

EYNESHAM COMMUNITY PRIMARY SCHOOL

Behaviour and Attendance Policy

Date updated: June 2017

Review date: Autumn 2018

Definition

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

Staff, children and parents at Eynsham Community Primary School work in partnership in order to create an effective, inclusive and caring school community. Children will be actively encouraged to develop a growing responsibility for maintaining an environment where everyone feels safe, secure and able to learn through acknowledging positive behaviour. The school aims for its ethos (including pastoral support) and creative, relevant curriculum to encourage children to want to attend school regularly, and has clear procedures in place to address poor attendance.

Aims

We aim to promote a high standard of behaviour and enable the children to make good choices through:

- Consistent use of this policy by all members of our school community
- Celebrating children's successes and achievement
- Having high expectations of ourselves and our pupils

Context

This school policy has been developed following consideration of January 2016 guidance from the Department for Education, *Behaviour and Discipline in schools: Advice for headteachers and school staff*. The key points from this are:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Please also see our *Anti-Bullying* policy.

School Values

Eynsham Community Primary School is highly inclusive and celebratory of individual children's contributions and achievements. We offer a Values-based education that encompasses collective worship and our creative curriculum (through PSHCE, Philosophy for Children approaches and Religious Education). This Values-based education is planned so that each of the seven school charter areas (listed on p2) are allocated to a month each; for example the value of 'including everybody' could be the focus in October. One month (November) is allocated to Anti-Bullying Work, and the others are decided upon each year by the Headteacher, Assistant Headteacher and PSHCE Coordinator in light of school need (for example Black History Month, e-safety). Each month's work is supported, where appropriate, by the SEAL

materials (Social and Emotional Aspects of Learning). Our Values at Eynsham Community Primary School include the core British Values.

Teaching & Learning

- Implementing the Values Programme which underpins the School Charter.
- Developing with the children the necessary skills that will enable them to use the Peaceful Problem Solving Approach.
- Listening to and establishing ways in which children can communicate their concerns effectively and appropriately with all in school.

School Charter

The school charter aims to keep everyone safe and happy in school, and to promote good learning behaviours. This is reviewed annually with the children. The school pupil council evaluates the charter every two years and updates it accordingly. The school charter is displayed in every class, and around the school, as a point of reference.

School Charter

Treat people how you would like to be treated
Make sure everyone is safe and cared for
Include everybody
Don't hurt other people verbally or physically
Respect school property
Play fairly
Do your best

Expectation of staff:

- All staff adhere to this policy
- All promote positive behaviour
- All staff promote positive behaviour through modelling and the use of positive re-enforcement (rather than tell a child 'Don't run' we say 'Remember to walk')
- All staff take responsibility for dealing with poor behaviour across the school

Expectation of children:

- Children behave in line with the school charter. This is shared with all children at the beginning of the year and displayed in each class and around the school:

Treat people how you would like to be treated
Make sure everyone is safe and cared for
Include everybody
Don't hurt other people verbally or physically
Respect school property
Play fairly
Do your best

Promoting positive behaviour:

- Teachers plan and deliver engaging lessons
- All staff have high expectations of all children, at all times
- The school environment is organised and tidy
- Use of positive reinforcement
- The use of rewards (see below)
- The use of choice and consequences
- Clear, consistent consequences that are **always** followed through
- Shouting at children (unless for their safety), the use of sarcasm and belittling a child is never acceptable
- Reference to the school charter

Rewards:

- Verbal praise from a member of staff
- Non-verbal praise such as a thumbs-up, wink, eye-contact

- House Point awarded
- Achievement certificate for good work
- Headteacher's Superstar sticker for behaviour in-line with the school charter
- Opportunity to share achievement with a school leader.
- Parent informed
- Whole school initiatives (from time to time and focused on a need)
- From September 2017, each class will have their own collaborative reward system to be agreed with the DHT

Consequences for poor behaviour:

In many cases, poor behavior can be avoided. The following strategies can be applied to help prevent poor behaviour:

- See 'Promoting positive behaviour' above
- A work break
- Use of humour
- Change of place/activity
- Praise for another child/children
- A non-verbal reminder
- A referral to the Zone – for identified children
- Individual behaviour charts as agreed with SLT

Consequences:

Yellow Cards

- If some of the above strategies have been applied and a child continues to display un-acceptable behavior a Yellow Card can be given.
- A Yellow Card is given as a reminder – this is done quietly and without belittling the child
- A Yellow Card will be given for behaviours such as: calling out, talking over an adult, not paying attention, not following an instruction, continual tapping of a pencil, leaving seat without permission
- Yellow Cards are **not** recorded on the behaviour log

Red Cards

- If behaviour does not improve then a Red Card is given.
- Red cards are given for more serious behaviours such as:- ignoring an adult, refusal to work, de-facing work (a yellow card would not always be given first in these circumstances)
- If a red card is given there is **always** a consequence.
- The adult issuing the Red Card is responsible for implementing the consequences
- Sanctions for Red Cards include: completing work during break/lunchtime, walking with an adult at break/lunch time, a talk with an adult during break/lunchtime, a verbal/written apology, time working away from class
- Children are never sent out of the class to work alone
- Red Cards are **always** logged on the behaviour log

Yellow Incident forms

- Yellow incident forms are completed when poor behaviour requires the intervention of a member of SLT
- Behaviours which warrant an incident form could be: swearing, fighting, persistent refusal to follow instructions/complete work, rudeness, arguing
- If an incident form is completed there is **always** a consequence
- Consequences could be: loss of playtime, working in isolation (supervised), a meeting with a member of SLT, completing work, a phone call home
- Consequences for Red Cards can be put in place by the adult dealing with the incident or SLT, depending on the incident

Other

- Prejudice based incidents (lilac forms) or incidents of bullying (green forms) are recorded on the relevant forms and referred to SLT

EYFS and Year 1

Each class creates its own short list of behaviour guidelines using the school charter as a guide. These are presented as class rules. These guidelines are supported by a four-stage system where at the start of the day each child's name is placed on a rainbow (or something similar). Praise and rule reminders are used to uphold the rules, as well as the language of choice and consequence. Persistent good attitude and acts of kindness, for example, are rewarded by, in addition to verbal praise, a child's name being moved up on to a sun (for example). Should a child be struggling to make appropriate choices their names is placed on a white cloud (example); adults clearly express how they can move their name back up. Should a significant incident occur or inappropriate

choices continue then the child's name is moved onto a rain-cloud. If a child remains on the rain-cloud, parents will be spoken to at the end of the day. In this scenario other in-class support may put in place. In year one unacceptable behaviours are recorded on the behaviour log or an incident form.

Recording and follow-up

- All incidents (other than yellow cards) are recorded and SLT monitor them weekly
- If a child receives 3 red cards or 1 incident sheet in a half-term, then a phone call home will be made and the child will attend Fix-it-Friday during lunchtime. During Fix-it-Friday they will reflect on their behavior with a senior leader. If behaviour does not improve then a meeting will be called with parents
- Parents will be contacted after one incident if deemed appropriate
- Additional consequences for serious behaviors could be: a report card, internal exclusion
- In more extreme cases a fixed-term or permanent exclusion could be enforced by the headteacher

Break and Lunch times

- Expectations of behaviour and conduct are consistent throughout the school and the same guidelines apply
- Play fighting is not allowed.
- A red card could result in a child being asked to sit at a designated table in the hall for a fixed period of time to reflect on their behavior or to walk with an adult
- A member of the senior leadership team is on duty each day to support the senior lunchtime staff should a significant incident occur.

When consequences are put in place staff should consider the behavior leading to the consequence; the consequence should be related to the behaviour. For example, a child refusing to come out of the marsh may walk with an adult for 5 minutes; a child swearing may be asked to spend time away from other children for a period of time. We do not have a complete list of what consequence should be put in place for each behavior as each incident is different and each child has different needs. That said, this document should be used as a guide to ensure that rewards and consequences are fair and consistent across the school.

Bullying incidents are recorded on green forms – Appendix 3(also, see Anti-Bullying Policy)

Prejudice-based incidents are recorded on lilac forms - Appendix 4

Other relevant information

- **Celebration:** A weekly achievement assembly gives each class teacher an opportunity to give awards for effort and achievement including positive behaviour. Children's good efforts are also acknowledged through praise, the house point system and class rewards. Achievements the children gain from outside of school are also celebrated in assemblies.
- **Mutual respect:** All adults working in the school are expected to be excellent role models in their attitude and approach towards others and thus expect children to show similar respect to everyone.
- **Peaceful Problem Solving:** We take a Peaceful Problem Solving (PPS) approach to support children towards resolving minor disputes. Opportunities within the PSCE curriculum give children the necessary skills for this.
- **Communication:** All staff are encouraged to inform class teachers of good behaviour as well as areas of concern.
- **Routines:** Staff use an 'Arm up' signal, a musical instrument or say 'Speaking' (to which the class replies 'Listening') to gain the immediate attention of the children inside the school. A whistle is used as a signal to come in from the playground at the end of playtime or in the case of an emergency. 1 whistle to get attention, then a 2nd whistle (blown very quickly afterwards) to line up in the specific order given by the class teacher.
- **School Council:** A representative from each class will meet as a member of the School Council to express views of the class on whole school issues
- **Noise Wheel:** This is to be displayed in all areas to help children control the noise level themselves. The four categories are: Silent, Partner (whisper), Group (one voice per table) and Playground.
- **Behaviour and safety questionnaires:** Children complete these annually, with results analysed by the Assistant Headteacher who leads necessary follow-up work.
- **The governors' Community, Communication, Ethos and Behaviour Committee** monitor behaviour, safety and attendance in the school. For example, they look at exclusion information, results of the pupil behaviour

and safety questionnaires, views of parents, school self-evaluation of 'Personal Development, Behaviour and Welfare' and meet with the PSHCE coordinator and senior lunchtime staff.

- Inclusion: We aim to ensure all children; regardless of disability, educational ability, race or gender have equal opportunities.
- Bullying and prejudiced based incidents (including racial harassment) will not be tolerated and all incidents will be taken seriously and responded to in line with our Anti-bullying Policy.
- Additional Needs: Pupil Profiles are used to detail provision for children with additional emotional and behavioural needs as well as clearly stating the views of the parent/carer(s) and child. Please refer to the school's Special Educational Needs policy.
- Completing assigned work: There is an expectation that pupils will complete work set, in the time set.
- Discipline in schools – Teachers' powers (Key Points):
 - Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
 - The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
 - Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
 - Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
 - Teachers have a power to impose detention outside school hours.
 - Teachers can confiscate pupils' property.
- Sanctions for poor behaviour - What the law allows:
 - Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
 - To be lawful, the sanction (including detentions) must satisfy the following three conditions:
 - 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
 - 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
 - A sanction must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
 - The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
 - Corporal punishment is illegal in all circumstances.
 - Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

For persistent misbehaviour or an extreme incident

- Senior Leader informed
- Child removed from class room and either set to work in another space or Internal Exclusion
- Inform parents /carers

- Ensure safety and ongoing learning of other children affected by incident, liaising with staff and parents/carers as necessary
- Set agreed behaviour targets/ monitor situation/ review
- Work with External Agencies e as necessary, for example Early Intervention Hub, Children’s Centre, Behaviour Support, Behaviour Support Teacher, Social Inclusion Officer, Early Intervention Hub, Home-school-community link worker, Social Worker, PCAMHS/CAMHS, Special Education Needs Support Service, Occupational Therapist
- Inform Chair of Governors
- Set Internal Exclusion period
- Fixed Term Exclusion (external)
- Pastoral Support Plan
- Pastoral support for affected staff

(Review of exclusion held by pupil discipline committee in line with LA and DfE guidelines and the Human Rights Act)

The school follows the statutory guidance on fixed-term and permanent exclusions, always using this as a last resort and where absolutely necessary to maintain adequate health and safety and minimize disruption. Internal exclusions are always considered first.

Parents/Carers are informed of the incident and the resulting exclusion, and sent a formal written letter in accordance with DfE guidance. They are invited to a reintegration meeting, along with the child, before the return to school. Here reintegration will be planned and a Behaviour Contract established.

Confiscation of inappropriate items

What the law allows:

- There are two sets of legal provisions which enable school staff to confiscate items from pupils -
 - 1) The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” above) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Any confiscated items will be retained by a member of the Senior Leadership Team, and either returned to the pupil after a predetermined time, and if agreed conditions are met, or returned directly to the parents/carers.

- 2) Power to search without consent for prohibited items including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property, for example prejudice-based materials or items containing personal insults
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search:

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. 37

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Pupils' conduct outside the school gates

Pupils of Eynsham Community Primary School are ambassadors for the school, and non-criminal bad behaviour and bullying which occurs off the school premises and witnessed by a staff member or reported to the school will be addressed, as allowed by law. Parents and carers may be informed and, depending on the severity of the incident or regularity of poor behaviour, be asked to attend a meeting. Restrictions on pupil movement and a requirement for additional family supervision may be insisted upon by the school for a given period, followed by review.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity or
 - o travelling to or from school or
 - o wearing school uniform or
 - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

SECTION 2: ATTENDANCE

Legislation and guidance - Lateness, authorised and unauthorised absence at school:

Adapted from OCC guidance

Every school, by law, has to register pupils twice a day; first thing in the morning at the start of the school day, and again in the afternoon session. If a pupil fails to attend or arrives late they can be marked as an absence for that session.

If a pupil of compulsory school age is absent, the register must show whether the absence was authorised (acceptable) or unauthorised (where no acceptable reason is given for absence). Only the school can approve the reason for absence.

Authorised Absence from school

Where a pupil is absent due to sickness and is genuinely unable to attend school, then the school, after being informed, may authorise a child's absence. It is important for parents/carers to keep the school informed if their child is going to be absent at the start of the day. The school has a clear process to follow (detailed below). In law only a headteacher can authorise a pupil's absence, and may require additional evidence such as a letter from a GP.

Unauthorised Absence

The law states that parent/carer(s) must ensure that their child regularly attends the school where they are registered. Should a child fail to attend school regularly legal action may be taken against them. Once a child is registered in school, attendance is compulsory until the last Friday in June of the academic year in which the child turns 16 (Year 11). It is a parent's legal responsibility to ensure that their child, when of statutory school age, accesses education appropriate to age, needs and ability.

Under the terms of the education related provisions of the Anti-Social Behaviour Act, parent/carer(s) may be issued with a Penalty Notice of £60 if:

- They fail to ensure that your child attends school, or other education provision regularly
- They allow your child to take leave of absence in term time without a school's authorisation
- They fail to return their child to school on an agreed date after a leave of absence
- Their child is found out of school, without permission, on two Truancy Sweeps, within the same school year
- Their child persistently arrives late for school after the register is closed

Eynsham Community Primary School's approach to Penalty Notices is in line with that of the other schools in the Eynsham Partnership Academy Multi-Academy Trust, influenced by national and local contexts, and is reviewed regularly. At the time of writing the EPA does not anticipate implementing Penalty Notices imminently. Changes to this approach will be communicated with stakeholders before implementation.

Lateness

It is a parent's responsibility to ensure their children arrive at school on time. Lateness can disrupt the learning of others and can result in a pupil feeling greater stress and achieving poorer outcomes.

Research shows a close link between attendance at school and a child's achievement. Being late adds up to a loss of learning. All time out of school affects learning and achievement for both pupils. If a pupil arrives after registration has closed the absence will be recorded as unauthorised for that session. If this persists legal action, in the form of a Penalty Notice or Prosecution under Section 444(1) of the Education Act 1996 may follow.

Family holidays and extended leave during term time

Amendments to the registration regulations remove references to family holidays and extended leave as well as the threshold of ten school days. The amendments make it clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances, which came into force on 1st September 2013.

Should a school not agree to grant leave and parents take their child on holiday regardless, then this will be counted as unauthorised absence (truancy). The school and our County Attendance Officer may consider issuing a Penalty Fine of £60 for this period of unauthorised absence. Again, our school's approach to Penalty Notices is in line with that of the other schools in the Eynsham Partnership Academy Multi-Academy Trust, influenced by national and local contexts, and is reviewed regularly. At the time of writing, the EPA does not anticipate implementing Penalty Notices imminently. Changes to this approach will be communicated with stakeholders before implementation.

The Government has indicated that an attendance of 96% is satisfactory. Any child with 95% or below will be monitored.

School Procedures:

- Parents and carers may report a child's absence by phoning the school on 01865 881294 and leaving a voicemail which is listened to by the administrative staff before the start of the school day.
- Parents and carers may also inform school staff face-to-face of a child's absence.
- Attendance registers are taken promptly and analysed by the admin team, who cross-reference to information received and phone parents before 10am to confirm why a child is absent from school and to confirm that they are aware of this.
- External doors are locked at 8.45 and all children arriving after that time must report to the school office, where parents mark them in a late book. This book is analysed regularly by the senior leadership team and appropriate action taken.
- The admin team monitor attendance weekly.
- Patterns of absence are monitored and appropriate action taken.
- Each week in the Friday Achievement assembly the class with the best attendance that week is presented with a certificate. When five certificates have been earned by a given class they are granted half an hour additional use of the all-weather astro-turf pitch.
- Children with 100% attendance are celebrated in assembly at the end of each academic year and presented with a certificate.
- All parents/carers joining the school are informed of their responsibilities by letter (Appendix 5), and regularly thereafter. They are also given clear information around the effect of lateness (Appendix 6).
- An example letter notifying a parent/carer of poor attendance is included in Appendix 7.
- Should poor attendance continue the school makes an appointment for the parent/carer(s) to meet with the Headteacher to discuss a plan to remedy this.
- The school works with outside agencies as necessary to help improve a particular child/family's attendance, including through the CAF/TAC process.
- Each child's attendance is reported in Annual Pupil Reports, which clearly states that 96% is satisfactory.
- Persistent low-attenders will be identified at the school census each January and this information will be used to create a pupil progress plan for these children similar to those produced for other children at pupil progress meetings.

Adopted: 15th June 2017

Signed (Chair of Governors)

Dr Kirstie McKenzie-McHarg

(Signed copy retained in school)

Signed (Headteacher)

Ian Moore

Appendix 1

How We Can Work Well In Our Class

Example Class Charter <Teacher overwrites below>:

- Have everything ready at the start of a lesson.
- Listen to the person who is meant to be speaking.
- Follow instructions first time.
- Look after all equipment.
- Keep hands, feet and unkind words to myself.

Rewards:

- ✓ Praise from teachers, parents and other adults in school.
- ✓ House Point awarded.
- ✓ Achievement certificate for very good work.
- ✓ Headteacher's Superstar sticker for thoughtful behaviour.
- ✓ My Family may be informed to share the success.

Consequences:

1. A Yellow Card reminds me that I need to change my behaviour.
2. A Red Card shows I will lose some of my own playtime to make up the learning time lost and complete work, apologise to someone or reflect on how to learn from my mistake.
3. Time working separately from my class or with a Leader in the school.
4. A telephone call home to inform my family of my behaviour.
5. Involvement of the Senior Leadership Team.
6. I may need to attend Fix-it- Friday

Appendix 2

Behaviour Incident Record (non-prejudiced)

Name of Child: (full name) Year grp..... Class.....

Date of Record:	Recorded by: (full name)
Date of Incident:	
Time of Incident:	Location of Incident
Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p))	
Type of Incident: <ul style="list-style-type: none">◇ Fighting◇ Damaging property◇ Swearing◇ Pushing, tripping up etc	<ul style="list-style-type: none">◇ Persistent disruption◇ Rudeness◇ Other please specify:
Brief, factual description of Incident:	
Action taken:	
Consequences/Further action: Fix-it-Friday attended yes/no Parent/carer informed yes/no	

Signed: Headteacher / Deputy HT / Assistant HT date.....

Safeguarding concern

Appendix 3

Bullying Incident Record

Name of alleged victim: (full name) Year grp..... Class.....

Date of Record:	Recorded by: (full name)
Date of Incident:	
Time of Incident:	Location of Incident:
Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p))	
Factual description of Incident/concern:	
Action taken:	
Record of discussion with parents of victim and perpetrators:	

Signed: Headteacher / Deputy HT / Assistant HT date.....

Appendix 4

Prejudice-based Incident Record

Name of Child: (full name) Year grp..... Class.....

Date of Record:	Recorded by: (full name)
Date of Incident:	
Time of Incident:	Location of Incident:
Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p))	
Brief, factual description of Incident:	
Action taken:	
Consequences/Further action: Parent/carer informed yes/no	

Signed: Headteacher / Deputy HT / Assistant HT date.....

Safeguarding concern

Appendix 5

EYNSHAM COMMUNITY PRIMARY SCHOOL

Beech Road, Eynsham, Witney. Oxon. OX29 4LJ

Headteacher Mr I B Moore



Tel: 01865 881294
Fax: 01865 883094
Email: office.2209@eynsham.oxon.sch.uk
Email: head.2209@eynsham.oxon.sch.uk
Website: www.eynsham.oxon.sch.uk

School Attendance

Information for Parents

Dear Parent/Carer

As your child is registered in our school, the following information explains your responsibilities for ensuring regular school attendance:

- The law states all children of compulsory school age (5 – 18 yrs) must receive regular full time education*.
- The Local Authority (LA) and the school will work together to monitor all pupils' attendance closely, and will investigate if a pupil is regularly missing school. Fines may be issued for low attendance and holidays.
- You could be at risk of receiving a fixed penalty notice for absence in term time.
- It is the parents'/carers' legal responsibility to ensure their child attends school every day on time:
Monday – Friday, 8.45am – 3.05pm
- If you or your child is experiencing problems that prevent regular school attendance it is vital to contact the school as soon as possible.
- School will be happy to help with any issues that might be interfering with your child's education.
- **If your child is absent for any reason please ring the school office on 01865 881294 with your child's name, class and the reason for absence before 9.30 am.**

Thank you for your co-operation in this matter.

Yours Sincerely

Ian Moore

Headteacher

* A child/young person must stay in some form of education or training until their 18th birthday if they were born on or after 1 September 1997.

LATE ARRIVAL AT SCHOOL

When your child arrives late at school, they miss out on important information.

Your child may also feel embarrassed at having to enter the classroom late

Minutes late per day during the school year	Is the equivalent of missing:
5 Minutes	3.4 Days a year
10 Minutes	6.9 Days a year
15 Minutes	10.3 Days a year
20 Minutes	13.8 Days a year
30 Minutes	20.7 Days a year

Frequent lateness can add up to a considerable amount of learning lost, and can seriously disadvantage your child.

School begins at Please help your child to be punctual.

Appendix 7

EYNSHAM COMMUNITY PRIMARY SCHOOL

Beech Road, Eynsham, Witney. Oxon. OX29 4LJ

Headteacher Mr I B Moore



Tel: 01865 881294
Fax: 01865 883094
Email: office.2209@eynsham.oxon.sch.uk
Email: head.2209@eynsham.oxon.sch.uk
Website: www.eynsham.oxon.sch.uk

Every day count: School attendance is vital for young people to reach their full potential. School attendance is a priority for Eynsham Primary School and we and the Eynsham Partnership Academy are constantly monitoring pupil attendance. We want to work together with parents and carers to help ensure excellent attendance and punctuality from every pupil.

Dear Parents & Carers

Re:

As you may be aware, Eynsham Primary School and the Eynsham Partnership Academy work closely together to monitor children's attendance. Setting good attendance patterns from an early age helps with your child later on in life, and for every day your child is absent, you are making it more difficult for them to make progress.

The Government has indicated that an attendance of 96% is satisfactory. Any child with 95% or below will be monitored.

During our routine check of the attendance figures for the whole school for Term 1, I am concerned to find that _____ has only attended _____ % of the required sessions. We will be monitoring your child's attendance closely and if there is not an improvement (for 90-95%)/a significant improvement (below 90%) in the attendance percentage you will be invited into school to discuss the matter further. We have noted that a period of sickness over this short monitoring period (7 weeks) can have a significant impact on your child's percentage of attendance and will take this into consideration.

It is a parent's legal responsibility to ensure their child is in school.

If you have any specific queries regarding this letter, or you would like to discuss your child's attendance further, then please do not hesitate to contact the school.

Yours Sincerely

Ian Moore

Headteacher