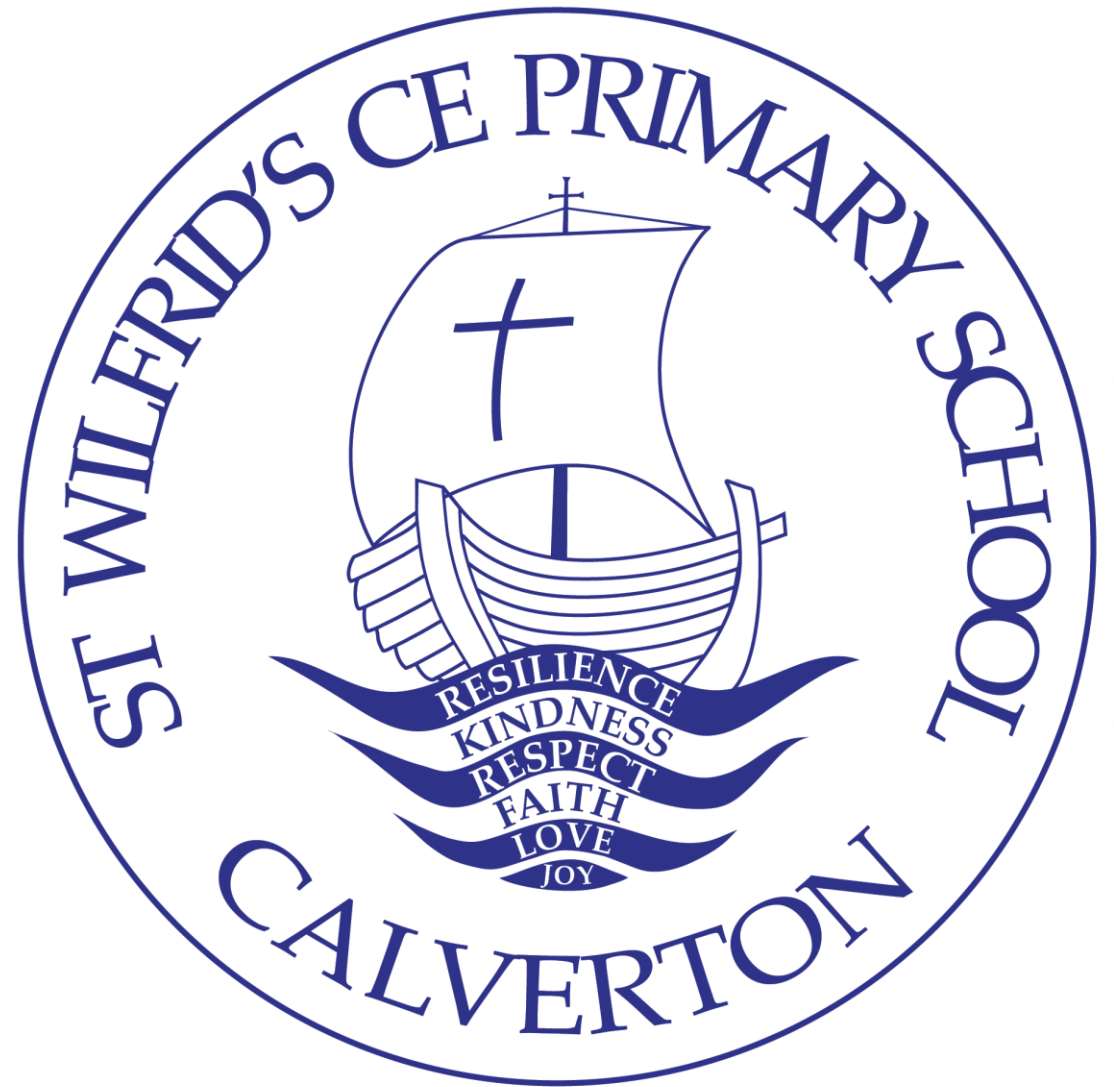


# Parent Forum

Attendance and Behaviour



# Attendance

- Schools have a legal obligation to ensure that all children of compulsory school age (5 to 16) receive a full-time education, either by attending school regularly or through other approved means. At St Wilfrid's CE Primary School, we are committed to promoting good attendance as it is key to your child's success, development, and well-being. As part of this commitment, we work in partnership with families to encourage regular attendance, reduce absences, and address any challenges that may prevent your child from attending school consistently.
- By law, parents are responsible for ensuring their child attends school daily and on time. Failure to do so may result in legal measures, such as fines or penalty notices, being issued. Our goal, however, is to work proactively with you to prevent any attendance issues before they escalate. Together, we can help ensure every child at St Wilfrid's has access to the education they are entitled to.

# Attendance Policy

- The attendance policy at St Wilfrid's CE Primary School emphasises the importance of consistent and punctual attendance for all pupils. The school aims to promote good attendance, reduce absences, and ensure students have access to full-time education. Attendance is recorded twice daily, and any absences must be reported by parents before 8:45am. Absences can be authorised for medical reasons, religious observance, or exceptional circumstances, while unauthorised absences, such as holidays during term time, may result in penalties. Persistent absence (10% or more missed days) is closely monitored, with interventions put in place to support families where needed.
- Penalty notices can be issued by Nottinghamshire Local Authority for unauthorised absences. A fine of £80 is imposed if paid within 21 days, doubling to £160 if not paid within 28 days. Parents may face legal action if the fine remains unpaid. Penalty notices are considered if a pupil misses six or more sessions (equivalent to three days) of unauthorised absence within a six-week period. St Wilfrid's uses various strategies to encourage regular attendance, including termly attendance reports for parents and recognising children with 98% or higher attendance.

# What Does It Take To Get a Child To School Every Day?



# 1. Family Practices

- What are some things you already do to help get your child to school every day?
- What are some reasons children might miss school and steps you can take to support your child's attendance?

Some possible ideas:

- Set a regular bedtime and morning routine to make sure children get enough sleep and wake up ready for school
- Make medical appointments when school is not in session
- Avoid taking holidays when school is in session
- Send your child to school every day unless they are truly sick
- Develop backup plans for getting your child to school if something comes up

## 2. Social Capital

What are some ways you can think of to call on friends or other families to help you get your children to school?

Who can you call on to consistently help?

To occasionally help?

How can you help other families?

## 3. Schools

What are some ways our schools can help families with attendance?

How can we hold our schools accountable for attendance?

## 4. Community Services

Lack of reliable transportation or housing and health concerns are barriers that families cannot easily tackle alone. Do families in our school face these barriers to good attendance?

- What are some other barriers that families in our school face?
- What organisations offer services that can help address these barriers?

# ATTEND FRAMEWORK

The ATTEND framework in Nottinghamshire is designed to help schools improve student attendance by structuring meetings and interventions with families. It offers a step-by-step approach for supporting students facing emotionally based school avoidance (EBSA), such as anxiety-related non-attendance. Schools are encouraged to use this framework before referring cases to local authorities for legal action. It serves as a tool to ensure schools have taken appropriate measures to support the child and family in overcoming attendance barriers, especially those linked to mental health concerns.

# Strategies for Promoting Attendance

St Wilfrid's is committed to improving the attendance of all pupils at school.

- Parents are provided with a termly report on their child's attendance.
- Class attendance figures will be published in newsletters.
- Children with outstanding attendance (98% and above) will be recognised and rewarded.
- Class attendance will be shared and celebrated in weekly worship (Golden Box and Celebration Worship).

# Reducing persistent and severe absence

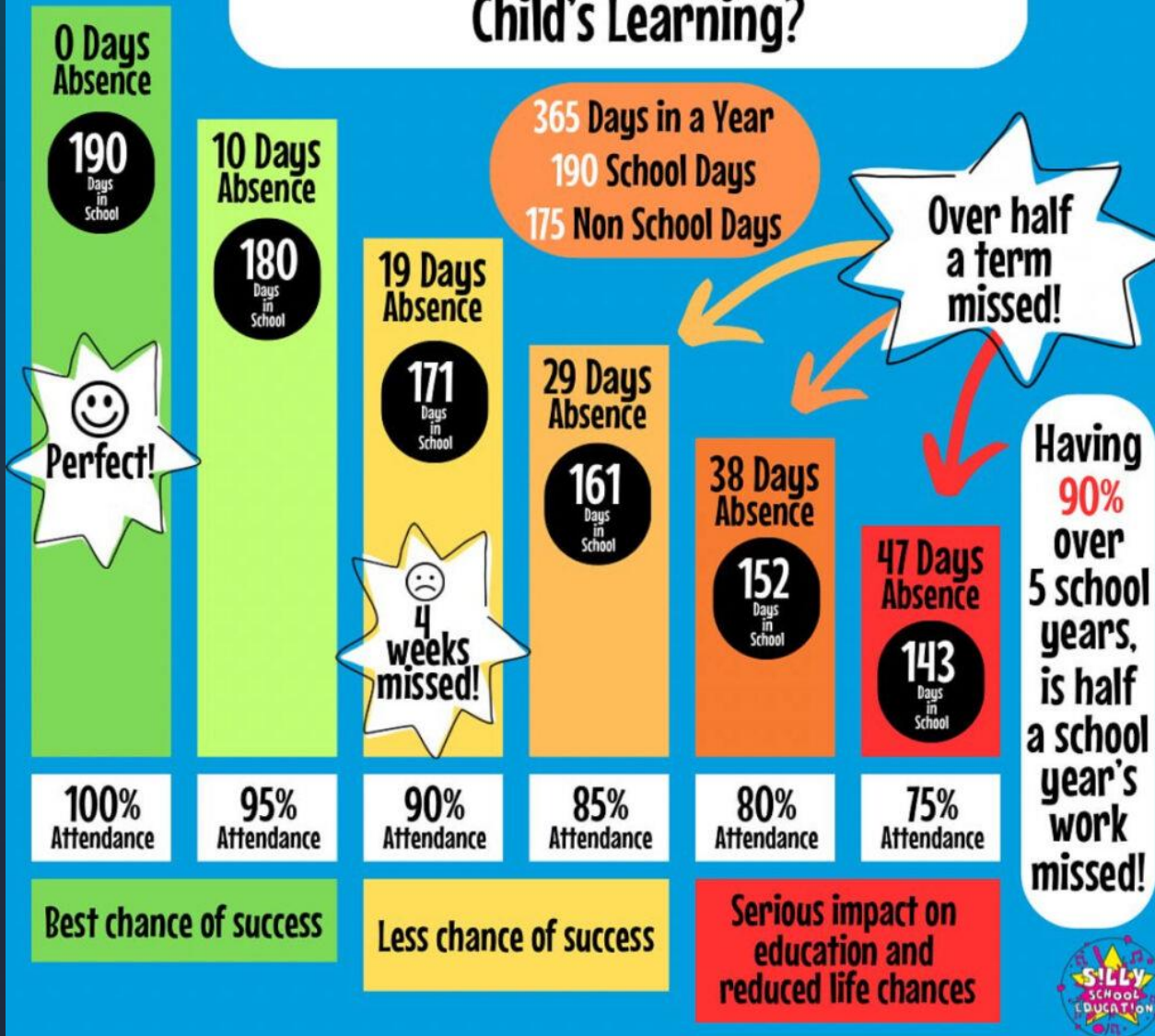
Persistent absence is where a pupil misses 10% or more of school.

Severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Closely monitor the attendance of children who are at risk of having poor attendance.
- Report attendance to parents at the end of each half term.
- Meet with the parents/ carers of those children who have an attendance of below 90%.

# How Does School Attendance Affect a Child's Learning?



# Behaviour at St Wilfrid's

St Wilfrid's CE Primary School's Behaviour Policy is designed to foster a positive, respectful, and inclusive environment aligned with Christian values. The school emphasises mutual respect, kindness, and co-operation, aiming to support each child's development spiritually, academically, and emotionally. Key expectations include considerate behaviour, tolerance, responsibility, and respect for the rights of others. The policy promotes good relationships and a collaborative learning atmosphere, reinforced by the basis of the school's values: 'So, in everything do to others what you would have them do to you' Matthew 7:7 – 12

Roles and responsibilities are clearly defined, with the governing body ensuring the policy is fair and communicated effectively. The Headteacher oversees day-to-day implementation, supported by staff, who consistently apply the policy. The school recognises that behavioural management may need to be tailored for individual needs, especially for students with special educational needs or disabilities. A restorative approach is central to addressing behavioural issues, encouraging children to reflect on their actions and learn from them. The policy also includes clear steps for addressing poor behaviour, bullying, and serious incidents.



## Behaviour Steps

- Step 1: Regularly praise positive behaviour, setting a high example for others to strive for.
- Step 2: At the first signs of negative behaviour, and if possible, walk or pass by if necessary and quietly remind the child of what is expected, remaining calm. Monitor the child's behaviour informally.
- Step 3: If negative behaviour continues, give the child a warning that their behaviour is unacceptable – Provide a white think bubble/cloud.  
*Nb. No break is lost as yet, and the think bubble can be removed should a child's behaviour improve.*
- Step 4: If negative behaviour continues, the child is given a blue think bubble (to replace the white bubble). Reflection time is given - the child stays in for 5 minutes of their play (infants) or the whole play (juniors). Teachers have the discretion to move this time if deemed appropriate (e.g., to lunchtime or the next day).
- Step 5: If poor behaviour continues, seek member of leadership team involvement. The child will miss a significant part of lunchtime play.
- Step 6: The child works out of class for the remainder of the morning/afternoon.

# Reflections

**Appendix 1: The Restorative Conversation**

If there has been an incident in school where a child's behaviour has not been in line with our values or a child has been upset due to the behaviour of others, the individual would be invited to take part in a restorative conversation with their class teacher.

St Wilfrid's CofE Primary School  
Student Reflection Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What did I do?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did I feel?



Angry /Frustrated



Sad



Scared Other

How do I feel now?



Sorry



Remorseful



Sad Other

Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will I make it right?



Say sorry



Re-do my work



Write a letter

Other

Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

St Wilfrid's CofE Primary School  
Student Reflection Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happened?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did I do?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did I feel?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did I achieve?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List three things you could do or think to behave better and more calmly next time.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What have I learnt?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How have I made it right?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.

Student: \_\_\_\_\_

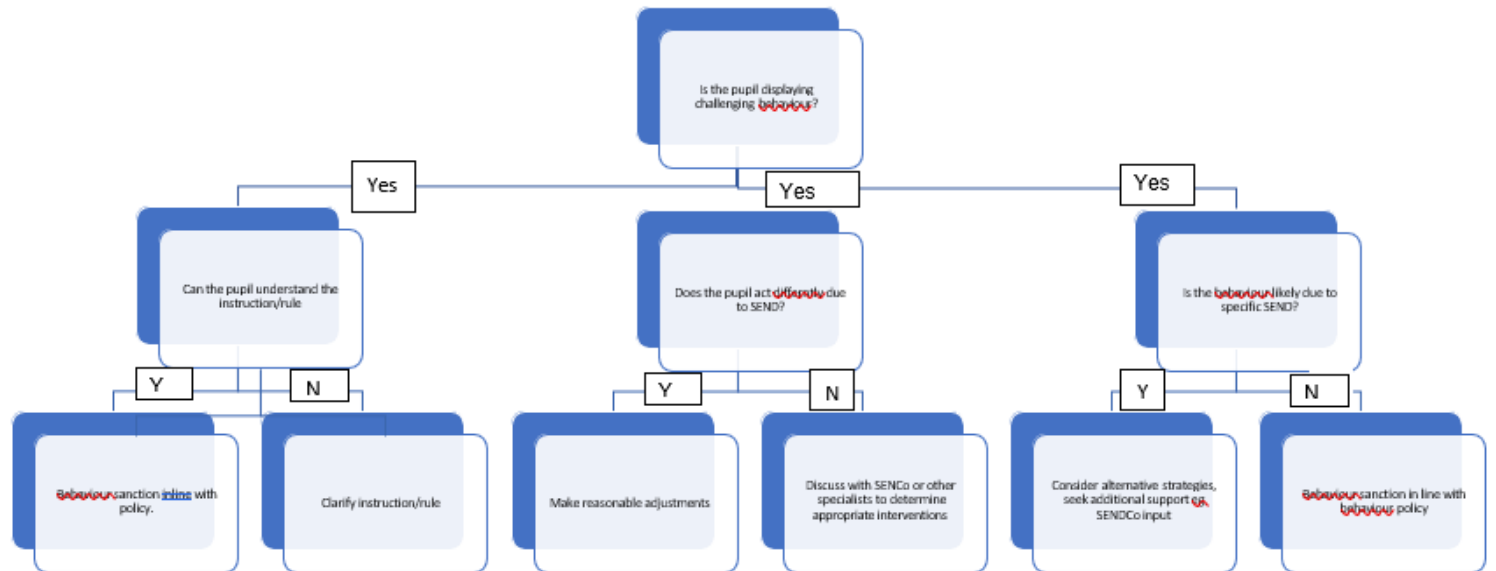
Teacher: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

# Assessing Behaviour Sanctions for children with SEND

This flowchart will support in assessing whether a child with Special Educational Needs and Disabilities (SEND) requires a behaviour sanction inline with the academy policy. It considers various factors related to their ability to understand rules, follow instructions, and potential aggression due to their specific needs. If any of these factors lead to a "yes" then the flowchart suggests alternative strategies and emphasises the importance of seeking additional support from specialists, such as a Special Educational Needs Coordinator (SENCO). This pathway highlights the consideration of the lawfulness of applying sanctions in the context of the pupil's SEND.



# Rewards



A number of rewards can be given for positive behaviour. Examples of such rewards include:

- Giving verbal praise to children
- Written remarks about good work –
- Giving smiley faces, stickers, or stamps
- Sending children to a nearby teacher or to members of the SLT
- Giving verbal praise, Dojo messages or written achievement certificates to parents
- Putting a child into the ‘Golden Box and/ or Celebration Worship’
- During the year, Dojo points are added, and each one equates to one house point. Children in KS1 and Reception will also be awarded Dojos and stickers.
- Receiving Value Awards.

# Questions



# Further Parent Forums

On-line Safety Autumn 2

