



Attendance Strategy

Improving attendance is everybody's business.

Our Vision and Values





Learning, serving and aspiring together motivated by the love of God

In order for all pupils to realise the vision that we hold for their education, they need to be in school accessing a high-quality education, at all times.

Our values of:



thread through everything we do at Clifford All Saints C of E Primary School, including pupil attendance. This supports us to build a culture that promotes the benefits of good attendance:

	<p>Everyone has the right to feel a sense of belonging at our school; becoming part of the Clifford 'family'. We ensure that the school environment, curriculum and ethos are representative and inclusive of all. Pupils who feel as though they belong are more likely to want to attend. We recognise that some pupils/families will find it harder to attend school than others therefore all staff prioritise building positive relationships with all pupils and their families, proactively finding relational moments with an open heart ready to empathise, care and support.</p>
	<p>We want all pupils at Clifford All Saints to leave us with high aspirations for their future. Our curriculum is built to develop this aspirational stance and expose the positive impact that good attendance will have on the reality of them fulfilling their dreams. In order to ensure that children feel confident and safe in school we ensure the school is a calm, orderly, reliable and supportive environment for all pupils and their families.</p>
	<p>Good attendance is essential to ensure that pupils get the most out of their school experience, including attaining academically. Good attendance ultimately provides the pupils with the best possible outcomes and life chances. It is statistically clear that the pupils with the highest attainment at the end of Key Stage 2 have higher rates of attendance compared to those with the lowest attainment.</p>
	<p>We recognise that mental and physical wellness are significant drivers in school absence. We therefore ensure we prioritise these factors in both our school curriculum and responses to repeated absences. The Attendance Team at Clifford All Saints know each and every pupil as an individual and remain professionally curious as to what the individual barriers our pupils and their families face, providing the right support at the right time.</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 barrier or barriers to school attendance. We build strong relationships with our families ensuring that they know we are a source of support at all times, 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">• 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• School attendance expectations are set at the point of admission to our school• Attendance expectations are reinforced at transition, SEND reviews and parent meetings• A colour coded system ensures clarity of expectations for parents, and helps them to understand where their child's attendance falls against those expectations• Attendance forms part of parent meetings and our expectations are set out clearly• All children engage in Celebration Assembly each week which reinforces the school attendance target and celebrates class attendance• All winning class attendance is displayed in the classrooms to promote good attendance• Attendance data, alongside our expectations, are included on annual school reports• Attendance expectations are shared with governors within Headteacher reports• Class teachers talk to their pupils about the importance of attendance regularly• 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)• All families are aware that a leave of absence request needs to be submitted for any planned absence from school• 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
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Monitor

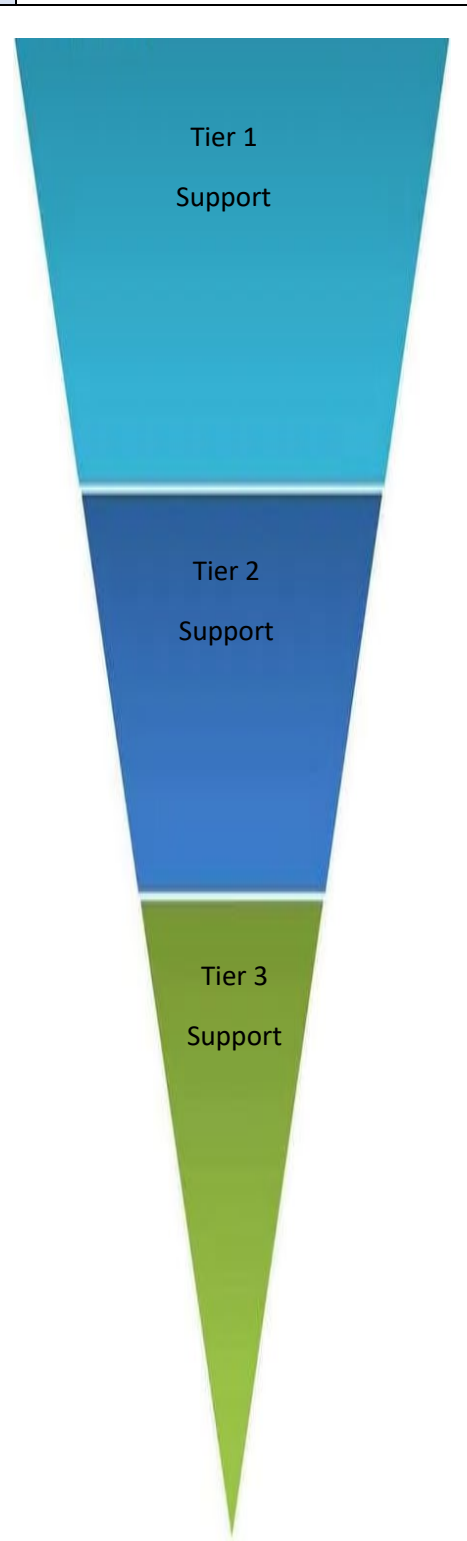
- Attendance is tracked on an individual basis. Any pupil who does not have attendance levels of 96% or more at the end of each half term is discussed by the Attendance Team and appropriate actions are agreed and tracked for impact
- Half termly attendance percentages are sent to families informing them of their child's attendance level and any actions required
- Adapted 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
- Attendance is monitored at each pupil progress meeting when discussing barriers to pupil progress and is also included on all SEND review paperwork
- Communication is sent to families half termly 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. The attendance of these pupils will be monitored more closely and these families will be prioritised for support.
- Pupils whose attendance is below 96% are monitored more closely and dips in attendance between monitoring points results in a school attendance 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 Headteacher 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 parent support worker and senior leadership
- Lateness is monitored to identify families who are frequently late and may require additional support.
- RecordMy is used to record any discussions about attendance with families or professionals.

Listen & understand

- Our school attendance team made up of:

			
Mr Krabbendam Head Teacher and DSL	Mrs Crackwood Deputy Headteacher and DDSL	Mr Hawkins Attendance Champion	Miss Lauren Davidson- Marriott Attendance Officer

- Our Attendance Officer is a parent's first point of contact when discussing their child's attendance, including as first day caller. Her warm and supportive manner ensures families know we want to help them in ensuring their children attend well at school.
- It is made clear on all communications about attendance that that aim of our systems are 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.
- When a pupil's attendance is identified as a concern by the Attendance Team, we will meet with parents/carers in the first instance via telephone progressing to face to face meetings

	<p>to explore the reasons for the concerning attendance. This provides information for the attendance team to reflect on to identify individual measures that can be taken.</p> <ul style="list-style-type: none"> • When data is analysed and a vulnerable group is identified as having poor attendance, an enquiry will take place to elicit multiple views from this group so that the attendance team can reflect on these and look to take appropriate action. • 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. 	
Facilitate Support	 <p>Tier 1 Support</p>	<p>Tier 1 Universal Support</p> <ul style="list-style-type: none"> • Regular communication with parents verbally, text and email • Clear expectations shared throughout the year • Parents to inform school of the reason for absence or lateness • Attendance Meetings • Weekly Attendance Celebration in assembly • Attendance included at parents' meetings, SEND reviews and on end of year reports
	<p>Tier 2 Support</p>	<p>Tier 2 Targeted support for groups</p> <ul style="list-style-type: none"> • Key person welcome • Adaptive start/finish times • Priority list of morning calls where absence has not been reported by parents • Change of entry point/routine • Focused morning activities • Attendance contracts • Liaison with/referral to external agencies where required (CAMHS, School Nurse)
	<p>Tier 3 Support</p>	<p>Tier 3 Support is used for individual pupils</p> <ul style="list-style-type: none"> • Further liaison with/referral to external agencies where required (CAMHS, School Nurse) • Separate entrance point/start time • Soft start activities for the day with a member of staff • Parenting courses • Temporary part time timetables • Bespoke SEND provision • Visual timetables • Reward charts • School based early help • Adapted attendance contracts • Next step identified as formal pathway (LA)

Formalise Support	<ul style="list-style-type: none"> • Parents are informed of the severity of the situation and the fact that we are now required to elevate the support given to more formal support. Parents are informed of the consequences that may occur should their child’s attendance not improve. Parents are given a clear insight into actions that may follow including prosecution and education supervision orders. • For pupils who have persistently poor attendance, or those who are making little sign of improvement and whose absence is largely due to medical reasons, repeated illness or mental wellbeing of the child; we attempt to seek parental or carer consent to refer the family to the school nurse. • For pupils who have persistently poor attendance, or those who are making little sign of improvement and whose absence is largely due to limited routines and/or boundaries, parental wellbeing, home conditions, unemployment, finances or complexities within the family; we attempt to seek parental or carer consent to engage the family in the Early Help process. • Should a family decline all offers of formal support, a meeting with school and parents is called to put in place a parenting contract to formalise the support given. • School will continue to attempt to engage families in the formal support required monthly. • 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.
Enforce	<ul style="list-style-type: none"> • 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.