

## Statement of Strategy for School Attendance

Name of school	Roxboro N.S.
Address	Derrane, Roscommon, F42 NY75
Roll Number	18742U
The school's vision and values in relation to attendance	<p>Roxboro N.S. aims to nurture the potential of each child in a happy, caring, positive, inclusive and safe environment where the welfare of children is paramount. We believe children will learn effectively if they attend school regularly and arrive at school on time every day.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>• Ensure that pupils are registered accurately</li> <li>• Ensure that pupil attendance is recorded daily</li> <li>• Encourage full attendance where possible</li> <li>• Identify pupils at risk</li> <li>• Promote a positive learning environment</li> <li>• Raise awareness of the importance of school attendance</li> <li>• Foster an appreciation of learning</li> <li>• Identify pupils at risk</li> <li>• Ensure compliance with the relevant legislation</li> <li>• Identify and remove, where possible, obstacles to school attendance</li> </ul>
The school's high expectations around attendance	Regular attendance is essential to effective learning. We expect all children to have full attendance at school unless they are ill or have medical appointments. We understand that there may also be urgent family reasons why a child cannot attend school, especially in the case of bereavements
How attendance will be monitored	Each class teacher records attendance daily on Aladdin. The Principal monitors attendance centrally. Statistical Returns are forwarded to TUSLA when required.
Summary of the main elements of the school's approach to attendance:	<ul style="list-style-type: none"> <li>• Our annual attendance in 2016/2017, it was 94.2%; in 2017/2018 it was 93.9% and in 2018/2019 it was 94.4%.</li> <li>• We aim to improve on this. We emphasise the importance of good attendance through our newsletter and through communicating with parents/guardians of children whose attendance is poor.</li> <li>• We discourage family holidays during term time.</li> </ul>

<ul style="list-style-type: none"> <li>• The whole-school approach</li> <li>• Promoting good attendance</li> <li>• Responding to poor attendance</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes good attendance by creating a safe and welcoming environment; endeavouring to ensure children are happy; displaying kindness, compassion and understanding; being vigilant so that risks to good attendance such as disadvantage, bullying etc. are identified early; rewarding good attendance.</li> <li>• We award certificates at the end of each term to children with full attendance for that term. We also award certificates at the end of the school year for full attendance and for excellent attendance to children who have been absent for less than five days in the year.</li> <li>• Our class teachers and support teachers seek to ensure that children who may be experiencing learning difficulties are actively supported and encouraged with appropriate teaching. Homework is tailored to the individual needs of these pupils.</li> <li>• Our school's code of behaviour takes a positive approach to fostering good behaviour.</li> <li>• Our pastoral care, anti-bullying and behaviour policies, together with our S.P.H.E. and religious education, help to enhance self-esteem and provide strategies for dealing with negative behaviour.</li> <li>• We ask parents/guardians to value every minute that the children spend at school and therefore make sure that they are on time every day.</li> <li>• We ask parents/guardians not to ask to bring their children home early, unless for a specific appointment</li> </ul>
<p>School roles in relation to attendance</p>	<p>Class Teacher:</p> <ul style="list-style-type: none"> <li>• Encourages and commends good attendance</li> <li>• Implements any whole school strategies to promote good attendance</li> <li>• Provides a busy and stimulating classroom where children feel valued</li> <li>• Calls and records attendance electronically on time daily using the Aladdin system</li> <li>• Collects and stores any notes/medical certificates regarding absences</li> <li>• Records any individual patterns of attendance</li> <li>• Consults with parents/guardians when necessary</li> <li>• Makes the principal aware of concerns regarding attendance</li> <li>• Will contact parents/guardians in instances where absences are not explained in writing. (A template is provided to each teacher for this)</li> </ul>

	<p>The Principal:</p> <ul style="list-style-type: none"> <li>• Promotes good attendance at school assemblies, visits to classrooms, meetings and through newsletter to parents/guardians.</li> <li>• Updates the Board of Management about attendance</li> <li>• Ensures that the registrations of children on Aladdin and on the Department of Education’s POD (Primary Online Database) are maintained in accordance with D.E.S regulations.</li> <li>• Keeps in contact with parents/guardians of children who have poor attendance</li> <li>• Ensures that the required returns are made to TUSLA</li> <li>• Makes referrals to TUSLA when necessary</li> <li>• When a child transfers from another school, the principal will inform the previous school in writing.</li> <li>• Will communicate to a school to which a student is transferring, any problem relating to school attendance.</li> </ul> <p>The Board of Management:</p> <ul style="list-style-type: none"> <li>• It is the responsibility of the Principal and staff to implement this strategy under the guidance and authority of the school’s Board of Management.</li> <li>• The Board will strive to support a positive, welcoming environment by maintaining and resourcing the school to a high standard.</li> </ul>
<p>Partnership arrangements (parents, students, other schools, youth and community groups)</p>	<p>Parents/Guardians:</p> <ul style="list-style-type: none"> <li>• Responsible for sending their children to school each day</li> <li>• Responsible for ensuring that their children are on time for school every day.</li> <li>• Notify the school in writing of the reason for their child’s absence.</li> <li>• Written permission from a parent/guardian is necessary for a pupil to leave school for any reason during school hours regardless of the duration, unless the parent/guardian is collecting the child themselves from the classroom.</li> <li>• Show interest in their children’s school day and their children’s homework</li> <li>• Encourage their children to participate in school activities</li> <li>• Praise and encourage their children’s achievements</li> <li>• Nurture their children’s self-esteem</li> <li>• Discuss concerns in relation to their children with the teacher/principal</li> </ul>

	<ul style="list-style-type: none"> <li>• Refrain from taking holidays during school time</li> <li>• Discuss planned absences with the teacher/principal</li> <li>• Work with the school and Education Welfare Service to resolve any attendance issues.</li> </ul>
How the Statement of Strategy will be monitored	<ul style="list-style-type: none"> <li>• Regular reviews of records and patterns of absences</li> <li>• Communication with class teachers, parents/guardians, Board of Management and pupils.</li> </ul>
Review process and date for review	To be reviewed by staff and Board of Management annually
Date the Statement of Strategy was approved by the Board of Management	Jan. 22 <sup>nd</sup> 2020
Date the Statement of Strategy submitted to Tusla	Jan. 28 <sup>th</sup> 2020