

SUAT Policy	Attendance					
LGCS Appendix	LGCS Attendance					
Approved by	CEO/LAC	Issue Date	Nov. 19	Review Date	July 21	
Audience	Trustees	✓	Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in LGCS
- additional information relevant to LGCS

LGCS provides a 3 tier approach to improving attendance

Wave 1

- **Used when attendance falls below 96% as an average over the academic year.**
- **Actions to be completed by Class Teacher**
- **Monitored by Attendance Intervention Manager**

Deliberate Actions to complete at Wave 1

- The Attendance Officer will inform the class teacher that the child's attendance has dropped below 96%.at the end of weeks 2,4 and 6
- These children are identified as wave 1 children
- The class teacher will make a phone call to parents to remind parents/ carers of importance of good attendance and the need for medical evidence if there are any more absences during the two-week intervention period.
- The class teacher is to record the phone call on a Communication Log and SIMS
- If attendance does not improve over the two-week target period, the child is moved to Wave 2
- If attendance does improve the class teacher is contact parents via class dojo to celebrate success

Wave 2

- **Used when attendance falls below 93.0 as an average over the last 6 months**
- **Actions to be completed by Class Teacher**
- **Monitored by Attendance Intervention Manager**

Deliberate Actions to complete at Wave 2

- Letter sent to parents/ carers including Attendance Guidelines (see appendix 2)
- If attendance does not improve after two weeks move to Wave 3
- If attendance does improve contact parents via class dojo to celebrate success
- Record actions on Communication Log/ SIMS

Wave 3

- **Used when attendance falls Below 90.0% as an average over the last 6 months**
- **Actions to be completed by Attendance Officer**

Deliberate Actions to complete at Wave 3

- 2nd letter sent by Attendance Officer including Attendance Guidelines (see appendix 3)
- Attendance Officer to hold meeting with parents and student.
- Plan of action drawn up at the meeting and shared with all teachers. Offer Early Help assessment to parents/ carers
- Red Alert on SIMS
- Seek advice from EWO
- If attendance does not improve after two weeks, move to Wave 4
- If attendance does improve, contact parents via class dojo to celebrate success
- Record actions on Communication Log/ SIMS

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Wave 4

- Used when attendance falls below 85% as an average over the last 6 months
- Actions to be completed by Educational Welfare Officer with Attendance Intervention Officer

Deliberate Actions to complete at Wave 4

- Parents informed that referral to EWO has been made
- Issue a 20 Day Warning Notice
- EWO to hold meeting with parent/carer and student
- IEP completed for child
- Record actions on Communication Log/ SIMS

Appendix 1: Strategies to be used by staff to promote P.U.R.P.L.E, and support children who are underachieving due to low attendance

P	Proud	<ul style="list-style-type: none"> • Use Class Dojo regularly, P.U.R.P.L.E assemblies weekly and a termly Celebration Exhibition to celebrate work and effort. • Showcase work in Celebration Books for RE, PSHE and British Values • Invite the parents/ carers of target children to parent engagement days 6 times per year by phoning or speaking face to face. • Praise lots(!)
U	Unique	<ul style="list-style-type: none"> • Use children with poor attendance as experts to lead work or playtime activities • Provide interventions to ensure that all children become the best that they can be • Give personalised positive feedback to the child • Offer parents/ carers an EHA to offer personalised support
R	Reflective	<ul style="list-style-type: none"> • Recap learning to ensure that knowledge is remembered and skills applied • Encourage children to talk about the reasons behind their attendance in positive play/Lego therapy • Ask parents/ carers to recap learning at the end of the day with the child
P	Positive	<ul style="list-style-type: none"> • Use Mops Ups for Power Maths, Accelerated Reader, RWI and the Essentials Curriculum to ensure that challenge is appropriate in all lessons • Provide Send children with appropriate interventions to enable them to narrow the gap. • Check understanding before children begin a task • Hold an end of lesson conversation with target children: • Encourage parents to read or complete homework tasks with children at home and message school via class dojo
L	Loving	<ul style="list-style-type: none"> • Follow Behaviour Policy which encourages Positive Behaviour Intervention Strategies for all • 'Teach students how to support one another by working in mixed ability pairs • Ask children to help/ join the working bus and/or breakfast club
E	Empowered	<ul style="list-style-type: none"> • Hold Subject Leader and R.A.P Meetings every 6 weeks and Link Governor meetings 3x a year to ensure that high standards are maintained in all subjects for children with poor attendance • Ensure that every child completes a Purple Passport and either Forest School or Commando Joes • Give them plenty of opportunities to see good examples of work – show what to aim for WAGOLL • Personally invite parents/carers to parent meetings to discuss progress via phone or face to face messages