



Bruce Grove Primary- School Attendance Policy

Mission Statement

Bruce Grove Primary School seeks to ensure that all its pupils receive a full-time and appropriate education, which will enable them to achieve their potential.

The school will provide a welcoming and safe environment, where all members of the school community can be socially included, and be active members of the school community.

All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually.

The school will establish a range of effective strategies to acknowledge the efforts of pupils to improve their attendance and timekeeping and to support and challenge those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives Bruce Grove Primary School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide information, advice and support.

Policy Aims:

1. To maximise the overall attendance of pupils at school.
2. To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
3. To develop a framework, with defined and agreed roles and responsibilities and which promotes consistency in carrying out designated tasks.
4. To provide support, advice and guidance to parents and pupils.
5. To develop a systematic approach to gathering and analysing attendance related data, and to address any issues that become apparent; e.g. poor attendance of particular groups within the school, persistent poor attendance of individuals.
6. To further develop positive and consistent communication between home and school.

7. To implement a system of rewards and sanctions to support improved school attendance.
8. To promote effective partnerships with the Education Welfare Service and with other services and agencies.
9. To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.
10. To ensure that parents/ carers are aware of the DfE guidance relating to holidays taken in school time, and to reduce the impact of holidays taken in term time on educational attainment.

1. To improve the overall attendance of pupils at School

- (a) The School Attendance Policy will be used consistently across the whole school.
- (b) We will establish and maintain a high profile for attendance and punctuality.
Improved school attendance is a feature of the School Improvement Plan.
- (c) Attendance is related directly to our values and ethos.
- (d) We will closely monitor progress in attendance and set challenging but meaningful school attendance targets.

2. To make Attendance and Punctuality a High Priority for All Those Associated with the School Including Pupils, Parents, Teachers and Governors

- (a) The importance of regular school attendance will feature in the school handbook.
- (b) We will produce annual reports to parents/ governors, and half-termly attendance data for the Local Education Authority and Department for education and skills.
- (c) Attendance will feature strongly in any consultation meetings for parents/ carers.
- (d) Newsletters will be used to regularly update parents regarding any general attendance issues.
- (e) We will prioritise and provide INSET training for newly appointed/ promoted staff.
- (f) We will use a range of relevant display materials at focal points – school entrance.

- (g) We will discuss attendance issues in Education Welfare Service/ Pastoral staff evaluation meetings and/ or in relevant staff meetings (e.g. attendance review meetings and regularly with governors).
- (h) We will use reward systems, including stickers, certificates, end of year prizes etc. for good/ improved attendance as well as for good behaviour/ academic achievement.

3. To develop a Framework Which Defines Agreed Roles and Responsibilities Promotes Consistency in Carrying out Designated Task

- (a) The school has a designated senior member of staff with responsibility for attendance. This is Janice George.
- (b) We ensure that there are clearly defined late registration procedures:
 - I. Any child arriving at school late is entered in the late book.
 - II. Any child not present in class when the register is closed is marked as late in the register.
 - III. Lateness after 9.30a.m. is classed as an unauthorised absence.
- (c) Respond swiftly to lateness (in respect of both pupils and parents).
- (d) All members of staff have clearly defined roles and responsibilities within the school staffing structure. There are specific roles for designated administrative support staff.

Staff Member	Role	Responsibility
Janice George	HT/ SLT Member	Co-ordinating staff /liaising with EWO/ reporting to staff at staff meetings.
Maria Pires	Learning Mentor	Late Book/ Phoning parents & sending late letters/ liaising with Administration Staff /SLT member/EWO & HT.
Tasmi Rouf	Administration Officer	Co-ordinating Late Book/ liaising with LMs /EWO & HT and completing computerised attendance returns.

- (e) Attendance is regularly reviewed by senior staff, and governors, every term and by the Designated Safeguarding Team every week at the Cause for Concern Meetings

4. To provide Support, Advice and Guidance to Parents and pupils

- (a) We will highlight the importance of good school attendance in:
- Personal, Social and Health Education (PHSE)
 - Assemblies
 - School Council
 - Through the work of learning mentors/ school counsellors
 - Homework clubs
 - Breakfast clubs
 - Parental newsletters
 - On Noticeboards/ displays
- (b) We will set aside area/ time for parents to speak to staff regarding attendance.
(This is best arranged in advance so that there is sufficient time.)
- (c) We will seek improved communication with parents e.g. when parents ring in, and ensure that attendance information is accurate.
- (d) We will expect parents/ carers to provide us with accurate and up to date contact information.
- (e) We will involve parents from the earliest stage, with same-day contact when appropriate.

5. To Develop a Systematic Approach in Gathering and Analysing Attendance

Related Data.

- (a) We comply with legislation and DfE and LA guidance on register completion.
- (b) We will use electronic registration systems to improve the accuracy of data collection.
- (c) We will standardise and ensure consistency in the recording of:
- (d) Authorised/ unauthorised absence
- (e) Educational activity
- (f) Presence

- (g) Decisions on whether absence is authorised or not will be made within 10 school days of any absence.
- (h) We will be consistent in the collection and provision of information.
- (i) We will analyse attendance data in terms of year and class groups, ethnicity and gender, and target school actions and resources accordingly.
- (j) Information at a variety of levels, will be available for:
 - Governors
 - Pastoral staff
 - Other school staff
 - Parents
 - Pupils (individual or groups)
 - The Local Authority (LA)
 - The Department for Education (DfE)
- (k) We will identify developing patterns of irregular attendance and lateness, and take action to address these.

6. To further Develop Positive and Consistent Communication Between Home and School

- (a) We make full use of proforma letters .
- (b) We promote the expectation of absence letters/phone calls from parents.
- (c) We endeavour to provide information in a user-friendly way. This may include the use of other agencies, interpreters, and the wider community and support staff within the school. It will include languages other than English.
- (d) We will ensure that all parents feel welcome in school, and can raise any concerns with us.

7. To implement a system of Rewards and Sanctions

- (a) We actively promote attendance and reward good/improved school attendance both at individual and group level. We use a range of positive incentives for pupils.
- (b) Where attendance has failed to improve we contact parents and liaise about next steps with the EWO.

- (c) We will however, ensure fair and consistent improvements
- (d) We will involve pupils in evaluation of effectiveness.
- (e) Any action will be in line with objectives agreed between school and others, e.g. EWS.

8. To Promote Effective Partnerships With the Education Welfare Service & other Services and Agencies

- (a) There is a designated senior member of staff for liaison with EWS and other agencies.
- (b) There are regular meetings arranged with the allocated Education Welfare Officer (EWO) and a designated member of staff. These are set at the start of each term.
- (c) We will timetable staff and parent/carers to meet with school's allocated EWO, making best use of EWO time. The EWO will also arrange additional visits with parents/carers either in their homes or at the EWO Office.
- (d) We have clear procedures for referral to the Education Welfare Service (EWS) using EWS referral forms, and support joint working.
- (e) We carry out initial enquires/interpretation prior to referral to EWS.
- (f) We gather and record relevant information to assist effective joint working with EWS.
- (g) We hold a termly attendance review with key school staff and EWS.
- (h) We arrange Multi-agency liaison meetings as appropriate.
- (i) We will be guided by advice from EWS regarding possible legal action to support improved school attendance, where necessary.
- (j) Encourage active involvement of other services and agencies in the life of the school.

9. To Recognise the Needs of the Individual Pupil When Planning Reintegration Following Significant Periods of Absence

- (a) We will be sensitive to the individual needs and circumstances of pupils returning from long periods of absence/ from exclusion.

- (b) We will involve/inform all key staff in the reintegration process, and agree timescale for review of any reintegration plan.
- (c) We provide opportunities for counselling and feedback where appropriate, as identified in Personal Education Plans for 'Looked After' Children (LAC) or in Pastoral Support Programmes (PSPs).
- (d) We make use of peer support and mentoring for pupils considered to be vulnerable.
- (e) We involve parents at every opportunity.