



Attendance and Belonging

Expectation: There is a culture of professional curiosity about changes in attendance at the earliest stages.

Expectation: Parents and pupils are seen as partners in good attendance and are engaged in conversations early on.

Our Provision:

- Whole-school training raises awareness of the complex factors which influence attendance. Within school lesson avoidance is sought to be understood, in addition to difficulties attending school: EBSA, Trauma Informed Schools
- There is a clear process for identifying, monitoring and supporting attendance concerns early on.
- Whole-school provision enables 'soft starts' to the day or ways to support transitions from home to school.
- Relationships are maintained with the pupil when they are not attending through check-ins, phone calls, holding in mind, sending work home etc.
- The pupil is welcomed back sensitively into the class when they return, teachers notice them and comment on their interests to build trust.
- Open channels of communication are maintained with pupils and families via named contacts in school. There are processes in place for regular communication between teachers and families, for example, email, phone call, home or school book.
- Schools work alongside parents and pupils to develop plans for reintegration.
- Reintegration meetings are family centred and plans for reintegration are co-developed.
- Teacher greetings at pick up and drop off times
- Breakfast and after school clubs are available



- Attendance letters are sent out to remind parents about low attendance
- Circle times, Show & Tell, Weekend debriefs take place in classrooms to share experiences
- Toast is provided twice a week for all children (alongside daily milk and snack)