

## Attendance policy Toolkit

### Action log

Action	Staff	Date	Details	Complete
Send a letter home to communicate clear attendance expectations from 8 <sup>th</sup> March onwards including your plans for any phased or staggered return due to allow for testing (Sec).	JCS	March 21	Letter sent by JCS Follow up calls completed for those students not attended and home visits per CME flowchart	JCS completed
Immediately identify those who are could be 'at risk of disengagement'.	AFR/JCS/HES/ Pastoral staff		<p>This includes:</p> <ul style="list-style-type: none"> <li>- Disadvantaged and vulnerable students</li> <li>- Those who were persistently absent prior to the pandemic</li> <li>- Those who haven't engaged with remote education</li> </ul> <p>A re-engagement plan should be constructed for these students to aid their return to school.</p> <p>HOY – pastoral tracker identifying attendance concerns</p> <p>Tutors to meet with students in form HOY to offer support and refer to Inclusion Centre if needed JCS to refer to EIS once the student has enough absent sessions and School have completed all required actions in order to refer. JCS to liaise with HOY regarding referral. JCS to check data weekly.</p>	On-going

<p>Identify those students who may be reluctant and anxious to attend school.</p>	<p>AFR/JCS/HES/ Pastoral staff</p>		<p>Use re-engagement plan additional provision for these students to aid their return.</p> <p>Open up an opportunity for parents to identify their child as potentially struggling to return to school so provision can be arranged prior to the first day.</p> <p>Monitor this cohort's attendance within week 1.</p> <p>Inclusion support – timetable and provision</p>	<p>On-going</p>
<p>Ensure the provision for students self-isolating and/or vulnerable includes appropriate contact.</p>	<p>HES/JCS/AFR Pastoral staff / tutors</p>		<p>Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.</p> <p>When a vulnerable pupil is required to self-isolate we will:</p> <ul style="list-style-type: none"> <li>- notify their social worker (if they have one)</li> <li>- agree with the social worker the best way to maintain contact and offer support</li> <li>- check if a vulnerable pupil is able to access remote education support</li> <li>- support them to access it (as far as possible)</li> <li>- regularly check if they are accessing remote education</li> </ul>	<p>On-going</p>
<p>Ensure hard to reach groups and/or EAL groups have access to the arrangements</p>	<p>HES/JCS/AFR Pastoral staff / tutors</p> <p>ZLF/FLF/SZR</p>		<p>Deploy additional initiatives to ensure that parents are aware of the letter coming and can access this:</p> <ul style="list-style-type: none"> <li>- Sending a text message to let parents know an important letter is coming home, this can be sent in additional languages.</li> <li>- Use language specialist staff to deliver message</li> <li>- Home visit</li> <li>- Explaining to parents a brief guide will be placed on the website.</li> <li>- Updating social media on the understanding that some parents engage with SM rather than read letters.</li> </ul>	<p>On-going</p>

			<ul style="list-style-type: none"> <li>- Offer the letter in an online form to parents to enable them to translate.</li> </ul>	
Update school website and social media with attendance expectations.	AFR/JCS		<p>Use success stories and attendance targets to foster a positive climate for attendance. Make students aware of the need to attend to keep their progress high.</p> <p>JCS has motivational posters regarding attendance and the impact of absences.</p>	
Devise an attendance flyer which acts as a soft-touch information giving exercise	JCS		<p>Flyer to be generated and sent to parents</p> <p>To include – who do you speak to if you are worried about your child's attendance – Tutor, HOY etc</p> <p>Attendance related rewards – trips – certificates etc</p> <p>Adapt posters which include impact of lost days</p> <p>Include worst case scenarios that we are trying to avoid.</p> <p>Referral to EIS – Prosecution  Feeling left out of friendship groups - isolated  Behind in lessons making it overwhelming and difficult to catch up – not fulfilling full potential.  College places rejected due to poor school attendance  Getting into bad habits which are hard to break and may cause anxiety.</p> <p>Sections of Attendance Expectations letter could be added.</p>	
Train/touch base with core attendance team regarding expectations	JCS/AFR/HES		Weekly meetings will occur with relevant attendance staff.	
Ensure practice for term-time leave is robust			Ensure we are operating an 'exceptional circumstances' model for attendance and that parents are aware of their responsibility to ensure their child attends regularly.	

			<p>Previously Attendance Expectations letter was sent to every parent annually but this has been pulled due to postal costs. Attendance Expectations letter to be emailed to all parents. JCS booklet and Attendance Expectations letter to be added to school website.</p>	
<p>Consider the use of individual rewards to recognise good attendance for key focus students</p>			<p>Year group rewards – Certificates Weekly certificates Make it ‘cool’ to attend your school by providing short, achievable rewards even on a weekly basis</p> <p>Headteachers Award Ask your Head to challenge all Y7 students to reach 100% attendance - and ask them to check in regularly with them.</p> <p>Termly awards – trips and celebrations Star charts and badges – KS3 Challenge low attending or at risk of PA students to complete a perfect week</p> <p>SLT/pastoral meet and greet Place pastoral staff or SLT at the entrance to school in the morning. Students will enjoy seeing friendly faces and it may make any negative thoughts of school seem more positive.</p> <p>Positive postcards</p>	
<p>Ensure attendance is championed across school and support in place.</p>	<p>JCS/AFR Tutors/Pastoral staff</p>		<p>Red 10 strategy - surgeries as a proactive initiative as early intervention. HOY/attendance officer identify students and meet complete surgeries to students offering advices and support.</p> <p>Monitor those who are PA - All students who are PA will be monitored closely. Use support and monitoring to engage. Outside agency support if needed.</p>	

			<p>Weekly catch-ups – tutor conducts weekly catch up sessions with students. Ensure they are praised for good attendance and poor attendance is challenged every week.</p> <p>Home visits weekly following flow chart.</p> <p>Promote attendance expectations and to remind students of the importance of attendance.</p> <p>Supporting our learners: medical Ensure that children who've been PA prior to joining you are supported with a medical support plan.</p> <p>Supporting our learners: pastoral Ensure that children who've been PA prior to joining are supported with a pastoral support plan. This promotes engagement and attendance to school by giving the child key targets.</p> <p>Robust reduced timetable with reviews of support if required to support students re-engagement</p> <p>Red, Amber, Green attendance guidance to be forwarded to Tutors to discuss with students.</p>	
Escalation system ready to track and monitor non-attendance	JCS/AFR		<p>Ensure robust system for escalation – tracking and monitoring – to intervene early for any non-attendance.</p> <p>Flow chart to identify escalation and steps process for support and action</p>	
Ensure that all new admissions understand attendance expectations	AFR		<p>Explained in introduction meetings – Attendance Expectations letter is also in the Induction pack and is discussed with parents and students during their meeting.</p>	
Using additional funds to secure attendance			<p>Use additional catch-up funding, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for</p>	

			those families who will need additional support to secure pupils' regular attendance.	
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