Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD

Attendance
Policy

Reviewed: December 2020
To be reviewed: December 2021

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.
- Ensure that school effectively monitors children about whom there are concerns, including notifying Salford's Referral, Investigation and Assessment Team when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- School will request a Concern for Welfare Check from the police where there is a concern for a vulnerable family and we are not able to make any contact following home visits. School will complete a CME referral where appropriate.

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.

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Role of Staff
Class Teachers
- Mark registers twice a day directly onto SIMs.
- Report concerns to the headteacher.
- Report on attendance to parents formally through a written report in July and at parents evening.

Administration Team
- Update contact information.
- Update registers daily.
- In the event of a fire/fire drill, office staff will print off paper copies of the register and bring out and distribute.
- Manage completion of dinner registers (EVOLVE) and share information with kitchen.
- Contact families when children are absent from school through '1st Day Response' System.
- Office staff monitor attendance concerns and flag these with Miss Hopkins who leads on attendance.
- 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 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 / 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.

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- 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:	

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Attendance Procedures

Teachers Register Procedures
- There are staggered starting times at 8.30am and 8.45am at the start of the school day.
- The teachers give present (/) and absence marks (N) directly onto SIMS from 8.55
- If teacher has spoken to the parent of an absent child they put the comments directly onto SIMS but still leave as 'N' code for office staff to change to the relevant code.
- Afternoon registers are put straight onto SIMS again by the teachers and office staff check over them to ensure correct marks.
- 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.

New procedure implemented January 2018:
- **The school day starts at 8.55am and ALL children are expected to be in school by this time** (we open the doors at 8.30am to make this a little easier with siblings).
- **The doors close at 8:55am.**
- **If parents / children arrive after this time they go straight to the office.**
- **Pupils arriving late will be asked to wait with their parents at the school reception until 9:15am when all children can be escorted to class in bubbles according to social distancing guidelines.**
- **Pupils arriving after 9:15am will be asked to wait with their parents at the school reception until 9:30am when all children can be escorted to class in bubbles according to social distancing guidelines.**
- This is to avoid repeated disruption to classes as the morning activity will have already started.
- This will also reduce the level of disruption to the office staff who escort the children to class.

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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.

Attendance Addendum Regarding COVID 19

Bridgewater Primary School will adhere to the guidance below in relation to COVID-19, this guidance is subject to change in line with latest Government guidelines:

New for 2020 to 2021 – not attending in circumstances related to coronavirus (COVID-19)

Although school attendance is mandatory from the start of the autumn term, there are some circumstances where pupils cannot attend school due to coronavirus (COVID-19).

There is a new category of non-attendance – 'not attending in circumstances related to coronavirus (COVID-19)'.

- pupils not attending a session who meet the criteria for 'not attending in circumstances related to coronavirus (COVID-19)' will be recorded using code X

This category will only be used to record sessions that take place in the 2020 to 2021 academic year where a pupil does not attend because their travel to, or attendance at, school would be:

- contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care (DHSC)
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19)

In line with the Secretary of State's expectation that no parent will be penalised for following official public health advice for their child not to attend a given session, this new category of non-attendance will not count as an absence (authorised or unauthorised) for statistical purposes.

Examples in which 'not attending in circumstances related to coronavirus (COVID-19)' could apply

In line with current legislation, and current guidance from PHE and DHSC, examples are as follows.

Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus (COVID-19)

View stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.
Pupils who have symptoms should self-isolate and get a test.

If a pupil tests negative and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and return to school. If the pupil remains unwell following the test (such as with a different illness), then they should be recorded as code I – illness, as would usually be the case. Code X should only be used up until the time of the negative test result. Schools should not retrospectively change the attendance register due to a negative test result.

If a pupil tests positive, they should continue to self-isolate for at least 10 days from the onset of their symptoms. They should only return to school if they do not have symptoms other than a cough or loss of

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sense of smell or taste (anosmia). This is because a cough or anosmia can last for several weeks once the infection has gone. Code X should be used for the period of self-isolation until the test. After the pupil tests positive they should be recorded as code I (illness) until they are able to return to school.

If someone in the pupil's household has symptoms, the household should self-isolate and the member of their household should get a test.

If the member of the household tests negative, the pupil can stop self-isolating and can return to school. Code X should only be used up until the time of the negative test result when the pupil can return to school.

If the household member tests positive, the pupil should continue self-isolating for the full 14 days from when the member of their household first had symptoms. Code X should be used during this period.

In all cases of self-isolation, we ask parents to inform us immediately about the outcome of a test. Schools should not require evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus (COVID-19)

View stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection and NHS test and trace guidance.

Pupils may not have symptoms themselves but may be required to self-isolate if they are a close contact of someone with coronavirus (COVID-19).

The NHS test and trace guidance states that a person should self-isolate for 14 days if they have had recent close contact with a person who has tested positive for coronavirus (COVID-19). In the event of a confirmed coronavirus (COVID-19) case in the school community, the local health protection team will provide advice on who this applies to, advising them to self-isolate for 14 days since they were last in close contact with the person that has tested positive when they were infectious. Code X should be used for these pupils during this period.

Pupils who are required by legislation to self-isolate as part of a period of quarantine
View guidance on how to self-isolate when you travel to the UK.
As usual, parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider that their child may need to self-isolate following trips overseas that require a period of quarantine. If a pupil is required to be in quarantine on arrival in, or return to, the UK, code X should be used in the register.

Pupils who are clinically extremely vulnerable in a future local lockdown scenario only
View guidance on shielding and protecting extremely vulnerable persons from Covid-19.

Shielding advice for all adults and children paused on 1 August 2020. This means that even the small number of pupils who will remain on the shielded patient list can return to school, as can those who have family members who are shielding.

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If in future, rates of the disease rise in local areas, children still on the shielding list (or family members still on the shielding list) from that area, and that area only, may be contacted by the government and advised to stay at home and shield during the period where rates remain high. Families will receive a letter if they are required to shield again that parents will be able to share with the school. Non-attendance in accordance with guidance from PHE or the DHSC should be recorded as code X.

Bridgewater Primary School will contact parents of pupils who are shielding when measures in the local area are lifted and shielding is paused again, to set out the expectation that they can return to school. Code X should not be used for sessions after the pupil has been advised to return to school.

Local lockdown

If rates of the disease rise locally, schools may need to prevent some pupils from attending. Bridgewater Primary school will follow PHE or DHSC guidance on what measures are necessary in the event of local lockdown. Where attendance is to be limited to certain groups, 'not attending in circumstances related to coronavirus (COVID-19)' - code X - should be used for pupils who are asked not to attend.

Remote education

If a pupil is not attending school due to circumstances related to coronavirus (COVID-19), Bridgewater PS will be able to immediately offer them access to remote education. Bridgewater PS will keep a record of, and monitor engagement with this activity.