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INTERNATIONAL SCHOOL THAILAND

# **TPIS Attendance and Punctuality Policy**



[www.tpis.ac.th](http://www.tpis.ac.th)

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# **Section 1**

Students' attendance and punctuality at TPIS is vital if they are to succeed in lessons and achieve their full potential. Failure to attend and/or arrive on time for school regularly could affect their ability to get a good job in the future or go into further education.

The following statistics are from the UK Department for Education and Skills:

- 1 in 5 pupils miss 17 days a year - they will drop at least ONE GCSE GRADE
- 1-4 GCSE grades can increase wages by 17%
- 5 or more GCSE A\*- C grades can increase wages by 41%
- If a school can improve attendance by 1% they will see a 5 - 6% improvement in attainment

*Statistics show that 90% of persistent absentees (those with attendance below 90%) fail to achieve 5 or more good GCSE grades or equivalent. Poor examination results limit young people's options. Good school outcomes are the passport into higher education and better jobs.*

<b>Attendance rate</b>	<b>By end of term 1</b>	<b>By end of term 2</b>	<b>By end of term 3</b>
<b>100%</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>95%</b>	<b>4</b>	<b>7</b>	<b>10</b>
<b>90%</b>	<b>7</b>	<b>13</b>	<b>20</b>
<b>85%</b>	<b>11</b>	<b>20</b>	<b>30</b>
<b>80%</b>	<b>14</b>	<b>27</b>	<b>40</b>

\*Numbers refer to the amount of days missed

## **Section 2**

### **Data Analysis**

Data is analysed:

#### **Termly**

By:     Whole School  
          Year Groups  
          Gender

#### **Weekly**

By:     Whole School  
          Year Group  
          Tutor Group  
          Individual Students

**Data** is used to provide information for action in the form of:

Support  
Intervention  
Target-setting  
Promotion

**Long Term Monitoring** enables the school to show and understand trends over time.

## **Section 3**

### **Attendance Strategies**

The school uses the outcomes of monitoring and data analysis to guide its intervention strategies.

#### **Strategies include:**

##### **House Targets**

All teachers encourage 100% attendance unless there is a genuine medical reason for a student not being in school.

##### **Student Targets**

Students will be given their weekly attendance % (written in planner Secondary). Students aim to maintain or improve attendance so they are between 95% and 100%.

##### **Parent Consultations**

Parents are presented with their child's current attendance statistics on all progress reports and the link between attendance and attainment is discussed.

##### **Parental Contact**

Contact via Middle leaders and parents of those students who are below the School target of 90%.

##### **Promotion to students, parents & staff**

Letters to parents highlighting the importance of attendance;  
Assemblies to students regarding the importance of attendance;  
Weekly updates to staff regarding attendance

## **Section 4**

### Rewards and Incentives

Initial promotion will take the form of assemblies & letters home to parents / carers

Weekly verbal praise by Class Teacher / Form tutor.

## **Section 5**

### Levels of Intervention

- All students in Years 1 to 13 are placed on a level between 1 and 5 for attendance.
- The attendance level is determined by the student's percentage attendance after a set period of time after every 10 weeks.
- Placement at each level will trigger one or more appropriate strategies as indicated below.

LEVEL	INDICATORS	RESPONSE
1	95% - 100% attendance Excellent	Class teacher / Form tutor to speak with students, praise and monitor.
2	90% - 94% attendance	Letter sent home by form tutor. Form tutor to speak to student and parent.
3	85% - 89% attendance	Form tutor - following intervention and no improvement - refer to Head of Key Stage. Meeting with the Head of Key Stage, student and parent.

4	80% - 84% attendance	Head of Key Stage - following a meeting and no improvement - refers to the Head of Primary/Secondary who will arrange a meeting with student and parent.
5	Below 80% attendance over the course of a term / academic year	Meeting with the School Principal / School Director. Depending on attainment, student may be required to repeat the year in accordance with Ministry of Education regulations.

**\*Medical reasons with a doctor's note & Religious holidays will be taken into account**

## **Section 6**

### **Intervention for TPIS Students**

The Heads of Key Stage will:

- Manage class / tutor teams in raising levels of attendance and punctuality.
- Raise profile of good attendance through assemblies
- Be responsible for the promotion of attendance within the year.
- Monitor trends in non-attendance and take appropriate action.
- Celebrate good attendance in assemblies.
- Together with the Academic Secretary, manage, analyse and review data, weekly, half-termly and annually, and communicate findings to the School principal
- Contact home if a student's attendance is a cause for concern via letter/phone call/e-mail depending on % attendance/level of intervention.
- Invite parents to a meeting to discuss consistently poor attendance and put strategies in place such as attendance report/learning agreement.
- Ensure appropriate action is taken for each level of intervention e.g. phone call/ letter and log all action on Class 365.

# **Section 7**

## **Roles and Responsibilities**

The whole school community has a vested interest in ensuring regular school attendance. Regular attendance is a partnership between student, parent/carer and school.

### **Students**

All students should:

- Attend school regularly;
- Attend school punctually;
- Attend school appropriately dressed and prepared for the day;
- Discuss promptly with their Form Tutor any problems that deter them from attending school.

### **Parents**

All parents/carers who have day-to-day responsibility for students should:

- Encourage regular school attendance and be aware of their responsibilities;
- Ensure that students arrive at school punctually, appropriately dressed and prepared for the school day;
- Ensure that they contact school whenever their child is unable to attend school;
- Contact the school by 8.30am on the first day of absence and send a note, on the first day of return confirming the reason;
- Contact the school promptly whenever any problem occurs that may keep the child away from school.

### **Middle leaders**

Will take strategic responsibility for leading the development of attendance in the school

- Manage Form Tutor teams in raising levels of attendance and punctuality;
- Raise the profile of good attendance through assemblies, most improved tutor group announcements;
- Be responsible for the promotion of attendance within the year groups in primary;
- Monitor trends in non-attendance and take appropriate action;

- Celebrate good attendance in assemblies;
- Monitor individual students and deal with patterns of absenteeism promptly and appropriately.

### **Form Tutor and Class Teacher**

will:

- Challenge and support students' well-being in all areas of attendance, punctuality and truancy;
- Ensure procedures for registration are followed;
- Account for absences and truancy in the Tutor Group;
- Ensure school attendance targets are met and issue attendance reports;
- Send emails home praising students for excellent/improved attendance.

### **Subject Teacher**

The Subject Teacher will:

- Challenge and support all students well being in all areas of attendance, punctuality and truancy;
- Ensure procedures for registration are followed;
- Meet and greet students at the start of lessons;
- Provide a starter activity to engage students;
- Use teacher planners to make a note of absent students in each lesson to ensure patterns of missing particular lessons are noted and acted upon.

## **Section 8**

### **Responding to Non-Attendance**

When a student does not attend school we will respond in the following manner.

- On the first day of absence, if no note or telephone call is received from the parent/carer by **8:40am**, the school will endeavour to contact them immediately by phone call and, if no contact is made, will continue to try to contact them throughout the day via email and phone calls.
- If reasons for non-attendance are still not received then follow up will be made through student interview, phone call and/or letter by the class teacher / form tutor.
- If attendance goes to stage 2 follow levels of intervention (above) by class teachers / form tutors and Middle Leaders.
- Parents/carers will then be invited for a meeting. Depending on the reason for absence the School Nurse/Health Advisor may be invited to the meeting with the Middle Leaders. If the parent/carer does not respond to the request of a meeting SLT will be informed and action taken.
- Minutes of all meetings will be recorded by the Middle Leaders.
- Decisions regarding unauthorised absence must be discussed with SLT prior to any action being taken.

### **Students with Special Educational Needs**

In line with English Department for Education advice:

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. ***Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil.***

### **Authorised/unauthorised absence.**

The school may request medical information before deciding whether an absence will be authorised or not.

### **Responding to Lates / Marking of Register**

Class teachers and House Tutors will challenge students who have patterns of lateness.

Middle Leaders to be informed by House Tutors and monitor lateness and take appropriate action with the student and inform parents and invite them for a meeting.

Punctuality is an incredibly important skill, it helps develop essential time management skills, it can improve focus and engagement, to potential employers and universities it can be a sign that a student is trustworthy and reliable and, finally, it lays the groundwork for this skill to become a good life-long habit.

The start of the school day for all students is 8.30am. Students who arrive at school on time have the luxury of settling in, chatting to their friends and preparing themselves for the lessons to come. Arriving on time eases the transition between the journey to school and concentrating on the day's first lesson. Teachers set expectations for the entire school day during the morning period and it is also a time for younger students to practise writing and have one-to-one reading sessions with teachers and TAs; this time is crucial for teachers to prepare students for the day ahead.

In Secondary, the morning form period from 8.30am - 8.50am is a very important part of the day when students participate in form time reading, get updates on house points and upcoming events.

Students arriving even five minutes late are at a disadvantage because the teacher has already started listing the day's goals and objectives. Whilst we do understand that lateness on occasion cannot be avoided, we do ask for your cooperation in helping your child to arrive at school on time every day.

Students who arrive after 8.40am must report to the Academic Secretary to sign in so that the register can be altered. **This is very important in the case of an emergency evacuation.**

### **Marking of Register**

Marking of the register is as follows:

- P = Present
- L = Late (after registration completed - student must report to Ms Lori Mae)
- M = Away ill – medical, dental (where parent has informed the school)
- O = Away (where circumstances are unknown – to be filled once known)
- H = Holiday (authorised where student is enrolled in another school)
- E = School visit
- S = Approved sporting / or enrichment activity
- U = Unauthorised absence
- I = Immigration

Date \_\_\_\_\_

Student Name:

Dear \_\_\_\_\_ (Please check parent/carer's name and personalise)

A recent register check has highlighted concern about \_\_\_\_\_'s attendance.

The following statistics are from the UK Department for Education and Skills:

- 1 in 5 pupils miss 17 days a year- they will drop at least ONE GCSE GRADE
- 1-4 GCSE grades can increase future earnings by 17%
- 5 or more GCSE A\*- C grades can increase future earnings by 41%

*Statistics show that 90% of students with attendance below 90% fail to achieve 5 or more good GCSE grades or equivalent.*

Some of \_\_\_\_\_'s absences may be due to illness but you may not have realised the extent of **his/her/their** absences so far this year. \_\_\_\_\_'s attendance at school is currently \_\_\_% (the expectation for TPIS students is 95%).

It may be that \_\_\_\_\_ is experiencing some problems that are preventing **him/her/them** from attending school. If you wish to discuss this please do not hesitate to contact me at school. If absence is due to ongoing illness you may be invited to attend a meeting in school to help support you in resolving the issue.

I am sure you realise the importance of regular attendance at school and look forward, as I do, to an improvement in \_\_\_\_\_'s attendance.

Yours sincerely

Name

Job Title

email@[tpis.ac.th](mailto:tpis.ac.th)

Date \_\_\_\_\_

Student Name:

Dear \_\_\_\_\_ (Please check parent/carer's name and personalise)

A recent register check has highlighted concern about \_\_\_\_\_'s punctuality.

Punctuality is an incredibly important life skill, it helps develop essential time management skills, it can also help improve focus and engagement. To potential employers and universities it can be a sign that a student is trustworthy and reliable and, finally, continuing to be punctual allows for this skill to become a life-long habit.

Some of \_\_\_\_\_'s lates may be out of their control. However, you may not have realised the extent of their continued lateness. So far this year, \_\_\_\_\_ has been late on \_\_\_ occasions and missed a total of \_\_\_\_\_ hours/mins of school. (the expectation for TPIS students is to consistently be on time).

Our school day starts at 8.30am for all students. Morning classroom and community routines are a very important part of the school day. It is a time when teachers give important reminders, as well as reading fluency and other academic skills. It is more than just taking the register. Students who arrive even 5 minutes late for their first lesson - 8.30am - 8.50am - are at a disadvantage as they are unsettled. It is also unsettling for other students if teachers need to repeat instructions.

It may be that \_\_\_\_\_ is experiencing some problems that are preventing them from getting to school on time. If you wish to discuss this please do not hesitate to contact me at school. If this pattern continues you will be invited to attend a meeting in school to help support us in resolving the issue.

I am sure you realise the importance of regular attendance and punctuality at school and look forward, as I do, to an improvement in \_\_\_\_\_'s punctuality.

Yours sincerely

*Name*

*Job Title*

*email@[tpis.ac.th](mailto:tpis.ac.th)*