



# Attendance Strategy

Improving attendance is everybody's business

## Our School Vision

*'We will be kind, work hard and be the BEST we can be'.*

For all of our pupils to achieve the vision that we hold for their education, they need to be in school every day, accessing a high-quality education. Good attendance is a learned behaviour and our aim is to build strong relationships with our families ensuring that they know we are a source of support at all times.

At Thurcroft Infant School our values of **belonging, achievement, aspiration and wellbeing** support us to build a culture that promotes the benefits of good attendance:

<b>Belonging</b>	<p>Thurcroft Infant School is a safe and supportive learning environment, where everyone's contribution makes a difference. We believe in building respectful relationships and teaching our children to become the best that they can be.</p> <p>We ensure everyone coming into our school feels welcome and happy while supporting families and children to have good attendance. Understanding the world around them is the first foundation of how our children develop their ability to make a positive impact and high school attendance facilitates this. We recognise that some pupils find it harder to attend school than others therefore all staff prioritise building positive relationships with all pupils and their families, we listen, empathise, care and support. We believe belonging starts in our learning community and that by attending well they will become equipped with the skills to build brighter futures together.</p>
<b>Achievement</b>	<p>Through an enjoyable and engaging curriculum, we want our children to be motivated to maximise their potential, achieve high standards in all subjects and aspire to reach their personal goals. We have high expectations of our pupils including around their attendance, in order that they have the opportunity to explore and achieve in their own areas of interests. We motivate children to want to come to school and work hard. Together we encourage and promote collaborative work, celebrating all children's successes. Our attendance goals help children in their readiness for the next phase, after they leave our school.</p>
<b>Aspiration</b>	<p>We aim for our children to be confident, independent learners who communicate effectively and believe in their own abilities - to achieve this, children need to be in school regularly. Through a stimulating curriculum, we set high expectations for our children and encourage positive attitudes to learning, a growth mindset and an appetite for success. We want them to attend well so that they can adopt a positive attitude to all they approach, to become increasingly independent in their learning and to recognise all they can accomplish, something that good attendance gives them the opportunity to grow and be the best they can be.</p>
<b>Wellbeing</b>	<p>We aim for our pupils to have happy experiences and build positive memories at our school. We want them to hold the true value of friendship and kindness, to show those around them care and attention and to develop respectful relationships. We recognise that positive relationships and mental health and wellbeing are huge motivators for good attendance and that providing an ethos that is built on kindness and respect therefore supports good attendance. With strong attendance, we believe they will learn to communicate effectively, build successful relationships and develop life-long skills which will result in them being positive, productive and above all kind members of society as they grow into the wonderful adults we know they will be.</p>

## 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.

## 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:

<b>Expect</b>	<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.</li><li>• The class with the highest attendance each week will look after the attendance trophy and bear.</li><li>• Attendance data is communicated weekly with parents on our Dojo story.</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.</li></ul>
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## Monitor

- 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 attendance team and appropriate actions are agreed and tracked for impact.
- Half termly letters are sent to families informing them of their child's attendance level
- Attendance is monitored at each Pupil Progress meeting when discussing barriers to pupil progress and is also included on all SEND review paperwork.
- Letters are sent where attendance has significantly improved.
- Each pupil is tracked across the year so that patterns can be monitored carefully.
- Pupils who end the year being monitored for attendance become a focus family for the start of the new year. These pupils' attendance will be monitored more closely and these families will be prioritised for support.
- Pupils whose attendance is below 92% are monitored more closely and dips in attendance between monitoring points results in an attendance team discussion. Action is then decided based on the known circumstances. This is also discussed with families. These families are prioritised for support.
- Attendance is tracked 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.
- Staff are professionally curious, looking for patterns of absence to highlight to the attendance team.
- Lateness is monitored to identify families who are frequently late and may require additional support.
- RecordMy is used to record any interim discussions about attendance with families.

- There is an inclusion team made up of:

		
<b>Mrs Harper</b> Head Teacher	<b>Miss Birkbeck</b> Pupil Wellbeing and Family Support Worker	<b>Miss Thompson</b> SENCo

- Our School Office is a parent's first point of contact when discussing their child's attendance.
- It is made clear on all communications about attendance that the aim of our systems is to support and empower families, rather than punish.
- 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.
- 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.
- As a school we continually look to employ supportive strategies and techniques to improve pupil attendance.
- The strategies and techniques and increase or decrease in significance as the child or family needs more or less informal support.

<b>Facilitate Support</b>	<p style="text-align: center;">Tier 1 Support</p>	<b>Tier 1 Universal Support</b>	<p>Good communication with parents - clear expectations          Parents to inform school of the reason for absence or lateness          Attendance Letters          Attendance Meetings          Regular attendance communication on newsletters          Weekly Attendance Celebration          Attendance included at parents' meetings, SEND reviews and on end of year reports.</p>
	<p style="text-align: center;">Tier 2 Support</p>	<b>Tier 2 Targeted support for groups</b>	<p>Access to Breakfast Club          Morning jobs/tasks          Key person welcome          Priority list of morning calls where absence has not been reported by parents          Breakfast in a safe space          Change of entry point/routine          Focused morning activities          Routines and boundaries classes          Liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse)          Attendance contracts</p>
	<p style="text-align: center;">Tier 3 Support</p>	<b>Tier 3 Support is used for individual pupils</b>	<p>School funded places at breakfast Club/After School Club          Liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse)          Separate entrance point/start time          Welcome by a key adult          Parenting courses          Temporary part time timetables          Bespoke SEND provision          Visual timetables          Reward charts/motivational jigsaws          School based early help          Attendance contracts          Next step identified as formal pathway (LA)</p>
<b>Formalise support</b>	<p style="text-align: center;"><b>Tier 4: Formalised Support</b></p>	<b>Tier 4 is formalised support, where Tier 1-3 school based support has been ineffective</b>	<p>School begins to issue attendance pathway letter 1 and letter 2 to reinforce the severity of the situation.          School seek support from the Local Authority Attendance Team.          Referral to Early Help (with consent)          Attendance below 50% - refer to MASH.</p>

**Enforce**

- Formalised support continues throughout this stage.
- Weekly attendance reviews.
- Pathway letter 3 including a FPN is issued.
- Following FPN, should attendance fail to improve, attendance pathway letters 2 and 3 are issued again and school seek to take a case to the Local Authority School Attendance Panel (LASAP) to seek an education supervision order.