# Working Together To Improve School Attendance

| Attendance 2021 – 2022 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Overall | FSM | Not FSM | SEND Support | EHCP | Not SEND | Female | Male | PA |
| **School** | 92.5% | 92.6% | 92.2% | 93.6% | 91.6% | 92.3% | 92.4% | 92.8% | 31.8% |
| **National** | 92.8% | 90.5% | 93.7% | 91% | 88.5% | 93.4% | 92.9% | 92.7% | 23% |

# Attendance 2021- 2022

- Significant decline from pre-pandemic levels
- All schools experiencing more attendance issues

**Issues affecting attendance:**

- COVID-19
- Parents' anxiety
- Pupils' anxiety
- Specific health needs of pupils or family members
- Pupils had disengaged from education during the pandemic

# New challenges:

- Higher than usual  rates of non-covid illnesses
- Family holidays
- Families not returning from red list countries due to cost of isolating in  hotels or unable to afford return flights
- Parents keeping children at home unnecessarily due to proximity of covid/finding it hard to move on from bubble isolation mentality.
- Families isolating before an event eg wedding/holiday
- Pupils attending sporadically due to disaffection following national lockdowns

- Possible covid used as an excuse by some families whose children are poor attenders
- Parents thinking remote education can be provided for non-covid absence eg holidays
- Provision of remote education changing pupils' perception  of the need to attend school especially in secondary schools
- Older siblings disengaging with school, affecting the attendance of younger siblings
- Increased requests of elective home education

# Sources of Pupil Anxiety

Often not directly related to school  but to various experiences since the pandemic began:


- Family members being ill or concern this might happen

- Seeing parents under more stress than usual

- Domestic violence

- Financial hardship

- Social anxiety due to more time spent online, including friendship breakdowns

# Post-Covid National Attendance

- EBSA (Emotionally Based School Avoidance) affected 1-2% pupils pre-covid
- Peak risk times: Y6 and Y9

**Indicators**

- declining attendance
- reluctance to leave home
- psychosomatic ailments changes
- emotional outbursts
- declining self-esteem
- aggression (usually at home)

- closed from adults
- repeated questions
- engagement in learning
- refusal to get up/get ready
- sleep difficulties

# PAs/EBSA

• Reason for behaviour identified and intervention put in place through a graduated response including:

    - highly flexible approaches within school

    - support for families

   - emotional literacy interventions

   - CBT

- Mindfulness

- MHST

# Working Together To Improve School Attendance

*"Improving attendance is everyone's business."*

- Develop a whole-school culture that promotes the benefits of high attendance
- Have a school attendance policy
- Have day-to-day processes to follow up absence
- Monitor and analyse data to identify those that need support
- Engage with families, understand barriers to attendance and work together to remove them
- Provide additional support for pupils with medical conditions/SEND/EBSA
- Share information and work collaboratively with others
- A new focus on persistent and severe absence
- Clear expectations for parents, schools, governing bodies and Local Authorities

# Act on attendance: it can be a vital warning sign

**Our unauthorised absence procedures are:**

- Contact parents/carers on each day of a pupil's absence, where no
- notification has been received from the parent/carer by 9.30am to
- ensure the safety of the pupil
- If attempts at contact are unsuccessful, a message will be left to alert parents/carers that if contact is not  made with the school by 10.30am then  a home visit will take place. In the event that there is no answer at the home address, Children's Social Care will be notified and the police may be notified.

# Attendance and Punctuality Policy

- Monitored daily
- No contact by 9:30am: contact via phone and Dojo
- No contact by 10:30am – home visit made
- Analysed weekly
- Immediate support in place for all pupils who drop below 95%
- Parents involved and supportive plans put in place
- Rigorous support plans in place for all PAs based on individual needs of pupil/family
- Involvement from LA attendance officer

| Attendance 2021 - 2022 | | | |
|---|---|---|---|
| | **Overall** | **Child in Need** | **Child Protection** |
| **School** | 92.5% | 95.93% | 91.81% |
| **Warrington** | 94.5% | 91.3% | 90.6% |