

THE MELLING WAY

ATTENDANCE & PUNCTUALITY



Be the best that you can be

Contents:

p3 The Melling Way in Focus

p4 The Graduated Approach

p4 Expect: Aims & responsibilities

p6 Expect: Relationships& communication

p7 Monitor

p8 Listen & understand

p9 Formalise support

p10 Enforce

Our vision for attendance is:

Our vision is that our school is a safe, secure and positive place to learn, where we deliver excellence in education and build aspiration. Our aim for all children is that they can: be a learner; be safe; be healthy; be a responsible citizen and be respectful. As part of this vision, we view attendance as an essential foundation for all our pupils to achieve positive outcomes, including in their learning, their safety and their welfare.

Good attendance is a learned behaviour and we recognise that in order for all pupils to be the best that they can be, they need to be in school accessing a high-quality education at all times – school needs to be a positive, safe and happy place for them to feel they belong and where they want to be.

Our aim is to build strong relationships with our families ensuring that they know we are a source of support at all times, we are approachable and that we genuinely want to achieve the very best for their children.

THE MELLING WAY – ATTENDANCE & PUNCTUALITY

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families.

All partners should work together to:

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

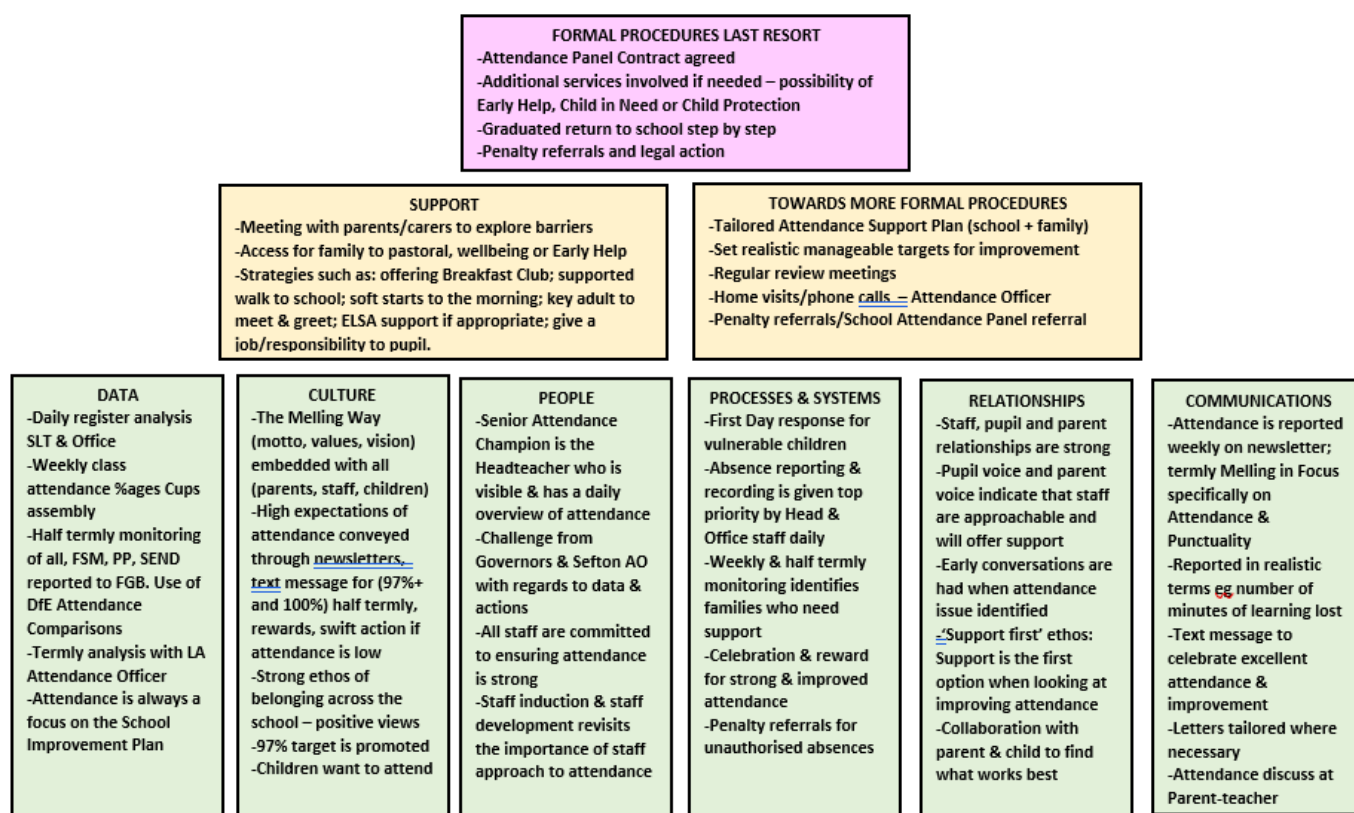
Where absence persists and voluntary support is not working or not being engaged with,

partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

GRADUATED APPROACH TO IMPROVING ATTENDANCE & PUNCTUALITY



Expect: aims & responsibilities

Our targets for attendance are:

- overall attendance 97%
- for persistent absence to be reduced year on year
- to improve and support attendance for disadvantaged pupils

We will communicate our vision and targets to staff, pupils, families and governors by:

- newsletters and specific newsletters ‘Melling in Focus’;

- the school website;
- open days and school events;
- parentmail & school app
- assemblies
- meetings with / contact from school attendance officer

We expect good attendance and punctuality from our pupils. Absence from school affects pupils' attainment, wellbeing and wider outcomes; it can also be a safeguarding concern. We use the following strategies to ensure that pupils understand this expectation:

- rewards and incentives for good attendance;
- weekly cup awarded for class with best attendance for previous week;
- reminders and updates in assemblies and form time;
- reporting on attendance termly in parent-teacher meetings /end of year report
- half termly text messages to comment on excellent attendance
- half termly letters for under 90% attendance
- pastoral support for pupils with poor attendance;
- personal attendance plans

We empower staff to take responsibility for attendance by:

- placing attendance on the agenda at regular staff meetings to help staff to understand their roles and responsibilities in promoting good attendance;
- having a yearly overview of the strategy for attendance that provides strategies and practical actions for teachers to employ
- sharing relevant data so that they know which groups are most at risk of poor attendance;
- encouraging class teachers to talk to their pupils about attendance;
- enabling staff to chat informally with parents/carers about attendance.

Our designated attendance champion on the senior leadership team is:

Viv Ainsworth – Headteacher

Their responsibilities include:

- defining and monitoring the school's attendance policy;
- monitoring attendance on a daily, weekly, half termly and annual basis;
- support and manage other staff with specific responsibilities for attendance;
- devise, implement and monitor any support interventions or escalation procedures;
- ensure that Attendance is promoted and reported on at least termly to Governors

We ensure that our governors have an accurate view of attendance at our school so that they can offer effective support and challenge. We keep governors informed by:

- headteacher's reports contain a section on attendance that provides termly data on the attendance of whole school; classes; vulnerable groups;
- termly attendance updates in meetings;
- governor scrutiny of attendance data;
- identifying link governors for attendance

Identified governors for attendance are:

Mr Andrew Kyle

Mrs Dina Ouko

Expect: relationships & communication

As a school, we understand that developing a welcoming and positive culture is important in building trust and engagement and therefore promoting good attendance. We do this by:

- ensuring that all staff have a positive, kind and supportive relationships with pupils and families;
- ensuring that children are greeted with warmth, respect and interest every morning by their class staff team and member of staff on gate duty;
- ensuring that school is a safe, secure, warm, purposeful and happy place where all children belong;
- ensuring that strong pastoral systems are in place so that pupils and families are supported when needed;
- ensuring that staff are approachable and understanding in their communications and interactions with parents and carers;

When required, we work with partners to promote good attendance. Examples include:

- Sefton Attendance Officer – Cathy Carlsen
- School Nurse
- Early Help Support Officers
- Social Workers

We strive to model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.

All staff members should:

- treat pupils with dignity, build relationships rooted in mutual respect and observe proper boundaries;
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively;
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity;
- communicate effectively with families regarding pupils' attendance and wellbeing.

Parents and carers are expected to:

- treat staff with respect;
- contact school when children are going to be absent;
- actively support the work of the school;
- ask staff for support when this is needed;
- let us know as soon as possible when there are issues which may affect absence;
- avoid booking holidays in term time.

Monitor:

We use robust school systems to provide useful data at cohort, group and individual levels to give an accurate view of attendance, reasons for absence and patterns amongst groups. These groups include:

- children who have a social worker, including looked-after children;
- young carers;
- children who are eligible for free school meals;
- children who are designated Pupil Premium;
- children who speak English as an Additional Language (EAL);
- children who have Special Educational Needs and/or Disabilities (SEND); children with an EHCP.

Monitoring of attendance & punctuality:

- **Daily:** Office staff and Attendance Champion have a daily meeting to overview all classes and decide on action if required (concerning children who are vulnerable or being monitored for any other reason)
- **Daily:** lates recorded and noted
- **Weekly:** cohort attendances for weekly cup award for class with highest attendance
- **Weekly:** punctuality – issues identified and 'late' letter sent home with offer of support
- **Weekly:** monitored children – if a full week of attendance noted, text message of praise sent home
- **Weekly:** DfE View My Attendance check in
- **Half termly:** Analyse & identify children's attendance under 90% (letter home; letter home with acknowledgement of improvement)
- **Half termly:** celebration text message for 100% attendance for the half term; celebration text message for 100% attendance since start of the year
- **Half termly:** analyse and record attendance of vulnerable, disadvantaged, SEND – identify patterns, issues, actions if necessary
- **Termly:** as half termly with a view to identifying families who need support and/or Attendance Support Plan
- **Termly:** Attendance & Persistent Absence full report to Governors – cohorts, vulnerable, disadvantaged, SEND, LAC
- **Termly:** Use DfE View My Attendance data to report to Governors showing Melling performance as in comparison to National, Local Authority and similar schools
- **Termly:** report to parents/carers in parent-teacher meetings and in end of year report

Listen & understand – Facilitate support

Before an attendance issue is identified, there is a universal approach in place for ensuring that attendance targets are met – all staff have a responsibility to ensure Tier 1 strategies are implemented:

TIER 1 – GOOD TO BE IN SCHOOL

- Good communication with parents, building strong relationships
- Early identification of any barriers to attendance
- Absence challenged at the point of absence
- Lateness challenged at the point of lateness

- Daily attendance discussions
- Class teams promote next day learning and events to ensure buy-in from all children
- Class teams contact home if a child is absent to give the message that they are missed
- Positive starts to the day – greetings with a smile and a comment that it is good to see them
- Culture of checking in – ROAR scores identifies if child needs to talk
Is breakfast needed
- Children identified as possible attendance issues given a morning job to do

When an issue is identified with regards to attendance, parents/carers are contacted and support will be offered. All staff are responsible for ensuring that any of the appropriate support strategies are in place:

TIER 2 SUPPORT TO ATTEND - MORE TARGETED SUPPORT NEEDED

- Access to Breakfast Club
- Morning jobs/tasks
- Key person welcome
- Priority list of morning calls where absence has not been reported by parents
- Breakfast offered
- Change of entry point/routine
- Focused morning activities
- Routines and boundaries classes
- Star charts if appropriate
- Buddy System
- An Attendance Support Plan may be implemented at this stage

Formalise support:

If attendance issues persist and there is little improvement, support strategies remain in place – the responsibility of all relevant staff. At this point support continues but a formal approach is taken to challenge reasons why no or little improvement is evident:

- Formal Attendance Support Plan is in place – meetings take place with Headteacher and Local Authority Attendance Support Officer

- Notice to improve formal procedure
- Referral to Panel

At this stage some additional support interventions may be implemented:

TIER 3 FORMAL - SUPPORT ALONGSIDE FORMAL

-Free of charge breakfast club/after school club

-Referral to school nurse

-Wake up calls

-Collection from home

-ELSA time

-Separate drop off/pick up point
Earlier start/finish times

-Welcome by an emotionally available adult

-Attendance contracts

-Possible referral to MASH

-Early Help assessment (school as lead worker) for parents of children where absence is due to medical, physical or mental ill health issues, can include referral to other support agencies

-Referral for parenting course

-Temporary part time timetables

-Regular attendance reviews

Enforce:

Where interventions fail to address attendance issues, we will identify the reasons why and, where appropriate, change or adjust the intervention.

We will follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when school-based interventions have not resulted in improved attendance and relevant triggers/thresholds are met.

This strategy will be reviewed every year by The Attendance Champion (Headteacher Viv Ainsworth)

Date of last review: Summer 26

THE MELLING STRATEGY – A YEAR IN VIEW		
DAILY		WEEKLY
-SLT gate greetings and friendly challenge if late -First response if no contact by 9.10am -Register to Head - Attendance Champion for analysis and follow up action if needed – including phone calls home -Lates after 9am recorded on SIMs -Children with a social worker – LA informed -If no contact from parents/carers about absence reg certificate sent to Attendance Officer for home visit -Monitored children – if absent Attendance Officer home visit		-Weekly register check carried out by office staff for missing marks and for ‘no reason’ given absences -Weekly report of cause for concern punctuality issues – letter/message sent home -Monitored children (PA) specific analysis of attendance with text home of acknowledgement and praise if full week of attendance achieved -Weekly attendance cup for class with highest attendance -If any class have 100% attendance – extra play
	ACTIONS FOR ATTENDANCE CHAMPION	SUPPORT & CULTURE ALL STAFF
AUTUM 1	-First newsletter of the year – promotes the importance of attendance and targets expected -Attendance letter sent to parents/carers of new Reception intake to communicate school’s expectations, targets and actions if attendance falls short -Letter sent to PA children’s parents/carers to as reminder that attendance is being monitored -Assembly for all children on the importance of attendance -Any absences in the first week followed up and parents/carers contacted -If no contact from parents/carers as to reason for absence – Attendance Officer home visit first time	TIER 1 UNIVERSAL GOOD TO BE IN SCHOOL -Good communication with parents, building strong relationships -Early identification of any barriers to attendance -Absence challenged at the point of absence -Lateness challenged at the point of lateness -Daily attendance discussions

	-Any absences in Reception class followed up with letter about importance of attendance and school's expectations. -Weekly class attendance acknowledged in Cups assemblies and in fortnightly newsletter -Congratulations message text to children who have 100% attendance for the first half term -Phone call/follow up letter to parents/carers of children who have 95% and under attendance -Identify any child who requires an attendance support plan – contact	-Class teams promote next day learning and events to ensure buy-in from all children -Class teams contact home if a child is absent to give the message that they are missed -Positive starts to the day – greetings with a smile and a comment that it is good to see them -Culture of checking in – ROAR scores identifies if child needs to talk - Is breakfast needed
AUTUMN 2	-Melling in Focus newsletter to be sent home first week back -Parent-teacher meetings – attendance and punctuality feedback given and discussed -Weekly class attendance acknowledged in Cups assemblies and in fortnightly newsletter -Congratulations message text to children who have 100% attendance for the first term -End of term raffle for children who have achieved 97% plus attendance for term	-Children identified as possible attendance issues given a morning job to do TIER 2 SUPPORT TO ATTEND MORE TARGETED SUPPORT NEEDED -Access to Breakfast Club
	-Badges 100% attendance for Be the Best Caps presented -Phone call from Attendance Officer with follow up letter to parents/carers of children who have 90% and under attendance -Letters sent home for any under 90% acknowledging improvement in the second half term	-Morning jobs/tasks -Key person welcome -Priority list of morning calls where absence has not been reported by parents -Breakfast offered
SPRING 1	-Parent-teacher meetings – attendance and punctuality feedback given and discussed -Weekly class attendance acknowledged in Cups assemblies and in fortnightly newsletter	-Change of entry point/routine - Focused morning activities -Routines and boundaries classes

	-Congratulations message text to children who have 100% attendance since start of the year -End of term raffle for children who have achieved 97% plus attendance for term -Badges 100% attendance for Be the Best Caps presented -Phone call from Attendance Officer with follow up letter to parents/carers of children who have 90% and under attendance -Letters sent home for any under 90% since Sept - Identify any child who requires an attendance support plan – contact	-Star charts if appropriate -Buddy System -Support for Attendance Support Plan
SPRING 2	-Melling in Focus newsletter to be sent home first week back -Parent-teacher meetings – attendance and punctuality feedback given and discussed -Weekly class attendance acknowledged in Cups assemblies and in fortnightly newsletter -Congratulations message text to children who have 100% attendance for Aut and Spring term -End of term raffle for children who have achieved 97% plus attendance for term -Badges 100% attendance for Be the Best Caps presented -Phone call from Attendance Officer with follow up letter to parents/carers of children who have 90% and under attendance -Letters sent home for any under 90% acknowledging improvement in the second half term	TIER 3 FORMAL SUPPORT ALONGSIDE FORMAL -Free of charge breakfast club/after school club -Referral to school nurse -Wake up calls -Collection from home -ELSA time -Separate drop off/pick up point Earlier start/finish times -Welcome by an emotionally available adult -Attendance contracts -Possible referral to MASH

SUMMER 1	-Weekly class attendance acknowledged in Cups assemblies and in fortnightly newsletter -Congratulations message text to children who have 100% attendance since the start of the school year -Badges 100% attendance for Be the Best Caps presented -Letters sent home for any under 90% since Sept	-Early Help assessment (school as lead worker) for parents of children where absence is due to medical, physical or mental ill health issues, can include referral to other support agencies -Referral for parenting course -Temporary part time timetables
SUMMER 2	-Melling in Focus newsletter to be sent home first week back -End of year school report is accompanied with an attendance print out with letter from Governors for congratulations of excellent attendance or with letter stating cause for concern -New parents' meeting June – information on attendance and expectations presented by Head, Governor and Attendance Officer -Weekly class attendance acknowledged in Cups assemblies and in fortnightly newsletter -Congratulations message text to children who have 100% attendance for the first term -End of term raffle for children who have achieved 97% plus attendance for term -Badges 100% attendance for Be the Best Caps presented -Phone call from Attendance Officer with follow up letter to parents/carers of children who have 90% and under attendance	-Regular attendance reviews