



Punctuality – School Policy 07a

This policy was reviewed in February 2019 and is reviewed annually. Governors Ethos and Pastoral Care Committee are the Governors' Committee responsible for this policy.

It will next be reviewed in June 2022.

The person responsible for the policy in school is the Head teacher. It should be read in conjunction with other policies related to **Attendance, Safeguarding, Discipline and Teaching and Learning**, as well as arrangements for the good pastoral care of pupils and students during their time in the school.

Introduction

In order for pupils to benefit fully from the education which we provide, they must not only attend school regularly, but also on time. This does not happen by accident or without the school doing what it can to instil in them the right attitude to the importance of punctuality in school as well as in later life. To achieve this requires appropriate action to ensure that pupils do arrive on time to school and to lessons and that any barriers to this are overcome as early in their time at school as possible. The school recognises that there is a high correlation between attendance and attainment and that this principle also applies to punctuality. From experience we also know that this is an area of school life which needs to be worked at explicitly and that there are considerable benefits in doing so.

Rationale

There are several reasons why punctuality is important.

Practically, when pupils arrive late, they miss out on essential instructions given at the beginning of the lesson/school day. This reduces their chances of academic success. At school events and on extra-curricular visits it is as important to be punctual as it is in the classroom.

Socially, poor punctuality can also cause social disruption – children and young people may feel uncomfortable and embarrassed arriving to the classroom when everyone else is already settled. In fact, when one pupil arrives late it disrupts the teacher and the rest of the class, compromising everyone's learning. Good punctuality, by contrast, can denote a high level of social awareness, courtesy, consideration and respect for others, as well as reliability and trustworthiness.

Economically, every country depends on its schools to provide young people with the right routines for working life. Educationally, developing self-discipline in this respect is of lifelong value.

Responsibilities

The Governors are responsible for setting the values, priorities and overall direction of the school and consider that this is an important aspect of a good schooling.

The Headteacher works with three Senior Assistant Headteachers to work out this vision in practice at each Key Stage. They are supported in this by other members of the Senior Leadership Team.

The Head of Year 12 has a particular brief at the moment to improve the link between school policy and departmental and year team practice: punctuality is a key example of this.

Heads of Year are responsible for knowing that pupils in their year group are arriving punctually to school, to Form Time and to lessons and taking action when there are patterns of frequent lateness, for example.

Form Tutors monitor the punctuality of pupils in their Tutor Group and work with the Head of Year and others to improve it, where necessary.

Heads of Department ensure that there are high levels of punctuality to lessons in their area.

Subject Teachers play their part in making sure that their classes start and end on time and that pupils arrive and leave promptly.

All staff support this through their actions through the school day.

The Attendance Officer keeps track of punctuality records in SIMS, oversees arrangements for dealing with pupils who arrive late to school and provides information about punctuality and lateness to the relevant senior and middle leaders.

Pupils and students are expected not just to know the rules, but also to understand why these things are important. Through the good work of Form Tutors and Heads of Year the school takes steps to recognise those pupils who are reliably present and punctual on a consistent basis.

Principles

ATTITUDES

The task of the school in this area is to foster the right attitudes in pupils and students: (1) the *mindset* that punctuality matters; (2) the *momentum* which builds amongst pupils and staff when we are all conscious of where we have to be by when; (3) the increase in *motivation* which is generated because of this common effort, as we see time being well used.

PRACTICES

We do this from the start of each year by briefing parents and pupils about expectations (e.g. Parents' Information Evenings) and Heads of Year reinforce this through their weekly assemblies. Arriving on time means being at Registration (or at St. Matthew's Church) between 8.25 and 8.30am. At the start of each day a senior member of staff stands on Gate Duty each morning to welcome pupils as they arrive; one Head of Year does the *Ready to Learn* duty in the Foyer from 8.30-9.00. After 8.30am pupils enter through the main gate and sign in late at Pupil Services, which automatically generates a Late Detention. Form Tutors ensure that their Tutees arrive promptly to both am and pm registration. Failure to do so can also lead to a Late Detention.

We set the pace through the day by making an effort to start and finish each part of the day on time. Assemblies at St. Matthew's begin by 8.35 and finish by 8.50. Assemblies in the hall begin by 8.40 and end at 8.55. The first battle to win is the prompt 9.00 start to all lessons. At the start of each lesson we follow the principles of the *Tenison's Ten* to meet and greet pupils as they arrive. The best lessons begin purposefully and swiftly. Any late arrivals are recorded in the taking of the register by adding 'Minutes Late', which can be totalled through a day or a week, if necessary. (For Periods 2, 4 and 6, lateness is defined as significantly after the main group of pupils arrives; after 9.53, 11.53 and 2.28 could be a guide). Promptness is rewarded with appreciation, where appropriate. A particular reason for an individual late arrival is covered by a teacher's signed note. We give careful attention to finishing a lesson well and on time, with chairs pushed in and desks tidy for the next class, as the bell goes. The class departs on the bell. There is no excuse for a late arrival at the second lesson of each pair. With the motto of '*Purposefully, Calmly and with Consideration*', pupils *Keep Moving* through corridors from one lesson to another by the most direct route. Staff conducting this duty can use a simple system of *Formal Notes*, which can be handed in at Reception and record any undue lack of purpose, calmness or consideration for others. 3 such notes in a week will lead to a Year Detention.

At the end of morning break and lunch-time, Midday Supervisors ring a bell outside around the site to give pupils playing football and on more remote areas the chance to move inside in good time. Staff on duty reinforce this. Staff who are receiving pupils in their classrooms are there promptly to welcome them. Pastoral and Senior Leaders stand in the most visible places in the Dining Hall and on the Science stairs, for example, to keep up the sense of momentum. At the end of the School Day, there are 15 minutes for pupils to collect their things from their lockers before the start of after-school activities or the 5 minute warning bell reminding them to leave the school site by 3.35pm.

CONSEQUENCES

Pupils whose punctuality is consistently good and reliable will be recognised in termly and annual recognition of good conduct, including in certificates given at end-of-term assemblies and Presentation Evenings. A system is established by the Pastoral Leadership Team.

Pupils whose punctuality needs to be improved are given structured support in the following ways:

1. Form Tutor monitoring, advice and guidance – using a Punctuality Report, if needed.
The role of the Form Tutor in setting the standard in this way is not to be underestimated.
2. School action through Late Detentions for those arriving at school after 8.30am as follows:
 - 1st occasion in a week – Late Detention 3.30-4.00pm
 - 2nd occasion in a week – Late Detention 3.30-4.30pm
 - 3rd occasion in a week – Late Detention 3.30-5.00pm* (*=transfer to SLT Detention at 4.30)Failure to attend a detention at any level results in the next level of detention being issued.
3. For persistent lateness to school, i.e. more than 3 times in a week or lateness repeated from one week to the next, the pupil's Head of Year uses one of the following, as required:
 - Late Report (daily)
 - School Detention 2 (Friday, 3.30-5.30pm)
 - Day in seclusion
 - Governors' Exclusion

The Head of Year consults with the relevant SLT Link, as needed, when there are pastoral as well as disciplinary issues to address in this matter.

4. Pupils who arrive late to lessons receive a sanction from their class teacher, usually in the form of making up the minutes lost at the next available break or lunch-time or after school. It is well documented that pupils ensure they arrive on time for those teachers who themselves take action when a pupil is late. Using 'minutes late' on SIMS to record the late arrival also allows the school and the Head of Year to see any patterns emerging and to take more global action. A weekly report of all pupils late to lessons is provided for Heads of Year.
5. In the event of repeated or serious lateness, a Head of Department detention is available.
6. For persistent lateness to lessons, the Head of Year takes action similar to that identified above for persistent lateness to school.

During June and July 2019 the school will be focusing particularly on improving pupil punctuality to lessons. Therefore, any pupil who is late to more than one lesson on a particular day will be given a Lunch-time Late Detention the next day (from 12.40-1.10pm in Room 17). Any non-attendance at this will be followed up promptly and seriously.

Review, Monitoring and Evaluation

This policy is reviewed regularly by the Head of Year 12, Attendance Officer and Senior Assistant Headteacher with responsibility for attendance. Data by year group is available on lateness to school and lateness to lessons each week. This is also monitored by Heads of Year. Evaluation of the policy's success and impact is conducted by the Pastoral Leadership Team as part of their regular meetings, the Senior Leadership Team, when needed, and as part of information shared with the Governors' Ethos and Pastoral Care Committee.