

# Brampton 'The Ellis' C of E Aided Primary School



# Attendance Strategy

Improving attendance is everybody's business.

## Attendance

“Take even more care of the education of young people entrusted to you than if they were the children of a king.”

- Med 180.3 – feast of St Hilarion Our Vision

## Our Vision and Values

*We will aspire to great things, shine our light and reach our God given potential.*

We remember this through The Bible verse:

‘let your light shine.’ (Matthew 5:16)

We want our children to recognise the value of their own light: to be proud of their achievements to value and respect themselves; and to know how loved they are by both God and by others.

Our school aim is to ensure that all children are able to achieve their very best by taking full advantage of the education opportunities that are available to them. We hope to do this by ensuring high levels of attendance and punctuality and creating an ethos in which good attendance is valued by both school and parents/carers. When children attend school regularly, they are more likely to succeed as well as learning social skills, giving them the opportunity to engage positively with their peers and building strong friendships.

## Our Values

<b>RESPECT</b>	We follow the command of 1 Peter 2:17 and “Show proper respect to everyone”, noting that the word translated ‘respect’ here (Gk: timēsaie) is rooted in the way we value or consider one another – and is basically about how we see each other and treat each other with compassion. “Be compassionate, just as your Father is compassionate.” (Luke 6:36 nb. Translation) At Brampton Ellis such compassion has to look beyond the confines of the school and community and also look towards global concerns.
<b>RESPONSIBILITY</b>	Springing from Christ’s inspiration in Matthew 22:35-40, we begin by ensuring children know how valued they are, and that they are able to value themselves. A grounded self-awareness is the starting point for our children in this regard, and is evident in how they take responsibility for their own learning journey. We translate that value into responsibility towards, themselves, others and Gods creation.
<b>RESILIENCE</b>	Jesus taught that the road to life can sometimes be the narrower and tougher path (“the gate to life is narrow and the way that leads to it is hard, and there are few people who find it” Matthew 7:14). We encourage our children to face challenge, anchored by a spirit of faith and hope – “a hope that is an anchor for the soul” (Heb 6:19). At Brampton Ellis we teach the need to develop resilience, with hopeful and faithful expectation, in which children develop a positive outlook towards all learning challenges on their journey towards reaching their potential as learners and as people with a focus on exceptional effort being what we should all expect of ourselves.

## The Law

The law in the UK entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

## The impact of poor attendance

EVERY DAY COUNTS		
Attendance	96% or better is the JMAT attendance target for all children	
	LOST LEARNING DAYS	LOST LEARNING HOURS
96 – 100 %	0 – 8 days	Up to 48 hours
94 – 96%	8 – 12 days	Up to 72 hours
92 – 94%	12 – 15 days	Up to 90 hours
90 – 91%	15 – 19 days	Up to 114 hours
Below 90%	20 or more days	More than 120 hours

## Our School Approach

Our school approach is written in conjunction with the DFE 'Working together to improve school attendance'. We work together with partners to ensure that we have the right culture in school to promote good attendance alongside the right support being offered at the right time to enable pupils to fully access education.

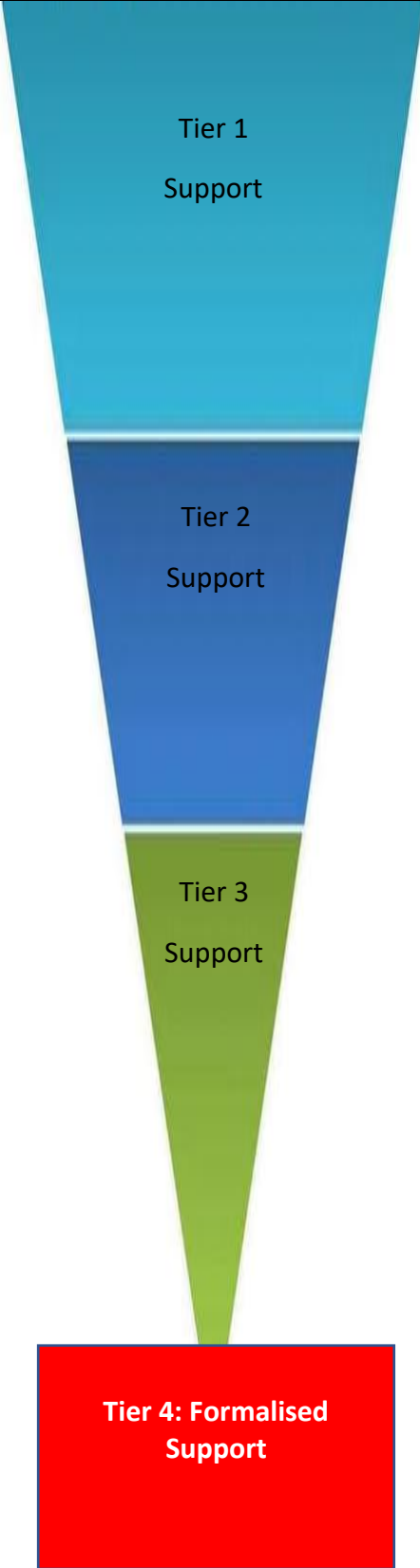
We recognise that the barriers to accessing education are wide and complex and therefore remain professionally curious at all times, seeking to expose the barriers to school attendance. We build strong relationships with our families, ensuring that they know we are a source of support at all times, that we are approachable and that we genuinely want to achieve the very best for their children.

Below explains our school strategy:

Expect	<ul style="list-style-type: none"> <li>• Our attendance policy sets out the clear expectations of the school. All staff are familiar with the policy because good attendance is everyone's responsibility. This policy is shared with parents annually, is available on our website and is communicated with pupils in the appropriate ways</li> <li>• School attendance expectations are set at the point of admission to our school</li> <li>• Attendance expectations are reinforced at transition, SEND reviews and parent meetings</li> <li>• Attendance forms part of parent meetings and our expectations are set out clearly</li> <li>• All children engage in Celebration Assembly each week which reinforces the school attendance target of 96% and celebrates class attendance. The focus here is to promote a sense of teamwork and responsibility and the highest class attendance receives an extra break on a Friday.</li> <li>• Individual incentives and rewards are also used to promote and celebrate good attendance. These include: <ul style="list-style-type: none"> <li>✓ a weekly entrance to a lucky dip for all children who achieve 96% or above - names are drawn from a hat;</li> <li>✓ termly certificates for each child whose attendance is 96% and above;</li> <li>✓ a special reward of event for children who have achieved 96% or above for the year.</li> </ul> </li> <li>• Attendance data is communicated weekly with parents via the school newsletter.</li> <li>• Attendance data, alongside our expectations, are included on annual school reports</li> <li>• Attendance expectations are shared with governors within Headteacher reports</li> <li>• Class teachers talk to their pupils about the importance of attendance regularly</li> <li>• All families are regularly reminded that term time holidays are not authorised under any circumstances and that holidays taken in term time may be referred to the Local Authority for a Fixed Penalty Notice (FPN)</li> <li>• All families are aware that a leave of absence request needs to be submitted for any planned absence from school</li> <li>• First day calls are made where a child has not attended; this reinforces our expectation that children should be in school, acts in line with our safeguarding policy and is a first step in supporting families with attendance. Also, if school has not seen a child within five days a home visit is conducted to check on their wellbeing.</li> </ul>
Monitor	<ul style="list-style-type: none"> <li>• Attendance is tracked on an individual basis. Any pupil who does not have attendance levels of 96% or more at the end of each half term is discussed by the parent support worker and Headteacher and appropriate actions are agreed and tracked for impact</li> <li>• Half termly letters are sent to families informing them of their child's attendance level.</li> <li>• Additional letters are sent to those families who are already working with school on a regular basis (e.g. children with a temporary long term illness, a partial timetable or a specific medical plan) to inform them of their child's attendance.</li> <li>• Attendance is monitored at each pupil progress meeting when discussing barriers to pupil progress and is also included on all SEND review paperwork</li> <li>• Attendance will be monitored either weekly or bi-weekly by the attendance lead</li> <li>• Any child whose attendance is below 94% will be issued an email or contacted by phone to bring this to their attention.</li> <li>• Any child whose attendance is below 92% or has a downward trend will be monitored more closely. Individual circumstances will be considered before parents are invited to a meeting. The purpose of the meeting is to develop a parent contract, explore Early Help support and arrange a three-week monitoring period. If attendance continues to decline a follow up meeting will be arranged and 'notice to improve' letter issued'. Attendance will be monitored for a further three weeks and absences will not be authorised unless medical proof is given.</li> <li>• Attendance is traced by year group and contextual factors (e.g. Pupil Premium) each half term, so that the attendance team can monitor their levels of attendance and pursue enquiries and investigations for underperforming groups.</li> <li>• Staff are professionally curious, looking for patterns of absence to highlight to the attendance team.</li> <li>• Lateness is monitored to identify families who are frequently late and may require additional support.</li> <li>• RecordMy is used to record any discussions about attendance with families or professionals.</li> </ul>

Listen and understand	<ul style="list-style-type: none"> <li>There is an attendance team made up of:</li> </ul>			
	 <p><b>Mr Minor</b> Headteacher</p>	 <p><b>Mrs Magrath</b> Deputy Headteacher</p>	 <p><b>Mrs Taylor</b> Attendance Lead and Inclusion Manager</p>	 <p><b>Miss Turner</b> Admin Assistant</p>
	<ul style="list-style-type: none"> <li>Our Admin assistants are parent's first point of contact when discussing their child's attendance, including as first day caller. Their warm and supportive manner ensures families know we want to help them in ensuring their children attend well at school.</li> <li>It is made clear on all communications about attendance that that aim of our systems are to support and empower families, rather than punish.</li> <li>When a pupil's attendance is identified as a concern by the attendance team, the relevant communication is shared with emphasis on supportive practice. At every step of monitoring attendance, families are made aware that they can speak to school.</li> <li>Where attendance requires a formal attendance meeting (below 92%), the attendance team meet with families to discuss barriers, ways to support and ensure school have all the relevant information. This is recorded in the form of an Attendance Contract, signed by both parties and revisited the following half term.</li> <li>As a school we continually look to employ supportive strategies and techniques to improve pupil attendance.</li> <li>The strategies and techniques and increase or decrease in significance as the child or family needs more or less informal support.</li> </ul>			

Facilitate Support		<p><b>Tier 1 Universal Support</b></p> <ul style="list-style-type: none"> <li>Good communication with parents - clear expectations</li> <li>Parents to inform school of the reason for absence or lateness</li> <li>Attendance Letters</li> <li>Attendance Meetings</li> <li>Regular attendance communication on newsletters</li> <li>Weekly Attendance Celebration</li> <li>Attendance included at parents' meetings, SEND reviews and on end of year reports.</li> <li>School nurse</li> <li>Visual timetables</li> </ul>
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	 <p>Tier 1 Support</p> <p>Tier 2 Support</p> <p>Tier 3 Support</p> <p><b>Tier 4: Formalised Support</b></p>	<p><b>Tier 2 Targeted support for groups</b></p>	<ul style="list-style-type: none"> <li>• Access to Breakfast Club</li> <li>• Morning jobs/tasks</li> <li>• Key person welcome</li> <li>• Priority list of morning calls where absence has not been reported by parents</li> <li>• Change of entry point/routine</li> <li>• Focused morning activities</li> <li>• Routines and boundaries</li> <li>• Liaison with/referral to external agencies where required (BOSS, ASCETS, CAMHS, School Nurse)</li> <li>• Individualised reward systems</li> </ul>
<p><b>Formalise support</b></p>		<p><b>Tier 3 Support is used for individual pupils</b></p>	<ul style="list-style-type: none"> <li>• School funded places at breakfast club</li> <li>• Liaison with/referral to external agencies where required BOSS, ASCETS, CAMHS, School Nurse)</li> <li>• Separate entrance point/start time</li> <li>• Welcome by a key adult</li> <li>• Temporary part time timetables</li> <li>• Bespoke SEND provision</li> <li>• Reward charts/motivational jigsaws</li> <li>• School based early help</li> <li>• Parenting courses (early help)</li> <li>• Attendance contracts</li> <li>• Next step identified as formal pathway (LA) Wake up calls</li> </ul>
<p><b>Enforce</b></p>	<ul style="list-style-type: none"> <li>• Formalised support continues throughout this stage.</li> <li>• Weekly attendance reviews.</li> <li>• letter sent into LA 'letter to the Local Authority'. An FPN may be issued.</li> <li>• Following FPN, should attendance fail to improve the attendance pathway will be followed again and school seek to take a case to the Local Authority School Attendance Panel (LASAP) to seek an education supervision order.</li> </ul>	<p><b>Tier 4 is formalised support, where Tier 1-3 school based support has been ineffective</b></p>	<ul style="list-style-type: none"> <li>• School begins to issue attendance pathway when: <ul style="list-style-type: none"> <li>✓ Attendance falls below 92% parents are invited to a meeting. A parent contract is developed, Early Help is explored and a three-week monitoring period is put in place.</li> <li>✓ If attendance continues to decline a follow up meeting will be arranged and 'notice to improve' letter issued'. Attendance will be monitored for a further three weeks and absences will not be authorised unless medical proof is given.</li> <li>✓ If no improvement is seen this will be referred to local authority.</li> </ul> </li> <li>• School seek support from the Local Authority Attendance Team.</li> <li>• Attendance below 50% - refer to MASH.</li> </ul>