

Crestwood Park Primary School

Attendance Policy



Policy Owner: CPPS
Reviewed By: Staff and Governors
Date of Last Review: December 2024
Frequency of Review: Annual

OUR MISSION:

*To prioritise and obsess about our attendance, aiming ultimately for **all** of our children to be in school **all** of the time.*

Policy Rationale

At Crestwood Park we strongly believe that attendance and punctuality are vital for a child to maximise their potential and create a feeling of belonging in their class/school community. We know that the key factor for dealing with attendance is to understand the roots of the problem. Therefore, we are committed to building trusting relationships with our children and families to ensure we improve attendance and always aim for 100%.

We recognise the importance of school attendance and promote it across the school's ethos and policies.

In promoting the belief that attendance and punctuality are important values we will be helping to equip our children for life and potentially impacting upon their futures as employees and employers.

We believe that;

- Prolonged and consistent absence affects access to the curriculum ultimately impacting on progress.
- Repeated and consistent lateness is an unsettling start to the school day for both the child and school.
- It's the child's right to attend school, not the parent's right to keep them at home.
- No child should feel that they need to miss school to support their family.

Our school will use all the resources in its power to reduce absence from school.

The DfE documentation '*Reducing Absence – ensuring schools intervene earlier*' states that; "The poor attendance of a number of pupils can disrupt their own learning and that of other pupils. The children quickly begin to fall behind their peers and often never fully catch up with gaps in their skills or knowledge." There is a clear link between poor attendance at school and low levels of achievement.

The Government has stated that once a child's overall absence equates to 10% or more they are classed as *persistently absent*. In January 2022, the Children's Commissioner team conducted a survey of local authorities in England. Their findings concluded that in Autumn 2021, 1 in 4 children were persistently absent compared to 1 in 9 in 2018/19- that is more than double. As a school, we have also seen our levels of persistent absentees rise. This policy presents the ways in which we will ensure that every Crestwood Park pupil is supported to be in school every day and how we will take steps to know where they are and that they are safe.

Promoting good attendance

At Crestwood Park we have a culture of celebrating all kinds of achievement and progress, academic and non-academic. Attendance is included in this.

We promote good attendance and punctuality in the following ways;

- **Each week attendance is celebrated:**
 - ✓ In our Whole School Friday Assembly, the class who achieves the best attendance is awarded a trophy. An additional HERO (Here Everyday Ready On Time) award is also presented to an individual from the class for that week.
 - ✓ The school's attendance figures are also on the school Newsletter.
 - ✓ Individual children who have scored 100% for that week are also celebrated on our weekly newsletter.
- **Every half term:**
 - ✓ Attendance figures and our grading system are reported to all parents on an individual basis.
- **Each term we further acknowledge good attendance:**
 - ✓ Children who have achieved good attendance for the current term will receive a prize-such as a wristband.
- **At the end of the school year, we:**
 - ✓ Award badges to children with good attendance for the entire year.
- **Throughout the year we:**
 - ✓ Work in partnership with the Education Support Service (ESS) to communicate to parents their legal obligations and the consequences of (unauthorised) condoned absence.

How we 'grade' attendance

Attendance	Category (& colour coding for letters to parents)
100%	Outstanding (gold)
95.1% and above	Acceptable (white)
91%- 95%	Concerning (orange)
Below 91%	Persistent Absence (red)

Roles and Responsibilities

**SCHOOL ATTENDANCE IS EVERYONE'S RESPONSIBILITY.
Attendance is everyone's business.**

Pupils

- To attend school regularly and punctually
- To arrive at school by 8:50am (or 1.00pm if they have been home for lunch)
- To attend registration promptly for both morning and afternoon registration.
- To engage in learning.

Parents/Carer

- To ensure their child attends school regularly, punctually, properly equipped and in a fit state to learn.
- To notify the school every day of absence by 9.30am.
- To only take family holidays in the school holiday period.
- To provide the school with **a minimum of three up to date contact details and telephone numbers for every adult with parental responsibility and including at least one set of contact details for a friend/ relative outside of the immediate family.** If contact details change then we must be informed of new details within 24 hours.

Teachers/TA's

- To keep an accurate attendance register.
- To take appropriate action when pupils are late.
- To monitor pupil absence and know who persistent absentees are
- To know who vulnerable¹ children are and check they are attending every day.
- To inform SLT/deputy when absence is impacting on achievement.

SLT

- To have a named member of SLT to be the Senior Attendance Champion.
- To update key staff with changes to vulnerable pupil list and information supporting each pupil.
- To regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.

¹ Fostered, SEND, In receipt of Early Help, Child in Need or Child Protection Plan, In receipt of Pastoral Support, History of Sibling absence, Involvement of an External Agency, Concerning Home Circumstances.

- To set clear and challenging attendance targets as part of school self review.
- To intervene early when individual pupil absence gives cause for concern- see Appendix 3
- Develop a multi agency response to the attendance agenda.
- Utilise the support of available specialists in relation to the attendance agenda.
- Ensure parents are informed of the child's attendance each half term as well (as) their attendance for the year at regular intervals.
- Share information and work collaboratively with other schools in the area.

Office

- To monitor late entrants into school and adjust Integris (Registers) accordingly.
- To forward phone messages to class teachers regarding absences.
- To CPOMs absences of vulnerable children.
- To monitor register codes and alert staff of inconsistencies.
- To produce individual or class summary sheets upon request of the School Attendance and Education Support Service (ESS)
- To produce attendance figures for half termly reports/ certificates/newsletters to celebrate good attendance.

Lateness

At Crestwood Park we expect children to arrive at school **between 8.40 and 8:50am**. By 8:50am all children should be in their classes and the classroom doors will be closed. If Children arrive between 8.50 and 9.00am they will be let in through the classroom doors, after this they will need to go through the main office.

If children arrive between 8:50 and 9:20am they will be marked as 'L' on the register for authorised lateness. If they arrive late after 9:20am, they will be marked as a 'U' for unauthorised late.

If a child reaches 5 lates during the school year, parents will be contacted, in order to discuss actions/support needed to resolve lateness.

Illness and how we respond to an absence

If a child is poorly and not well enough to come into school, parents should inform us by 9:30am at the very latest. The absence will then be marked as 'I' for authorised absence due to illness. Parents are asked to inform school on each day of absence.

If we receive no reason for an absence, we will telephone parents. If we have no response, we will send a notification via the sch.life app, reminding parents to call school. We will also try to contact the other contacts for the child as listed on our records. If we have no reason for an absence and this causes concern (for eg- if we feel there may be a safeguarding issue or the child is on our persistent absentee list), we will conduct a home visit so that we can see the child. See Appendix 2- Home Visit Note.

In response to any unknown absence, we will exhaust all avenues to establish that a child is safe and well.

Where there are concerns, or if a child reaches 20 sessions (10 days) of illness, we will ask parents for medical proof that the child needs to stay at home before we authorise any further absence. We encourage parents of children with serious and reoccurring health concerns to talk to us. In cases where we feel it is appropriate, we will seek the additional support of the School Nurse to liaise with family GPs or other medical professionals.

Long term sickness absence

If a child needs to be hospitalised for 3 days or more, we can contact the Hospital Teaching Service so that they work with your child whilst they are not in school. This would be recorded as the 'B' code which means they are being educated off site and would not affect their overall attendance percentage.

Requests for Leave and Unauthorised Absence

Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less. In Dudley, schools are supported by The Education Support Service (ESS). The ESS help us to PREVENT absence, PROTECT our children and PURSUE a fine or a prosecution where a parent has not acted following our support or responded to our concerns and warnings.

Parents must apply in writing if they want to take their child out of school. Forms are available from the school office. Family holidays cannot be authorised other than in exceptional circumstances, however, parents must still inform school. Our stance is very much that holidays should not be taken in term time. However, we appreciate that there can sometimes be extenuating circumstances leading to a request, so the school will always look at each request individually. The Head teacher may authorise absence in term time, in exceptional circumstances.

Any authorisation is at the Headteacher's discretion (or her designate).

It is up to the Headteacher to decide whether a child's absence needs to be referred to the ESS.

Unacceptable reasons for not sending a child to school

It is not acceptable for a parent to assume a child can have days out of school for the following events;

- a child in the family is sick and parent cannot get other child/children to school
- a parent is on holiday and child is staying with a relative, relative cannot bring child to school - it is expected that other arrangements are made with family members/neighbours/friends to bring your child to school
- a parent sick on a long-term basis and cannot get child to school – it is expected that other arrangements are made with family members/neighbours/friends to bring your child to school
- Inclement weather i.e. snow – if families live within a 3-mile radius of the school, unless there is a babe in arms in the household, or they live in a remote setting, parents are expected to get their child to school. If school is open this will be recorded as an unauthorised absence.

What we do when we become concerned about attendance

At least every half term (more regularly for vulnerable children) we take a reading of each child's attendance. All children, whose absence is 5% or greater, appear on our 'concerning absence' list. Immediately we will talk to both parents and children about what would help them improve attendance. Involvement from our Pastoral team is also always considered at this initial stage of concern.

All 'Lates' and absences for children are reported to the Office. If we have no reason for an absence by 9.30am, a telephone call to the parent or guardian will be made to seek a satisfactory explanation for keeping the child at home. If we cannot contact the parent/ guardian, we will contact other relatives. We will then consider conducting a home visit. If we cannot be assured that the child is safe and have reason to be concerned, we will contact the police. Please see APPENDIX 3.

Our mantra for dealing with our persistent absentees is: *'Listen, understand, empathise and support but do not tolerate.'*

If a child is absent for more than 5 days school and they are on our persistent absentee list, we will ask for medical proof of the absence.

Once children appear on the 'concerning absence' list, a record of intervention to support attendance is kept. (Concerning absence can include patterns of absence we notice- for e.g.- 'Missing Mondays') Evidence of conversations with parents and our actions to support a family are recorded on our CPOMS system. We will use a formal letter to explain each process so that they are clear that further unauthorised absence could lead to a referral to the School Attendance and Education Support Service. Where background information suggests that a family would benefit from an Early Help Assessment, this is attempted before any referral to ESS.

For our most persistent absentees, Attendance Support plans are initiated, and Attendance Support meetings will take place. Please see APPENDIX 4

It is important to note here that our Attendance Policy works alongside our Safeguarding, Well-Being, SEND and SPARKS Good Behaviour policies.

Our **Senior Attendance Champion** is Miss Alicia Johnson. In her absence it is Mrs Liz Kennedy if you have any questions or would like to discuss your child with her, please contact the school office 01384 818315 to arrange an appointment.

APPENDIX 1. Attendance Codes, Descriptions and Meanings

CODE	DESCRIPTION	MEANING (for statistical reporting purposes)
/ \	/ - Present (AM) \ - Present (PM)	Attending
B	Educated off site (NOT Dual reg.)	Attending an approved educational activity
C	Other Authorised Circumstances	Authorised absence
C1	Authorised Regulated Performance	Authorised absence
C2	Temporary Reduced Timetable	Authorised absence
D	Dual registration (attend elsewhere)	Not a possible attendance to avoid double counting.
E	Excluded (no alternative provision)	Authorised absence
G	Family holiday (NOT agreed)	Unauthorised absence
I	Illness (NOT medical or dental)	Authorised absence
J1	Interview (employment or educational admission)	Authorised absence
K	Alternative provision (LA arranged)	Attending an approved educational activity.
L	Late (before registers closed)	Attending
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence	Unauthorised absence
P	Approved sporting activity	Attending an approved educational activity
Q	Unable to attend due to lack of access arrangements by LA	As not a possible attendance
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Attending an approved educational activity.
W	Work experience	Attending an approved educational activity
X	Non-compulsory school age absence	As not a possible attendance

Y1	Unable to attend (transport normally provided not available)	As not a possible attendance
Y2	Unable to attend (widespread disruption to travel)	As not a possible attendance
Y3	Unable to attend (part of the school closed)	As not a possible attendance
Y4	Unable to attend (whole school closed)	As not a possible attendance
Y5	Unable to attend (sentence of detention)	As not a possible attendance
Y6	Absent in accordance with public health guidance or law	As not a possible attendance
Y7	Absent in accordance with public health guidance or law	As not a possible attendance
Z	Pupil not on roll	Not collected for statistical purposes
#	Planned whole school closure	School Closed

APPENDIX 2



Date:

Time:

HOME VISIT

We called to see you today, as you did not advise school as to why

is not in school.

We were unable to contact you by phone and unfortunately, we didn't get a reply when we visited.

Our attendance policy states: "If we have no reason for an absence and this causes concern (for eg- if we feel there may be a safeguarding issue or the child is on our persistent absentee list), we will conduct a home visit so that we can see the child."

Would you kindly contact school on **01384 818315** as a matter of urgency.

We are at liberty to call the police to 'do a safe and well check' if we do not hear from you

by: _____

Thank you for your cooperation in this matter.

Yours sincerely

_____ (name)

_____ (signed)

APPENDIX 3

Attendance Concerns Actions for: _____

APPENDIX 3

Responding to an absence:

<u>Escalation process:</u>	<u>Action:</u>
Step 1	Office team to check on Integris and with staff to ascertain reason for absence.
Step 2	If no reason for absence received by 10.00am, a telephone call is made to contacts.
Step 3	Sch.life message and e-mail sent
Step 4	Home visit
Step 5	Request for safe and well check from Police

Attendance Support Plan

SECTION 1	PUPIL DETAILS	
	Name:	
	Year group, Tutor/Form group etc:	
	Any other key info:	
SECTION 2	ATTENDANCE SUPPORT MEETING	
	Date of meeting:	
	Attendees:	Role:
SECTION 3	ATTENDANCE ANALYSIS & PATTERNS	
	<i>For example: current attendance %, identified patterns, lateness, summary of reasons for absence & explanations</i>	
SECTION 4	PUPIL ATTENDANCE TARGETS/EXPECTED OUTCOMES OF THE PLAN	
	<i>For example: no unauthorised absence in following 2-weeks, to increase attendance to 90% by the end of term, to arrive on time every day</i>	
	<i>What is the target for the end of term / next half term to be achieved? What do we want the plan to achieve?</i>	

What are the smaller, more measurable, achievable, realistic steps that need to be taken in the next 2 weeks, to show progress towards the longer-term target?

ATTENDANCE PUSH FACTORS – influences that push the pupil towards attending

Strengths & interests the plan could use to engage the pupil, for example: positive relationships in school (staff and pupils), subject strengths, specific positive behaviours shown, rewards & praise received, extra-curricular participation, engagement with other support agencies. What is working well?

SECTION 5

SECTION 6

ATTENDANCE PULL FACTORS – influences that pull the pupil away from attending

Identify areas of difficulty that may prevent good attendance, for example: travel or housing issues, morning routine conflicts, subject specific barriers, young carer responsibilities, bereavement, bullying or friendship issues, language barriers, recurring illness or injury, SEN, anxiety, EBSNA, diet, exclusions/behaviour. When the pupil isn't in school what are they doing?

GROUP MIND MAP – Who or what could help?

*Share ideas about the staff, family, friends, services or organisations who could provide the support needed **Everyone should contribute**. Who could help? School nurses, Connexions, Hear4Youth, parenting classes, KOOTH, Young Minds, What centre, GP, CAMHS SPA, family members, support with transport. What could help? Key adult, counselling, better sleep routine, breakfast club, key lessons, time out card, EPS resources, school transfer or managed move.*

SECTION 7



SECTION 8

EARLY HELP, PARENTING SUPPORT & FAMILY GROUP CONFERENCE DISCUSSION

Fully explain how an Early Help Assessment could support the family. If Early Help is declined, detail a full explanation why. Does an EH enabler need to be involved? Would a Family Group Conference be a suitable alternative to a full EHA? Would parenting support classes/workshops help? Record the parent/s and pupil's thoughts and responses

SECTION 9

AGREED SCHOOL ACTIONS

For example: referrals to be made, adjustments to the curriculum or classes, phased return plan or temporary part-time attendance, identification of a key adult or mentor, nurture friendships, supporting participation in extra-curricular groups, careers advice, Inclusive Pathways, implementation of EBSNA strategies, implementation of rewards etc.

Staff signature/s:

AGREED PARENT ACTIONS	
<i>For example: morning & bedtime routines, limiting technology (When? How?), booking Dr's appointments, seeking support from SENDIASS, implementation of rewards & sanctions (What will they be?), communicating with the school in line with attendance policy, consenting to referrals etc.</i>	
Parent signature/s:	

For example: morning & bedtime routines, limiting technology (When? How?), booking Dr's appointments, seeking support from SENDIASS, implementation of rewards & sanctions (What will they be?), communicating with the school in line with attendance policy, consenting to referrals etc.

Parent signature/s:

AGREED OTHER PROFESSIONAL ACTIONS i.e Social Worker, FSW, YOS

For example: Weekly morning home visits, establish routines and boundaries, supporting parent to contact services/agencies, onward referrals to specific services, explore interests, and ideas for hobbies outside the home.

Professional signature/s:

AGREED PUPIL ACTIONS

For example: morning and bedtime routines, screen time, engagement with other agencies, work with school nurse/SENCo/counsellor/FSW/Connexions etc, participation in extra-curricular activities, speak to an identified member of staff with concerns. complete homework. attend in correct uniform etc.

Pupil signature:

SECTION 10

IMPLEMENTATION & REVIEW

Start date:

Review date:

Attendance Support Plan Review

SECTION 1	PUPIL DETAILS	
	Name:	
	Year group, Tutor/Form group etc: Any other key info:	
SECTION 2	ATTENDANCE SUPPORT REVIEW MEETING	
	Date of meeting:	
	Attendees:	Role:
SECTION 3	CURRENT SITUATION, PROGRESS TOWARDS AGREED ACTIONS & OUTCOMES OF THE PLAN	
	<i>For example: Improved attendance % both at school and in lessons, reduced anxiety, improved punctuality, accessing safe space, support accessed, friendships, emotional and behavioural response to school setting, worries. Ensure you refer back to the ASP when completing this section.</i>	
	Progress made towards the End of Term / Half Term Target	
	Progress made towards the smaller, more measurable, achievable, realistic steps	
Actions completed and impact		

What is not working and why

AGREED ACTIONS NOT STARTED OR NOT COMPLETED AND WHY

For example: direct work not completed, no mentor assigned, staff absence, parent illness, pupil absence, waiting list - refer back to agreed actions on ASP, what actions have not been completed and why.

SECTION 4

SECTION 5	NEXT STEPS	
	<i>For example: exit process and monitor attendance, a further review is required, formulate new support plan with new agreed actions, signpost onto further services, request statutory assessment, consider legal intervention.</i>	
SECTION 6	Pupil Signature:	
	School Signature:	
	Parent / Carer Signature:	
	Professionals Signature:	
SECTION 7	NEXT MEETING DATE (For further review or to write a new ASP)	
	Date:	