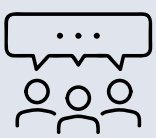
HAMWIC EDUCATION TRUST

ATTENDANCE - OUR FUNDAMENTAL OFFER FOR PUPILS

PROCESS AND PROCEDURE		What this will look like?
1. Attendance is a **team** approach.		• Involving and training all staff members to promote good attendance. • Information sharing across your school, including your SENCO and PP Lead. • Liaising with schools who share the same families, your feeder and receiver schools and external agencies. • Providing your time and required data to your Local Authority Officer during their statutory visit.
2. **Policy** and **process** is clear and accessible		• Your Attendance Policy is shared with all your stakeholders. • Your Attendance Policy on a Page shared with parents. • Using the Trust Graduated Response contextualised to your setting. • Early intervention when attendance concerns arise. • Having a dedicated Attendance Champion on your SLT. • Ensuring your Attendance Officer has enough time to do the job well.
3. Accurate **recording** is happening as standard		• Registers are completed accurately and quickly at the start of each lesson/session. • Correct coding is being used to reflect up to date DfE guidance.
4. **Monitoring** and **analysis** of data happens regularly		• Monitoring attendance trends and identifying pupils who may need additional support. • Having daily, weekly, half termly and termly attendance monitoring routines. • Drilling down beyond whole school figures, including individual cases of PA and SA (in particular those who are SEN and PP). • Understanding of patterns and the attendance of groups such as PP, SEN, girls and boys. • Sharing of attendance analysis across appropriate teams within your school and the Trust.
5. Absence is treated as a **safeguarding** concern where appropriate		• Closer and more regular monitoring, support and intervention for your vulnerable pupils. • Making sure that medical and mental health needs are met as far as the school is able. • Recognising CME can be a vital safeguarding warning.
CULTURE AND ETHOS		**What this will look like?**
6. **Expectations** and aspirations for pupils are high		• Setting high expectations for attendance and punctuality for all pupils. • Clear communication of these expectations to both parents and pupils. • Expectations are communicated at each stage of transition.
7. The **environment** is warm, safe and meets need		• Making sure pupils are warmly welcomed as they arrive regardless of the circumstances of their arrival. • The physical environment is warm, safe and meets need.
8. The **curriculum** is accessible, enticing and exciting		• FOMO FOMO - Fantastic Original Marvellous Opportunities that families have a Fear Of Missing Out on. • An accessible for all curriculum, a curriculum that all children can access, particularly those who struggle to come into school.
9. Building **relationships** with families and stakeholders is a priority		• Establishing strong communication channels with parents. • Offering support to the families that need us most. • Providing clubs, activities, leadership opportunities and wraparound care to encourage attendance, engagement and belonging.
10. **Rewards** and **incentives** are given for improved attendance		• Reward for improvement as well as high attendance. • Use of positive reinforcement strategies to encourage good attendance. Some examples may include: Badges, food, experiences, whole class rewards, attendance champion soft toy, time.