





BRADFORD AP ACADEMY

Attendance Policy

Policy agreed by Staff on:	Spring 2021
Ratified by Local Advisory Board:	25 th March 2021
Review Date:	Spring 2022
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or Headteacher.
Signed by Chair:	
Signed by Headteacher:	



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Attendance Policy

Purpose / Background

BAPA considers the promotion of good attendance as a key priority in terms of raising the achievement of all learners. We are committed to working in partnership with learners, parents/carers, the local community and relevant agencies in order to ensure that we continue to improve the attendance of all our learners.

Policy objectives

Raise the pupil attendance percentage levels:

- Ensuring the punctuality of pupils
- Reducing the number of pupils with persistent absence (PA)
- Reducing the percentage of unauthorised absences
- Demonstrating a year on year capacity to improve attendance
- Reducing the number of fixed term exclusions
- To clearly identify the first and last day of formal attendance at the centres

This attendance policy will interlink with other policies, including child protection, anti-bullying and curriculum.

Practice and procedures

BAPA has high expectations of pupils and provide them and their parent(s)/carer(s) with information on their progress and clear detailed steps for improvement.

The Headteacher will record attendance in line with the DfE School Attendance Guidance for maintained schools, academies, independent schools and local authorities (August 2020)

Registration

- Registration is between 9:00am and 9:15am.
- Registers will be closed at 10:00.
- For morning and afternoon registration, pupils are registered by the head of centre. The relevant codes are always applied.
- If a pupil arrives after 09:15 they will be marked with an L code for that session.
- Students who arrive after registers close after 10:00am will be marked as an unauthorised absence using the U code.

When a child is absent

Parents/carers should make every effort to let BAPA know why their child is not attending, at the earliest opportunity. If no contact is made by parents/carers, BAPA, or AP staff where the child is scheduled to attend, will contact the parent/carer for an explanation as to why their child is absent.

If there is any doubt about the whereabouts of a pupil, BAPA will contact the parent/carer straight away, in order to check on the safety of the pupil. Calls will be made to the parents/carer of an absent pupil by 09:30. Should any pupil abscond, a phone call home will be made immediately.

If the level of attendance does not improve, BAPA will investigate the reasons for poor attendance and implement basic strategies to support improved attendance. If the basic strategies do not

result in an improvement in attendance, interventions outlined in the BAPA Persistent Absence Triggers (Appendix 1) will be implemented. A Plan for Success (Appendix 2) will be created to formally record the actions being taken to support improved attendance. Plans will be reviewed on a regular basis to monitor impact and revise strategies where necessary.

If the strategies employed within the plan fail to have an impact due to a lack of support from families, a formal route may be initiated and this could include prosecution.

Requests for leave of absence

We would ask, where possible, that all medical appointments be made outside school hours.

We believe that pupils need to attend BAPA, so that they can make the most progress possible. However, we do understand that in exceptional circumstances there are times when a parent/carer may legitimately request leave of absence. This will only be granted in exceptional circumstances and will be at the discretion of the Headteacher. In the case of a Looked After Child, the child's respective Social Worker is the only person who can request such leave during term time.

Enforced Closure of AP

DfE School Attendance Guidance for maintained schools, academies, independent schools and local authorities (August 2020) allows for the closure of a school in exceptional circumstances:

Examples of circumstances in which pupils could be unable get to school because of serious disruption to travel caused by:

- a weather-related emergency, such as snow or flooding,
- a natural disaster, such as the impact on air travel of a volcanic eruption,
- a health-related emergency, such as restrictions on travel in certain areas related to a COVID-19,
- travel disruption caused by the rationing or non-availability of fuel,
- In the case of a pupil for whom transport to school is provided by the school or a local authority, and whose home is not within walking distance of the school, that the transport is not available.

Key strategies for improving attendance

- To provide a stimulating and accessible curriculum, which ensures personalised learning is successful.
- To secure and analyse individual pupil attendance data to inform the behaviour target setting process.
- The views of each pupil and their parent(s)/carer(s) will be sought regarding their attendance and, this will also inform the behaviour target setting process.
- To ensure accurate attendance records are kept and analysed to determine the necessity to develop attendance improvement targets for specific pupils.
- BAPA staff will give attendance a high profile through implementation of daily and weekly attendance rewards. Attendance will be given a high profile in weekly celebration assemblies.
- The BAPA will manage multi-agency networks, which support the attendance improvement targets for individual pupils.
- To ensure clear communication and guidance to pupils and parents/carers regarding the importance of good attendance and the implications and consequences of absence.

Roles and responsibilities

Headteacher will ensure that:

- The Head teacher will lead on attendance and the monitoring of all pupils with individual attendance targets.
- That all statutory requirements are met.
- Reports on pupil attendance are submitted to the Local Advisory Board (LAB).
- Staff take account of the views of their pupils, parent(s)/carer(s) and that necessary multi-agency networking takes place.

The LAB will ensure that:

- Reports on pupil attendance are received showing the relative impact of placements on attendance and on learning outcomes.
- The attendance policy is effectively delivered.

Parents and carers:

- Ensure children of compulsory school age who are registered at school attend regularly.
- Provide a written or verbal explanation for their child's absence from school in the morning on the first day of absence.
- Not take children out of school in term time.
- Notify the school as soon as problems arise with a child's attendance.

Pupils:

- Attend school punctually and regularly.
- Follow the Academy Code of Conduct.
- Hand in letters of absence or request for known absence to key staff.
- Not take holidays in term time.



Persistent Absence Triggers

<p>TRIGGER 1 Attendance below 70% for first 4 weeks of placement or a 4 week period.</p> <p><u>Interventions:</u> BAPA academy keyworker to conduct a home visit. Outcomes to be logged on CPOMS and shared with HOC/AP manager. HOC/AP manager to complete 'Plan for Success'. Plan to be uploaded to CPOMS. Attendance letter 1.</p>	<p>TRIGGER 2 Attendance below 70% for first 8 weeks of the placement.</p> <p><u>Interventions:</u> Review 'Plan for Success'. Plan to be uploaded to CPOMS. BAPA academy keyworker and home engagement tutor to conduct a joint home visit. HOC/AP manager to consider referral to external agencies and/or submit BAPA home tuition referral. AP manager to liaise directly with AP setting to review effectiveness of placement. Attendance letter 2.</p>	<p>TRIGGER 3 Attendance remains below 70% beyond 12 weeks of placement</p> <p><u>Interventions:</u> Review 'Plan for Success'. Plan to be uploaded to CPOMS. HOC/AP manager to consider effectiveness of placement. Parents/carers meet with HOC/AP manager at host setting. Attendance letter 3. HOC/AP manager to finalise documentation in preparation for legal action.</p>
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Appendix 2

Plan for Success

Student Name:	DOB:	Year group:	BAPA site:
HOC/AP/HE staff member responsible:	Reason for permanent exclusion:	Summary of attendance history:	
Objectives	Action and support to achieve objectives	Timescale	How monitored
School			
Parents			
Agency			
Review Arrangements			

	Signature	Name & Designation	Date
School			
Student			
Parent/ guardian			

Plan for Success Review

Objectives	Progress towards objectives (RAG)	Comments	Further Notes
School			
Parents			
Agency			
Review Arrangements			

	Signature	Name & Designation	Date
School			
Student			
Parent/ guardian			

Appendix 3

Home Tuition Referral

Pupil Details

Student:		DOB:
Year:	Class: Choose an item.	Placement:
FSM – Y/N	CLA – Y/N	SEN:
Gender -	Pupil Premium – Y/N	Ethnicity –
Address –		Post code –
Parent/Carer –		Contact details -
Start: Click here to enter a date.		Review Date –

Student Information

Current attendance - Reason for referral - Any issues that may affect engagement - Strengths/Interests/Areas for development –	
Agencies Involved: Choose an item.	Agencies referrals during placement: Choose an item.

BAPA Academic Data	Entry	
English	Select.	
Maths Points	Select.	
Reading Age	Select.	Select.
Spelling Age	Select.	Select.
Comprehension Age	Select.	Select.

Targets/Intended Outcomes –

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