

Whole-School Attendance Strategy

Leadership and Management

Our vision for attendance is:

In this section, set out your vision for attendance. Identify the expectations for attendance at your school and include details of core school values that relate to this.

Our targets for attendance are:

- Overall attendance to be at least in line with national (96%);
- To reduce persistent absence;
- To ensure that attendance for children with SEND and/or Pupil Premium remains in line with national

We will communicate our vision and targets to staff, pupils, families and other stakeholders by ensuring that:

- Attendance and punctuality has a high profile in the weekly newsletters;
- There is a dedicated attendance section on the school website;
- We share information with parents/carers at open days and school events;
- We discuss the importance of good attendance and punctuality in collective worship and in class.

We recognise that absence from school can pose a safeguarding risk for our pupils. We will make sure that our staff, pupils and families understand these risks by:

- information leaflets;
- targeted support for families;
- briefings by the designated safeguarding lead (DSL) or other appropriate staff members;
- information shared in collective worship and in class.

We expect good attendance and punctuality from our pupils. We use the following strategies to ensure that pupils understand this expectation:

- rewards and incentives for good and/or improved attendance;
- reminders and updates in collective worship and in class;
- pastoral support for pupils with poor attendance;
- personal attendance plans where needed.

Absence from school affects pupils' attainment, wellbeing and wider outcomes. We communicate this to our school community via:

- newsletters;
- the school website;
- open days and school events;
- collective worship and in class.

We empower staff to take responsibility for attendance by:

- offering relevant training to help staff to promote good attendance;
- sharing relevant data so that they know which groups are most at risk of poor attendance;
- encouraging class teachers to talk to their pupils about attendance;
- enabling staff to chat informally with parents/carers about attendance.

Our designated attendance champion on the senior leadership team is:

Judi Jackson – Headteacher/DSL/SENCO.

Their responsibilities include:

- developing and monitoring the school's attendance policy;
- monitoring attendance;
- supporting and/or manage other staff with specific responsibilities for attendance (admin, TAs and class teachers);
- implementing and monitor any interventions or escalation procedures;
- reporting regular updates to governors.

We ensure that our staff are trained to use our attendance systems effectively and promote good attendance in school. Examples of the training offered to our staff include:

- accessing relevant training opportunities (face to face and online) including aspects of safeguarding;

We ensure that our governors have an accurate view of attendance at our school so that they can offer effective support and challenge. We keep governors informed by:

- headteacher's reports;
- termly attendance updates in meetings;
- governor scrutiny of attendance data;
- link governor visits.

Where required, our governors will engage in escalation procedures to improve attendance. The process for this is as follows:

See attendance policy.

Relationships and Communication

As a school, we understand that developing a welcoming and positive culture is important in building trust and engagement and therefore promoting good attendance. We do this by:

- offering a wide range of extracurricular activities so that pupils can build better relationships with staff;
- ensuring that strong pastoral systems are in place so that pupils and families are supported when needed;
- organising a range of social events for parents to build a sense of community;
- ensuring that staff phone families with positive news, rather than only contacting them when there is a problem.

We strive to communicate effectively with staff, pupils and families so that they understand what to expect and what is expected of them. Our strategies for doing this include:

- written communications, such as letters home and information leaflets;
- online communications, such as the school website, emails and texts;
- telephone contact, including welfare calls and texts to parents;
- face-to-face interactions, such as parents' evenings, information sessions and parenting workshops.

We understand that some families will face barriers with communication. We take the following measures to ensure that our communication with parents is inclusive:

- using a wide range of methods to inform parents (not written communications alone);
 - using interpreters;
 - translating information sheets into languages that are commonly spoken by families;
-

- ensuring that information from open evenings and workshops are shared with those unable to attend;
- offering the option of attending meetings virtually (for example, to support those with work commitments or mobility issues).

When required, we work with partners to promote good attendance. Examples include:

Early Help, social workers, local authority services.

We strive to model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.

All staff members should:

- treat pupils with dignity, build relationships rooted in mutual respect and observe proper boundaries;
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively;
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity;
- communicate effectively with families regarding pupils' attendance and wellbeing.

Parents and carers are expected to:

- treat staff with respect;
- actively support the work of the school;
- ask staff for support when this is needed;
- let us know as soon as possible when there are issues which may affect absence.

We communicate this expectation by:

- using home-school agreements;
- having a dedicated attendance phone number/email address;
- making it easy to contact school when there is an issue;
- providing a designated contact for families that need extra support.

Systems and Data

We use robust school systems to provide useful data at cohort, group and individual levels to give an accurate view of attendance, reasons for absence and patterns amongst groups. These groups include:

- children who have a social worker, including looked-after children;
- young carers;
- children who are eligible for free school meals;
- children who speak English as an Additional Language (EAL);
- children who have Special Educational Needs and/or Disabilities (SEND).

We analyse attendance data regularly to identify issues and facilitate early intervention. This includes raising concerns with partner agencies that work with families.

Every member of staff in our school has a role in promoting good attendance. We help staff to know and understand this responsibility by:

- making specific reference to attendance in staff roles and responsibilities descriptions;
- talking about attendance during weekly briefings;
- discussing attendance issues during staff meetings.

Attendance leaders provide the following information to staff to enable them to track the attendance of pupils and to implement appropriate support:

Attendance profiles/CPOMS infographics as required.

Our school attendance, safeguarding and pastoral support policies clearly outline:

- the key principles;
- rules pupils need to follow;
- routines;
- consequence systems.

The escalation procedures to address absence are:

- understood by pupils, parents and carers;
- implemented consistently;
- reviewed regularly.

We ensure this by:

- providing information about escalation procedures and attendance interventions on the school website, information leaflets, open evenings and via any other relevant means;
- explaining the systems in place during targeted attendance meetings with families;
- monitoring the use and effectiveness of interventions to ensure that these are implemented consistently;
- providing training and support for staff who are directly responsible for improving attendance;
- gathering data on the escalation procedures to address absence;
- using this data to analyse whether the current systems are working and to identify areas for further development;
- ensuring that a member of the senior leadership team has responsibility for reviewing escalation procedures regularly.

We make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and that their impact is reviewed regularly. We do this by:

Referring to the Local Authority guidance.

Intervention

We will use the following data to identify where attendance interventions need to be targeted:

- register inspections;
- analysis of data from school registers (including analysis of absence codes);
- analysis of punctuality data;
- benchmarking across groups;
- analysis of trends in attendance (on an individual, group and whole-school level);
- analysis of information recorded on the school safeguarding systems;
- records of interventions offered to individuals and groups and their outcomes;
- information provided by pastoral and other staff.

We will monitor and analyse this data regularly to ensure that interventions are delivered quickly to address absence.

We will create action plans in partnership with families and also include agencies that may be supporting families.

We will implement a range of strategies to support pupils and families who require this.

We will monitor the impact of any interventions, making adjustments if necessary, and use the findings to inform future strategy.

Where interventions fail to address attendance issues, we will identify the reasons why and, where appropriate, change or adjust the intervention.

We will follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when school-based interventions have not resulted in improved attendance and relevant triggers/thresholds are met. The person responsible for this is:

Judi Jackson – Headteacher/DSL/SENCO

This strategy will be reviewed every: 3 years (minimum).

By: Headteacher and Chair of Governors.

Date of last review: April 2023.
