



# St John's C of E Primary School

## Together we grow stronger



Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

Monday 25<sup>th</sup> February

### Attendance and Behaviour

#### Attendance

Many of you will know that attendance is a school improvement priority, with our attendance rates last year being just below national and our persistent absentee (less than 90% attendance) rates significantly higher than national. As the link between attainment at national expectations and attendance has been well documented, it is beneficial for children and the school to improve.

Unfortunately, the sickness and temperature bug that decimated our attendance (pupil and staffing) in Term 3 has had a significant impact on our attendance rates.

We currently have 21 children (17%) who are classified as persistent absentees. By the end of the academic year, should this continue, these children would have missed nearly a full half term of learning – learning which they will struggle to catch-up. We know that these families will make every effort to ensure their child's attendance improves. We will be meeting with many of them in School Attendance Meetings to identify how this will be achieved.

31 children (25%) have attendance just below excellent – we hope to encourage these families to strive to ensure their child's attendance moves into the excellent bracket next term.

64 children (51%) have excellent attendance. These children will be entered into a prize draw. This is down from previous terms, an indicator of the impact of the sickness and temperature bug.

56 children (45%) have actually made small improvements in their attendance. Well done to those children and families. These children will receive a small reward. The most significant improvement was made in Sycamore where 22 children (65%) improved their attendance. Congratulations Sycamore!

We look forward to a term of excellent attendance – which in turn will have an excellent impact on the learning of the children.

#### Behaviour

As you will have seen the behaviour of the vast majority of our pupils is simply excellent. However, a recent pupil survey identified the persistently poor behaviour choices of a significant minority as their biggest issue. No-one will argue that any child has the right to disrupt another child in their learning, regardless of additional needs.

As a school we work to support these children with school systems and extra resources to help them make good choices, additional support staff in some significant cases, and the provision of a Nurture Base (not seen in the majority of schools). Furthermore, some of these children have received internal and external exclusions in line with our behaviour policy. If this continues the likelihood is this will escalate to a reduced timetable or a managed move to an alternative school.

To be absolutely clear – **a child's additional needs do not justify the persistent disruption of the learning of other children** – indeed we do have many children with additional needs that simply do not persistently disrupt the learning of others. As a school, we will move swiftly to ensure that any child who does persistently disrupt the learning of others, or indeed any child who does persistently disrupt the learning of others, will have provision made to meet their needs. This may include additional resources to help them manage their poor choices, individual spaces to ensure they focus on their learning, and or access to the Nurture Base. In some rare cases the local authority may provide additional funding for limited adult support, **or it may be deemed appropriate to reduce this child's timetable or provide a managed move to another school.**

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