



BYRCHALL HIGH SCHOOL

Internal Truancy Policy

Internal truancy means being on the school premises but not being in lesson without good reason. Internal truancy is a safeguarding concern and is seen as a serious behaviour at Byrchall High School.

It is essential that all pupils are punctual to lesson. Pupils arriving late to lesson not only negatively affect their own progress but that of their peers as this causing valuable learning time to be lost. Pupils not attending lessons regularly develop considerable gaps in their knowledge and this seriously impacts achievement. Lack of attendance to lessons results in the same outcomes as lack of regular attendance to school. Internal truancy can also result in poor behaviour around school which impacts on the learning of others and reduces the availability for staff to support other pupils. Further details can be found on our school website on our attendance page.

To improve behaviour for learning we must:

- Challenge and significantly reduce levels of internal truancy
- Continue to provide high levels of support and development of students in school
- Consistently use the rewards system

Pupil expectations:

- All pupils are expected to be in all their lessons, every day, on time. This includes form time and PDL lessons.
- If out of lesson pupils, must wear an out of lesson pass lanyard.
- Complete sanctions when given.

Teacher expectations:

- Model good punctuality to pupils by arriving to lessons on time.
- Being visible and proactive on the corridors/designated duty points during lesson crossover.
- Complete the register each lesson accurately at the latest 5 mins after the start of lesson.
- Any pupil not in lesson within 5 minutes of the start of the lesson will be recorded as internally truant. This is done by adding a 1 code to the register.
- Have high expectations and challenge pupils who truant your lesson when you next see them.
- Limit pupil time out of the lesson, when out give pupils an out of lesson pass lanyard.
- Escort pupils to lunchtime and/or afterschool detentions as highlighted on Synergy.
- Celebrate pupil improvement.

Form teacher expectations:

- Model good punctuality to pupils by arriving to form periods and PDL lessons on time.
- Regularly discuss with pupils their attendance including attendance to lessons.

- Communicate any concerns to the relevant pastoral lead.
- Any barriers shared by pupils and/or parents are swiftly communicated to the relevant pastoral lead.
- Be the lead for pupils on monitoring card for internal truancy.
- Celebrate pupil improvement.

Parent expectations:

- Discuss with your child the importance of regular lesson attendance, this includes morning form time and PDL lessons.
- Highlight any barriers to regular attendance to lessons, including form time at the earliest opportunity to the pastoral staff.
- Fully support the school by ensuring sanctions are completed by your child and attending meetings as needed.
- Engage with outside agencies as necessary.

Head of Year expectations:

- Highly visible presence throughout the day, particularly during key points such as start of the day, end of break, end of lunch and changeover to lessons.
- Robustly track internal truancy within the year group.
- Support teaching staff escorting pupils to detentions if needed.
- **Organise and make same day contact with home in response to internal truancy.**
- Organise and attend meetings with home as necessary.
- Use the internal truancy policy and sanctions consistently across the year group.
- Forge strong relationships with home in order to overcome barriers early.
- Identify outside agency work that would support pupil attendance.
- Celebrate pupil improvement.

Pastoral Support Officer expectations:

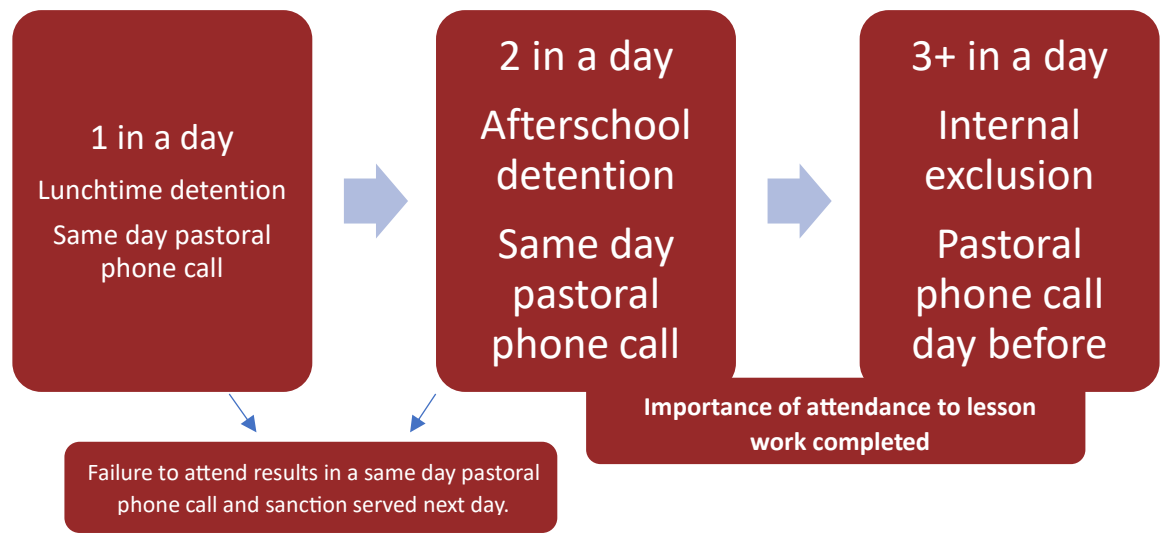
- Highly visible presence throughout the day, particularly during key points such as start of the day, end of break, end of lunch and changeover to lessons.
- Support teaching staff escorting pupils to detentions if needed.
- **In collaboration with HOY, make same day contact with home in response to internal truancy.**
- In collaboration with HOY, organise and attend meetings with home as necessary.
- In collaboration with HOY, make outside agency referrals as needed.

SLT expectations:

- Highly visible presence throughout the day, particularly during key points such as start of the day, end of break, end of lunch and changeover to lessons.
- Ensure a calm and orderly environment around school, in particular during registration, the first 10 minutes of lessons, end of break, end of lunchtime and lesson changeovers.
- Analyse rank order data weekly in AHT PMM meeting, focusing on the top 10 pupils of that have internally truanted. Action plan and liaise with HOYs as to implement next steps.

- Ensure HOYs are consistently applying the internal truancy policy and action when not.
- Meet with parents and pupils as needed.

Truancy in the day:

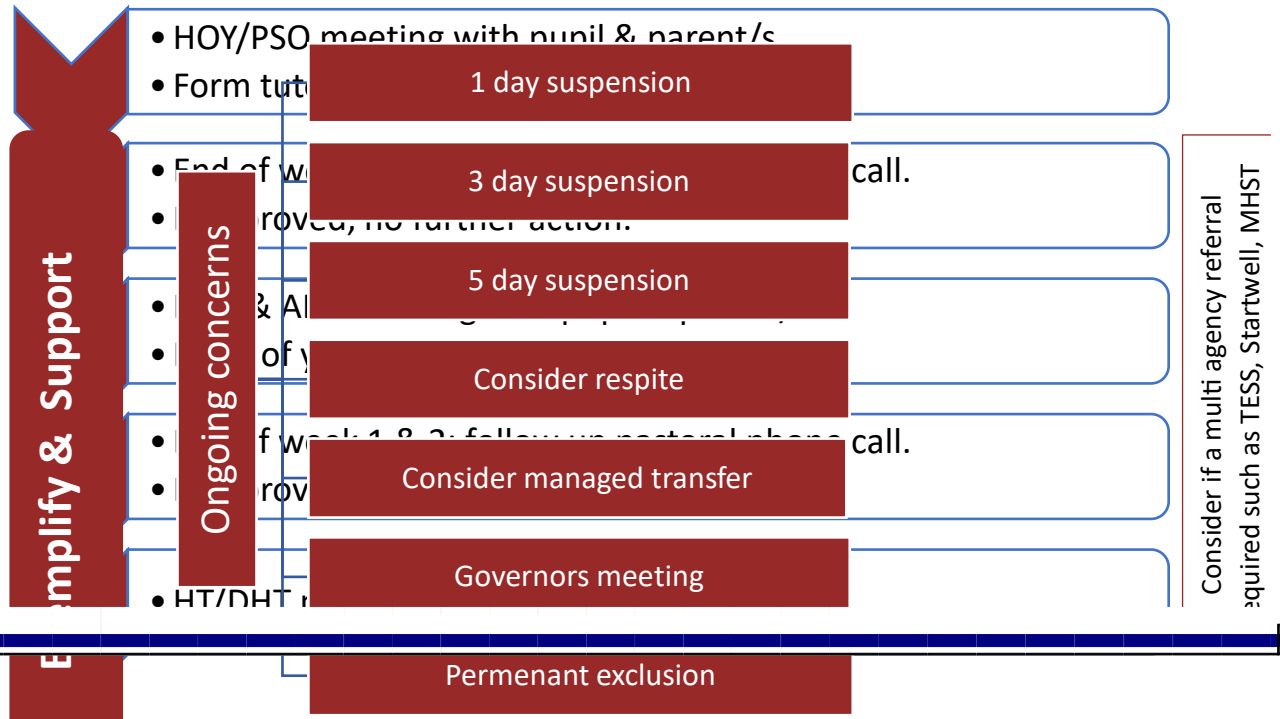


Persistent truancy

5+ times a week. Rank of 1 codes discussed weekly at AHT PMM meeting, action plan and HOY informed of next steps.

Focus in all meetings is identification of barriers and subsequent support offered. Explicit links to attendance and outcomes to feature.

Key worker staff for high needs pupils replaces HOY/PSO below.



Approved by:

A Birchall

Date: December 2023

Last reviewed on:

Next review due by:

July 2024