

## St Brigid's Catholic Primary School



### Bullet-Point Attendance Policy

September 2024

*Trusting in God – we love, believe and achieve....together.*

### Introduction:

- St Brigid's Catholic Primary School is an **Inclusive Attendance** school dedicated to child-centred actions and establishing a collective responsibility for attendance.
- We follow the Inclusive Attendance Professional Development programme with all staff deepening their understanding of attendance support through accessing six bespoke Learning Modules.
- Our Annual Inclusive Attendance 7-Month Development Programme keeps us at the forefront of educational change and ensures we regularly reflect on our approach and support for all children and families.

### Multi-Tiered System of Support:

Our Multi-Tiered System of Support (MTSS) ensures comprehensive attendance intervention for all children. The system comprises three Tiers:

Tier 1 provides a universal offering to all children.

Tier 2 involves early internal support and intervention.

Tier 3 is higher levels of support for children, young people and families who require access to external agency support.

- The system incorporates staff, children, parents/carers, and external agencies.
- The process is completely aligned with Department for Education (DFE) guidelines.

### Recognition-Based Approach:

- Our approach promotes recognition of personal and collective achievements.
- This approach fosters positive environments and develops intrinsic motivation.

### Importance of School Attendance:

- School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and prospects, making it an indispensable aspect of any educational system.

### Safeguarding Children

- The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure support for their well-being.
- Unexplained or extended absences will trigger safeguarding procedures, which may include home visits and communication with relevant agencies.

### Roles and Responsibilities

**Parents/Carers:** parents/carers play a vital role in ensuring school attendance by fostering a culture of punctuality and commitment to their child's education. Parents are responsible for ensuring their child's regular and on-time attendance, which not only supports their academic progress but also instils essential life skills.

**School:** the school will play a critical role in monitoring and promoting attendance. This will be achieved through communication with parents, identifying and addressing barriers to attendance, and implementing necessary interventions to support students in their education.

**Children:** the role of children attending school is to actively engage in their education, demonstrate a commitment to learning, and adhere to the school's attendance policies. By attending school regularly and punctually, students not only benefit from their educational opportunities but also contribute to a positive and

inclusive learning environment for themselves and their peers. Consistent attendance is essential for their academic progress, social development, and preparation for future success, ensuring they make the most of the educational resources provided by the school.

**External agencies:** these agencies play a crucial role in supporting school attendance by offering specialised services and resources to address various attendance-related challenges. External agencies often collaborate with our school, and we signpost families to relevant services, including educational welfare officers, counsellors, and other local authorities' teams. They provide additional support for students and their families, helping to tackle underlying issues such as health problems, social or behavioural difficulties, and other barriers to attendance. By working together, external agencies and schools can identify and address these issues effectively, promoting improved school attendance and well-being.

### School Times

For pupils in the main school (Reception to Y6), the school day begins at **8.45am** and ends at **3.10pm** (R/Y1/Y2) or **3.15pm** (Y4/Y5/Y6). *Children are expected to arrive on time.*

\*Pupils in our Nursery arrive and leave at the times arranged by our Early Years Lead (Mrs Richards).

### Requesting Absence Leave:

- Parents must request leave of absence for their child in writing at least 10 school days in advance.
- Leave of absence during term time will only be authorised in exceptional circumstances.
- Holidays during term time only authorised in exceptional circumstances.

### Reporting a Child's Absence:

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

In the first instance, a phone call should be made to the school (0151 477 8150) or nursery (0151 477 8586) before 8.30am. It may be necessary for parents/carers to supply medical evidence in the form of appointment cards or prescribed medication. Medical evidence can be sent to school via the following email address – [attendance@stbrigidsprimary.co.uk](mailto:attendance@stbrigidsprimary.co.uk)

### Definitions

The terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. Here are their definitions:

#### Persistent Absence (PA):

**Definition:** Persistent Absence is a term used to describe a level of student absence from school that is a significant cause for concern.

**Threshold:** In England, a student is persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions. For most children during the academic year this will amount to **19 days absence**.

#### Risk of Persistent Absence:

**Definition:** The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

**Threshold:** While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently below 95% but has not yet reached the 90% threshold for persistent absence. As the school communicates to parents in days, we identify **18 days to 12 days** as risk of PA.

**Severe Absence (or Severe Persistent Absence):**

**Definition:** The term "Severe Absence" is used to describe the most serious cases of non-attendance.

**Threshold:** Focus will be given by all to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners and potential flexible adjustments to support them further.