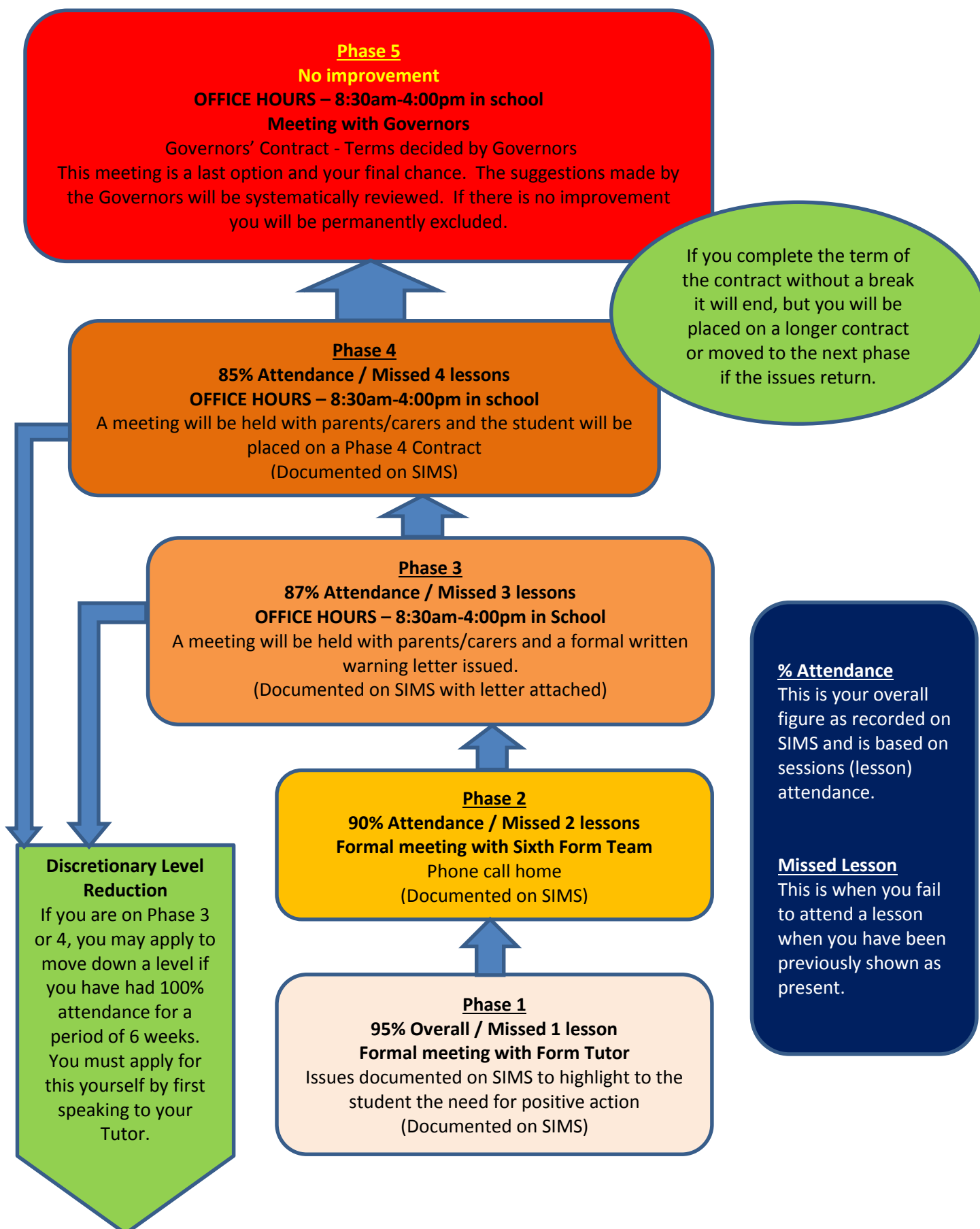


# BENTON PARK SCHOOL

## SIXTH FORM ATTENDANCE POLICY





## **Sixth Form Attendance – Guidance Notes for Staff and Students**

It has been proven that every 5% drop in attendance has a correlation of around a one grade drop at a-level.

### **Expectations of students if they are not in**

There must be contact from home if any student will not be present in school for a day. Any absence should be reported to the school either by phoning 0113 2502330 or to Mrs Emmott at [michelle.emmott@bentonpark.net](mailto:michelle.emmott@bentonpark.net).

### **Appointments**

Medical, dentist appointments and driving lessons should be made outside of school time so that no curriculum time is missed.

If an appointment is unavoidably put in at a time where it does clash, then the Key Stage 5 Leadership team should be informed in advance so this can be recorded and all relevant staff members made aware.

### **Leaving during the day**

A member of the Key Stage team MUST be seen to give explanation for this so that it can be immediately recorded on SIMS. Students must also ensure they physically sign out too.

### **% Attendance**

This will be constantly monitored to ensure they meet our high standards. It is essential that students take responsibility for this as it can impact significantly on their experiences and attainment in school. It is also an important section of any references and as such can have huge implications in the future should it not be a true representation of what they are capable of. A report will be produced for form tutors every Monday so that this can be constantly monitored by staff and students alike.

### **Missed Lesson**

This is where a lesson is missed despite attendance at other sessions of the day. This will be determined by any marks missing (N mark) on registers when other present marks (/) have been awarded for that student. These will be highlighted by daily reports to Key Stage Leadership and weekly reports to form tutors.

### **Phase 1**

When a student has missed one lesson or has their attendance drop to 95%. At this point there should be a meaningful conversation with form tutors, examining what has happened up to this point. An action plan should be created in order for the student to ensure improvement. This should be recorded on SIMS as an intervention (“ATT PHASE 1 –”) with accompanying notes. This should include an overview of the meeting and the action points discussed. Key Stage Leadership and the student should also receive confirmation that this meeting has taken place and the actions identified.



## **Phase 2**

Phase 2 will occur after attendance has reached 90% or a student has missed two lessons and will require a meeting with AFE or KH. This will follow the same format as Phase 1 with the meeting minutes and action plans recorded under interventions (“ATT PHASE 2 – “). Students should be made fully aware of the necessity to see an improvement. At this point patterns should be examined (certain lessons / staff etc). A phone call should be made (with date and time recorded) to ensure parents are aware of the current circumstances and implications for the future should no improvement be seen.

## **Phase 3**

Phase 3 will occur after 3 missed lessons or an overall attendance of 87% is reached. Students’ parents should be invited in to meet within a week to formally discuss the situation. During this meeting, the reasons for their current attendance issues should be discussed with the student and their parent/s and a joint action plan developed. Students will be placed on office hours and will be required to be in school from 8:30am to 4:00pm. This will mean any non-contact lesson will take place in X58 to ensure supervision and meaningful work takes place (subject staff will be asked to support this by supplying sufficient appropriate work). A copy of the ‘Action Plan’ and ‘Student Attendance Warning Letter’ will be sent home and attached to SIMS under linked documents and the minutes from the meetings will be recorded under interventions (“ATT Phase 3- “). Form tutors (if possible) should attend this meeting.

## **Phase 4**

Phase 4 will occur after 4 missed lessons or an attendance of 85% is reached. This will be a secondary parental meeting where all the issues and patterns (if appropriate) will be examined again. At the end of the meeting a sixth form contract will be signed and a copy retained by the student, parent and school with one also being electronically logged on SIMS. It should be made explicitly clear to the student at this point that their place at Benton Park Sixth Form is in jeopardy and they are in a very serious position. Form tutors (if possible) should attend this meeting.

## **Phase 5**

This occurs when a student fails their contract conditions by their being no improvement in their attendance. A Governors meeting should take place. This will be with the student, Key Stage Leader, SLT representative and a Governor. The meeting will mimic the Phase 4 one with all appropriate information being given to all parties but with the direct stipulation that a failed contract at this level will result in the student leaving as a permanent exclusion.

## **Discretionary Level Reduction**

A student at phase 3 or 4 may apply to move down one phase if they have a record of 6 weeks of 100% attendance. Students will not be prompted to do this; they are responsible for appealing and monitoring time frames. A maximum of two successful appeals will be allowed in one year.

## **How will this system be monitored?**

**Teacher** – As a subject teacher the expectation is that you will take registers accurately and consistently at the start of every lesson. Doing this allows Key Stage Leadership staff to closely monitor attendance.

**Form Tutor** – Form Tutors will monitor their groups. Form tutors will get a report EVERY Monday that will allow them to have detailed conversations with students and home. Used correctly this will both inform and empower tutors. Throughout tutors will be a key participant in any actions taken to address attendance.



**Director / Subject Leadership** – This should allow further insight into potential underperformance at a subject level and will be invaluable during any reviews of performance.

**Key Stage Leadership** – The production of reports and using this information to target intervention will become a key part of the role. Staff will be constantly kept updated about the phase on the system that any student is on. This will be part of a weekly email to Sixth Form staff. Key Stage staff will ensure a consistent and effective communication line with home.

**Senior Leadership** – The system will form part of the weekly conversations had at line management meetings. All Senior Leaders will be made aware of the students who are part of the system to allow them to support all staff in conversations with students, staff and home.

**Reviewing the system**

The data generated by the system and student / staff feedback will form part of a review on a half termly basis to examine effectiveness and suitability for purpose.