

Colne Valley High School Attendance Strategy

2023-2024

Contents

1. Aims
2. Monitoring and Tracking of Attendance Data
3. Whole School Tier Model strategy
4. Rewards and Incentives
5. Support to improve attendance
6. Links to Attendance Policy

Aims

The Aim of the attendance strategy is to support children and achieve high levels of attendance at all times. Research shows a direct correlation between high attendance and student outcomes. Working in partnership with parents and carers we want every child to be the best that they can be, and high attendance is essential to maximise their chances.

The Attendance strategy is designed to enable key stakeholders to have regular awareness of current attendance, trends and patterns so that all children have maximum opportunity to attend school daily.

Monitoring and Tracking of Attendance Data

This section details how we track, monitor, share and analyse attendance data for individual students and cohorts of students.

In order for all stakeholders (students, parents, carers, staff, governors and external agencies) to work in partnership to ensure excellent attendance for students at Colne Valley High School, it is important that we track the attendance of students and share this information.

This will be done by the following means:

- Individual student attendance data will be shared on a weekly basis with Form Tutors who will then share it with their form group.
- Parents / Carers will also be informed about attendance in relation to their child individually and the school more widely through newsletters, social media, academic progress reports, text message, email and letter.
- Student planners will contain a weekly attendance section which will be updated by the form tutor.
- Attendance data by Form Group will be shared with students in assembly on a weekly basis. This will feed into competitions (see Rewards and Incentives section).
- Attendance data of different cohorts will be shared with the Senior Leadership Team on a weekly basis. Examples of cohorts include year groups, boys and girls, students with Special Educational Needs or Disabilities and students eligible for free school meals. This will then enable leaders to plan specific intervention to support any cohorts whose attendance is below expected.
- Attendance data of different cohorts will also be shared with the whole staff on a weekly basis so that Form Tutors are aware of which students in their form groups may need extra support.
- Attendance data will be shared with Governors so they can fulfil their responsibilities in supporting and challenging senior leaders in relation to the attendance strategy and the impact it is having.

This list may not be exhaustive but it is intended to ensure that attendance remains at the forefront of everyone's minds so that we can work together in partnership to secure excellent attendance for all students.

Whole School Tier Model Attendance Strategy

This section outlines the overall strategy in relation to supporting students to maintain excellent school attendance.

Our strategy is based on a tier model in line with best practice as recommended by the Department for Education, with the level of support dependent upon the level of attendance of the student.

Students whose attendance is below 90% are regarded as 'Persistently Absent Pupils' by the government and students whose attendance is below 50% are regarded as 'Severely Absent Pupils'.

The below framework shows the different tiers of the attendance model and the range of support/intervention that may be implemented for students within these tiers.

Tier Approach

Attendance Tier	Impact on Student	Intervention and Support	Staff Responsible
<u>Tier 1</u> 97%-100%	Students in Tier 1 only miss 0-3 days of school per year and access all learning opportunities available to them. They have a strong chance of fulfilling their potential.	<ul style="list-style-type: none"> • Praise and encouragement to maintain • Access to rewards • 100% attendance awards and recognition • Positive communication home 	All staff in school
<u>Tier 2</u> 93%-97%	Students in Tier 2 miss up to 13 days of school per year which is up to 65 hours of learning. This puts them at risk of underachievement.	<ul style="list-style-type: none"> • Positive encouragement to improve • Access to rewards when sustained improvement is made • Attendance mentoring • Communication home so parents are aware and can support with encouragement to improve 	Form Tutors to ring all students in this bracket
<u>Tier 3</u> 90%-93%	Students in Tier 3 miss up to 19 days of school per year which is almost 100 hours of learning. They are at significant risk of underachievement and becoming Persistent Absentees.	<ul style="list-style-type: none"> • Positive encouragement to improve • Access to rewards when sustained improvement is made • Attendance mentoring • Communication home so parents are aware of concerns and need to improve • Meeting with student and parents to identify barriers to attendance and develop bespoke action plan for improvement together 	<ul style="list-style-type: none"> • Year Leader
<u>Tier 4</u> 80%-90%	Students in Tier 4 miss up to 38 days of school per year. This is more than an entire half-term or 190 hours of learning. They are deemed to be Persistently Absent students and are at high risk of underachievement.	<ul style="list-style-type: none"> • Positive encouragement to improve • Access to rewards when sustained improvement is made • Attendance mentoring • Communication home so parents are aware of significant concerns and urgent need to improve • Meeting with student and parents to identify barriers to attendance and develop bespoke action plan for improvement together • Referral to Local Authority School Attendance Support Team • Referral to Early Help or Children's Social Care • Referral to other appropriate external agencies (e.g. CAMHS) 	<ul style="list-style-type: none"> • Year Leader • Attendance Officer

<p>Tier 5 50%-80%</p>	<p>Students in Tier 5 miss between 38 and 95 days of school per year. This is between one and three entire half-terms or 190-475 hours of learning. They are at risk of becoming Severely Absent students and are at severe risk of underachievement.</p>	<ul style="list-style-type: none"> • Referral to Education Welfare to begin legal proceedings where absence is unauthorised • Positive encouragement to improve • Access to rewards when sustained improvement is made • Attendance mentoring • Communication home so parents are aware of significant concerns and urgent need to improve • Meeting with student and parents to identify barriers to attendance and develop bespoke action plan for improvement together • Attendance panel meeting with Governors to discuss how improvement can be secured • Referral to Local Authority School Attendance Support Team • Referral to Early Help or Children’s Social Care • Referral to other appropriate external agencies (e.g. CAMHS) • Referral to Education Welfare to begin legal proceedings where absence is unauthorised 	<ul style="list-style-type: none"> • Attendance Officer • Leadership Team • Designated safeguarding Lead.
<p>Tier 6 Below 50%</p>	<p>Students in Tier 6 miss over 95 days of school per year. This is over 475 hours of learning. They are deemed to be Severely Absent students and are at extreme risk of underachievement.</p>	<ul style="list-style-type: none"> • Positive encouragement to improve • Access to rewards when sustained improvement is made • Attendance mentoring • Communication home so parents are aware of significant concerns and urgent need to improve • Meeting with student and parents to identify barriers to attendance and develop bespoke action plan for improvement together • Attendance panel meeting with Governors to discuss how improvement can be secured • Referral to Local Authority School Attendance Support Team • Referral to Early Help or Children’s Social Care • Referral to other appropriate external agencies (e.g. CAMHS) • Referral to Education Welfare to begin legal proceedings where absence is unauthorised 	<ul style="list-style-type: none"> • Attendance Officer • Designated Safeguarding Lead

Rewards and Incentives

This section of the strategy outlines the ways that excellent attendance is promoted and incentivised at Colne Valley High School.

To support students to achieve and maintain excellent attendance and encourage them to improve their attendance, it is important that there is a high profile and positive culture around school with rewards and incentives available to them. This will be achieved by:

- Positive attendance messages being shared in assemblies on a weekly basis with individuals, form groups and cohorts who have improved being celebrated eg best attender, most improved attendance
- Positive attendance messages being shared throughout the day in Tutorial and lessons
- Positive attendance messages being displayed throughout the school, in classrooms and attendance boards
- Positive attendance messages being shared on social media, newsletters and other external communications
- Attendance competitions between individuals, tutor groups and other cohorts with rewards/privileges for the winners
- Recognition for students who maintain excellent attendance or make sustained improvement to their attendance through achievement points, positive communication home, certificates and other rewards
- Access to end of term celebration events contingent on maintaining excellent attendance or demonstrating significant sustained improvement
- Access to privileges for students who maintain 100% attendance
- Promotion of excellent attendance at parent information and transition evenings

Support to improve attendance

This section contains the more intense and formal support that will be implemented when more informal measures have been exhausted without success.

In their 2022 report, 'Securing Good Attendance and Tackling Persistent Absence', Ofsted advise schools to take an approach where they, 'listen, understand, empathise and support – but do not tolerate'.

This means that where a student's attendance is an ongoing concern, we will work with families and make referrals to external agencies in order to secure support in removing barriers to attendance and establishing strong attendance routines. These include:

- Parenting Contract – a voluntary agreement between parents and governors
- Penalty Notices – a fine issued by the local authority where a student has repeated unauthorised absence
- Education Supervision Order – where a court mandates the local authority to supervise a child's education for a period of time
- Parenting Order – where a court places a mandatory order on parents to attend guidance sessions and improve their child's attendance at school
- Prosecution – where a court prosecutes a parent who has failed to ensure their child attends school regularly under the Education Act 1996

These formal mechanisms are a last resort once more informal support has been exhausted, however, we feel it is important to be transparent in stating that we will not shy away from using them where necessary in order to help every student access their education.

Links with Guidance and Other Policies

- [Parental Responsibility Measures](#)

This strategy should be read in conjunction with the Colne Valley Attendance Policy