

St Keyna Primary School

Attendance Strategy

September 2025



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 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 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.

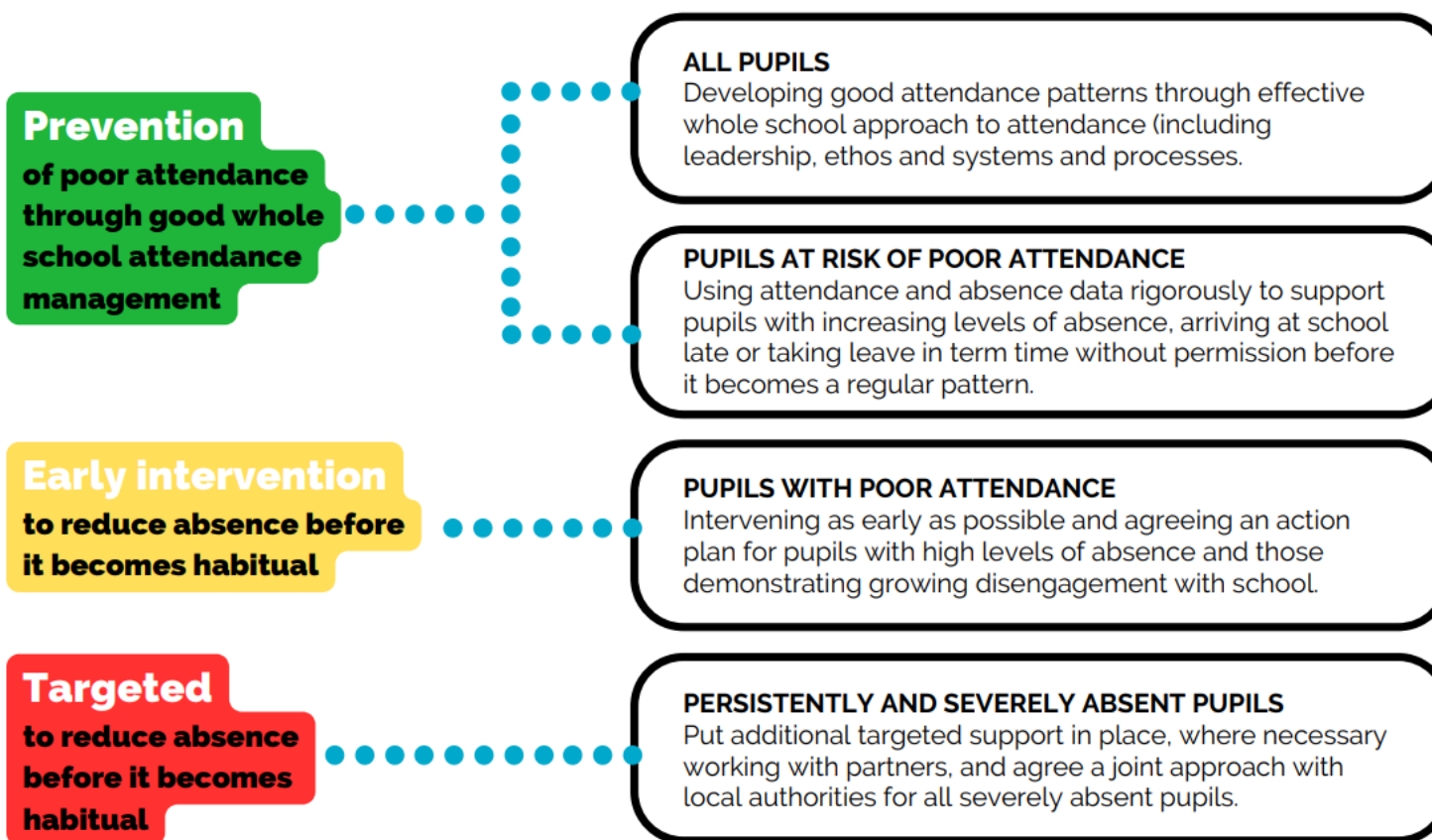
FORMALISE SUPPORT

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 a parenting 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 or prosecution to protect the pupil's right to an education.

Stages of Attendance support at St Keyna Primary School:



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| 1. Positive school culture | <p>All members of school staff will foster a school ethos where good attendance is the norm and every student aims for excellent attendance.</p> | <p>Emphasise importance of attendance Engage families Create a safe and welcoming environment</p> | <p>Members of staff visible on school gates and classroom doors each morning Children receive check ins when returning from absence Attendance celebrated in whole school celebration assemblies. Education for all parents on attendance an impact on missing sessions at school.</p> |
| 2. Early identification | <p>Class teachers and Teaching assistants to identify absence early.</p> | <p>Make informal contact through dojo. Check in with children following absence.</p> | <p>Check in with the child and ensure they know they are being 'kept in mind'. Bubble time with key adult following absence to check how they are and for accuracy in reporting of absence.</p> |
| 3. Data Analysis and Monitoring | <p>The Headteacher, Inclusion Lead and attendance officer review attendance data to identify patterns, trends and specific groups or individuals with high absence rates.</p> | <p>Regular meetings. Daily monitoring of individuals and class groups. Regular updates to governors. Regular updates to all staff.</p> | <p>Early morning support will be prioritised with a phone call, text message or dojo prior to children being late when already identified. By 10am contact will be made (phone call) to all pupils who are absent with no reason given.</p> |

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| | | | <p>All statutory parties of absence will be informed (eg social workers)</p> <p>Home visits for target identified pupils if absence persists with no contact made.</p> |
| 4. Barrier identification | <p>A key member of staff best suited to working with each individual family will be identified and work begun to understand the underlying reasons for absence.</p> | <p>Informal initial meeting arranged with staff parents feel comfortable with.</p> <p>Conversation to identify individual barriers to attendance.</p> <p>Individual action plan created.</p> | <p>Consistent, non-judgemental, supportive but clear communication through personalised conversations. Offering support and signposting to external agencies where relevant. Follow up meeting scheduled with timeline for improvement identified.</p> |
| 5. Targeted support for Vulnerable pupils | <p>Through joint working with school staff, parents/carers and external agencies where necessary and plan for targeted support will be created and followed.</p> | <p>Alternative methods of communicating absence.</p> <p>Wellbeing support for the child.</p> <p>Wellbeing support for the parents.</p> <p>Classroom support for the child.</p> <p>Individual intervention.</p> | <p>Parents may prefer to dojo their key adult regarding absence rather than call.</p> <p>Alternative entrance to the school building.</p> <p>Thrive sessions.</p> <p>Play therapy sessions.</p> <p>Daily bubble time</p> <p>Soft starts</p> <p>Learning aids in classrooms</p> |

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| | | | External referrals for family support may be made (eg Early Help, MHST etc) |
| 6. Continuous monitoring | Parents and carers will be invited for follow up meetings to review attendance action plans and strategies. | Strategies and interventions evaluated for success and altered if necessary. Data will be shared to all stakeholders are aware of progress. | Parents will be updated regarding progress towards attendance targets and new strategies introduced or success celebrated. Personalised official letter from attendance officer may be issued if a fine is necessary. |
| 7. Outcomes | Progress will be evaluated and Headteacher, Inclusion Lead and Attendance officer decided on next steps. | Family removed from attendance plan with light touch monitoring from key adult ongoing to ensure positive trend. Family will be referred on to LA attendance team for statutory intervention if attendance does not improve. | |