

**PURPOSE**

Kexborough 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 strives:

- To provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure.
- To provide a challenging yet supportive environment to stimulate, maintain and develop a lively, enquiring mind.
- To encourage all pupils to reach their full potential in all aspects of their development.
- To develop in pupils a sense of moral and values to enable them to become responsible citizens in society, respecting people's property, ideas and beliefs, irrespective of race, gender, disability or academic achievements.
- To develop in pupils a positive attitude towards themselves.
- To develop positive attitudes towards and concern for the environment.
- To offer a broad and balanced curriculum to all children, facilitating the ability to acquire knowledge, the skills to learn and the talent to become active, confident and responsible members of society.
- To develop a school community, which values its members and which encourages mutual respect, concern and truthfulness.
- To foster a close relationship between the school, children's homes and the community.

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

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

To meet these objectives Kexborough Primary School has established an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

**AIMS****1. To improve the overall attendance percentage of pupils at 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 with measurable outcomes.

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

- Use staff / school handbook prospectus or DFE literature.
- Produce termly / annual reports to parents / governors.
- Hold induction evenings for parents / pupils.
- Produce newsletters.
- Provide INSET training for appointed / promoted staff.
- Display materials at focal points - form rooms etc.
- Discuss attendance issues in Education Welfare Service / Pastoral staff evaluation meetings and / or in relevant staff meetings (e.g. attendance review meetings).
- Introduce award systems, including badges, trophies, certificates, chocolates, end of year prizes, etc.
- Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Headteachers and Governors must exercise discretion and consider each case on its own merit.
- For any unauthorised absence a £60 fine is payable within 21 days. If not paid within 21 days the fine will increase to £120 to be paid within 28 days. If the fine is not paid within this time limit further action will be taken to recoup the fine.

**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 phone / letter contact, using designated school staff, on first day of absence.
- Ensure clearly defined late registration procedures.
- Respond swiftly to lateness (in respect of both pupils and parents).
- Appoint an Attendance Co-ordinator with appropriate time set aside.
- Define clearly the roles and responsibilities within the school staffing structure.
- Timetable staff to meet with Education Welfare Officer.
- Have clear procedures prior to referral to Education Welfare Officers.
- Review attendance regularly.
- Be familiar with the Education Welfare Service's referral and recording systems, as detailed in the Education Welfare Service Service Level Agreement.

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

- Highlight attendance in:

PSE

Assemblies

Staff available to talk to pupils  
Making use of available resources

- Public support offered by schools.
- Set aside area / time for parents to speak to staff.
- Seek improved communication with parents e.g. when parents ring in.
- Provide accurate and up-to-date contact information for parents.
- Involve parents from earliest stage.

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

- Consider the advantages of computerised registration.
- Standardise recording of:
  - authorised / unauthorised absence (and to have decided after two weeks)
  - educational activity
  - presence
- Be consistent in the collection and provision of information.
- Decide what information, if any, is provided for:-
  - governors
  - pastoral staff
  - other school staff
  - parents
  - pupils (individual or groups)
  - Education Welfare Service
- Identify developing patterns of irregular attendance and lateness.

#### **6    *To Further Develop Positive and Consistent Communication Between Home and School***

- Initiate first day absence contact.
- Make full use of computer generated letters (SIMS Handbook).
- Promote expectation of absence letters / phone calls from parents.
- Explore the wide range of opportunities for parental partnerships (see Aim 2).
- Provide information in a user-friendly way (may include languages other than English, and non-written).
- Encourage all parents into school.

**7 To Implement a System of Rewards and Sanctions**

- Identify finance for a system of rewards.
- Actively promote attendance and associated reward and effective sanctions.
- Ensure fair and consistent implementation.
- Involve pupils in system evaluation.
- Make use of imaginative and immediate sanctions.
- Take action which accords with objectives agreed between school and others e.g. Education Welfare Service, parent, Behaviour Support Service.

**8 To promote Effective Partnerships with the Education Welfare Service and with other Services and Agencies**

- Designated key staff for liaison with Education Welfare Service and other agencies.
- Give priority to timetabled meetings with Education Welfare Service.
- Carry out initial enquiries / intervention prior to referral.
- Gather and record relevant information to assist completion of Education Welfare Service.
- Agree attendance reviews with key school staff and Education Welfare Service as detailed in the Education Welfare Service Service Level Agreement.
- Arrange multi-agency liaison meetings as appropriate.
- Establish and maintain list of named contacts within the local community e.g. community police contact officer.
- Encourage active involvement of other services and agencies in the life of the school.

**9 Agree criteria for the authorisation of “holidays in term time” as defined in current LA guidance.**

- 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.

**10. To Develop Good Practice Guidance/Policy Development for Nursery Settings in Respect of Procedures to be Implemented when Non Compulsory School Age Children are Absent**

- Primary/nursery settings should continue to use the Good Practice Guidance issued by the LA when dealing with all attendance issues.
- This guidance should form the basis of your Attendance Policy which should now be amended to include children in nursery settings of a non compulsory school age.

- In particular nursery settings should;
  - Undertake first day absence calls in respect of any non compulsory school age child where the parent/carer has not contacted nursery with a reason for absence
- Include in their prospectus /information for parents leaflet, the need for the parent/carer to contact nursery with the reason for absence when the child is unable to attend
- Accurately record all information on reasons for absence, both that which is provided by parents contacting school and the information gathered when making first day absence calls, on the individual pupil file
- The criteria for referral to the Education Welfare Officer for non compulsory school age children is outlined in the Good Practice Guidance document, appendix 2(b)
- The amendments to your Attendance Policy regarding non compulsory school age children should be adopted by bringing this to the attention of your governing body, as an agenda item. The governor with responsibility for attendance should also be made aware of the amendments.