

Commitment to Learning
High Expectations
All Can Succeed
Confidence and Courage
Everyone Valued Equally

ATTENDANCE POLICY AND PROCEDURES

97+ %Attendance + Effort = Success

This attendance policy is based on the framework from the Admissions and Attendance Service Education Welfare Service guidance for Schools.

Statement of Principle

The School's aim is to develop as an inviting, purposeful, successful learning community, where students want to come to learn. Lessons and learning will be accessible and challenging within a safe and calm learning environment.

- Good attendance is about a child's entitlement to education.
- Good attendance is enabled when effective partnerships are built between school and home and there is clarity of expectation of the roles of each.
- The school is responsible for supporting the attendance of its students dealing with problems which may lead to non-attendance (drawing on the support of external agencies as necessary).
- Parents/carers have a legal responsibility for the regular and punctual attendance of students registered at the school and keeping the school informed about any reasons for absence or difficulties related to attendance.

The Legal Framework

The Borough Policy, on which this policy is based, is mindful of the following:

The Education Act 1996 and 2002

The Children Act 1989

The Children and Young Persons Act, 1933

The Education (Students' Attendance Records) Regulations, 1995

The Education (Students' Registration - Amendment) Regulations,

1997 School Attendance and the role of The Education Welfare Officer,

1997 Social Inclusion - Student Support, DFEE circulars 10/99 and

Anti-Social Behaviour Act 2003 Guidance for Local Authorities and Schools in place of circulars 10/99 and 11/99 2006

Amendment to the Education (Student Registration) (England) Regulations 2006

All of these documents can be viewed at the Education Welfare Service office at Enfield Civic Centre.

The Aim

Recognising that regular and punctual school attendance promotes continuity for effective learning in the classroom it is the aim of the school that attendance and punctuality figures will rise and all absence and lateness figures will reduce, including persistent absence.

To achieve these aims we will:

- Enable parents and students to recognise those absences which the school will authorise and advise about those which it will not authorise
- Be consistent in practice and clarity in all communications with students and parents/carers on attendance and related issues (including translation and giving information verbally rather than in written form when requested) the school will ensure equality of access to information and support
- Work with the Education Welfare Service (EWS) and other agencies to assist individuals to overcome barriers which prevent school attendance
- Celebrate good attendance and punctuality by displaying individual and class achievements
- Reward good or improving attendance through class competitions, certificates and outings/events
- Ensure that there are clear roles and responsibilities for staff to continue to improve attendance and punctuality¹.

Registration Practice

All students are registered electronically using the school's Management Information System via a networked PC. On occasions when the network is incapacitated, a written register is taken and made available immediately to the Attendance Clerk.

Students will be registered at 8.40am and at 12.30pm for KS3 students and at 1.10pm for KS4 students. Classroom teachers are also required to take a register at the start of every lesson for monitoring and health and safety purposes. Any student arriving in the form room after 08.40am will be marked late and will receive a 20 minute detention and a late slip which they must show their form tutor or teacher. Form Tutors will also discuss attendance with individuals using the arrows on the Sol attendance tracker, and give praise as deserved. When there are assemblies, Form tutors will take a paper register and pass to attendance team. Students arriving to school between 8.40am and 9.00am are recorded by a member of staff at the gate and the School's punctuality procedures are followed, with increased consequences for arriving after 9am with no appropriate reason.

From September 2019, For Year 7 students, an additional Period 7 will extend the school day from 08.40am to 4pm. Period 7 will be a compulsory period for Year 7s and will take place from 3.10pm to 4pm.

Practice to follow up Absence

- Parents/carers are advised to telephone, provide a written note or email the Attendance Clerk when a student is absent. This should take place before a planned authorised absence or on the same day as the absence.
- Alternatively, a signed and dated note from the parent/carer should be given to the student's Form Tutor on the first day of returning from absence. This note should be passed to the Attendance Clerk to be recorded on the school's MIS.
- The Attendance Clerk records telephone messages, notes or emails received on the every day of absence on Progresso.
- There will be an absence return meeting for any absence of three days or more
- A Form Tutor or a Tutor covering a register should draw to the attention of the Head of Learning any unusual reason or regularly repeated reason for absence or lateness. The advice of the EWO may be sought and the Head of Learning may find it necessary to remind the parent that the school makes the decision about authorising or not authorising absence.
- The Attendance Clerk makes daily checks of attendance to school and follows up on any students that are not in school and for which no reason has been given by parents and carers. The Attendance Clerk will first send an SMS to the parent when a student is absent followed by a telephone call where possible.
- The Attendance Clerk maintains a list of students who are known to have truanted and/or have a poor attendance record and makes these the first priority for first day absence calling.

¹ See Appendix 1

- If a student is seen leaving the premises during a school session or is not in a lesson having been registered for the session, the Attendance Clerk telephones the parents once it is clear that the student is not on the premises². Staff taking a teaching group register may be aware of truants because they have seen them in school earlier in the session, or may be suspicious of an absence when marking the lesson register and send a message to the Attendance Clerk to ascertain if the student was present at registration.
- Absences which have not been explained after 10 days must generally remain unauthorised. However, where unauthorised absence occurs more than once, it is usual to refer the student to the EWO.

Authorised and unauthorised absence

Each half day (each session) of absence must be classified as either authorised or unauthorised. Authorised absences are mornings or afternoons absent from school for a valid reason. The school reserves the right to ask for further details and/or supporting evidence³, for absence which would normally be authorised, where overall attendance is a cause for concern or where a pattern of non-attendance is emerging.

Examples of authorised absence:

- Illness, resulting in the student being unable to attend school;
- A day set aside exclusively for religious observance;
- Family bereavement;
- Homelessness;
- An interview with a prospective employer, higher education institution or at another school;
- Participation in an approved public performance for which the student has a performance licence granted by the Education Welfare Service;
- Study leave granted by the Headteacher;
- Exclusion;
- The student being dual registered with another educational establishment and attending a session there rather than at school;
- School trip, participation in an approved activity or work experience including Star Project/work experience.
- The student being unable to get to school because of serious disruption to travel caused by natural disaster, a health- or weather-related emergency, or disruption caused by the rationing or non-availability of fuel.

Examples of unauthorised absence are:

- No explanation being forthcoming from the parent;
- The school is dissatisfied with the explanation;
- Staying at home to mind the house, await deliveries or look after a sibling/siblings or other family members;
- Shopping during school hours, taking a pet to the vet or any sundry excursion which could be undertaken out of school hours;
- The school follow-up procedures show that the student truanted and the parent was unaware of the absence until informed by the school.

² The exceptions to this are Post 16 students, students who are on a school-managed work related curriculum resulting in a reduced timetable in school and students who have signed out properly at reception for a recognised appointment. The Attendance Clerk has copies of work related students' timetables and access to the signing out data.

³ This may be a letter from a medical professional.

- A family holiday during term-time

Persistent Absence

Persistent absence is a serious problem for pupils. Much of the work children miss when they are off school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

% Attendance across Key Stage 4	% Achieving Grade 5-9 including English and Maths
More than 95%	74%
Between 90% and 95%	57%
Between 85% and 90%	41%
Between 80% and 85%	29%
Less than 50%	4%

A student is classified as having persistent absence if they meet one or more of the following criteria:

- 7 or more sessions absence by the end of half term 1
- 14 or more sessions absence by the end of half term 2
- 20 or more sessions absence by the end of half term 3
- 25 or more sessions absence by the end of half term 4
- 31 or more sessions absence by the end of half term 5
- 38 or more sessions absence by the end of half term 6

Punctuality procedures

Students are expected to be in school in good time for registration. The student entrance gates open at 8am for students to begin arriving into school. At 8.30am students can enter the main building for registration and Form Time. At 8.40am Form Time/Assembly officially begins. Registers are taken between 8.40am and 8.45am, after this time students are late to Form Time.

What happens if a student is late?

- Students arriving to the gate after 8.40am are late and required to register with members of staff at the student gate.
 - Students will be questioned as to why they are late and have their names recorded. Once signed in, students will be issued with a late slip and same day punctuality detention reminder.
 - Students that arrive to school after 9am enter through the front gate and are required to sign in late at the attendance office in A6, where they will be issued a late slip and go immediately to their lesson.
 - When a student is late a text message will be sent home by the Attendance Clerk informing parents or carers of their lateness and that they will receive a same day 20 minute after school detention for lateness.

- If lateness persists then the school will make contact with home and try to resolve the issue offering support⁴ and or advice as required.

The Work of the School-attached Education Welfare Officer

The Education Welfare Officer (EWO) undertakes preventative (clinic) work and caseload (formally referred) work with and on behalf of the school. Where a student's attendance falls to 95%, the Heads of Learning and Tutors will intervene with students and parents/carers and offer support to improve. Where the student's attendance does not immediately recover with target setting and parental support, intervention will be elicited from the EWO. The EWO will work with students with an overall attendance of less than 90%. The exceptions to this are where a student is hospitalised or there is substantial evidence that a student is ill at home and it would be dangerous to return to school. In the former case, the school would liaise closely with the hospital tutor and in the latter case would send work home, taking medical advice regarding highly infectious or contagious diseases.

Penalty Notices (PNs) Section 23 of the Anti-Social Behaviour Act 2003

The Local Authority (LA) has set out a code of conduct with regard to imposing PNs as a strategy to deal with parents who appear unwilling to meet their parental responsibility by ensuring the regular attendance of their children. This will include:

- persistent absence;
- overt truancy;
- parentally condoned absence;
- excessive holidays in term time and or delayed return;
- persistent late arrival at school, after the register has closed.

Parents at risk of a Penalty Notice will receive a warning letter from the school. Should there not be an immediate improvement, a referral will be made to the EWS and a formal warning letter will be issued advising of a period of 15 days within which the pupil must have no unauthorised absence, to include lateness after registration has ended. Should there be an improvement; a formal notice will not be issued. Failure to improve will result in the LA issuing a Penalty Notice. The notice carries a fine of £60.00 if paid within 28 days rising to £120.00 after this time, but within 42 days.

The LA has set out a code of conduct with regard to imposing PNs as a strategy to deal with parents who appear unwilling to meet their parental responsibility by ensuring the regular attendance of their children at school.

Rewarding Good Attendance and Punctuality

There are a number of ways that students' good attendance is recognised and rewarded:

- Visual celebration of attendance via the attendance notice board
- Allocation of rewards points leading to rewards
- Weekly points for 100% attendance prizes
- Weekly points for 100% punctuality
- Annual certificates at Presentation Evening for students with 100% attendance

⁴ Form Tutor report, Head of Learning report, parent meetings and target setting 5

Keeping Parents Informed

In addition to the methods of communication already outlined in previous sections, the EWO is available to meet parents at the following occasions:

- Open Evening;
- Year 7 Information Evening;
- Parents' Consultation Evenings;
- Key Stage 4 Information Evening
- Chace Bulletin and school website;

Out of Borough Students

The Head of Learning and school attached EWO keep the EWO in the student's Local Authority (LA) apprised of any clinic work undertaken and the reasons for the concern. Should an out of borough student meet the criteria to be formally referred, this is always to the Education Welfare Service of the relevant LA, with which the Head of Learning and Enfield EWO will work closely. A meeting on the school premises is often the most effective way to introduce the student and parent/carer to the home borough EWO and enables the parent/carer to hear directly the information which will also be passed in writing to that EWO by the school and Enfield EWO. The school and Enfield EWO will support the family in trying to meet any targets set by the EWO of the relevant LA.

Alternative Provision Attendance Protocol

All students on any form of alternative provision (ASU, Capel Manor, First Rung, Conel College and Enfield Tuition Centre and any others) will have daily monitoring for attendance to the venue to ensure students are attending, as well as weekly and termly overview.

Emergency Procedures

Once a day a full list of all students present in school is produced by the Attendance Clerk in form order and placed in a folder in the Attendance Office. This folder is updated throughout the day as students arrive and leave the site. In the event of a fire this list is taken out of the building and circulated to Form Tutors and Heads of Learning to ensure a full emergency registration takes place.

In addition to the practice of student presence being noted by the Attendance Clerk in the event of lateness, all students must sign out and in if leaving the school premises during the day for whatever reason. Such signing out is undertaken by reception staff upon receipt of a dated and signed parental note verified by a Attendance Clerk's signature indicating that the appointment has been verified by telephone if the student has forgotten a note.

Students who are unwell report to Medical Reception where they are assessed. Students who are unwell and need to leave school will have arrangements made by the Senior Welfare Assistant, including contacting parents, and ensuring students have appropriate transport arrangements. Only the Senior Welfare Assistant makes a decision to send a student home for sickness. If a student leaves school without the permission of the Senior Welfare Assistant, even if collected by a parent, the absence will not be authorised. If the Senior Welfare Assistant has decided that a student should be sent home, the time at which they are collected by parents and leave the premises is noted in the same book at reception.

Post 16 students are required to wear their Chace Identity cards at all times, and to use these to swipe in and out as they arrive and leave the premises. In the event of an emergency evacuation of the school, the swipe system and the School's MIS give a true record of the student numbers on the premises.

Students on a reduced, work-related timetable carry an attendance card with them and the Attendance Clerk holds their timetables centrally for checking in the event of a school evacuation. Fire procedures for staff/adult visitors are dealt with separately.

Monitoring and Review

This policy supports and should be read in conjunction with the school's Equal Opportunities and Racial Equality Policies. The policy is monitored and reviewed annually by SLT and Governors through the Governors' Teaching and Learning Committee.

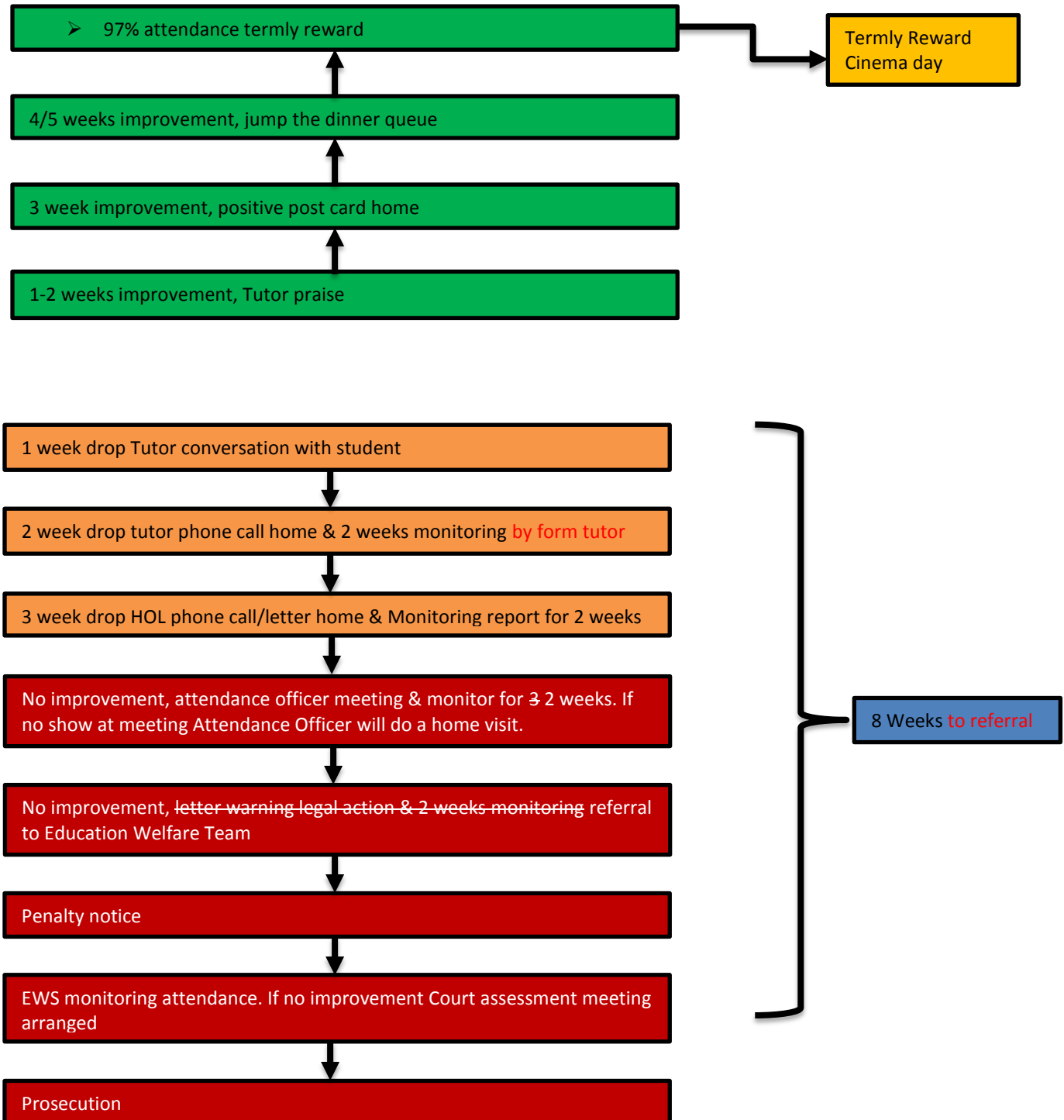
Reviewed and Updated May 2019

Appendix 1 – Staff responsibilities for attendance and punctuality

Member of Staff	Responsibilities	Frequency
DHT Pastoral	Overall attendance and punctuality supported by HoLs, Attendance Manager and all other relevant staff	Ongoing throughout the year
Heads of Learning (HoLs)	Monitoring and improving attendance in each Year Group Meetings with the Attendance Manager to discuss attendance and punctuality and plan interventions. Meet parents and conduct home visits. Monitoring of Tutor attendance meetings Celebrating good attendance Run daily late detentions Rewarding good attendance	Fortnightly Fortnightly Twice half termly Weekly discussions with FT (assembly) Termly rewards linked to 97+ attendance with good behaviour.
Attendance Manager	Monitoring and improving whole school attendance Reporting all Persistent Absence students and interventions to the DHT Meetings with HoLs to discuss attendance and punctuality and plan interventions Key students where very poor attendance is an obstacle to learning Referring relevant students to the EWS	On-going throughout the year Fortnightly Fortnightly On-going
Attendance Clerk	Monitoring school attendance daily Inform parents of student lateness and late detention via text message Manage Os in the register Generate whole school attendance summaries and send to relevant members of staff Generate Tutor Group attendance summaries for Tutors	Daily Daily Daily Weekly Twice half termly
Tutors/Teachers	Electronic registration of students in Form time and all lessons Encouraging good attendance and punctuality in the Tutor Group Following up on notes and absence from students in the Tutor Group Inform students in their Tutor Group of their attendance Share year/Tutor Group attendance Attendance meetings with concern students Attendance/Punctuality report with concern students	Daily/every lesson Daily Daily Twice half termly Weekly Weekly Ongoing

Appendix 2

Attendance Thresholds



Appendix 3

Attendance Action Plan

Objectives	Actions	Success criteria	Staff lead and completed by
<p>To raise whole school attendance to meet the national average target of 94.6% and reduce persistent absence to 13.5%</p> <p>Whole School Attendance currently = 93.61%</p> <p>PA is currently = 19.15%</p>	<p>Use 6 weekly cycle of actions for review, monitoring and follow up – see individual actions below.</p>	<p>Process is effective for identifying, monitoring and reducing absence.</p>	<p>PVe - ongoing</p>
	<p>Ensure 2-weekly meetings take place with HoLs and RSLs to discuss concerns raised through the tracker and students of concern identified. In particular to focus on students who are showing indications of becoming PAs.</p> <p>KBa to support HoLs in the use and monitoring of SOL Attendance so that they are confident.</p>	<p>HoLs confident to use SoL to identify where support and early intervention should be put in place. And record interventions effectively on SoL attendance.</p> <p>The data is scrutinised and used more effectively to create a more proactive and effective approach.</p>	<p>KBa, HoLs and RSLs – ongoing</p> <p>HoLs - ongoing</p>
	<p>HoLs to arrange parent meetings with students of concern to discuss improving attendance.</p>	<p>HoLs are successful in arranging and meeting parents and students and the impact of those meetings is evidenced in improved attendance over a sustained period of monitoring.</p>	<p>HoLs - ongoing</p>
	<p>Identified students on attendance report for at least 3 weeks .</p>	<p>Am and pm registrations all ticked as student is present in school and no gaps in attendance.</p>	<p>HoLs and attendance team - ongoing</p>
	<p>If no evidence of consistent improvement Attendance Manager to refer ongoing concerns to EWO.</p>	<p>Reduce the number of referrals to the EWO.</p>	<p>KBa - ongoing</p>
	<p>HoLs to engage with form tutors re attendance data and students of concern.</p>	<p>Form Tutors to understand and support the impact of low attendance and inaccurate registers by engaging with students of concern.</p>	<p>HoLs and Form Tutors – ongoing</p>

	<p>HoLs and Form Tutors to refer students to KB to deliver return to school meetings when students have been absent for 3 days or more or dropped percentage 2 weeks in a row. Meetings to take place in morning registration. Students to be given a printout of their absence and attendance report to support return to school.</p>	<p>KBa to be relieved of am gate duty to be available for meetings with students during am registration time.</p> <p>System for referrals is working effectively and impact on attendance is improving and reducing the likelihood of PA.</p>	<p>HoLs and Form Tutors – ongoing</p>
	<p>Continue to use Penalty Notice (PN) for term time holidays.</p>	<p>To see a reduction in the number of PNs issued.</p>	<p>KBa – ongoing</p>

Appendix 4

Behaviour Policy Chace Consequences

Stage	Behaviour	Consequences
1	<ul style="list-style-type: none"> Off task behaviour Failure to follow instructions Defiance Rudeness Disrupting learning Swearing in conversation with students 	<ul style="list-style-type: none"> No further action for 1 or 2 warnings with appropriate staging and reasonable adjustments for those on SEN register On third warning student sent to Relocation and 30-minute (from Sept 19) same-day detention issued & teacher calls home the same day and logs details on Progresso. For persistent issues in lessons, teacher liaises with HoF in the first instance to support in resolving with meetings with parents/carers if needed Fresh start from next lesson
	<ul style="list-style-type: none"> Lateness to school 8.40-9am 	<ul style="list-style-type: none"> Same-day 20-minute detention, student must pass late slip to tutor
	<ul style="list-style-type: none"> Late to lessons 	<ul style="list-style-type: none"> Next-day 20-minute next day for each lesson (6 late lessons is next-day 2hours!)
	<ul style="list-style-type: none"> AM late to registration after entering school on time before 8.40 PM late to registration 	<ul style="list-style-type: none"> Late to registration same-day 20-minute detention Persistent lateness will result in attendance and punctuality report via HoL/Tutor Late to registration same-day 20-minute detention
	<ul style="list-style-type: none"> Extreme lateness to school after 9am 	<ul style="list-style-type: none"> Same-day 40min detention, persistent extreme lateness will result in HoL/tutor report
	<ul style="list-style-type: none"> Uniform infringement (missing item) – no note from parent 	<ul style="list-style-type: none"> Same-day 20-minute detention Persistent of multiple missing items will result in extended detention or relocation
	<ul style="list-style-type: none"> Uniform infringement (prohibited items – hoodies, hats, caps) or other banned items 	<ul style="list-style-type: none"> If prohibited item seen – confiscated by member of staff and returned same day. If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap. Persistent offences – collected by parent by appointment with HoL
	<ul style="list-style-type: none"> Walking away from member of staff at any time Extreme defiance outside lesson 	<ul style="list-style-type: none"> 60-minute detention (MOS sees HoF for inside lessons & HoL for outside lessons)
	<ul style="list-style-type: none"> Physical behaviour towards others (including play fighting) Failure to follow Code of Conduct outside lesson 	<ul style="list-style-type: none"> Referred to HoL for consequence: <ul style="list-style-type: none"> Detention Immediate Relocation for play fighting Phone Call home and/or meeting
	<ul style="list-style-type: none"> Failure to complete homework 	<ul style="list-style-type: none"> Students can be held back to complete outstanding work 3 missed homework is 40-minute HoF detention (from Sept 19) Persistent homework issues, teacher liaises with HoF for further intervention Tutors look at trends across subjects and informs parents and place students on report
	<ul style="list-style-type: none"> Persistent lack of equipment 	<ul style="list-style-type: none"> Referred to Tutor and HoL for intervention and consequences Discuss with HoL for consequences
	<ul style="list-style-type: none"> Sight of phones and headphones including wireless versions 	<ul style="list-style-type: none"> If prohibited item seen – confiscated by member of staff and returned same day with no consequence. If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap. Failure to hand over to BST – Relocation for the remainder of the day and up to 60-minute detention & BST/HoF/HoL to contact home Persistent offences – collected by parent by appointment with HoL
	2	<ul style="list-style-type: none"> Antisocial behaviour outside school and at the bus stop (bringing the school into disrepute)
<ul style="list-style-type: none"> Swearing in conversation with staff 		<ul style="list-style-type: none"> Immediate relocation and 20-minute same-day detention issued
<ul style="list-style-type: none"> Truancy 		<ul style="list-style-type: none"> Truancing a lesson will result in up to 60-minute same-day detention Multiple truancy in one day results immediate relocation and up to 120-minute same-day detention
<ul style="list-style-type: none"> Failure to follow expectations in relocation 		<ul style="list-style-type: none"> Same-day detention extended & BST to contact home Additional time in relocation Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed)
3	<ul style="list-style-type: none"> Multiple relocations same day or over week 	<ul style="list-style-type: none"> BST to extend relocation on students readiness to go back in to lessons (as well as increasing detention)
	<ul style="list-style-type: none"> Failure to attend detentions No reminders will be given (Sept 19) 	<ul style="list-style-type: none"> BST extend the detention the following day incrementally increasing up-to 2 hours or full day relocation including 2 hours after school
	<ul style="list-style-type: none"> Refusal to leave lesson when requested 	<ul style="list-style-type: none"> If the student refuses send a student to reception/student services for BST to support. If student refuses to leave for BST/SLT – remainder of the day in relocation and detention (refusal to go is stage 5)
4	<ul style="list-style-type: none"> Repeated Relocations within same week or same subject 	<ul style="list-style-type: none"> BST liaises with HoF or HoL (for multiple subjects) <ul style="list-style-type: none"> Call home or meeting Detention Report Relocation
	<ul style="list-style-type: none"> Serious incidents inside and outside school including smoking, fighting poor behaviour on trips Persistent antisocial behaviour and bringing the school into disrepute Vandalism to property Equal Opportunity infringement - including bullying in line with our Anti-bullying policy 	<ul style="list-style-type: none"> Referred to HoL (outside lesson) or HoF (inside lesson) for consequence Consequence depends on severity of incident <ul style="list-style-type: none"> 60-minute detention & contact home Meeting with parent/carer Conduct Report 1 or more days in relocation Fixed term exclusion Police involvement
	<ul style="list-style-type: none"> Swearing or extreme rudeness or abusive language towards member of staff 	<ul style="list-style-type: none"> Member of staff immediately informs BST via reception or student services for BST to pick up and action. BST to immediately relocate and extended detention in first instance HoL (outside lesson) or HoF (inside lesson) to complete forms and follow up with further interventions/consequences (such as meeting with parents or restorative justice and complete appropriate form)
5	<ul style="list-style-type: none"> Persistent swearing or abusive language towards staff 	<ul style="list-style-type: none"> Fixed-term exclusion
	<ul style="list-style-type: none"> Refusal to accept full-day relocation 	<ul style="list-style-type: none"> Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed)

6	<ul style="list-style-type: none">• Persistent failure to follow Chace Code of Conduct• Persistent or one-off violent or threatening aggressive behaviour towards others• Possession of dangerous items or substances• Theft• Persistent Equal Opportunity infringement - including bullying in line with our Anti-bullying policy• Failed Manged Move	<ul style="list-style-type: none">• 1 or more days relocation (failed managed moved can be weeks or terms in relocation)• Fixed term exclusion• Managed move• Permanent exclusion• Police involvement
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Appendix 5 Postcards for Students and Parents

Every School Day Counts



Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

Be at the classroom on time and ready to learn!



Chace Community School

NAME: _____

FORM: _____ DATE: _____

	AM Registration	PM Registration
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

Commitment to Learning High Expectations All Can Succeed Confidence and Courage Everyone Valued Equally

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Chace Community School

A Specialist Technology College

Churchbury Lane
Enfield Middlesex
EN1 3HQ
Telephone: 020 8363 7321
Facsimile: 020 8342 1241
Email: chace@chace.enfieldsch.uk
Website: www.chace.enfieldsch.uk
Headteacher: Daniel Bruton

I called today _____ to discuss the absence of :

Name: _____

Form: _____ %

Please contact Karen Barnham on 0208 3528241 to arrange a meeting.



Commitment to Learning High Expectations All Can Succeed Confidence and Courage Everyone Valued Equally