

The Friars Primary School Attendance, Punctuality and Children Missing in Education Policy



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COVID STATEMENT

During the current pandemic, school will make every effort to ensure that children who are not attending due to COVID-19 anxiety (or the anxiety of parents) or from the illness itself, are known to be as safe as possible and return to school as soon as is practicable.

ATTENDANCE - MISSION STATEMENT

The Friars Primary School seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his/her true potential.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. During the current pandemic, we will do our very best to assuage the fears and anxieties of parents and children over issues of attendance.

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

The school will establish an effective system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

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

AIMS

In accordance with the City of Salford, Education and Leisure Directorate, the aim of this policy is to ensure that all pupils who are at risk of poor attendance or non-attendance and therefore at risk of underachievement, disaffection, social exclusion and criminal behaviour are supported to maximise the levels of inclusion, achievement and regular school attendance.

1. To improve the overall attendance of pupils at The Friars Primary 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 which defines agreed roles and responsibilities and 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.
6. To further develop positive and consistent communication between home and school.
7. To implement a system of rewards and sanctions.
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.

AIM NO 1

To improve the overall percentage attendance of pupils at The Friars Primary School.

- Apply whole school attendance policy consistently.
- Establish and maintain a high profile for attendance and punctuality.
- Relate attendance issues directly to the school's values, ethos and curriculum.
- Monitor progress in attendance measurable outcomes for individuals and all groups of pupils.
- To ensure parents understand school, local and national requirements regarding infectious illnesses; for example, children who suffer vomiting from gastro enteritis should remain at home until 48 hours after vomiting has ceased. Other advice relates to impetigo and other infections.

AIM NO 2

To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.

- Produce termly/annual reports to parents/governors/headteacher as required.
- Provide updates as necessary in staff briefings/meetings.
- Produce newsletters.
- Prominently display materials – hall display, main entrance doors etc.
- Discuss attendance issues in review meetings and/or in relevant staff meetings.
- Introduce award systems, ranging from weekly, half termly, termly and yearly.

AIM NO 3

To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.

- Maintain unambiguous procedures for statutory registration.
- Make contact with parent on the first day of absence.
- Ensure clearly defined late registration procedures.
- Appoint an attendance co-ordinator with appropriate time set aside.
- Define clearly the roles and responsibilities within the school staffing structure.
- Timetable attendance coordinator to liaise with Education Welfare Service.
- Have clear procedures prior to referral to Education Welfare Service.
- Review attendance regularly.
- Be familiar with Education Welfare's referral and recording system.
- Be familiar with procedure for Attendance Panel meetings and subsequent action plans and parenting contracts.
- to conduct an annual review of attendance procedure and results for the purpose of local authority inspection
- to compile and present individual pupil statistical analysis for Children's Services (eg, via Strategy, Child in Need Meetings, CP Conferences etc

AIM NO 4

To provide support, advice and guidance to parents and pupils.

- Highlight and celebrate attendance in:
 - a) PSHE
 - b) Assemblies
 - c) Staff available to talk to pupils
 - d) Art Therapy
 - e) Children & Family Officers
 - f) Homework Club
 - g) Breakfast Club

- h) Through regular updates in school newsletters & parents attendance booklet
- Public support offered by schools.
 - Set aside area/time for parents to speak to staff.
 - Seek improved communication with parents e.g. system for when parents ring in.
 - Provide accurate and up-to-date contact information for parents.
 - Involve parents from the earliest stage.

AIM NO 5

To develop a systematic approach to gathering and analysing attendance related data.

- Continue to use computerised SIMS attendance.
- Use standard DfE recording.
- Record attendance codes correctly and consistently throughout school in accordance with DfE.
- Be consistent in collection and provision of information.
- Decide what information is provided for governors, school staff, parents, pupils, Education Welfare Service.
- Identify developing patterns of irregular attendance e.g. broken weeks and lateness.
- To appropriately analyse attendance data and codes.
- To seek to begin looking at the link/correlation between attendance and attainment. To analyse these results in a clear precise way to parents and staff.

AIM NO 6

To further develop positive and consistent communication between home and school.

- Initiate first day absence contact and record on referral checklist.
- Make full use of school's standardised letters.
- Promote expectation of absence letters/phone calls from parents.
- Explore the wide range of parental partnerships (see Aim 2).
- Provide information in a user-friendly way.
- Encourage all parents into school.
- Whole school prominent display on weekly attendance targets, visible to parents, staff and children.
- Reasons for absence to be recorded on SIMS

AIM NO 7

To implement a system of rewards and sanctions.

- Identify finance for system of rewards.
- Actively promote attendance and associated reward and effective sanctions.
- Ensure fair and consistent implementation.
- Involve pupils in system evaluation, where appropriate e.g. children's late booklet.
- Make use of imaginative and immediate sanctions
- Take action which accords with objectives agreed between school and others, e.g. Education Welfare Service, Behaviour Improvement Programme, parents.
- Ensure that the system for awarding parents with a Fixed Penalty Notice is consistent and fair throughout the school.
- Seek to maintain that improvements and achievements in attendance and punctuality are also rewarded.

AIM NO 8

To promote effective partnerships with the Locality Team / Education Welfare Service and with other services and agencies.

- Designated key staff for liaison with the Locality Team through the Education Welfare Support Worker (Education Welfare Service) and other agencies.
- Give priority to timetabled meetings with Education Welfare Service.
- Carry out initial enquiries/intervention in order to make referrals to Education Welfare.
- Gather and record relevant information to assist liaison meetings with other services.
- Write attendance review for Headteacher and governors as requested.
- Arrange multi-agency liaison meetings as appropriate.
- Arrange Attendance Panel meetings as needed throughout the school year.
- Establish and maintain list of named contacts within the local community e.g. community police contact officer, school health advisor.
- Encourage active involvement of other services and agencies in the life of the school.
- Develop understanding of agency constraints and operating environments e.g. central locality team, social services.

- Designated key staff to attend relevant attendance CPD to keep informed of new DfE updates.

AIM NO 9

To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

- Be sensitive to the individual needs and circumstances of returning pupils.
- Involve/inform all staff in/or reintegration process.
- Provide opportunities for counselling and feedback.
- Consider peer support and mentoring.
- Involve parents as far as possible.
- Agree timescale for review of reintegration plan.
- Include Education Welfare workers, parents and pupils in reintegration plan.
- To follow the approved action plan and parenting contract as provided by the Locality Team and the Education Welfare Service.

Children Missing from Education

What we mean by children missing from education

In Salford each year, children either fail to start in a new school or appropriate education provision or simply become lost from school rolls and fail to re-register at a new school when they move into the city.

These 'missing' children can be amongst the most vulnerable in our city. It is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible.

Children who remain disengaged from education are potentially exposed to higher degrees of risk that could include engagement in antisocial or criminal behaviour, social disengagement and/or sexual exploitation.

We will:

- Inform their local authority in every circumstance when they are about to delete a pupil's name from the admission register; under all 15 grounds (Annex A)
- Inform their local authority of the pupil's destination school and home address if the pupil is moving to a new school (where they can reasonably obtain this information); and

- Provide information to their local authority when registering new pupils, including the pupil's address and previous school (again where they can reasonably obtain this information).
- Report all additions to and deletions from the school register to the local authority within five days.
- Carry out 'reasonable enquiries' when the whereabouts of a pupil is unknown prior to deleting from the school roll.
- Make 'reasonable enquiries' to identify a pupil's whereabouts to be performed collaboratively between the school and local authority where there is continuous absence after a grant of leave.

We make referrals to the local authority via the Children Missing Education (CME) referral box.