

# Kings Langley School



## Registration of Pupils Policy

## **A Policy Title: Registration of Pupils Policy**

### **Character Development: Commitment to Equality and Diversity**

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
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We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

### **B Status**

- Satisfactory

### **C Purpose:**

- This policy provides a framework and guidance for staff and parents to encourage pupils to attend school regularly so that they can take full advantage of the educational opportunities available.

### **D Who was consulted?**

- The school governors were consulted in the development of this policy.

### **E Relationship to other policies:**

- This policy should be read in conjunction with the school Attendance, Registration and Punctuality Policy.

## **F Roles and responsibilities of Headteacher, other staff, governors:**

The **Headteacher** will ensure that:

- Pupils are registered accurately and efficiently
- Attendance targets are set for individual pupils, classes and year groups
- Parents or carers are contacted when reasons for absence are unknown or unauthorised
- Pupil attendance and lateness are monitored regularly
- School attendance statistics are reported to the LEA and the governing body
- The LEA Education Welfare Officer is provided with registers of attendance and supported in following up long-term absences
- Pupils absent for long periods because of ill-health receive appropriate learning support.

All **teachers** are expected to:

- Register pupils accurately and efficiently
- Report pupil attendance and lateness daily
- Encourage pupils to attend school regularly and inform colleagues if there is a problem that may lead to absences

**Pupils** will be encouraged to:

- Attend school regularly
- Inform staff if there is a problem that may lead to absences

**Parents and carers** will be asked to:

- Ensure the child attends school regularly
- Inform the school on the first day of non-attendance
- Discuss planned absences with the school in advance (e.g. family holidays, special occasions)

The **governing body** will ensure that the LEA is informed about the long-term absence of any pupils

### **Arrangements for monitoring and evaluation:**

The Headteacher will, on termly basis, provide data on pupil attendance against the number of sessions taught, and will provide comparisons with previous terms and years. The data will be analysed by gender, year group and ethnicity. The headteacher and the governing body will evaluate the data and decide what, if any, further action is required.