



**Wath Central Primary School
Strategy for Good Attendance
2025 2026**

August 2025

Reviewed January 2026

Improving Attendance is Everyone's Business.

Our Vision and Culture

At Wath Central, we firmly believe that, '**Together, we can**'. We believe in working together in partnership to support our children to access high quality education and develop knowledge and skills so that they are prepared for the life ahead of them. We teach directly our values of Empathy, Resilience, Independence, Collaboration and Critical Thinking in all that we do.

We believe that **positive relationships, mental health and well-being** are key factors for good attendance and that good attendance is a significant factor in children making good progress.

We have a **relational and Trauma Informed approach** to child development and behaviour. We pride ourselves on **genuine inclusion** and **our culture is one that is built on respect and authentic care**. Our school is a community where **everyone is welcome** and we strive for school to be a place where everyone can thrive.

The responsibility for good attendance is everyone's; both families and school. The importance of good attendance is discussed with children, with families and as a school team so that we can target the right support to the right people at the right time. As detailed in this strategy, we will support families to ensure that the child connects and feels as though they belong in school and good attendance is a foundation of this. As a school, we have a duty of care towards our children and at times, we may have to challenge families to pursue good attendance for reasons of safety or simply because the benefits of good attendance are so crucial to the child's development.

We aim for our children to develop a strong sense of self, to be confident independent learners who are reflective and aren't afraid to take risks. To achieve this, children need **consistency in routine** so that their **resilience** grows.

We have **high expectations of pupils' attendance and punctuality** so that they have full access to this curriculum and don't miss key teaching – it's difficult to catch up if you have missed the input or activity, even with support to bridge gaps. In this way, school life is enriched by **memorable and meaningful experiences, active teaching methods** and our **sporting and arts' provision**. The academic curriculum runs alongside an exceptional Personal Development offer where we strive for each child to 'Grow'.

The Law

Parents **are legally responsible** for ensuring their child of compulsory school age (5 to 16) receives full-time education, typically meaning daily, punctual attendance at school. Once you have registered your child at school you are **legally responsible** for ensuring that your child attends school regularly. If you fail to do this legal action can be taken against you by the Local Authority. Under the Education Act 1996, failure to ensure regular attendance can lead to fines of £80–£160 per parent/child, or prosecution resulting in fines up to £2,500, Parenting Orders, or up to 3 months' imprisonment.

Regular absence is when a child has missed 10 or more sessions for unauthorised reasons in 10 school weeks. Each school day has 2 sessions (AM and PM) meaning that 10 sessions could be 5 full school days or 10 half days. If your child has missed 10 sessions in 10 school weeks the Local Authority may issue a fixed penalty notice to both parents/carers. This is charged at **£160** if paid within 28 days, reduced to **£80** if paid within 21 days. A second fixed penalty notice within 3 years will be charged at £160. Where there is a third request to the Local Authority alternative enforcement will be considered, which may include prosecution.

Our School Approach

Our school approach is written in conjunction with the DFE 'Working together to improve school attendance'. We work together with partners to ensure that we have the right culture in school to promote good attendance alongside the right support being offered at the right time to enable pupils to fully access education.

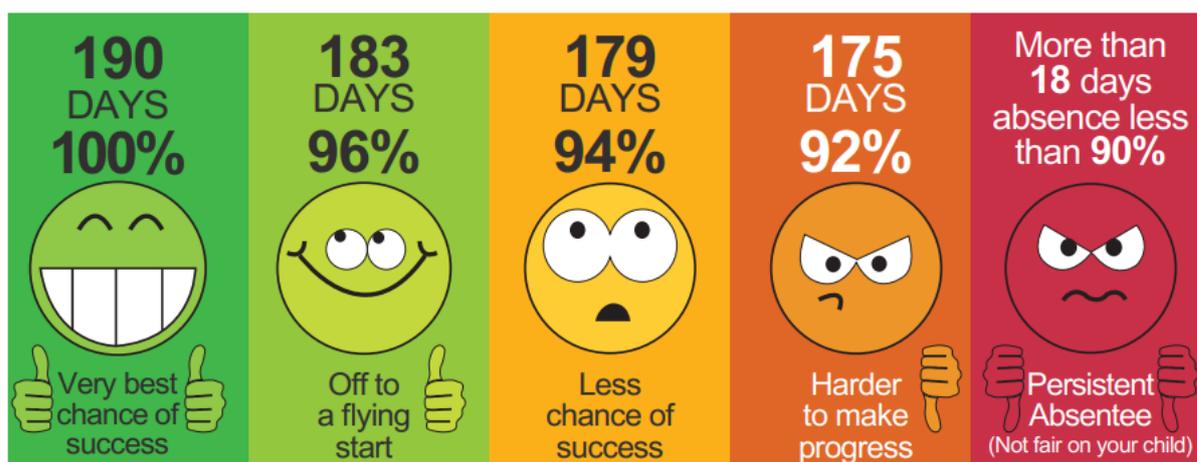
We recognise that the barriers to accessing education are wide and complex and therefore remain professionally curious at all times, seeking to expose the barriers to school attendance. We build strong relationships with our families, ensuring that they know

we are a source of support at all times, that we are approachable and that we genuinely want to achieve the very best for their children.

Below explains our school strategy:

- Attendance is everyone's responsibility Our attendance policy sets out the clear expectations of the school. All staff are familiar with the policy because good attendance is everyone's responsibility. This policy is shared with parents annually, is available on our website and is communicated with pupils in the appropriate ways
- All staff have read and understood the attendance policy on RecordMy and attendance is a high priority item in school through staff meetings and weekly staff updates.
- The Trust Attendance Lead provides strategic support for schools
- All schools use the attendance codes set out by the DfE in WTISA 2024
- Our school will work with their locality attendance support team from the LA.
- Attendance expectations are clearly defined on the school website for parents and children, this includes the parental code of conduct, the attendance policy and strategy. This is reinforced through regular updates for parents.
- Attendance expectations are reinforced through regular communication with parents and is an agenda item at all scheduled parents' meetings
- The class teacher discusses attendance with the class regularly, to support the 'team' culture and it is displayed in the classrooms to promote good attendance
- Attendance data, alongside our expectations, are included on annual school reports
- Attendance expectations and the school strategy are discussed at Trust level with the JMAT School link
- All families are aware that a leave of absence request needs to be submitted for any planned absence from school
- The impact of lateness and absence posters are displayed in school and shared with families to reiterate clear expectations.
- From February 2026, attendance data is communicated weekly with parents on Dojo
- All families are regularly reminded that term time holidays are not authorised under any circumstances and that holidays taken in term time may be referred to the Local Authority for a Fixed Penalty Notice (FPN)
- First day calls are made where a child has not attended; this reinforces our expectation that children should be in school, acts in line with our safeguarding policy and is a first step in supporting families with attendance.
- Welcoming and Personalised meet and greet
- At least annually - simple mapping style activities to identify children's sense of belonging as those with low belonging often have patterns of unexplained absences.
- Pre-emptive support for vulnerable transition points:
 - An attendance induction leaflet is sent home for new families
 - A 1:1 check in including attendance will occur after 3 to 4 weeks and again after 8 – 12 weeks for new starters in FS1 and 2 to celebrate good attendance and prevent poor attendance habits from becoming established.
- All children engage in 'Feel Good Friday' each week which reinforces the school attendance target of 96% and celebrates class attendance. The focus for celebration is on class teams rather than individuals to ensure that pupils do not feel unnecessary pressure in unavoidable circumstances. However, where a child has reached 100% this is marked termly. **Class certificates for the most improved class each term.**
- **'Ready to learn mornings' – reward classes for excellent punctuality, smooth transitions, strong start to the school day.**
- Signpost parents to external support and on a needs driven basis. Hold parents' information coffee mornings.
- **The developing role of the Attendance Ambassadors.**
 - Attendance messages presented in assembly by the Attendance Ambassadors.
 - **Help in leadership of Feel Good Friday.**
 - **Ambassadors to welcome younger peers in a morning.**
- **From February 2026 a colour coding system is displayed on class attendance boards, the entrance hall and on parent communication so that stakeholders are clear of the level of attendance expected.**

There are **190** days in a school year which leaves **175** days to spend on family time, shopping, appointments and other things.



Monitor

- All schools provide their attendance data to the DfE and used the monitoring tool accordingly (VYED).
- Attendance concerns and actions are recorded on RecordMy.
- Lateness is monitored by the school attendance at [Attendance Meetings](#) to identify families who are frequently late and may require additional support.
- Attendance is tracked on an individual and demographic group basis across the year so that patterns can be monitored carefully and actions agreed. The Attendance Team meet regularly analyse trends, and explore both support and challenge needed for families. Any pupil who does not have attendance levels of 96% or more term is discussed by the team and appropriate actions are agreed and tracked for impact.
- **Micro monitoring of short absence clusters (Friday and Monday absences, patterned illness, repeated late arrivals) and analyse of Persistent Absence category (e.g anxiety, illness, unauthorised holiday, parental factors, safeguarding) is undertaken each half term.**
- **Each half term, attendance is triangulated with academic progress and this is relayed to parents at parent meetings.**
- Attendance can be accessed through the Arbor App which we ask that parents download. They can see their child's attendance record at their convenience. We also share attendance percentages at Parents' Pupil Progress Meetings and SEND reviews.
- Pupils who end the year being monitored for attendance become a focus family for the start of the new year. These pupils' attendance will be monitored more closely and these families will be prioritised for support.
- Staff are always professionally curious, looking for patterns of absence to highlight to the parent support worker and senior leadership
- Attendance is monitored at each pupil progress meeting when discussing barriers to pupil progress and is also included on all SEND review paperwork
- **Lateness is monitored to identify families who are frequently late and may require additional support.**
- **Half termly texts [starting after Christmas] are sent to families informing them of their child's attendance level (under 96%). Those families with good attendance will also be sent a text to acknowledge good attendance.**
- **Pupils whose attendance persistently sits between 90-96% but never meets the threshold of 96% become a class teacher focus family. Data is sent to class teacher weekly as an alert. These pupils' attendance will be monitored more closely, including tracking reasons for absence, patterns in absence and frequency of absence. Alongside this, these families will be prioritised for support.**

Listen and understand

- There is an attendance team made up of:

Ms Gray Head Teacher	Miss Hopwood Attendance Lead	Mrs Cousins Safeguarding Manager and Family Liaison
Our Senior Leaders form the wider attendance team and also support families to ensure good attendance.	They are: Mrs Bakes, Mrs Shaw, Mrs Gillis and Mr Brailey	

- School staff are professionally curious, working to understand the barriers to attendance for that child.
- Our Office Team is a parent's first point of contact when discussing their child's attendance, including as first day caller. Their warm and supportive manner ensures families know we want to help them in ensuring their children attend well at school. The Attendance team and wider staff through school will work together with the child and family to remove the barriers for attendance in order to improve the child's outcomes.
- It is made clear on all communications about attendance that that aim of our systems are to support and empower families, rather than punish
- When a pupil's attendance is identified as a concern by the attendance team, the first contact with a parent or carer will be to explore the reasons for the concerning attendance. This provides information for the attendance team to reflect on to identify individual measures that can be taken.
- When data is analysed and a vulnerable group is identified as having poor attendance, for example children who have physical and/or mental ill health, support for attendance is tailored.
- **Where attendance requires a formal attendance meeting (cases below 91% which are causing concern), one of our Attendance team, or Assistant Heads meet with families to discuss barriers, ways to support and ensures school have all the relevant information. This is recorded in the form of an Attendance Contract, signed by both parties and revisited the following half term.**

Facilitate Support

Tier 1
Universal Support

- Good communication with parents, building strong relationships and outlining clear expectations.
- Predictable routines and boundaries
- Accessible, meaningful curriculum
- Tailored, well matched provision and adaptations to learning.
- A developing enrichment programme
- Parents to inform school of the reason for absence or lateness
- Early identification of any barriers to attendance
- Absence is challenged at the point of absence
- Lateness is challenged at the point of lateness
- Daily attendance phone calls and reminder texts
- Phonecalls to families from key staff when required.
- **Sending half termly attendance texts**
- Regular attendance communication on Dojo
- Recognition of good **and improved** attendance e.g Weekly Attendance Celebration in assembly, classes and groups
- **Attendance Raffle termly.**
- Attendance an agenda for all key parents' meetings parents' meetings, SEND reviews and on end of year reports
- Attendance included in annual reports to parents.
- An onsite team of staff to support.

<p>Tier 2 Targeted support for groups</p>	<ul style="list-style-type: none"> • Key person welcome • Adaptive start/finish arrangements to support transitions including a change of entry point/routine including responsibility and morning jobs or tasks. • Contact with parent – supportive conversations. • Priority list of morning calls where absence has not been reported by parents • Breakfast offered in a safe space • Familiar, settling morning tasks • Review wellbeing and SEND provision if relevant. Child voice activities eg three houses to identify worries, confidences and strengths. • Liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse) • Attendance plans to support where necessary • Supportive home visits conducted • Liaise with external support services.
<p>Tier 3 Support is used for Individual pupils</p>	<ul style="list-style-type: none"> • School funded breakfast club offer discussed if appropriate • Regular review of wellbeing, SEND provision again and key adult role • Is an adapted start needed? Are soft start activities needed during register time? • Priority list of morning calls where absence has not been reported. Wake up calls offered. • Explore other supportive measures at this tier – e.g Temporary part time timetables • Reward charts/ motivational activities • Explore the needs of the family – is school based early help needed? • Further liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse) • Physical or virtual discussion with parents and a contract arranged. Three week monitoring period put in place. • Parents are informed of the seriousness and impact of low attendance and the fact that we are now required to elevate the support given to more formal support with imminent referral to the LA.

Formalise support	<p>Tier 4 Formalised support, where Tier 1-3 School based support has been ineffective</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Parents are informed of the process and consequences that may occur should their child's attendance not improve. • For pupils who have persistently poor attendance, or those who are making little sign of improvement and whose absence is largely due to medical reasons, repeated illness or mental wellbeing of the child; we ensure risk assessment and appropriate attempt to seek parental or carer consent to refer the family to the school nurse. • For pupils who have persistently poor attendance, or those who are making little sign of improvement and whose absence is largely due to limited routines and/or boundaries, parental wellbeing, home conditions, unemployment, finances or complexities within the family; we attempt to seek parental or carer consent to engage the family in the Early Help process. • School will continue to attempt to engage families in the formal support required monthly. • School seek support from the Local Authority Attendance Team. • School to issue Letter 1 – Notice to improve. • Attendance below 50% - refer to MASH.
Enforce	<ul style="list-style-type: none"> • Formalised support continues throughout this stage. • Weekly attendance reviews. • Pathway letter 3 including a FPN is issued. • Following FPN, should attendance fail to improve, attendance pathway letters 2 and 3 are issued again and school seek to take a case to the Local Authority School Attendance Panel (LASAP) to seek an education supervision order. 	