

Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD



BRIDGEWATER
PRIMARY SCHOOL

Attendance Policy

Reviewed: March 2017
To be reviewed: March 2018

Mission Statement

Our mission is:

- Make a difference in children's lives; see them grow and become confident young people by opening doors to new opportunities and ensuring choice.
- Foster a belief in achievement built upon aspiration so that all children enjoy learning and achieve across the curriculum.
- Cultivate talent by giving all children access to enjoyable, exciting learning opportunities with innovative challenges and experiences.
- Guarantee teaching and learning that ensures the basic skills in preparation for the future by developing successful, independent, creative, resilient thinkers.
- Provide a nurturing, stable, safe and friendly community built on mutual trust that promotes learning.
- Instil a determination to succeed by modeling and developing the continuous improvement of ourselves and others.
- Ensure children know their successes by promoting a sense of pride in all children's abilities and achievements.

Aims

In accordance with the City of Salford, 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. Improve the overall attendance of pupils at Bridgewater Primary School.
2. Make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
3. Develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. Provide support, advice and guidance to parents and pupils.
5. Develop a systematic approach to gathering and analysing attendance related data.
6. Further develop positive and consistent communication between home and school.
7. Implement a system of rewards and sanctions.
8. Promote effective partnerships with the Education Welfare and with other services and agencies.
9. Recognise the needs of individual pupils when planning reintegration following significant absence.

Aim 1

To improve the overall attendance of pupils at Bridgewater 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.

Aim 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.
- To include attendance and punctuality information in newsletters.
- Prominently display materials – hall display, main entrance doors etc.
- Discuss attendance and punctuality issues in relevant staff meetings.
- Introduce award systems, ranging from weekly, termly and yearly.

Aim 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 parents on the first day of absence.
- Ensure clearly defined late registration procedures.
- Appoint an attendance co-ordinator (Learning Mentor) with appropriate time set aside.
- Define clearly the roles and responsibilities within the school staffing structure.
- Review attendance regularly / half termly with head teacher.
- Be familiar with procedure for Attendance Panel meetings and subsequent action plans.

Aim 4

To provide support, advice and guidance to parents and pupils

- Highlight attendance in:
 - a) PSHEC / SEAL
 - b) Assemblies
 - c) Staff available to talk to pupils
 - d) Learning mentor
 - e) Making use of available resources
 - f) Newsletters and attendance letters
- 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, text messages.
- Provide accurate and up-to-date contact information

Aim 5

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

- Continue to use computerised SIMS attendance.
- Use standard DCSF recording.
- Record attendance codes correctly and consistently throughout school in accordance with DCSF.
- 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 and SEN. To analyse these results in a clear precise way to parents and staff.

Aim 6

To further develop positive and consistent communication between home and school

- Initiate first day absence contact via text message.

- Make full use of computer generated SIMS 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.

Aim 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.
- 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 8

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

- Designated key staff (Learning Mentor) liaise with the Locality Team through the Education Welfare Support Worker (Education Welfare Service) and other agencies.
- 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
- Designated key staff to attend termly attendance workshops to keep informed of new DCSF updates.

Aim 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 parents and pupils in reintegration plan.

Role of Staff

Class Teachers

- Mark registers twice a day and return to the office.
- Inform administration team of absence information passed on by families
- Report concerns to the headteacher via the green record.

- Report on attendance to parents formally through a written report in July and at parents evening.

Administration Team

- Update contact information.
- Update registers daily.
- Safeguard registers during the school day.
- Be responsible for the distribution of registers in the event of a fire/fire drill.
- Manage completion of dinner registers and share information with kitchen.
- Contact families when children are absent from school through '1st Day Response' System.
- Provide attendance data for:
 - Class teachers at parents evening
 - End of year reports
 - Headteacher weekly

Learning Mentor

- Report half termly to the Headteacher.
- Complete a half termly printout of attendance for the Headteacher identifying children with:
 - Attendance below 90%
 - Unauthorised absences – 4 or more
 - Lates – 5 or more
- Work directly with identified parents to bring about improvements.
- Arrange Attendance Panel Meetings with the Headteacher / EWO when attendance is a concern.
- Meet with the EWO on a regular basis – half termly / liaise with the EWO where appropriate.
- Update attendance data for:
 - Individual pupils at the request of the Headteacher
 - Attendance awards termly and annually
 - Reports to the Governing Body
 - Case conferences / Core Group Meetings, CIN meetings and TAC meetings
 - The EWO statutory register check (provide rolling register)
- Organise attendance and punctuality rewards.
- Produce Red, Amber, Green attendance letters for ALL children.

Headteacher

- Monitor attendance and punctuality.
- Review attendance figures weekly.
- Identify key issues for families and liaise with them.
- Keep the profile of attendance and punctuality high with parents, pupils and governors.
- Include attendance and punctuality in the school brochure, home school contact and in letters.
- Report to the governing body on attendance and punctuality.
- Liaise with staff regarding pupils and procedures.
- Review the policy annually.
- Set targets for improvement and review them annually.
- Ensure that registers are completed correctly.
- Ensure that all statistical returns are completed.

EWO

- Meet with the learning mentor on a regular basis – half termly / liaise with the learning mentor where appropriate.

-
- Arrange Attendance Panel Meetings with the Learning mentor when attendance is a concern.
- Work directly with families as part of the escalation process where attendance concerns are significant / on-going.
- Statutory register check
- Offer support and guidance with Fixed Penalty Notices.
- Offer support with Fast Track to Court cases

Parents

- Ensure that children attend school regularly and on time.
- Have a positive attitude to attendance and punctuality.
- Contact school before 9.15 on the first day of absence.
- Provide a reason for absence on the first day, or on the child's return to school
- Parents to contact school every day, unless they know the child will be absent for a set number of days, and are able to inform school of the day on which they will return.
- Wherever possible parents to provide proof of illness.
- It would be expected that where a child is absent for 3 days or more, that medical proof would be provided.
- Should a child's absence fall below 90% parents may be required to provide proof of illness for any further absences.
- Sign the home school agreement.
- Provide contact details and update them when changes occur.
- Liaise with the headteacher / learning mentor if problems occur.
- Be aware of the impact of poor attendance and punctuality on learning.

Children

- Co-operate with their parents and play their part in coming to school regularly and on time.
- Develop a growing awareness of the impact on their education of poor punctuality and attendance.
- Value good attendance and punctuality as an important quality in adult life.

Policy:	Attendance	
Signed:	Signed:	
Headteacher		Chair
Date:	Date:	
	To be reviewed:	

Attendance Procedures



Teachers Register Procedures

- The register prefect(s) collects class registers at 8.40 and distributes them to classes.
- The bell goes at 8.55a.m. to signal the start of the school day.
- Staff give present and absence marks on OMR sheet for all children in pencil.
- If a child arrives after being marked absent a present mark is given.
- Registers are returned to the office.
- Registers are distributed by prefects before the start of the afternoon session.
- Registers are marked as previously indicated and returned to the office.
- In the event of a fire/fire drill, the secretary will bring the registers out and distribute to teachers.

Office Register Procedures

- Attendance figures are added to SIMs on a daily basis.
- Absence information is shared with Learning Mentor where there are concerns / as necessary.
- First Day Response:
 - Day One: Text Message sent to 1st contact for an absent child.
 - Day Two: Telephone call to 1st contact if no response to text message.
 - Day Three: Further telephone call.
- Friday lunchtime all registers completed and attendance and punctuality figures published to be shared in special mentions assembly.

Punctuality Procedures

- Names of late children are recorded on the console in reception by parents.
- The list of names is loaded onto SIMs and matched to the registers.

Taking Children Out of School During The Day

Children have permission to leave school during the day for an appointment that cannot be made at any other time, e.g. hospital. Parents must report to the office prior to collecting their child, providing proof of appointment and sign the child out. If the child returns following an appointment they must be signed back in. Should children be taken out of school without proof of appointment this will be marked as an unauthorised absence.

Holiday Requests

In line with government guidance holidays will only be authorised in exceptional circumstances, e.g. parent wedding, factory holidays.