Attendance Procedures

Thames View Primary School

School Day overview

Morning Session		Afternoon Session	
- Start of session	8.30am	- Start of session	1.00pm
- Class registration closes (*Child would be L after this time*)	8.45am	- Class registration closes (*Child would be L after this time*)	1.10pm
- Registers close (*Child would be U after this time*)	9.30am	- Registers close (*Child would be U after this time*)	1.15pm
- End of session	12.00pm	- End of session	3.15(EYFS)/3.20(KS1)/3.25(KS2) and 1.15pm for all on Fridays

Pupil Absence Procedures	By whom	Effectiveness check	By whom
▪ Parents to notify the school when their child is unable to attend (with a reason) on the first day of absence ▪ If no explanation of absence is received by 10am the office will either telephone home or send an Arbor absence message ▪ Registers are checked daily and emails sent to parents on a daily basis to ask for reasons for unexplained absences	Parents Office Office	✓ Attendance and Office Lead has a daily overview of attendance data and follows up with the Inclusion Team if explanations for absence have not been received. Home visit is then organised, or welfare check if 48 hours or more.	Lindsay Fordyce/Cathy Hall

Procedures for Expecting High Standards of Attendance

Aspire to high standards of attendance for all pupils and parents

▪ The school expects children's attendance to be at least 95% ▪ All new parents are signposted to the policy and information on attendance in the school prospectus and on the website ▪ The newsletter is used as a vehicle to promote attendance expectations, with attendance winners of the week. This is also celebrated in the weekly assembly ▪ Individual parents are contacted and invited to a meeting where there is concern about their child's attendance or punctuality	All Staff Office Staff/Principal Office Staff Office Staff/Principal/Inclusion Team	✓ Attendance Lead analyses attendance data termly ✓ AAP monitors attendance data on a monthly basis and meets with Cathy Hall and Lindsay Fordyce ✓ Home visits and student collection for PA agreed children	Attendance Lead (Principal)/Inclusion Team/AAP

▪ The class with the highest weekly attendance is rewarded with Milk and Cookies and feature on the Newsletter ▪ Inclusion Hub to collect children where agreed	Principal Inclusion Team		

Procedures for Monitoring Attendance

Rigorously use and analyse attendance data to identify patterns of poor attendance at individual and group level - paying particular attention to pupils with SEND, those with physical or mental health conditions and those with known vulnerabilities. Each academy will also analyse data to identify individual pupils or cohorts with, as yet unknown needs

▪ Attendance Lead (Principal) analyses data to identify patterns of poor attendance at individual and group level at the end of every term ▪ Attendance concerns are discussed at termly Pupil Progress Meetings ▪ Safeguarding team meet monthly and analyse patterns of poor attendance of children with known vulnerabilities ▪ Attendance Lead (Principal) has a daily overview of attendance data. This enables swift action to be taken if a pattern of poor attendance begins to emerge	Principal Principal Principal/Inclusion Team Principal	✓ Improved attendance and punctuality for identified children, to be in line with national (95%), PA (15%) ✓ CPOMs tracks referrals for vulnerable families, actions by Inclusion Team included	Principal Inclusion Team

Procedures for Listening & Understanding families

Talk with parents and pupils to understand barriers to attendance and agree how all parties can work to resolve them

▪ Teachers are encouraged to talk to parents at the earliest possible opportunity if concerns emerge regarding attendance or punctuality ▪ Attendance Surgeries take place with the AAP if there are concerns around a child's attendance or punctuality (PA children priority)	Teachers Principal/CH/AAP	✓ Improved attendance and punctuality for identified children, to be in line with national (95%), PA (15%)	Principal

Procedures for Facilitating support

Remove barriers in school and help parents and pupils access the support available outside school.

▪ Emotional support with the Hub Inclusion Team (ELSA, social skills, dog mentor therapy, play therapy, talk and draw with a trusted adult) can be put in place if a child's SEMH needs are making them anxious to attend school ▪ Attendance at Breakfast Club or an early morning Club is offered to encourage improved attendance and punctuality ▪ An Early Help referral can be made if there are external barriers impacting upon a child's ability to attend school ▪ Inclusion Team collect children where appropriate or meet children/parenrs on the playground with dog mentors	Inclusion Team Inclusion Team CF/SS Inclusion Team How do you check this is being effective?	✓ Improved attendance and punctuality for identified children, to be in line with national (95%), PA (15%) ✓ CPOMs tracks referrals for vulnerable families, actions by Inclusion Team included, more Early Help referrals are accepted	Principal Principal/Inclusion Team

Procedures for Formalising Support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond.

▪ Letters sent to parents showing the steps that will be followed if attendance concerns persist ▪ Attendance surgeries take place with the Principal, Inclusion Team and AAP to ensure that parents are aware of the potential consequences	Office Principal/Inclusion Team/AAP	✓ Improved attendance and punctuality for identified children, to be in line with national (95%), PA (15%)	Principal/AAP

Procedures for Enforcing

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

▪ Where 10 unauthorised sessions (5 days) occur within a 6-week period, a referral is made to the AAP and an application for a Penalty Notice may be made ▪ Except in exceptional circumstances (agreed with the Principal) term time holidays are not authorised and Penalty Notices are issued	Office Principal	✓ Improved attendance and punctuality for identified children, to be in line with national (95%), PA (15%)	Principal/AAP

Standard Attendance Letter Templates

These are saved on school's Arbor as School Email Templates

	Reason	**Audience**
THAT > Attendance > A1 - Weekly Attendance Update	*Can be used weekly to send to parents to update on their attendance.*	*All pupils*
THAT > Attendance > A2 – Termly Thanks for 96% +	*Can be sent at the end of term to celebrate good attendance.*	*Pupils above 96%*
THAT > Attendance > A3 – Termly Thanks for 100%	*Can be sent at the end of term to celebrate perfect attendance.*	*Pupils who are 100%*
THAT > Attendance > A4 – Aiming for 90%	*Can be sent termly to encourage those who are PA*	*PA Pupils who are within reach of 90%*
THAT > Attendance > PN1 – Procedures	*Must be sent explaining the school's procedures especially around FPN.*	*All pupils*
THAT > Attendance > PN2 – Medical Evidence	*Must be sent explaining the requirements to provide medical evidence for absences*	*Those identified as requiring*
THAT > Attendance > PN3(i) POS – PA Improved	*Can be sent as a celebration of improved attendance.*	*Pupils who are PA and are improving*

THAT > Attendance > PN3(ii) NEG – No Improvement	*Can we sent as a reminder for the importance of attending.*	*Pupils who are PA and not improving*
THAT > Attendance > PN4 – Fine Warning	*Must be sent as a warning of a possible FPN.*	*Pupils at risk of having 10 unauthorised absences within a 6-week period.*