

Springbank Primary School



Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Primary is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

Attendance Policy

January 2021



Policy Lead: Adam Lumley



Link Governor: Tony Harper

Strategic Business Committee

Springbank Primary School is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank School Policy.

Key School Attendance Staff



Headteacher: Julie Vaccari



Assistant Head teacher/Lead Attendance Teacher: Adam Lumley



Safeguarding Officer: Dawn Wigley



Finance Manager: Tracy Oldham



Finance Clerk: Heather Roper

Scholarship

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success,¹ but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

National Center for Educational Statistics

Research on truancy and absenteeism suggests that students with better attendance score higher on achievement tests than their more frequently absent peers (Lamdin, 1998). Attendance not only affects individual students but also can affect the learning environment of an entire school.

Stephen B Sheldon

Vision Statement:

At Springbank Primary we fully believe that a pupil's attendance at school every day is of vital importance to ensure they secure a good education, and to take advantage of the learning, skills and ongoing knowledge that is carefully planned for each individual child.

We aim to "develop personal qualities of understanding of self and others, self discipline and motivation, and responsible maturity." We also believe that making attendance and punctuality high profile will ensure the children have the necessary skills for their future life and workplace. All staff and governors recognise that education is the key to achievement for pupils and that irregular attendance can lead to educational disadvantage.

The aims of the school attendance policy:

- to ensure systems are in place to improve attendance;
- to make attendance and punctuality a priority for all stakeholders;
- to develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out all attendance procedures;
- to provide support, advice and guidance given by the LA and government to pupils and parents;
- to have in place a systematic approach to gathering and analysing attendance related data to facilitate prompt swift action;
- to implement a system of rewards for 100% attendance
- to promote effective partnerships with Family Services and other services and agencies that support us in improving attendance;

- to recognise the personal needs of individual pupils when planning reintegration following significant periods of absence;
- All Children have access to blended learning and live sessions to ensure children can work along with their class or 'catch up' work missed. This will continue after the national lockdown.

School demonstrates a strong attendance ethos by having:

- an attendance policy which is a working document easily understood by all, regularly updated and disseminated widely;
- a clear and effective policy on absence which ensures pupils and parents understand the importance of good attendance and the circumstances in which schools will or will not authorise absence;
- lateness and post-registration absence procedures that are understood by all;
- procedures ensuring longer term medical absences can be discussed with medical personnel and supportive structures including blended learning and live sessions allows the children to work with their class and catch up missed work;
- a whole school approach which reinforces good attendance, by providing quality teaching and learning that encourages all pupils to attend and aspire to achieve at the highest levels;
- a member of SLT and attendance officer to lead on attendance, but all staff seeing attendance as a shared responsibility;
- aspirational school attendance targets which are understood by staff, parents and pupils, with motivating rewards and support systems alongside sanctions;
- consideration of the physical layout of the school which can help improve the attendance, punctuality and prevent post registration truancy including access to the carpark;
- clear communication with pupils and parents about the consequences of truancy and parentally condoned absence and explanations for the link between poor attendance and reduced attainment;
- parents' open days, pupil reviews engage parents/carers, and by using school assemblies, visual displays and competitions to engage pupils;
- effective systems for the use of attendance data to identify trends and highlight areas of concern.
- Clear and effective ways of communicating and sharing information with the school community.

School Organisation

The School Day

8.00 Breakfast Club open access to all pupils (aged 5-11) for board games, reading and sports. (Currently paused for all pupils, key worker access only).

8.40 Classroom doors open; designated staff outside to meet and greet parents/carers and children and identified collections.

9.00 Registration.

9.20 Register closes.

3.30 End of school day. (Currently staggered to diminish risk of infection).

Registration

All staff are reminded that the register is a legal document and must be completed at the beginning of each session. The register should be completed clearly to enable the office to input the data electronically. The register closes at 9:20 and children from each class deliver the register to a central place. (Currently paused. Collected from the outside of the building by admin staff).

The registers should be marked as follows:

By teaching staff:

- those present in red ink / for am and \ for pm

By designated attendance staff:

- code inserted for authorised absences in absent in black ink. A list of codes is recorded on the inside of the register. Absences can only be authorised by the Attendance Officer or Head teacher. There are currently additional codes for self-isolation and the absence of vulnerable children.

Response to non-attendance:

All absence notes should be forwarded to the Admin Office, where the reason can be recorded in the absence book by a member of the office staff. This is currently managed through email and phone calls.

First day of absence:

Morning - Text sent home (HR).

If no contact has been made with the family:

Telephone call to be made, or a home visit and calling card left by a member of the Attendance Team. All children currently not attending school or taking part in the live lessons through the day will be contacted on the daily basis for a health and well-being check.

Second day of no contact:

Home visit to be made and calling card left if no response. (Currently paused).

Third day of no contact:

Home visit to be made and calling card left.

Referral made to missing persons- contact (Local Authority). (Currently paused).

Fourth day of no contact:

Wider search to be initiated and daily phone calls/texts made to the family and additional contacts. (Currently weekly).

The school may alter the sequence of procedures if there are concerns regarding the safety of the family, or the child has had regular unauthorised absences.

Lates

- It is to be noted by all delivering the attendance policy that the current staggered drop-offs will remain for the future.
- those who arrive after the allocated register time should be marked with L
- those who arrive after register has closed should be marked with a U

Persistent lateness should be brought to the attention of the Head teacher/Lead Attendance Teacher as soon as possible. Children who are late must enter via the main entrance where the office staff will note the lateness. It is important that all late children report to the office to ensure accuracy of the registers in case of emergency. Additional checks are made to see if children are absent or have late entry, at 10:30am each morning. (Currently paused due to staggered drop-offs).

Procedure and monitoring

To monitor attendance, the school:

- uses a computerised attendance system called SIMS, this is used to monitor such things as;
 - a. trends and patterns of absence and punctuality
 - d. year group and class group attendance levels.
 - c. persistent absenteeism

This information is used by the Lead Attendance Teacher to present to governors for monitoring and evaluation.

In 2021, it should be noted that this management system will be replaced.

Persistent Absentees

Persistent Absentees are children whose attendance has dropped below 90%. Persistent Absentees or children whose attendance is causing concern are discussed with the Head teacher and Lead Attendance Teacher.

An Attendance Panel meeting is arranged for the families, whenever their child is absent. These children are closely monitored by the Attendance Team and records regarding these children is gathered in the 'Attendance Concern' file. Parents are alerted via letter when their child becomes a Persistent Absentee. When their attendance improves and rises above 90% a letter sent home to congratulate families.

(Attendance is still monitored but face-to-face attendance meetings are currently paused).

The Attendance Lead:

- sets a target for attendance: **96%** (Currently paused but high expectation remains).
- monitors attendance data-tracking attendance data of different groups, monitors and contacts children falling below 90% (PA); ensuring good communication with families regarding their children's attendance; ensuring detailed records are recorded; make requests to the Local Authority, through its family service to provide additional support or issue penalty notices.

Legal Action

If the child has unauthorised absence of more than 3 days/6 sessions (over a 6 week rolling period) a request will be made to the Local Authority to issue a penalty notice.

Recording is used as a basis for preparing evidence for court proceedings. It is therefore essential that the records are accurate, up to date and clear.

The court can ask to see the records at any time during the court process. It is important that our records show that:

- everything has been done to try and resolve the matter (within school meetings)
- the defendant has been made aware of the non-attendance during the period in question (a letter/text will have been sent and meetings will have been arranged to discuss the reasons)
- avenues have been explored as to the cause of the absence

- the parents have been advised of their responsibility and any other advice that would help them in the matter

Information to authorities

The Local Authority seek information from schools about the level of authorised and unauthorised absence at the end of each term. This will help with the monitoring of the targets set for the reduction of unauthorised absence.

In the summer term each year, schools are required to provide information to the DfE about levels of authorised and unauthorised absence. This data is published by the DfE in national league tables in November each year.

Involvement of School Governors

There is a designated attendance governor. Governors monitor attendance through:

- a. termly reports to governors on the level of attendance in each year group by the lead attendance officer.
- b. involvement in the reward/sanction system.
- c. taking an active role in Attendance Panels.

Working with the Local Authority through their Family Support service to:

- request the issuing of a Penalty Notice where an individual case meets the criteria.
- support attendance cases below 90%

Information to Parents

The school makes regular contact with parents through the school's newsletter, google classrooms and website, in which we include advice, news and information about attendance levels. Teachers discuss attendance with every child and family, during the Teaching and Learning Conferences each term.

Incentives and sanctions

Class attendance is monitored; classes and individuals with outstanding attendance are rewarded. At the end of every term, there is a whole school celebration assembly to share the attendance rates and celebrate the successes with the children and their families.

- To be highlighted each alternate week in Achievement Assembly: The attendance meter is displayed and the class that achieves the best attendance looks after the attendance bear 'Teddy Attendance' for the week; certificates to be issued annually for 100% attendance and will be entered into the grand draw; classes that beat the school target of 96% win a prize.
- Classes falling below 92% are monitored by the class/Lead Attendance Teacher. A talk will be given to the class on the importance of attending school and the class teacher will display attendance as a target.
- All children that have 100% from September to July will be receive a "special treat". (Currently paused).

School Attendance Does Matter

<https://www.youtube.com/watch?v=BIEPKH2IzXg>

Why 100% attendance is important

<https://www.youtube.com/watch?v=BIEPKH2IzXg>

School Attendance - Every Learner, Every Day

https://www.youtube.com/watch?v=Qb_O7XYoTs8

Please note that during the pandemic, many attendance procedures are temporarily suspended but high expectations remain in place.

Appendix 1:

Amendments to School Policy in Response to COVID-19

P4. School Organisation

- School to follow timetable of staggered starts and finishes for children physically attending school and those learning alongside their classes at home via blended and live learning sessions.
- The school building and grounds have been organised to enable children and adults to safely and easily access their learning/team bubbles.
- Designated teams support these systems and procedures and ensure they run effectively.

P5. Registers

During the National Lockdown from January 2021, schools are requested to keep registers open to record student attendance.

Code X - Government Restrictions/Local Lockdown (formerly X - Local Lockdown) is to be used for all students engaging in remote learning from home.

Children of Critical/Key Workers who are physically in school will have daily attendance codes entered in the registers. If part time attendees, they will have X - Government Restrictions/Local Lockdown entered for days they are remote learning from home.

Vulnerable students are expected to be in school full time. If they are Shielding or Self Isolating the appropriate X codes should be used. If their parent/carer chooses to keep them at home for remote learning, the C- **Other Authorised Circumstances** code is to be used (authorised absence). There is to be no penalty for non-attendance from January 2021 to February 2021 half term (or later revised date).

P5. Response to Non-Attendance

All procedures and systems to be placed on hold due to COVID-19

- A designated member of staff ensures that children who have been seen face-to-face by a member of school staff are directly contacted on a regular basis, using a format of communication most convenient to the families.
- More robust contacting and support systems are in place for vulnerable families. The families accessing this support is regularly updated due to the physical, mental, economic and social effects of COVID-19. There will always be a place available for these children within school.

P6. Procedures and monitoring and Persistent Absentees

School to develop further monitoring of

- Children physically attending school
- Children accessing blended and live learning sessions
- Children attending neither

P7 Legal Action

- Currently there are no penalties being issued for non-attendance.

P8 Incentives and Sanctions

- Rewards to be in place for children physically attending school 100% of the time.
- Children regularly attending blended and live learning sessions.