

Brampton Cortonwood Infant School

Attendance Strategy

**Improving attendance is everybody’s business.**



**Our Vision and Values**

At Brampton Cortonwood we are passionate about delivering a curious, creative and ambitious curriculum that is purposeful and relevant to our children and their needs.

Our school motto is:

**believe, achieve, succeed.**

Our aim is for all children to leave Brampton Cortonwood with the knowledge and skills to be:

**resilient, regulated and respectful.**

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 motto and aim support us to build a culture that promotes the benefits of good attendance:

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| **Belonging**  | At Brampton Cortonwood Infant School, we value the contribution every child brings to our school. Relationships and attitudes are positive and an ethos exists in which learning together is fostered through nurturing interactions and a breath of experiences. We want every family to feel welcome, happy and safe at our school. We support families and children to have good attendance in order to foster 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 to enable us to provide the appropriate care and support. We believe belonging starts in our learning community and that by attending well, our children will become equipped with the skills and knowledge they need for a successful life. |
| **Achievement** | Through an enjoyable, knowledge engaged curriculum, we want our children to be motivated to believe in their potential, achieve high standards in all subjects and succeed in reaching their own personal goals. We have high expectations of all our children including around their attendance, in order that they have the opportunity to explore and achieve in their own areas of interest. Through the exceptionality of our inclusive, experience-rich offer and genuine relationships we motivate children to want to come to school. Ambitious attendance goals help children develop the foundations for successful learning, in readiness for the next phase of their education. |
| **Aspiration** | We aim for all our children to become resilient, regulated and respectful members of our community which is fostered through our Forest School ethos and Topic-based learning. To achieve this, children need to be in school, building on their skills and knowledge daily. 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 with a resilient approach, something that good attendance gives them the opportunity to grow.  |
| **Kindness**  | We aim for our pupils to have lots of happy experiences and build positive memories at our school. We want them to know the true value of friendship and kindness and what it means to support each other, developing mutually respectful, positive relationships. We know that social, emotional and mental health / well-being factors 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 our children will learn to communicate effectively, build successful relationships and develop life-long skills for their journey through life.  |

**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**

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| **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:

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| **Expect** | * 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
* 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 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.
* All winning class attendance is displayed in the classrooms to promote good attendance
* The focus for celebration is on classes rather than individuals to ensure that pupils do not feel unnecessary pressure in unavoidable circumstances. Where there are long term individual circumstances in a single class, this is taken into account as part of the weekly celebration
* Attendance data is communicated weekly with parents on Dojo
* 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 parent support worker and Headteacher 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
* Attendance is monitored at each pupil progress meeting when discussing barriers to pupil progress and is also included on all SEND review paperwork
* Attendance will be monitored either weekly or bi- weekly by the attendance lead
* Any child whose attendance is below 94% will be issued an email to bring this to their attention
* Any child whose attendance is below 92% or has a downward trend will be monitored more closely. Individual circumstances will be considered before pathway letter 1 and invitation to a meeting is issued.
* 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.
* 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 discussions about attendance with families or professionals.
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| **Listen and understand** | * There is an attendance team made up of:

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| **Mrs Lambert**Headteacher | **Mr Dyson**Deputy Headteacher and Attendance Lead  | **Mrs Taylor**Admin Assistant | **Mrs Hirst**Admin Assistant |

* 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.
* It is made clear on all communications about attendance that the 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.
* 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 can increase or decrease in significance as the child or family needs more or less informal support.
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| **Facilitate Support** | **Tier 4: Formalised Support**Tier 3 SupportTier 2 SupportTier 1 Support | Tier 1 Universal Support  | * Regular communication with parents verbally, via Dojo, text and email
* Clear expectations shared throughout the year
* Parents to inform school of the reason for absence or lateness
* Attendance Letters or Meetings
* Weekly Attendance Celebration in assembly
* Attendance included at parents’ meetings, SEND reviews and on end of year reports
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| Tier 2 Targeted support for groups  | * Key person welcome
* Adaptive start/finish times
* Priority list of morning calls where absence has not been reported by parents
* Breakfast offering
* Change of entry point/routine
* Focused morning activities
* Liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse)
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| Tier 3 Support is used for individual pupils | * Further liaison with/referral to external agencies where required (Aspire, 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
* Next step identified as formal pathway (LA)
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| **Formalise support**  | Tier 4 is formalised support, where Tier 1-3 school based support has been ineffective | * School begins to issue attendance pathway letter 1 when attendance falls below 92% or when school has a concern and if there is no improvement after 3 weeks letter 2 will be sent to reinforce the severity of the situation. At this stage it will be monitored for a further 3 weeks. If no improvement is seen this will be referred to local authority.
* School seek support from the Local Authority Attendance Team.
* Referral to Early Help (with consent)
* Attendance below 50% - refer to MASH.
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| **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.
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