



**ALL DAY,
EVERY DAY,
ON TIME**



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Attendance Strategy
and Toolkit 2024/25

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**Click on the image to hear the
introduction to our Attendance Strategy**



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Vision:

Being the best version of yourself

Our Education Strategy, and in particular the school improvement approach, is built on professional dialogue; strong insightful relationships, ambitious for all children. This vision underpins our Attendance Strategy and Toolkit.

Our ambition is to have every child in school every day. To achieve this, there must be an effective, consistent and robust attendance strategy in place.

Our Principles

Our attendance strategy and toolkit has been developed with the following principles at its heart:

- Every day counts... **all day, every day, on time**
- Attendance is everyone's responsibility
- We build strong relationships with parents/carers and children
- We focus on understanding the barriers, taking preventative, supportive action and swift intervention

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School Attendance Responsibilities at Bath and Wells Multi Academy Trust



Attendance is everybody's responsibility, and our schools are dedicated to supporting strong attendance for children and young people so that they receive an excellent education. Senior leadership teams strive to develop a culture where all parties are clear on their role and therefore can be supported and held to account. To enable all parties to fulfil their role, clear systems and procedures are implemented which are understood by all and applied consistently.

Our approach has a strong focus on preventative measures and swift intervention. This allows leaders to plan for contextual challenges, alongside educating parents and carers on the impact of absence from school, both academically and socially.

The key principle, underpinning our approach of early intervention, is to develop a voluntary partnership with both parents/carers and pupils with the aim to understand barriers and work with families to remove them.

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What can every child expect to help them attend well?

1. A sense of belonging to their school, with strong relationships with key trusted adults and peers
2. A whole school no blame culture, moving forward together to promote the benefits of good school attendance
3. A teacher who listens, understands, empathises and nurtures
4. A curriculum and unmissable learning that inspires and engages
5. A safe space to share worries and feelings
6. Routines and support that is consistent and reliable for the child
7. Personalised, reasonable adjustments to remove barriers to help with coming into school



What can every parent/carers expect to help their child attend well?

1. Leaders and staff who take time to listen and understand the barriers to good school attendance
2. Leaders and staff who seek first to understand and support families to help their child attend well
3. Trust policies and practice that are fair, consistent, and transparent
4. Clear communication with regular reviews about what is working and what is not working
5. Partnership working with external agencies, office staff, support staff, teachers and leaders

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Attendance Toolkit

<u>School Attendance Roles and Responsibilities (Must)</u>	<u>Proforma A: Listening and Understanding (Could)</u>
<u>Annual Attendance Overview (Must)</u>	<u>Proforma B: Early Intervention From (Should)</u>
<u>Top tips for Rewards and Assemblies (Could)</u>	<u>Proforma C: Attendance Support Plan (Must)</u>
<u>Top Tips for Parent Workshops.docx (sharepoint.com)</u>	<u>Letter 1: Below 95% (Could)</u>
<u>Parents Attendance Leaflet (Should)</u>	<u>Letter 2: Below 93% (Must)</u>
<u>Communication: Parent Messages (Should)</u>	<u>Letter 3: Below 90% (Must)</u>
<u>Attendance Triggers Flowchart (Must)</u>	<u>Letter 4: Parent did not attend meeting (Must)</u>
<u>Punctuality letter</u>	BWMAT Attendance Policy (coming soon, must have link to <u>Trust Policies page</u> from school website)

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The power of welcome

- All staff are ready to welcome the pupils into the building
- Consider a soft start to the day to alleviate any anxieties for children and families
- Leaders are present at the gates, welcoming pupils and families
- Class teachers are present at the classroom door, creating a welcoming, inclusive environment for all
- Teachers or support staff hold catch up conversations for absent/late pupils so they are aware of what they have missed
- Staff regularly interact with pupils throughout the day and take an interest in them as individuals
- Staff talk to pupils who are late sensitively whilst celebrating they are in school

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Understanding the Barriers to Good School Attendance: Using the Attend Framework

Low attendance and engagement at school can be characterised by a range of different factors. Identifying the underlying barriers can be harder to identify. If we do not understand the reasons behind low attendance, we are unable to plan and implement successful support.

What makes it more likely that a pupil may struggle with good school attendance?

Predisposing factors:

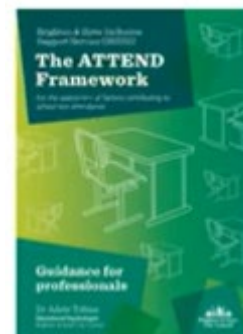
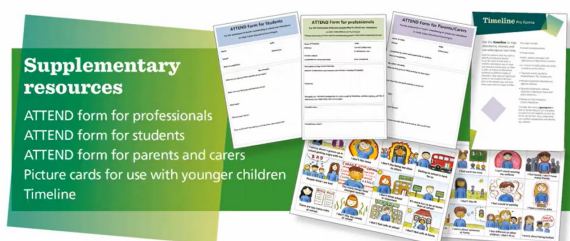
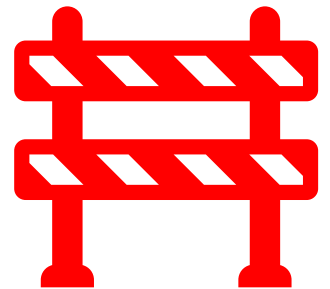
Which pupils might be most at risk due to personal, family, school/community or other circumstances

Precipitating factors:

Bereavement, separation, trauma, transition or change

Maintaining factors: Cycle or reinforcement, social embarrassment, missed learning, disrupted sleep cycles, waiting lists, breakdown of trust.

Our schools use the **ATTEND Framework** to support them in engaging with and working in partnership with pupils and their families, to understand the barriers to good school attendance.



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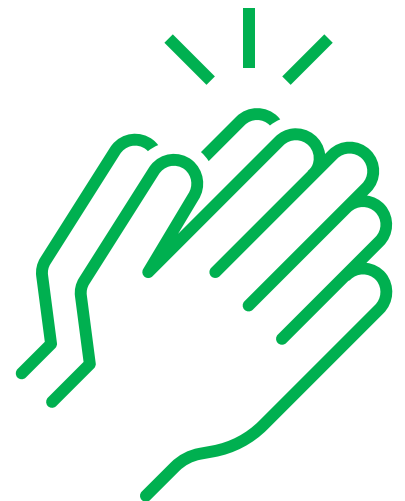


Thanks

We would like to express our thanks to Delta Academy Trust DfE Attendance Hub for their working partnership in creating our BWMAT Attendance Strategy and Toolkit.

Our Attendance Strategy and toolkit has been shaped by a working group of Headteachers and our thanks extends to them for their time and expertise.

- Becky Hayter – Bathford Church School
- Claire Taylor – St Stephen's Church School
- Jo Thorn – St George's Church School
- Kaye Frounks – St Andrews Church School, Taunton
- Kevin Purkiss – Bathwick St Mary Church School
- Nicki Smith – Christ Church First School
- Sally Jefferies – Batheaston Church School
- Will Low – St Nicholas Church School



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