of AM and Lesson sessions by teachers
- Specific attendance codes to be entered for pupils
- Messages to be attached to name of pupils
- The marking of registers by Learning Support Assistants (LSA) and cover teachers
- Real time monitoring of individual pupil attendance
- Communication of non –attendance ie Examinations/IE Room
- Reporting of missing pupils to central office
- Routine and "ad hoc" reporting of attendance data

All staff at Ferndale Community has received training through structured staff meetings and workshop sessions. Access to a resource of help videos covering the more common procedures and features of registration is facilitated through the school computer network Shared Drive.

In line with the recommendations of the AWS Toolkit the school has produced its own recording and tracking mark sheet. The AWS Tracking Marksheet allows HOY/SLT to retrieve a profile of intervention for each pupil. The mark sheet is maintained by the Attendance Officer (AO) in respect of attendance data, and is used by HOY to record decision and actions based upon their intimate knowledge of pupils. The process will provide documented evidence of the school actions to improve attendance. The AWS Toolkit Attendance Tracking Procedure is illustrated in Appendix 1.

## Responsibilities of the School

The school will closely monitor pupil attendance and punctuality through use of key personnel and systems supported by SIMS. Individual attendance targets are set by the Achievement Leaders (HOY) in conjunction with pupils and recorded on SIMS AWS Tracking sheet.

*"The school is accountable for accurately recording attendance and implementing appropriate procedures to achieve expected levels of attendance"*

Item	Frequency	Recording	Response
Punctuality "L"	Each morning the school Wellbeing staff monitor the door to challenge and record late pupils.  Late reports are run each week to establish more than 3 in one week. Detention given.(HOY)	Reasons are recorded as comments within SIMS.  Detentions recorded in SIMS.	Pupils challenged. HOY issue Punctuality letters to parents.  Lunchtime Restorative approaches provide a pupil alternative.
Punctuality "U"	Weekly review of "U" from SIMS report.	SIMS Lesson Monitor	Punctuality letters to parents. NB. FPN as of January 2015 for more than 10 in one term.
Attendance	Daily  Daily  Weekly	Registration Teacher via registers  First day absence telephone call.  Colour coded registration sheets issued to teachers for display, and discussion	Concerns passed to Wellbeing Staff.  Responses recorded in SIMS. Triggers followed.  Registration teacher front line discussion Issues passed to HOY/Wellbeing staff

	Weekly	Individual rolling attendance reviewed by Wellbeing staff and HOY (AWS Tracking Sheet)	Decision regarding Letters 1 or 2- AWS referral. Congratulatory letters issued. Pupils rewarded. Target pupils for YEP programme.
	Weekly	Registration Group analysis produced, ie Attendance %, Authorised/Unauthorised Absence % graphed.	HOY to analyse and use in conjunction with colour coded registration sheets to drill to problem areas.
	Termly	Report to identify necessary FPN.	Involve AWS for FPN issue

## Expectations and Procedures

Every person in our school and community has an important role to play regarding attendance and punctuality. Maintaining excellent attendance and punctuality is vital to enable improvement.

As each stakeholder can have a positive impact, it is important to outline these groups or individuals, and identify the specific role and responsibilities they hold. Identified stakeholders consist of:-

- Pupils
- Parents/Guardians
- Community Members
- Registration Subject Teachers
- Attendance & Wellbeing Officer(s)
- Achievement Leaders (Formerly HOY)
- Youth Re-engagement Officer
- Senior Leadership Team (SLT)
- Headteacher
- Governors
- Attendance Wellbeing Service (AWS)
- Local Authority (LA)
- Welsh Assembly Government (WA)

## Pupils

***All pupil's of compulsory age must be punctual and registered twice a day; at the start of the morning session and once during the afternoon session (The Education (Pupil Registration) (Wales) Regulations 2010).***

- Attend every AM and PM session and lesson promptly in relation to the timings of the school day.
- Sign name, with time and reason in the "Late Book" if not on time.
- Supply a valid to reason to the teacher on entry to the learning environment if late.
- Inform the school of any planned absence prior to being absent. This should be complimented with valid written evidence.
- Inform the school of reasons for absence in the form of an explanatory note from parents or guardians within one day of absence.
- Work in partnership with other attendance stakeholders if required to combat attendance or punctuality issues.
- Attend celebratory events in relation to excellent and punctuality attendance.

## Parents / Guardians

**If a pupil of compulsory school age who is registered at school fails to attend regularly at the school then the parent is guilty of an offence (Section 444(1), Education Act 1996).**

- Support pupils to attend school emphasising the importance of attendance and punctuality to allow progress and development.
- Supply a note of explanation of absence to the school on the first day of return.
- Supply a reason for non-attendance on the first day of absence by telephone.
- Make a written request for holiday absence to the Headteacher before non attending (This will not be an automatic right – See FPN Holiday in Term Time section).
- Respond to any verbal or other communication regarding pupil attendance.
- Work in partnership with the school and other attendance stakeholders if required to combat attendance/punctuality issues.

## Community Members

- Communicate with school regarding any issues or suggestions for improvement.
- Promote the importance of excellent school attendance and punctuality, at appropriate opportunities.
- Work in conjunction with Community School to positively endorse improvement initiatives.
- Become involved with Community Focused Initiatives.



## **Registration Teachers/ Subject Teachers**

***It is the legal duty of the school to keep an accurate attendance register of all pupils (Section 434(1), Education Act 1996).***

- Promote the importance of excellent attendance and punctuality to all pupils.
- Support attendance improvement initiatives.
- Mark Sims Registers using Lesson Monitor within 10 minutes of lesson beginning.
- Mark AM/PM Registration within suitable time as to allow for assemblies (close after 30 minutes).
- Realise the importance of the Lesson 5 Registration. (This counts as the PM session).
- Enter appropriate codes for Attendance/Non-attendance/Time and Minutes Late into Sims.
- Enter appropriate symbols in respect of Pupil Notes/possible Telephone Conversations.
- Collect and pass on absence notes to the Wellbeing staff.
- Display in registration room the "Weekly Colour Coded Registration Lists" and discuss individual attendance with each pupil.
- Liaise with Achievement Leader regarding attendance/punctuality issues, supporting intervention strategies.
- Message/Telephone Main Office regarding any missing pupils, lesson – lesson (Mrs N Causero/ Mrs Black) as soon as is practically possible.
- Insert appropriate SIMS based pupil comments deemed beneficial to other teachers.
- Following gaining permission for any "Educational Visit"; Provide a pupil list with trip details (departure, return times and dates) for Attendance Officers two days before intended trip. A copy of list should be place on staffroom notice board, and a verbal announcement made in briefing.
- Contact Achievement Leader (in first instance) of any attendance/Wellbeing issues not apparent to any other attendance stakeholder.

NB – Supply/LSA should adopt the responsibilities above.

## **Attendance & Wellbeing Officers**

- Maintain the First Day Absence Report (Phone Home -Daily) prior to 10:30am
- Monitor missing registers (Daily), message teachers who have not taken registers.
- Screenshot missing register image/email to IAE.
- Maintain the Continuous Absence Report (Daily) Unexplained absence report
- Maintain the Official Register Report (On-Roll – Term)
- Maintain the SIMS based "AWS Tracking Marksheet" (weekly attendance population)
- Produce AWS Letters in response to Achievement Leader request.

- Produce a copy of comments report (Selected or Grouped) as and when requested by any attendance stakeholder.
- Be responsive to pupil report requests from attendance stakeholders, producing routine or ad hoc reports to enable attendance monitoring or improvement.
- Produce a pupil "Fire List" in response to Fire Drills or real life emergencies.
- Update/Maintain pupil data in respect to contact details/admissions/leavers.
- Enter appropriate codes in relation to list received from pupils on educational trips or other suitable reasons. (V,8,W,J)
- Complete required referral forms (attendance & Wellbeing) for AWS/YRO services in liaison with Achievement Leaders
- Check return percentages prior to RCT Attendance Collection date.
- Admission of New Pupils
- Manage the EVC consent forms, and input into Sims.
- Liaise with Achievement Leaders/AWS/SLT regarding pupil concerns.
- Liaise with Head of 6th Form regarding EMA requirements.
- Maintain the requirement of the "Required Documentation Procedures December 2013 2014.doc" document hosted on the shared drive.
- Manage AM punctuality meet and greet; update SIMS
- Manage pupil issues of sickness and wellbeing.
- Issue Change of Code letters to parents not supplying reasons for absence within the required two week window.
- Conform to requirements for vulnerable pupils ie CP/LAC/Red Vulnerability Profile (VP).

*"In order to ensure the AWS provides an informed response to the absence of vulnerable pupils, schools are requested to inform their Attendance and Wellbeing Officer on the first day of absence of a pupil known to be on the Child Protection Register"*

- CP reported to AWS first day of absence
- Open Cases (Currently supported by AWS) first day of absence
- Vulnerability Red within three days of absence

### **Achievement Leaders**

- Monitor year group attendance.
- Deal with attendance marks to maintain weekly attendance– Employ Edit Marks facility within Lesson Monitor
- Utilise weekly reports/Sims to address authorised and un-authorised attendance.
- Distribute "Weekly Colour Coded Registration Lists" to registration teachers.
- Be proactive in responding to poor punctuality/attendance at group and individual level.

- Employ Attendance Reports for Monitoring Attendance employing:-
  - Running attendance Authorised/Un-authorised for each registration group – (AWS)
  - Running percentage Authorised/ Un-Authorised for each Year group (Boys & Girls)
  - Ad Hoc Reports – individual needs basis (screen based)
  - Inspect Late List to investigate patterns or trends L and U
  - AM Present but PM missing
  - Deal with Exclusion Returns (SLT Support)
  - Monitor SIMS Year Attendance Marksheets
- Monitor all form of approved leave
- Employ the AWS Tracking Attendance Marksheet and On –Going Analysis spreadsheet to identify attendance issues.
- Initiate Letters in relation to AWS Toolkit.
- Promote and support Intervention Strategies/Promote Importance of Excellent Attendance
- Attend meeting with Parents/Guardians to address attendance issues (Letter 2 Attendance and Punctuality)
- Liaise with Attendance Officer/AWS/SLT/Stakeholders in matters of attendance and wellbeing.
- Attend HOY meetings and contribute issues relating to attendance/punctuality.
- Liaise with Attendance & Wellbeing staff to maintain AWS Tracking Marksheet, recording decisions and outcomes relating to Attendance/Punctuality/AWS Referral/YEP Referral/ Congratulatory letters.
- Administer celebratory events.

### **Youth Re-engagement Officer**

The aim of this service is to complement school priorities by aligning the delivery of the service for improved learner engagement, behaviour and school attendance, reducing exclusion rates and provide additional post 16 transition support. Specific duties include:-

- Liaise with Achievement Leaders to identify pupil referral/ support
- Support whole school attendance and punctuality initiatives
- Providing specific support for individuals and groups, in terms of vulnerable groups.
- Provide support for in-year transfer.
- Explore and support and accreditation opportunities via Agored Cymru.
- Communicate success of initiatives with school
- Ensure pupils at risk of disengaging are supported to overcome their barriers that are resulting in rising school absence levels.
- Promote a community ethos for synergist outcomes

## **Senior Leadership Team**

- Respond to Target set by LA
- Set internal targets and monitor progress.
- Monitor whole school percentage Authorise/Unauthorised weekly reports
- Monitor Year group percentage Authorise/Unauthorised weekly reports
- Monitor running percentage Authorised/Unauthorised weekly reports
- Monitor running attendance Line Chart of Percentage Attendance (weekly update)
- Monitor and address issue of punctuality L and U
- Interview Parents/Guardians in response to Attendance Letter 2 assisting the Achievement Leaders.
- Liaise with and provide support for Attendance and Wellbeing Staff/ Achievement Leaders.
- Respond to external and internal influences.
- Liaise with Cluster groups
- Liaise with Challenge Advisor
- Report to Governors
- Lead Attendance and Wellbeing Team
- Create specific reports in line with requirements
- Provide training for Attendance and Wellbeing Team regarding procedures
- Update School Improvement Plan in relation to Attendance & Wellbeing (SIP)
- Review Strategic Attendance Plan

## **Headteacher**

- Review attendance targets as part of the school development plan and target-setting process.
- Monitor progress attendance in line with targets.
- Ensure that strategies are in place to promote and implement the policy throughout the school. (SIP)
- Determine (in collaboration with the Assistant Head and Achievement Leaders whether to authorise any proposed absences requested on the school's official form, or absences which have taken place for which no request was made.
- Inform parents/guardians as appropriate that if a pupil of compulsory school age fails to attend regularly an offence is committed.
- Engage with appropriate staff strategies to improve attendance.
- Liaise with the LA/AWS/ Achievement Leaders /SLT over persistent absentees
- Liaise with the LA and police when they wish to exercise their powers to enforce truants to return to school.
- Liaise with SLT member with responsibility for Attendance and Wellbeing
- Respond to Holiday in Term Time Requests in line with LA Guidance.
- Respond to requirements of FPN (January 2015)

## **Governors / Link Governor**

- Possess an awareness of the current attendance procedures with the school. Trends/Targets.
- Review and approve attendance policy and proposed changes.
- Receive updates and reports from the Headteacher/Link Governor/SLT.
- Possess an awareness of the School Improvement Plan in relation to Attendance and Wellbeing
- Respond to any uncertainties or developments.
- Support the policy and its promotion throughout the school and community.
- Provide feedback and comments regarding attendance and punctuality practices, procedures and documentation.

## **Attendance Wellbeing Service (AWS)**

The AWS provides support to schools, pupils and parents to ensure regular attendance and address problems relating to absenteeism. The service liaises with other agencies and provides an important link between home and school. It helps parents and teachers to work in partnership to ensure that pupils benefit from regular attendance. The AWS Officer supports attendance and punctuality through:-

- Identify pupils in need of support employing Sims based data complimented by formal and informal information from other sources.
- Liaise with Attendance Officers/Achievement Leaders/SLT regarding specific and general pupil based issues.
- Support pupils with positive intervention strategies.
- Advise on best course of action in consultation with school stakeholders.
- Monitor and record activity with Individuals and Target Groups
- Maintain and communicate details of pupils receiving support to required stakeholders. (Maintain data on Attendance folder within Shared Drive)
- Support the school with internal strategies to combat poor attendance
- Provide a pathway to resolve on-going non attendance
- Support the school with issues of persistent non-attendance.
- Report on progress of "Open Cases"
- Report on prospective Year 5 & 6 issues and strategies.
- Monitor and advise on registration practices

## **Local Authority**

The responsibility of the Local Authority is devolved to the AWS. Where 'persistent absenteeism' continues despite input from the governors, supported by the AWS, reserve the right to consider taking legal action against any parents or guardians who repeatedly fail to accept their responsibility for sending their children to school on a regular basis. The LA has responsibility to:-

- Interpret/communicate current and proposed legislation regarding attendance
- Support the school with new initiatives regarding improving attendance & punctuality
- Provide school with notice of remote data extraction from Sims system.
- Monitor attendance data on a half termly basis.
- Produce half termly attendance reports, inclusive of performance comparators and attendance targets.
- Provide a legal safety net for school.

### **Welsh Assembly Government (WAG)**

- Formulate national policy regarding attendance in relation to external and internal influences and factors.
- Produce statistical data relating to comparative performance
- Fund and communicate research findings of best practice.

The specific expectations and procedures for all stakeholders have been communicated through target training sessions and documentation. Pupil and parent expectations are detailed in School Planners, and re-enforced through opportunistic and planned events (Congratulatory/Concern Letters/Family Assemblies). A digital copy is also available from the Shared Drive. The responsibilities indicated are detailed but by no means exhaustive, as emerging initiatives or developments may impact upon expectations and procedures.

## **Requests for leave of absence**

### **Illness**

On occasional pupils may be unwell and not able to attend school. In such cases the school should be informed as soon as possible.

On the first day of illness parents/carers are expected to ring the school to clarify who will be absent and the reason for that absence. If no such notification is received, the registration teacher will notify the Wellbeing team who will include the pupil within the First Day Absence call procedure.

On return to school it is expected that the pupil should supply a note explaining the absence with a parental signature and date. Notes should be supplied to registration teachers, who pass to Wellbeing staff to update comment field in SIMS.

Medical appointments, if at all possible should be made for afternoon sessions to reduce the impact of missing lessons. A note, or medical appointment card should be shown to the registration teacher and the Wellbeing staff prior to attending

### **Religious Observance**

There is no legislation or regulation or DCSF guidance on this matter. The headteacher will review each application reasonably, in consultation with attendance stakeholders. The school will expect advance notice of any such religious festivals, which are likely to be scheduled well in advance.

### **Adverse Weather**

The severe winter of 2009-10 caused all kinds of problems for schools across the country and led to the government issuing new guidelines which came into force from September 2010. Currently, schools will not be penalised if they are forced to close, on condition that every effort to stay open has been made. The attendance statistics should not suffer.

A system of line management communication has been established. This empowers staff with the responsibility to inform their colleagues of any school closure. The use of the school website and Twitter will enable pupils, parents and guardians to be informed of any such closures. Strenuous efforts will be made to ensure such decisions are communicated in a timely fashion.

### **Distance from School**

A pupil will not have failed to attend regularly if the parent can prove that the school is not within walking distance (defined as two miles for children under 8 and three miles for children over 8, in each case measured by the nearest available route). This will also be the case where the LA has not made suitable arrangements for transport or arrangements for enrolling in another school nearer to the home. In such occurrences the headteacher will consult with the LA, and the chair of governors as appropriate.

## **Family holidays during term time**

Parents do not have the automatic right to withdraw pupils from school during term time for a family holiday, but must make a formal request to their child's school for a leave of absence.

*"Parents should not expect, or be led to expect, that schools will agree to family holidays during term time. To comply with The Education (Penalty Notices) (Wales) Regulations 2013, the school will operate in accordance with the local authority's Code of Conduct for fixed penalty notices for regular non-attendance at school. It remains the discretion of the head teacher to authorise absences in line with The Education (Pupil Registration) (Wales) Regulations 2010 attendance codes and supplementary guidance provided by the local authority. "*

In line with the local authority decision to adopt a zero tolerance approach to the authorisation of holidays in term time; the school will not authorise any Holiday in Term Time which does not fall within the exception category of:

- Families of serving armed forces personnel;
- Parent or child experiencing a life limiting illness;
- Families that have suffered an acute trauma.
- 

Our school operates a "Cluster" based approach to Holidays in Term Time in line with our primary partners.

## **Repeated unauthorised absences (i.e. Persistent Absenteeism)**

Unauthorised/authorised absence is tracked through our processes and systems and reviewed weekly. Parental contact will be made via telephone to establish reasons for unexplained absence. If after a two week period no reason is supplied a "Change of Code" letter will be sent to inform parents that the "N" code will be replaced with a "O".

Parents will be issued with the AWS Letter 1, and Letter 2 if no improvement is seen an AWS referral will be issued by Wellbeing staff which will engage a process of escalated response;-

- |          |  |
|----------|--|
| Letter 1 | Pupil falling below 87% attendance will have a letter sent to parents informing them of attendance levels and importance of excellent attendance.  |
| Letter 2 | If no improvement, a second letter will be issued informing parents of attendance levels along with an invitation to discuss the situation at the school. Improvement targets will be agreed and recorded. These will be monitored by Wellbeing Staff & HOY. |



**YEP Referral** Pupils falling below 90% will be referred to the Youth Engagement Team to employ restorative approaches for improvement. HOY to monitor and evaluate.

**AWS Referral** For persistent poor attendance; lack of improvement; Wellbeing concerns; Non-Contact or poor parental engagement a referral will be made to this service. This will result in home visits and possible prosecutions.

The school is committed to working together with parents/carers and pupils to improve and celebrate excellent attendance "in house". Patterns of absence or persistent absence will be identified through the AWS Tracking Sheet and may initiate an AWS referral.

*"The AWS provides support to schools, pupils and parents to ensure regular attendance and address problems relating to absenteeism. The service liaises with other agencies and provides an important link between home and school. It helps parents and teachers to work in partnership to ensure that pupils benefit from regular attendance."*

### **Strategies for Improving Attendance**

Regular attendance assemblies celebrate the positive attendance of Registration and Year groups. 100% attenders are sent Congratulatory letters. From January 2015 financial incentives will be linked into the Dragon Savers scheme as a reward.

The school House system is employed to assign "Commitment" points for excellent attendance (10 points for each 100% attender). These are communicated and celebrated within HOY Reward Assemblies.

Year groups receive an "Attendance Cup" for overall attendance or most improved, with registration groups rewarded with lunchtime treats once each half term (in response to Pupil Voice). The Lion Challenge issues 20% discount vouchers, which the school issues for excellent attendance each term.

Attendance celebrations are held each half term during Main Hall and Year group assemblies and at end of year "Family Assemblies"

### **Target Interventions**

AWS referrals (below 87% attendance) are communicated to Wellbeing staff and monitored through the tracking sheet. Open Cases are addressed by V Western (AWS) in conjunction with external agencies and our Wellbeing staff. Details are held on our system for HOY reference.

Registration teachers utilise the colour coded registration sheet to challenge and discuss attendance on an individual basis (front line). HOY utilise the "On going

analysis" file to identify patterns and registration group trends, drilling down to pupil level data.

YEPs involvement with between 90%- 87% attendance from January 2015 utilising restorative approaches for pupils identified through VP and SIMS report. Tracked and monitored for improvement.

Weekly SIMS punctuality report with follow up detention and restorative option for three late marks in one week run by HOY.

Cluster approach to FPN with development of Wellbeing staff to integrate with Year 6 cohort from spring term 2015 are being implemented.

### **Taking a pupil Off the Register**

The headteacher will authorise the taking of a pupil's name off the register in accordance with the current Regulations (see QGP Documents RA1 (Pupil Registration: Points of Law and RA3 Pupil Attendance and Absence). The AWS will play a key role by informing the school of timely parental/guardian intentions and arrangement to enable the school to maintain accurate records and ensuring pupil traceability.

The school will make every effort to conform to the guidelines recommended within the 2014 AWS Toolkit.

### **Rewards and Celebration**

Excellent attendance is currently recognised through parents/guardians receiving a congratulatory letter. The letter raises the profile of attendance and acknowledges the support provided by parents. Eligible pupil's lists are generated by the Attendance Officer and passed to the HOY for approval prior to being merged and posted. As with all correspondence, each instance is saved on the Sims system alongside each pupil profile. Pupils are rewarded through the current Merit System for attendance via the HOY. Further rewards and celebrations are outline within the three years Strategic Attendance Plan.

### **Attendance Strategies to Date**

Numerous strategies have been employed to combat poor attendance and raise our percentage attendance levels to enable the school targets to be achieved. The major initiative has been the employment of the Sims system, as a tool to support and empower the HOY/SLT to monitor and manage attendance issues. Training of staff to adopt and make effective use of the system has been well received. Other recent strategies include:-

- Roles and responsibilities have been discussed clarified and agreed with the Headteacher in relation to attendance and wellbeing. A central repository for guidance documentation is maintained and accessible to all staff. This includes analysis and reports along with WG and LA documentation.

- The use of shared reports and tracking has been developed to focus on what is important. Requested reports are created in response to need, communicated to staff and utilised for improvement. I.e Punctuality/YEPs.
- The handing over of rewards ceremony to HOY has facilitated freedom to tailor rewards to the needs of the pupils by the staff closest to them.
- From September 2014 each HOY has a specified Wellbeing (WEB) hour scheduled on the timetable in conjunction with the Wellbeing Staff. Each HOY has been assigned 3 specified hours of Pastoral duties (PAS) to allow time to attend to wellbeing and attendance and punctuality issues.
- Community co-operation has been fostered with the local shop. The owners are sympathetic to promoting school punctuality and attendance. They have agreed not to serve goods to pupils after 8:30am or 13:50pm.
- The use of "Greeters" each morning to engage with pupils on their entry to school grounds has proved positive. The majority of pupils appear to appreciate the presence of a staff member. This has been supported by the YEPS team and school staff.
- Wellbeing staff challenge late arrivals, who can only gain access the school via the main entrance, as top gates are locked at 8:35am each morning. Pupils sign and supply reasons for late attendance. The HOY will support the wellbeing staff when not in assemblies or meetings.
- In September 2014 a second Wellbeing and Attendance staff member was appointed. This facilitates scope to plan intervention work and further develop collaborative cluster approaches.
- The support of the YEPS team to aid target attendance specific issues has been positive.
- The integration of the Vulnerability Profiling data within the AWS Tracking Sheet has facilitated pupil profiling for Wellbeing Staff and HOD to make effective decisions. This is update three times a year.
- Involvement and co-operation with AWS Team for specific Register Compliance Checks have proved positive and keep all parties communicating.

Other detailed developments are documented within the Strategic Attendance Plan.

## **Fixed Penalty Notice**

From September 2014 the Local Authority (LA) has adopted the policy of issuing Fixed Penalty Notices (FPN) for poor attendance or punctuality. An FPN is a fine of £60 which may be issued to a parent/carer as a result of their child's unauthorised absence from school. The Welsh Government has introduced them as an added means of addressing unauthorised absence from school particularly in circumstances where there is a reasonable expectation that its use will secure an improvement in the future.

*"Parents/carers have a legal responsibility to ensure that once registered at a school their child attends regularly. An offence occurs when a parent/carer fails in that duty and cannot offer any justifiable reason for absences."*

## **Compliance with RCT Documentation**

In order to comply with the conditions of the "Fixed Penalty Notice for Non-Attendance at School, Code of Conduct September 2014" the following text is included in this policy.

## **Who can issue a Fixed Penalty Notice?**

*The legislation allows headteachers and the police (including their nominated deputies) as well as designated local authority officers (AWS) the powers to issue FPNs. However, in order to ensure consistent practice and avoid the potential for issuing duplicate FPNs it is recommended that the management and processing arrangements in RCT will be the sole responsibility of the AWS.*

*The service will work in consultation and partnership with schools, PRUs, and local police officers to ensure that:*

- *FPNs are used consistently;*
- *FPNs are not issued when proceedings under section 444 (1) or (1A) are being contemplated or have commenced;*
- *Relationships between schools and families are not compromised;*
- *There is no conflict with any other intervention already in place.*

## **Current RCT Practice in Response to Pupil Absence**

*RCT's AWS has developed an Attendance Toolkit, used by schools and PRUs to ensure that statutory obligations for registration processes and practices are managed effectively, with good attendance highlighted as a priority and closely linked to improved outcomes.*

*The Toolkit outlines the actions schools should take in following up absence and it is important that school staff intervene as early as possible when there are signs that a pupil may be disengaging from learning. Following school's initial interventions it may be appropriate to refer into AWS to instigate further investigation into cases of irregular attendance and only following a period of assessment and intervention to help resolve*

*a concern will legal proceedings be considered and then only where parental cooperation is either absent or deemed insufficient to support the child's education.*

*It is not intended that the new legislation for FPNs be used as a response to entrenched non attendance or change the traditional AWS casework with families. FPNs are intended more as a means of swift intervention and they are thought to be most effective when issued for specific circumstances, over periods such as Key Stage 4 lead up to examinations or even with certain age groups of pupils. The FPN process will not be reactionary to immediate circumstances e.g. truancy operations and warning letters which are a required part of the process will in many cases be enough to raise parental awareness of the concerns and lead to an improvement.*

*This Code of Conduct defines how RCT will introduce and operate the FPN process outlining the circumstances and threshold criteria expected to be applied consistently and equitably across the County Borough and all persons authorised to request an FPN be issued i.e. head teachers and police and their nominated deputies must comply with the detail set out in this Code of Conduct.*

### **Circumstances for Issuing a Fixed Penalty Notice**

*It will be the responsibility of schools/PRUs and/or police to **request** that the AWS issue an FPN and those requests will only be considered where there is proven evidence of unauthorised absence due to the following circumstances:*

- Where there is a minimum of 10 unauthorised sessions (5 school days) in the current term (these do not need to be consecutive);*
- Pupils are persistently arriving after the close of the registration period i.e. more than 10 sessions in the current term; (Recommended that registers be kept open for thirty minutes);*
- Where parent/carers have failed to engage with the school and/or the AWS in attempts to improve attendance but where court sanctions have not been instigated;*
- A period of absence from school due to a holiday that was not authorised by school;*
- A pupil has regularly come to the attention of the police during school hours and is absent from school without an acceptable reason.*

*Once the circumstances are proven the AWS will then assess whether an FPN should be issued taking the following into account:*

- The level of absence;*
- Any Equalities considerations relating to the child or family (as listed in the Council's Equality Policy);*
- Any statement of Special Educational Needs;*
- History of the attendance issues and action taken;*
- Welsh Government (WG) Guidance;*
- The likely effectiveness of an FPN as a tool for obtaining compliance;*
- The level of parent engagement/cooperation.*
- Any adverse effect a fine will have on the welfare of the family.*

## **Procedure for Issuing a Fixed Penalty Notice**

*The AWS will respond to all requests to issue an FPN within ten school days and where satisfied that all relevant criteria are met will:-*

- *Send a formal written warning to the parent/carer notifying them that they may receive a fixed penalty notice and why;*
- *Set a period of 15 days during which the pupil must not have any unauthorised absences from school;*
- *If at the end of the 15 days there has been no improvement a penalty notice will be issued via first class post;*
- *If there is an improvement and there are no unauthorised absences then the FPN will not be issued.*

**Please note** *that where a school requests that an FPN be issued as a response to a period of unauthorised holiday absence the formal warning letter and 15 day improvement period will not apply.*

## **Legal practicalities**

*An FPN is £60 if paid within 28 days of receipt of the notice, rising to £120 if paid after 28 days (but within 42 days of receipt). If the FPN is not paid in full by the end of the 42 days the local authority must either: -*

- *Prosecute parents/carers in the usual way using section 444(1) and (1A) of the Education Act 1996) or*
- *Withdraw the FPN (in limited circumstances as set out in this Code of Conduct).*

*Only one FPN will be issued to a parent in any one academic year but where there may be more than one poorly attending pupil in a family, FPNs may be issued on more than one child in that family. It will be at the discretion of the AWS whether to issue an FPN on one or both parents/carers.*

*Whilst there are no restrictions on the number of times a parent may receive a formal warning of an FPN it would not be acceptable to issue “warnings” repeatedly without making further investigations of the wider circumstances.*

## **Payment of a Fixed Penalty Notice**

*Arrangements for payment will be detailed on the FPN.*

*Once paid the parent/carer’s liability for the period in question is discharged and they cannot then be subsequently prosecuted under other enforcement powers (section 444 (1)) for the same period covered by the FPN.*

*Subject to compliance with Section 21 of the Regulations, RCT will retain the value of revenue from FPNs needed to cover the enforcement costs associated with the issue, collection or in the event of non payment cases progressing to prosecution.*

## **Non-payment of a Fixed Penalty Notice**

*Non-payment of an FPN will trigger prosecution procedures brought under section 444(1) of the Education Act 1996.*

## **Withdrawal of a Fixed Penalty Notice**

*Once issued, an FPN will only be withdrawn where it is proven that:*

- The notice has been issued to the wrong person/to the incorrect address;*
- The notice did not conform to this Code of Conduct;*
- Circumstances and evidence demonstrate that the FPN should not have been issued e.g. provision of medical evidence (parents/carers have the 15 day period to submit this evidence).*

*Notification of the withdrawal will be given to the parent/carer and any amount paid will be repaid to the person who paid it. No proceedings will continue or be instituted against the parent/carer for the offence in connection with which the withdrawn FPN was issued or for an offence under section 444(1 and 1A) of the Education Act 1996 arising out of the same circumstances.*

*There is no statutory right of appeal against the issuing of an FPN. Should a parent/carer wish to contest an FPN then they may submit complaints to the AWS and/or face proceedings in the Magistrates Court under section 444(1) of the Education Act 1996.*

## **Policy and publicity**

*In order to ensure parents and carers are fully aware of the FPN legislation, it is required that all schools/PRUs with the support of their governing body/board of management clearly include information on the FPN legislation in their Attendance Policy.*

## **Annual review and reporting**

*RCT's AWS will monitor the use of FPNs as part of the local monitoring quality assurance process with quantitative data being made available to Education and Lifelong Learning Scrutiny Committee, Senior Management and the Welsh Government on request.*

*This Code of Conduct will be reviewed on an annual basis and if necessary be amended depending on the impact of the previous year's operation.*

## **How to get further information**

*Further information on the operation of this Code of Conduct and FPNs is available from:*

*Prosecution Lead,  
Attendance and Wellbeing Service,  
Ty Trevithick,  
Abercynon,  
CF45 4UQ (01443 744282) [aws@rctcbc.gov.uk](mailto:aws@rctcbc.gov.uk)*

## Appendix 1

### AWS Tracking 2014 2015 - How to Complete

#### Congratulatory Attendance Letters

The AWS Tracking 2014 2015 marksheet can be accessed in SIMS by **Focus/Assessment/Template**; searching for template name **AWS Tracking 2014 2015**

**1** The weekly % Attendance will be updated each Friday by NC/JB

**2** HOY to populate the "Congratulatory Comment" (Blue) column each Half Term with **Date** of Congratulatory Letter sent ie October 2014

This column can be used to add **Date** of many Congratulatory Letters which are sent based upon excellent attendance. ie 98%

**4** NC/JB to create, and distribute Congratulatory Attendance Letters

Individual Pupil Reports

Students	% Attendance	Ring Group	% Attendance Target Attendance Tracking 2013-14	% Attendance 2013-14 Attendance Tracking 2013-14	% Attendance week 22 HFT Week End 21 - 2 - 2014	Below 80%? Week End 21 - 2 - 2014	% Attendance Week 23 Week End 7 - 3 - 2014	% Attendance Week 24 Week End 14 - 3 - 2014	% Attendance Week 25 Week End 21 - 3 - 2014	% Attendance Week 26 Week End 28 - 3 - 2014	% Attendance Week 27 Week End 4 - 4 - 2014	% Attendance Week 28 HFT Week End 11 - 4 - 2014	Below 80%? Week End 23 - 5 - 2014	Below 80%? Week End 25 - 10 - 2013	L1 Sent Week End 25 - 10 - 2013	L1 Comment Week End 25 - 10 - 2013	L2 Sent Week End 25 - 10 - 2013	L2 Comment Week End 25 - 10 - 2013	AWS Comments HFT - 1 Week End 25 - 10 - 2013	Congratulatory Comment Attendance Tracking 2013-14
	95.5	9RL			95.20	No	95.50													
	90.2	9RL			89.50	No	90.00													
	88.4	9RL			87.60	No	88.20													
	96.4	9RL			96.20	No	96.40													
	94.6	9RL			94.30	No	94.50													
	98.2	9RL			98.10	No	98.20													
	96	9RL			95.70	No	95.90													
	91.5	9RL			91.40	No	91.40													
	79.5	9RL			79.00	Yes	79.10													
	83	9RL			81.90	Yes	82.70													
	98.7	9RL			98.60	No	98.60													
	96.4	9RL			97.60	No	97.30													
	90.2	9RL			90.50	No	90.00													
	88.8	9RL			91.00	No	89.50													
	96	9RL			95.70	No	95.90													
	96.9	9RL			96.70	No	96.80													
	76.8	9RL			77.10	Yes	77.30													



## AWS Tracking 2014 2015 - How to Complete

### Letter 1 and Letter 1 Comment

The AWS Tracking 2013 2014 marksheet can be accessed in SIMS by Focus/Assessment/Template searching for template name **AWS Tracking 2013 2014**

1

The weekly % Attendance will be updated each Friday by NC/JB.

2

At periods specified by HOY, NC will populate the "L1 Sent" (yellow) column with **Yes** or **No**, based upon attendance below 87%.

3

HOY to review in light of decision not to send Letter 1. Amend to **No**, and enters the **Date and Reason** in "L1 Comment Column"

4

NC/JB to create, and distribute **L1 Letters** to pupils.  
NC/JB to link to pupil in SIMS

Individual Pupil Reports

Pupils	% Attendance	Reg Group	% Attendance Target Attendance Tracking 2013-14	% Attendance 2013 Attendance Tracking 2013-14	% Attendance week 22 HIT Week End 21 - 2 - 2014	Below 80%? Week End 21 - 2 - 2014	% Attendance Week 23 Week End 7 - 3 - 2014	% Attendance Week 24 Week End 14 - 3 - 2014	% Attendance Week 25 Week End 21 - 3 - 2014	% Attendance Week 26 Week End 28 - 3 - 2014	% Attendance Week 27 Week End 4 - 4 - 2014	% Attendance Week 28 HIT Week End 11 - 4 - 2014	Below 80%? Week End 23 - 5 - 2014	Below 80%? Week End 25 - 10 - 2013	L1 Sent Week End 25 - 10 - 2013	L1 Comment Week End 25 - 10 - 2013	L2 Sent Week End 25 - 10 - 2013	L2 Comment Week End 25 - 10 - 2013	AWS Comments HIT - 1 Week End 25 - 10 - 2013	Congratulatory Comment Attendance Tracking 2013-14
	95.5	9RL			95.20	No	95.50													
	90.2	9RL			89.50	No	90.00													
	88.4	9RL			87.60	No	88.20													
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	96.9	9RL			96.70	No	96.80													
	76.8	9RL			77.10	Yes	77.30													
	96.4	9RL			96.20	No	96.40													
	83.6	9RL			89.20	No	85.10													
	96.4	9RL			96.20	No	96.40													
	94.6	9RL			94.80	No	94.50													
	49.1	9RL			50.50	Yes	50.00													
	86.2	9RL			85.20	Yes	85.90													
	99.1	9RL			99.00	No	99.10													
	87.5	9JM			86.70	No	87.30													
	98.2	9JM			98.10	No	98.20													

## AWS Tracking 2014 2015 - How to Complete

### AWS Referral

The AWS Tracking 2014 2015 marksheet can be accessed in SIMS by Focus/Assessment/Template ;searching for template name **AWS Tracking 2014 2015**

**1** The weekly % Attendance will be updated each Friday by NC/JB.

**2** If No improvement following Letter 2, decision by HOY to make **AWS Referral**.  
  
NC/JB to **Enter Date** of Initial Referral in "AWS Comments (orange) column."  
  
NC/JB to complete Referral Forms and submit to AWS Service.

**3** As the AWS Service proceed, **Dates and Stages** to be entered by Victoria Western in in "AWS Comments (orange) column."

Students	% Attendance	Flag Group	%Attendance Target Attendance Tracking 2013-14	% Attendance 2013-14 Attendance Tracking 2013-14	% Attendance week 22 HIT Week End 21 - 2 - 2014	Below 85%? Week End 21 - 2 - 2014	% Attendance Week 23 Week End 7 - 3 - 2014	% Attendance Week 24 Week End 14 - 3 - 2014	% Attendance Week 25 Week End 21 - 3 - 2014	% Attendance Week 26 Week End 28 - 3 - 2014	% Attendance Week 27 Week End 4 - 4 - 2014	% Attendance Week 28 HIT Week End 11 - 4 - 2014	Below 85%? Week End 23 - 5 - 2014	Below 85%? Week End 25 - 10 - 2013	L1 Sent Week End 25 - 10 - 2013	L1 Comment Week End 25 - 10 - 2013	L2 Sent Week End 25 - 10 - 2013	L2 Comment Week End 25 - 10 - 2013	AWS Comments HIT - 1 Week End 25 - 10 - 2013	Complimentary Comment Attendance Tracking 2013-14
	95.5	9RL			95.20	No	95.50													
	90.2	9RL			89.50	No	90.00													
	88.4	9RL			87.60	No	88.20													
	96.4	9RL			96.20	No	96.40													
	94.6	9RL			94.30	No	94.50													
	99.2	9RL			98.10	No	98.20													
	96	9RL			95.70	No	95.90													
	91.5	9RL			91.40	No	91.40													
	79.5	9RL			79.00	Yes	79.10													
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	90.2	9RL			90.50	No	90.00													
	88.8	9RL			91.00	No	89.50													
	96	9RL			95.70	No	95.90													
	95.9	9RL			96.70	No	96.80													
	76.8	9RL			77.10	Yes	77.30													



## **Appendix 2**

### Abbreviations

The abbreviations employed in this document are extended below.

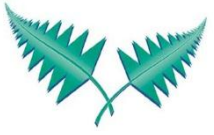
AO	Attendance Office
AWS	Attendance and Wellbeing Service
HOY	Head of Year
LA	Local Authority
SLT	Senior Leadership Team
YEP	Youth Engagement and Participation

## Appendix 3

### RCT Targets

Base Name	2012_2013 Actual	2013_2014 Provisional	Improvement from 12/13 to 13/14	Target 2013_14	12_13 Actual Sessions	12_13 Possible Sessions	13_14 Actual Sessions	13_14 Possible Sessions	FSM Balance	FSM Quartile	Median For FSM	% of All Pupils <86% 12-13	% of Non-FSM Pupils <86% 12-13	% of FSM Pupils <86% 12-13	% of All Pupils <86% 13-14 Proj	% of Non-FSM Pupils <86% 13-14 Proj	% of FSM Pupils <86% 13-14 Proj	Revised Target
Aberdare Community School		92.6%					340172	367472										92.9%
Bryncelynog Comprehensive School	92.3%	93.3%	0.9%	93.5%	244165	264417	240682	258054	3	1	92.6%	15.1%	10.5%	35.7%	12.1%	8.3%	30.0%	94.2%
Cardinal Newman RC Comprehensive School	94.2%	94.8%	0.6%	95.3%	167350	177563	164369	173308	3	1	92.6%	30.5%	29.9%	33.7%	7.6%	4.6%	24.4%	95.1%
Ferndale Community School	90.0%	91.3%	1.3%	90.7%	142336	158231	139091	152421	5	1	90.5%	23.9%	14.9%	39.4%	18.6%	13.5%	27.1%	92.2%
Hawthorn High School	91.8%	92.5%	0.8%	92.5%	210403	229282	197673	213642	4	3	91.7%	20.4%	14.6%	33.7%	14.1%	11.0%	21.9%	93.0%
Mountain Ash Comprehensive School	89.7%	91.9%	2.2%	90.7%	199100	221992	194672	211924	5	1	90.5%	24.9%	15.3%	39.0%	18.1%	11.3%	31.4%	92.6%
Pontypridd High School	91.0%	92.8%	1.7%	92.8%	250952	275682	256134	276075	4	1	91.7%	20.0%	14.4%	37.9%	13.8%	8.5%	31.9%	93.1%
Porth County Community School	90.8%	92.6%	1.8%	91.9%	234146	257938	227810	245976	4	3	91.7%	28.4%	21.8%	44.0%	14.9%	10.0%	27.0%	93.0%
St John Baptist C in W High School	93.1%	94.0%	0.9%	93.8%	219441	235695	228510	243095	2	3	93.3%	18.1%	16.7%	27.0%	6.8%	5.3%	17.0%	94.6%
Tonypandy Community College	90.5%	92.9%	2.4%	91.9%	176740	195324	176087	189578	4	3	91.7%	34.2%	31.8%	40.6%	14.1%	10.6%	23.4%	93.2%
Tonypandy School	91.0%	91.9%	0.8%	91.9%	227458	249908	222424	242149	4	2	91.7%	17.3%	13.0%	28.1%	16.5%	10.5%	34.5%	92.8%
Treorchy Comprehensive School	93.6%	94.0%	0.3%	94.4%	353073	377190	364190	387626	4	2	91.7%	8.8%	6.9%	13.9%	9.6%	6.5%	18.8%	94.3%
Y Pant Comprehensive School	93.3%	94.1%	0.8%	94.3%	289525	310444	304090	323120	2	4	93.3%	13.6%	9.8%	33.0%	9.4%	6.9%	24.2%	94.6%
Ysgol Gyfun Garth Olwg	94.0%	94.1%	0.2%	94.7%	194388	206890	193894	206021	2	1	93.3%	25.6%	24.3%	34.9%	8.5%	5.9%	30.6%	94.8%
Ysgol Gyfun Rhydywaun	92.6%	93.4%	0.8%	93.3%	228603	246853	226063	242112	2	4	93.3%	32.5%	30.6%	44.4%	10.0%	6.5%	31.3%	94.3%
Ysgol Gyfun Y Cymer Rhondda	92.7%	93.4%	0.8%	93.4%	171152	184654	170315	182271	3	2	92.6%	16.4%	13.0%	29.1%	7.8%	5.0%	20.4%	94.1%
Ysgol Llanhari	93.4%	94.7%	1.3%	94.1%	96499	103372	91946	97110	2	1	93.3%	14.5%	11.4%	41.7%	7.2%	3.5%	37.1%	95.0%
					3405331	3695435	3738122	4011954										
Local Authority Target			100.0%															93.7%





## **Appendix 4**

# Ferndale Community School Attendance 2013 - 2014

## Scope of Document

This document aims to provide current overview information of Year 7 through to Year 11 pupil attendance at Ferndale Community School. The information provided has been sourced from our internal SIMS system, Local Authority attendance data report and the published Welsh Government Core Data Sets.

The intended audience include; School Governors, the Head Teacher, Leadership Team, School Staff, System Leaders, Support Services, Heads of Year, and Parents /Pupils. The use and purpose of this document will be determined by the responsibility of each stakeholder, but will initially serve to communicate current attendance position, trends, facilitate comparison, to aid decision making regarding future attendance strategy, inclusive of monitored targets for improvement.



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# Where are we now? - 2014 Return Table and Charts

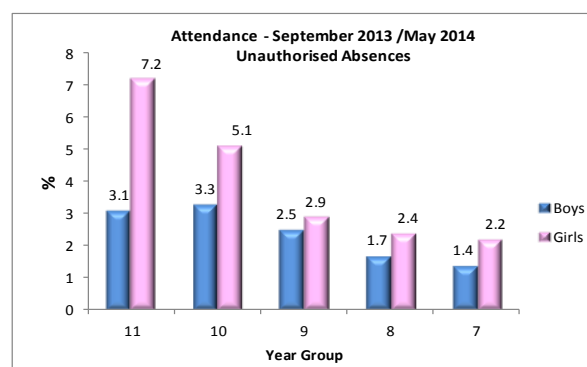
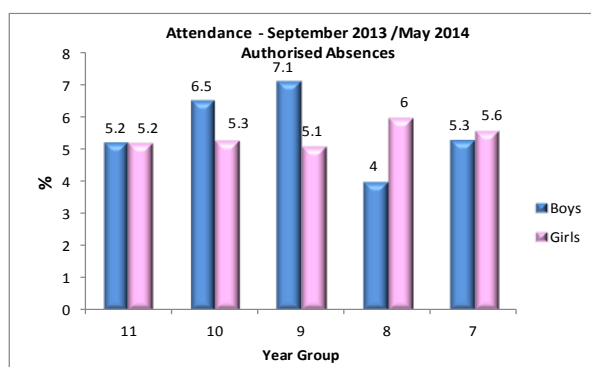
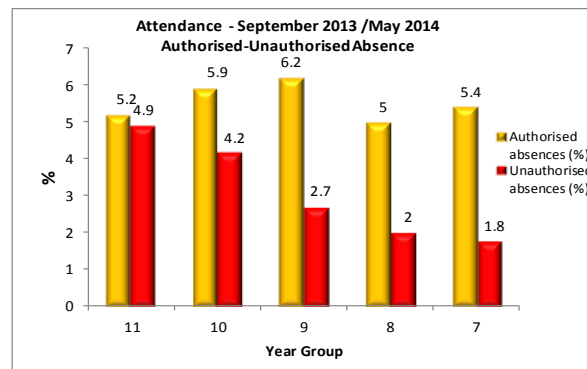
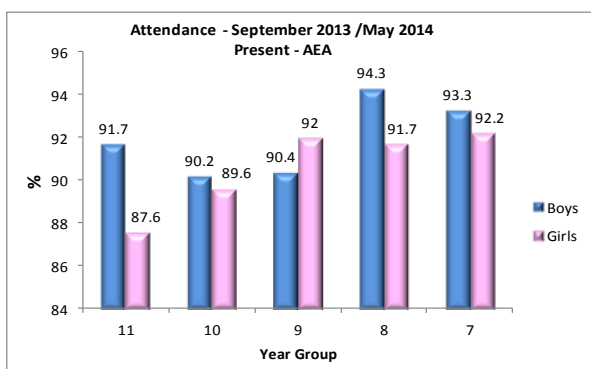
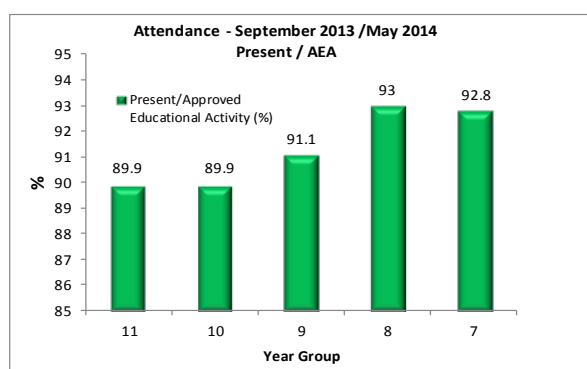
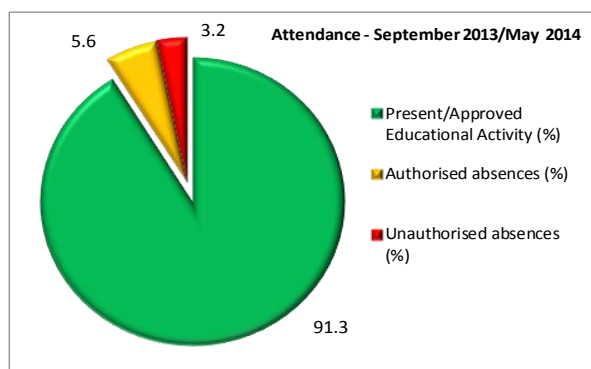
## Attendance Secondary - 2014

Summary Report for: Ferndale Community School

Annual attendance - Period: 01/09/2013 to 24/05/2014

Year	Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11	15	1/9/97 - 31/8/98	91.7	87.6	89.9	5.2	5.2	5.2	3.1	7.2	4.9
10	14	1/9/98 - 31/8/99	90.2	89.6	89.9	6.5	5.3	5.9	3.3	5.1	4.2
9	13	1/9/99 - 31/8/00	90.4	92	91.1	7.1	5.1	6.2	2.5	2.9	2.7
8	12	1/9/00 - 31/8/01	94.3	91.7	93	4	6	5	1.7	2.4	2
7	11	1/9/01 - 31/8/02	93.3	92.2	92.8	5.3	5.6	5.4	1.4	2.2	1.8
10 or younger			0	0	0	0	0	0	0	0	0
Total of all pupils			91.9	90.6	91.3	5.7	5.4	5.6	2.4	4	3.2

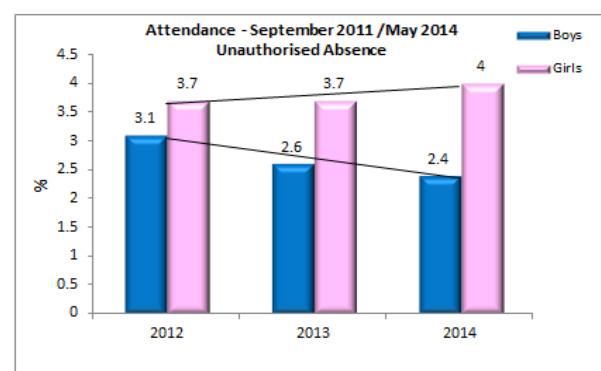
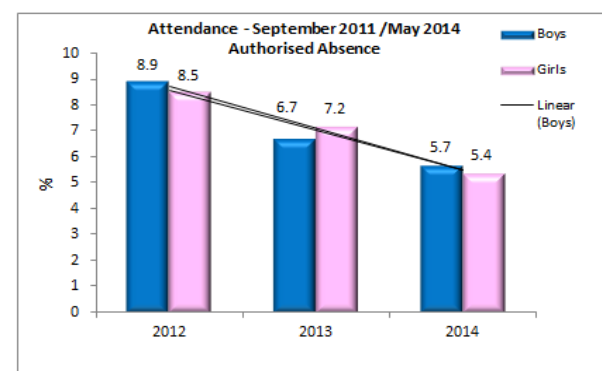
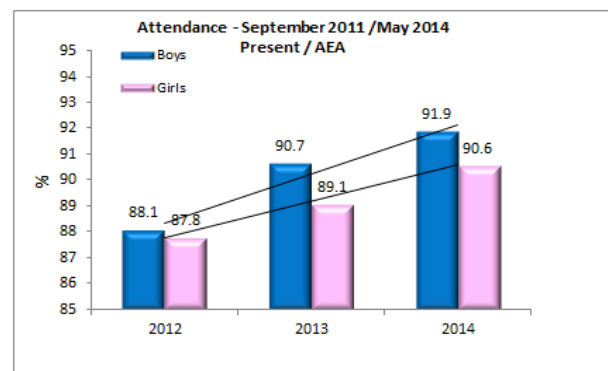
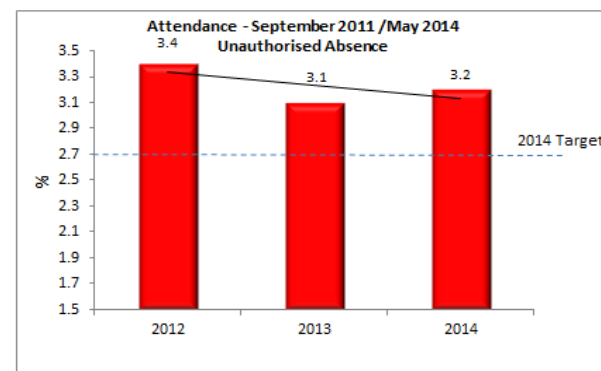
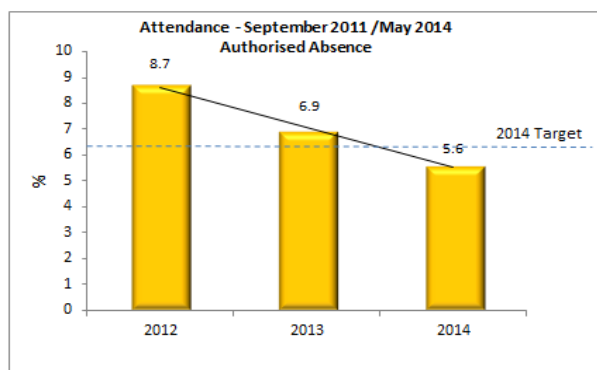
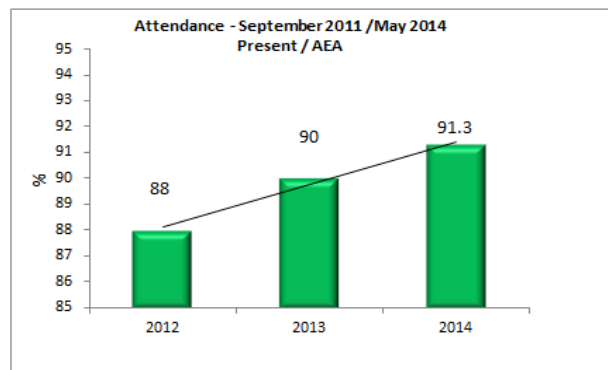
Attendance Return May 2014



### Three Year Trend Table and Charts (2012-2014)

May Return	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2012	88.1	87.8	88	8.9	8.5	8.7	3.1	3.7	3.4
2013	90.7	89.1	90	6.7	7.2	6.9	2.6	3.7	3.1
2014	91.9	90.6	91.3	5.7	5.4	5.6	2.4	4	3.2

Attendance - Three Year Trend  
2012 - 2014



### Comments/Enquiry

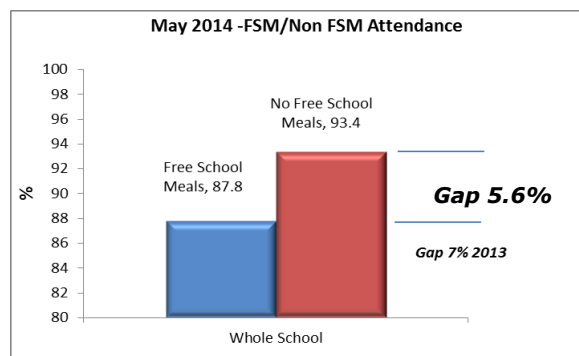
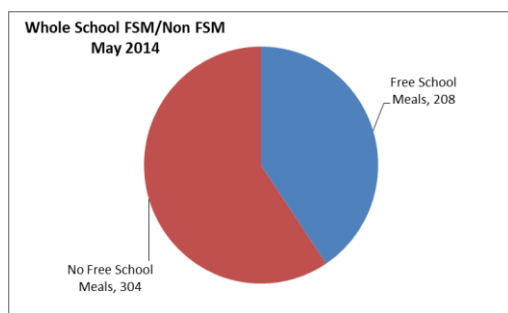
Positive improvement in attendance, with reduction in Authorised Attendance. The increase in un-authorised can be viewed as a positive as access AWS service is triggered.

Actions Combat specific problem of female unauthorised with use of YEP/HOY/Registration Teachers/parents

## Social Deprivation - Vulnerability Tables and Charts (2012 – 2014)

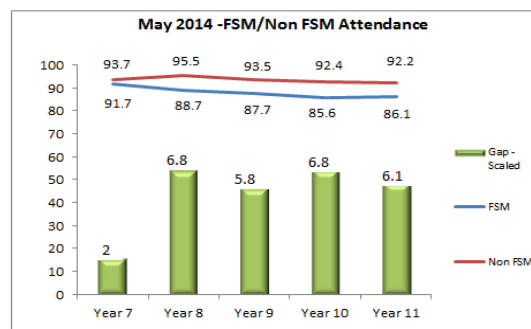
Whole School

	Pupils in group	Attendances
Free School Meals	208	87.8
No Free School Meals	304	93.4



### May 2014

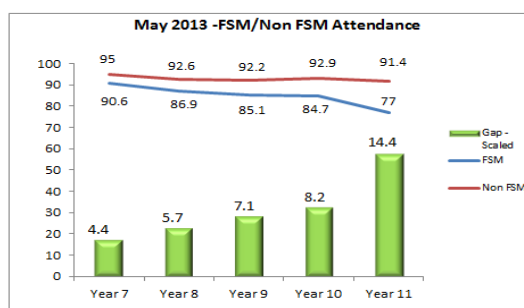
Year Group 7	Pupils in group	Attendances
Free School Meals	45	91.7
No Free School Meals	55	93.7
Year Group 8	Pupils in group	Attendances
Free School Meals	35	88.7
No Free School Meals	55	95.5
Year Group 9	Pupils in group	Attendances
Free School Meals	45	87.7
No Free School Meals	59	93.5
Year Group 10	Pupils in group	Attendances
Free School Meals	46	85.6
No Free School Meals	74	92.4
Year Group 11	Pupils in group	Attendances
Free School Meals	36	86.1
No Free School Meals	61	92.2



	7	8	9	10	11
FSM	45	35	45	46	36
Non FSM	55	55	59	74	61

### May 2013

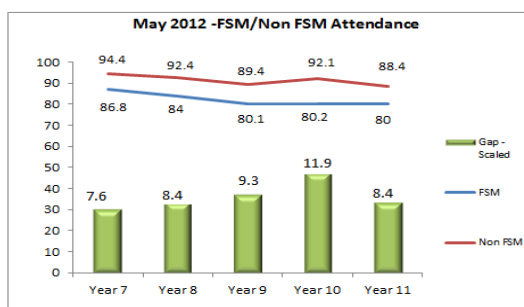
Year Group 7	Pupils in group	Attendances
Free School Meals	36	90.6
No Free School Meals	48	95
Year Group 8	Pupils in group	Attendances
Free School Meals	48	86.9
No Free School Meals	61	92.6
Year Group 9	Pupils in group	Attendances
Free School Meals	50	85.1
No Free School Meals	72	92.2
Year Group 10	Pupils in group	Attendances
Free School Meals	47	84.7
No Free School Meals	52	92.9
Year Group 11	Pupils in group	Attendances
Free School Meals	44	77
No Free School Meals	88	91.4



	7	8	9	10	11
FSM	36	48	50	47	44
Non FSM	48	61	72	52	88

### May 2012

Year Group 7	Pupils in group	Attendances
Free School Meals	48	86.8
No Free School Meals	63	94.4
Year Group 8	Pupils in group	Attendances
Free School Meals	56	84
No Free School Meals	66	92.4
Year Group 9	Pupils in group	Attendances
Free School Meals	45	80.1
No Free School Meals	55	89.4
Year Group 10	Pupils in group	Attendances
Free School Meals	46	80.2
No Free School Meals	89	92.1
Year Group 11	Pupils in group	Attendances
Free School Meals	41	80
No Free School Meals	78	88.4



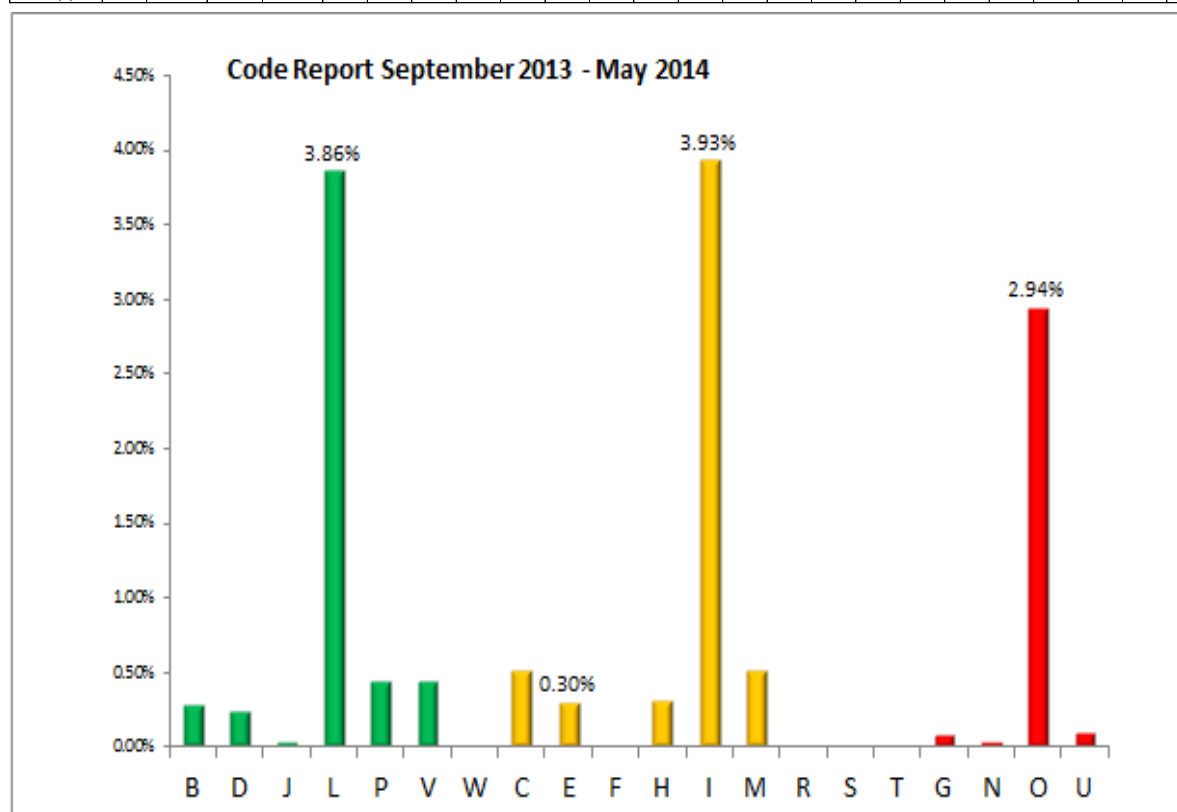
	7	8	9	10	11
FSM	48	56	45	46	41
Non FSM	63	66	55	89	78

## Comments/Enquiry

Reducing gap based upon FSM over period is positive.

Action Vulnerability Profiling may prove a more useful measure of Social Deprivation.  
Code Report 2014

Age	Date of Birth	Sessions Possible	Present/Approved Educational Activity								Authorised absences										Unauthorised absences				Not Required To Attend	
			/\	B	D	J	L	P	V	W	C	E	F	H	I	M	R	S	T	G	N	O	U	X	Y	
15	1/9/97-31/8/98	29674	83.03%	0.30%	0.00%	0.17%	5.64%	0.45%	0.32%	0.01%	0.57%	0.28%	0.00%	0.25%	3.61%	0.49%	0.00%	0.00%	0.00%	0.03%	0.01%	4.69%	0.14%	0	386	
14	1/9/98-31/8/99	34877	83.26%	0.82%	0.60%	0.00%	3.81%	0.50%	0.91%	0.03%	1.02%	0.36%	0.00%	0.34%	3.72%	0.48%	0.00%	0.00%	0.00%	0.15%	0.05%	3.81%	0.13%	0	228	
13	1/9/99-31/8/00	30888	85.41%	0.17%	0.51%	0.00%	4.22%	0.36%	0.46%	0.00%	0.39%	0.59%	0.00%	0.41%	4.13%	0.67%	0.00%	0.00%	0.00%	0.06%	0.04%	2.42%	0.17%	0	404	
12	1/9/00-31/8/01	26312	89.75%	0.00%	0.00%	0.00%	2.29%	0.56%	0.39%	0.00%	0.14%	0.15%	0.00%	0.32%	3.90%	0.45%	0.00%	0.00%	0.00%	0.07%	0.02%	1.93%	0.03%	0	338	
11	1/9/01-31/8/02	30670	89.24%	0.00%	0.00%	0.00%	3.17%	0.38%	0.04%	0.00%	0.35%	0.10%	0.00%	0.23%	4.30%	0.43%	0.00%	0.00%	0.00%	0.09%	0.05%	1.62%	2	0	198	
10 or younger	1/9/02 or later	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total of all pupils			152421	85.98%	0.28%	0.24%	3.86%	0.45%	0.44%	0.01%	0.52%	0.30%	0.00%	0.31%	3.93%	0.51%	0.00%	0.00%	0.00%	0.08%	0.03%	2.94%	0.10%	0	1554	



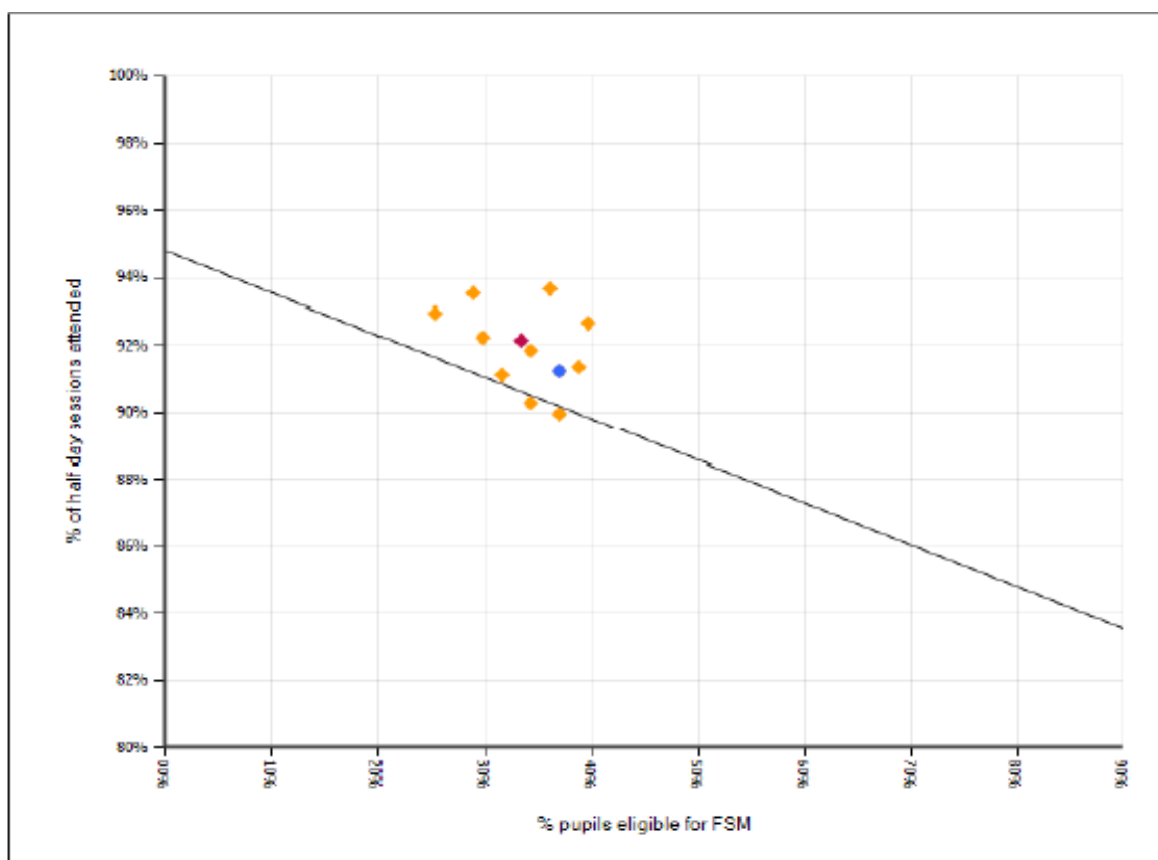
Key to codes		
/ Present (AM)	H Family holiday (agreed)	R Religious observance
\ Present (PM)	I Illness	S Study leave
B Educated off-site	J Interview	T Traveller absence
C Other authorised circumstances	L Late (within school reg period)	U Arrived after register closed
D Dual registration	M Medical/Dental Appointments	V Educational visit
E Excluded	N No reason yet provided for absence	W Work Experience
F Extended family holiday (agreed)	O Unauthorised Circumstances	X Untimetabled sessions for non-compulsory school-aged pupils
G Family holiday (unagreed)	P Approved sporting activity	Y Enforced closure

## Comment/Enquiry

The L codes require immediate attention to reduce impact on T&L. N codes have to changes to O if no reason supplied.

Actions Meet & Greet/Use of Late Book Sign in/Wellbeing person in reception/ Late Report generated with applied sanctions.

Continual requests through Registration Teachers/Wellbeing Staff/Heads of Year/ Letter to parents from October 2014  
Benchmark Data - How do we compare with our family?



■ School ■ Family Members ■ Family Average

■ The line represents the model of performance against FSM eligibility and can be used to approximate an expected level of performance or a 'benchmark comparison' for each FSM eligibility rate. Points below the line indicate lower than expected performance; points above the line indicate higher than expected performance. The relationship is relatively strong and consistent year-to-year, but should not be interpreted as a target for future years' performance.

Title	% of half day sessions attended	% pupils eligible for FSM
Fam Mem 01	93.7	36.3
Fam Mem 02	91.4	39.3
Fam Mem 03	92.7	39.9
Fam Mem 04	91.3	37.1
Fam Mem 05	92.2	30.3
Fam Mem 06	91.9	34.5
Fam Mem 07	90.0	36.9
Fam Mem 08	91.1	32.1
Fam Mem 09	90.3	34.2
Fam Mem 10	93.5	29.2
Fam Mem 11	93.0	25.4
Family Average	92.2	33.7

### Comment/Enquiry

Above the expected level of performance, but what strategies are family members 1, 2 and 3 using to attain higher attendance rates?

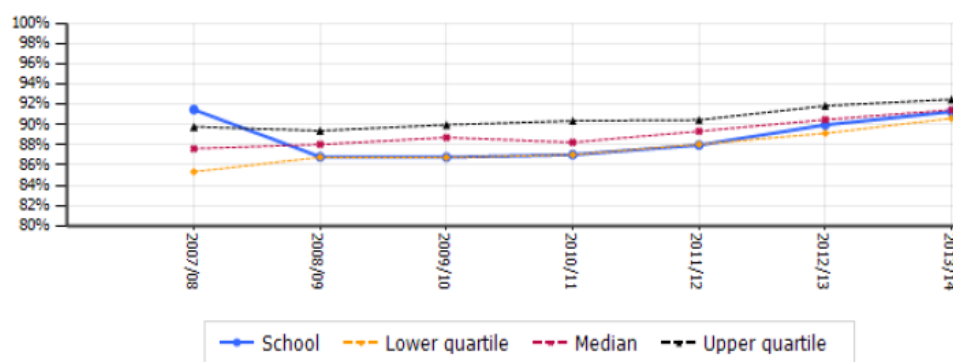
Actions  
best practice.

Contact and collaborate with Family members to ascertain

## Benchmarking – Quartile Positioning

Title	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
In highest 25%	91.5						
Upper quartile	89.8	89.4	90.0	90.4	90.4	91.8	92.5
In highest 50% - 25%							
Median	87.6	88.0	88.7	88.2	89.3	90.5	91.4
In lowest 25% - 50%		86.8	86.8	87.0		90.0	91.3
Lower quartile	85.3	86.8	86.8	87.0	88.0	89.1	90.6
In lowest 25%					88.0		

Source:  
National  
Curriculum  
Assessments  
Database and Pupil  
Level  
Annual  
School  
Census  
(PLASC).



## Local Authority Data 2014

2014	Attendance	Improvement from 2013	Target Exceeded by
Rhondda Schools	93.2%	1.2%	0.2%
Ferndale Community	91.3%	1.3%	0.3%

### **Comment/Enquiry**

Improvement made from quartile 4 in 2011/12 to quartile 3 in 2013/14. Very close to median with 0.1% difference this year.

School improvement slightly above LA with exceeding of the target. Our target 2013/14 was 90.5%, but 90.7% with ambition.

## Actions

Contact and collaborate with Family members to ascertain best practice.

Continue with attendance Improvement strategies (SIP)

Monitor and communicate attendance to all stakeholders

Relentless persistence

## Actions for Improvements

- Communicate expectations and Targets
- Provide effective systems for Attendance Improvement
- Foster and communicate a collective responsibility towards attendance – All stakeholders
- Build Effective Attendance Teams –, promote responsibility and ownership
- Common Documentation - AWS Tracking Sheets Cluster Working - Common Attendance Policy
- Delegate clearly defined roles and responsibilities for all stakeholders
- Communication of attendance procedures (Flow chart)
- Communicate Graduated Response to reducing attendance
- Individual attendance targets in co-operation with HOY
- Adhere to recommended coding
- Address every unmarked registers.
- Termly Governor Attendance Report & Governor Training
- Increased focus on vulnerable pupils (FSM/SEN/LAC/CP) \_ Vulnerability Profile
- Continue to support and promote Cluster Attendance Initiatives
- Involvement and monitoring impact of YEP
- Respond to 2014 “Attendance Toolkit” framework
- Regularly evaluate performance with use of “Attendance Toolkit Audit Tool”
- Investigate and promote Family of Schools liaison for best practice
- Further promote rewards inclusive of pupil voice.
- Respond to the Statutory Fixed Penalty Notices (FPN)for:-

10 or more Unauthorised Absence in one term

10 or more Lates after registration closes

Holiday in Term Time – Not agreed (Armed Services/Critical Illness/Family Trauma)

## Rewards

- Report Absence not attendance – During Assemblies
- Continue with “Congratulatory Letters to Parents “
- Celebrate with use of “in house” screens
- Promote the and advertise in the community (media and cost)
- Continue with 100% attendance Draw – Assemblies with financial rewards



- Further promote Registration group Prizes House Cup(Pizza /Trip)
- Poll “Pupil Voice” in relation to rewards

## Support


- Target Groups – AWS/HOY/Registration Teachers (engaging Activities)
- Reliable Information System – AWS Tracking Sheet
- Review and celebration of target groups
- Registration Teacher – Challenge absence/Receive notes and pass onto Attendance Officer
- Planners – Record attendance in planner
- Displays for each classroom – weekly Colour Coded Registration sheets
- Weekly plot of attendance – line charts (Male/Female/FSM)

## Initiatives

- First day of absence Text /Call (parent dependent)
- Five day no contact – Automated Wellbeing Referral
- Punctuality Raffle tickets
- Correct use of codes
- Accuracy in marking registers
- Housekeeping pupils who are moving schools
- Prosecution by AWS (Publicise)
- Community display – Banners at the front of school
- DART – At discretion of school
- Greeter in the morning – first contact with parents (punctuality)
- Medical appointments in school time. Common request form.
- Challenging authorised absence (Indirect/direct – case appropriate)

Key:-

Plain Text - Existing Initiatives

 - Planned Initiatives 2014/2015