

Castle Vale Nursery School's approach to supporting and improving school attendance.

The Strategic Approach

**Values:** Belonging, Connection, and Curiosity

**Our Vision for Attendance:**

We believe that every child deserves to feel safe, supported, and connected at school. That's why we're taking a whole-school, support-first approach to improving attendance—one that puts relationships and well-being at the centre.

This strategy is about working together—staff, children, and families—to create a positive school culture where children want to be. It's not just about tracking attendance; it's about understanding the reasons behind it and offering the right support early on.

By building strong partnerships with families and focusing on each child's needs, we aim to create an environment where attendance improves naturally—through care, trust, and a shared commitment to helping every child thrive.

**DFE: Working Together to Improve Attendance 2024**

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.

DFE expectations are:

- Have a whole school culture where attendance is regarded as everyone's responsibility
- Have an attendance policy which reflects your relational approach to attendance and ensure it's accessible to all.
- Ensure systems and processes are clear, shared and sustained to monitor, review and assess absence to ensure early intervention.

- Monitor, analyse and collate data to identify those who need support informing the action to be taken.
- Engage with families within a support first approach and work collaboratively to understand the root cause and remove barriers to non-attendance.
- Provide additional support to those with mental health and physical health difficulties, learners with SEND and other vulnerable groups.
- Share information and work collaboratively with others, including daily data sharing with the local authority.
- A clear understanding and focus on holistic, whole-family support for those with persistent and severe absence.
- Ensure an understanding of stakeholder responsibility of support at every level.

## **Our Aims**

### **Whole-School Approach to Culture and Climate**

Our school promotes a strong culture where excellent attendance is expected, developed and nurtured. We take a proactive approach to helping children attend regularly, built on the belief that every child thrives when they feel a sense of belonging and connection within the school community.

### **Supportive policies, processes and systems**

Our approach to improving attendance is guided by clear policies and well-established systems. These help us maintain consistent progress and ensure long-term success. Everyone in our school community understands the attendance policy, which allows us to set and uphold high expectations—helping to build a positive culture around regular attendance.

### **Professional learning and staff development**

Our school is committed to building a skilled team focused on attendance, united by a clear vision and shared purpose. The attendance lead provides bespoke training to help all staff understand how they can support regular attendance. We also work closely with external partners, using a multi-disciplinary approach to support children and families who need extra help.

### **Implement targeted programmes and interventions**

We use data carefully to guide our resources towards the children and families who need the most support. By analysing attendance patterns, we can make informed decisions at every level of the school. Our Attendance Champion works closely with families to understand the reasons behind attendance concerns, so we can help remove any barriers and support children in coming to school regularly.

**Connect appropriately with approaches to behaviour management**

At our school, we believe that feeling connected and having a sense of belonging are key to supporting good attendance. Staff are encouraged to explore the deeper reasons behind attendance issues, so they can offer meaningful support.