



Accelerating Learning Group
Positive Attendance: Student Resources

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1: Strength and difficulties questionnaire Tick the box which applies to you

	Red - no	Amber - sometimes	Green – yes
I like coming to school			
I get a lot of headaches, stomach-aches or sickness			
I get very angry and often lose my temper			
I am usually on my own.			
I worry a lot			
I am helpful if someone is hurt, upset or feeling ill			
I have one good friend or more			
I am often unhappy, downhearted or tearful			
Other people my age generally like me			
I am easily distracted; I find it difficult to concentrate			
I am nervous in new situations. I easily lose confidence			
Other children or young people pick on me or bully me			
I often volunteer to help others (parents, teachers, children)			
I think before I do things			
I take things that are not mine from home, school or elsewhere			
I get on better with adults than with people my own age			
I have many fears, I am easily scared			
I finish the work I'm doing. My attention is good.			

2: Your timetable

Using your school timetable, colour your lessons in using the following key

Red: A lesson you don't enjoy or struggle to come to school for.

Yellow: A lesson which is okay.

Green: A lesson you look forward to.

What makes your 'red' lessons bad?

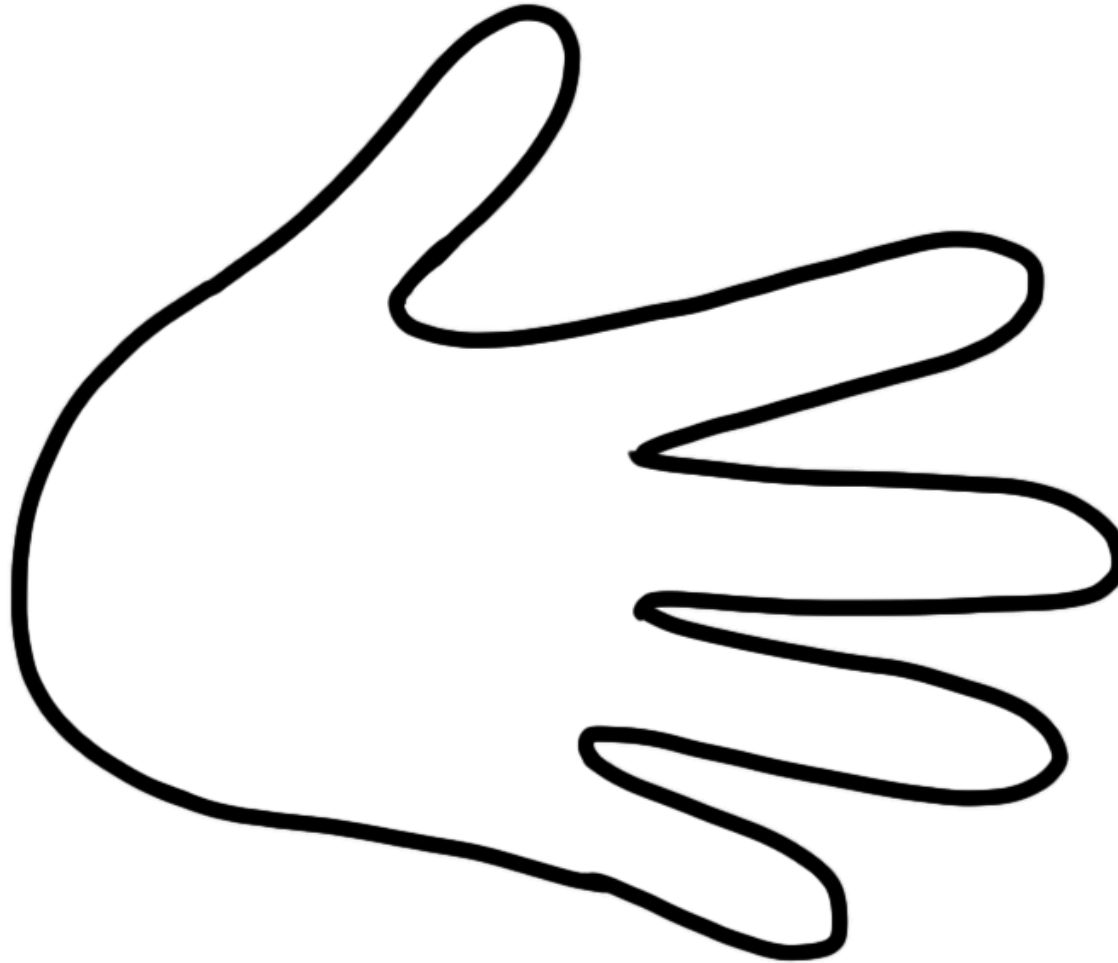
- 1).....
- 2).....
- 3).....

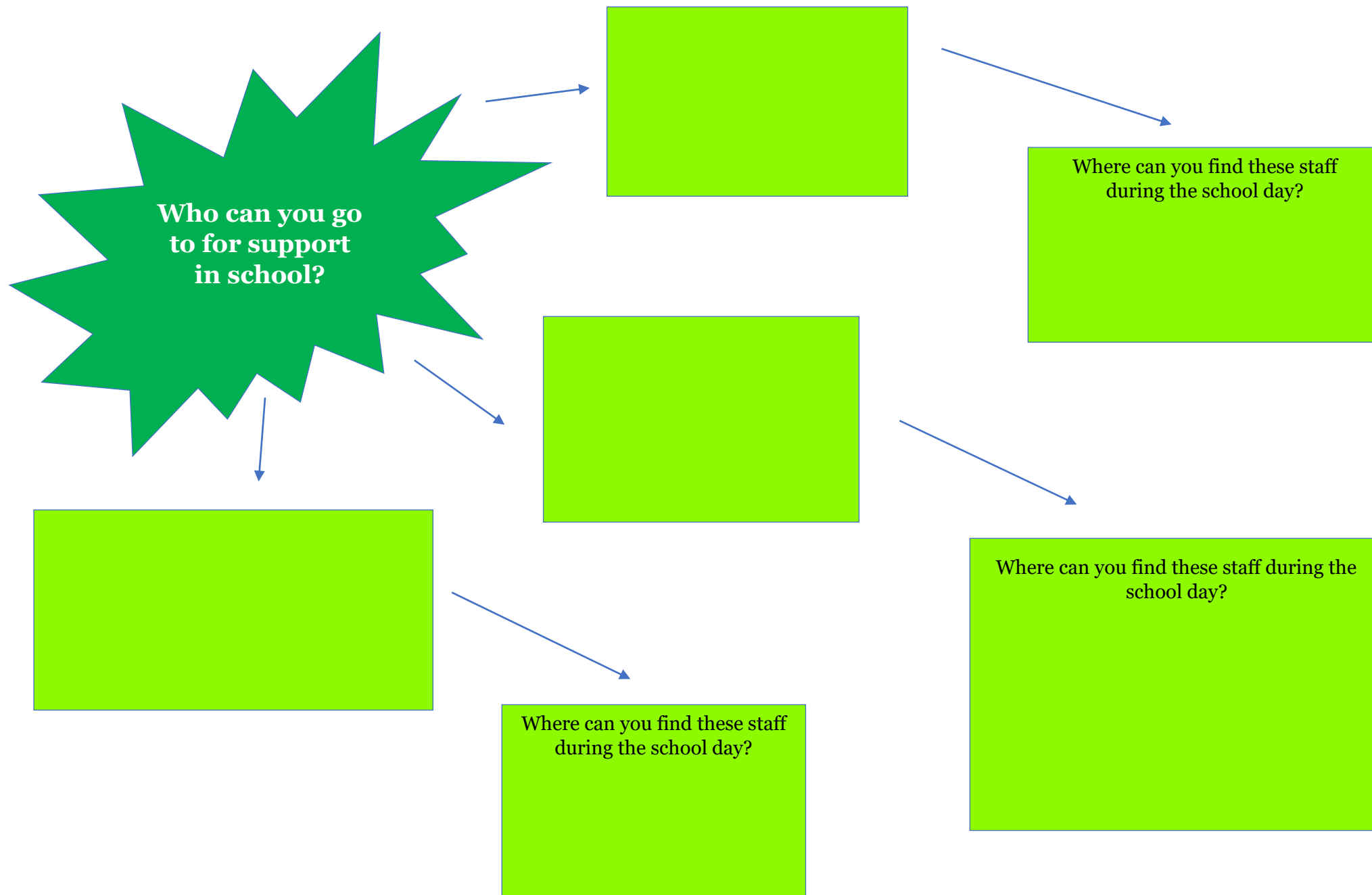
How can we change your 'red' lessons to green?

- 1).....
- 2).....
- 3).....

3: Who is your support?

Using the hand below, identify at least five people in school or at home who can support you. This may be people who you can discuss your worries about school with or people who could help you if you got into difficulty.





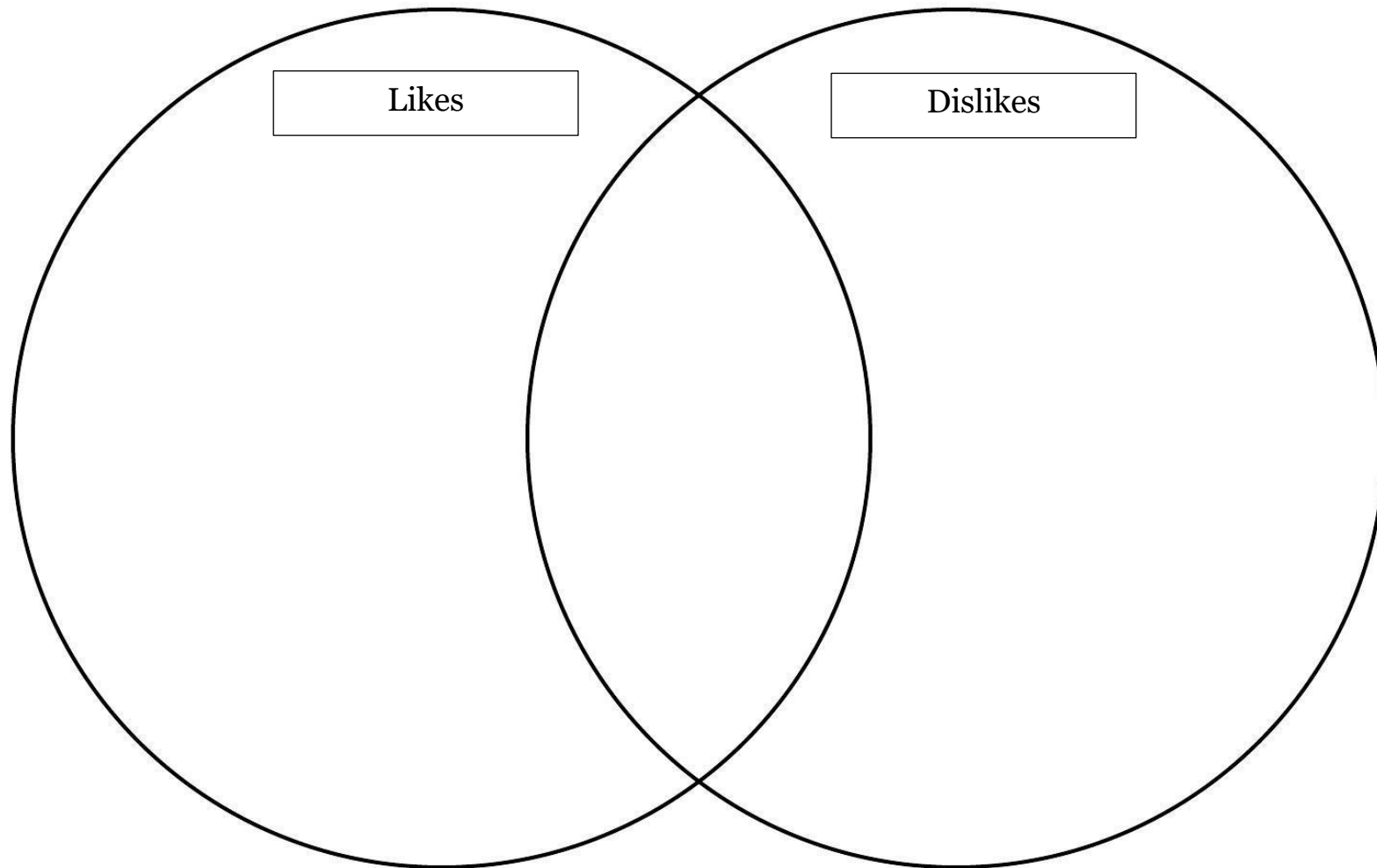
4: Getting School Ready

Use the table below to plot the timings of your morning, from getting up to having breakfast to packing your bag and leaving for school. Use the time tracker to monitor if you need to change your timings.

Activity (getting out of bed, having breakfast, etc.)	Time I usually complete this	Time I could complete this	How I feel when I complete this (calm, rushed, happy, sad).

5: Understanding likes and dislikes

Using the Venn diagram, place your likes and dislikes about school in the appropriate box. For things you don't like or dislike, place these in the middle box.



6: Managing situations

Look at the following situations that you may find yourself in at school. How should you deal with the following situations?

If you don't know what lesson you have

If you are worried about where to meet your friends

If you are worried you've missed lots of work

If your friend tells you others were talking about you

If somebody has said something upsetting to you

The work you've been asked to do is too hard

7: Understanding your school

Using the boxes below, answer these questions about your school.

My class teacher / form tutor is:

The Headteacher is:

My school's attendance target is:

My friends at school are:

Good attendance is:

My school starts at:

8: Scenarios

Read the scenarios below and provide advice for each person:

Rob is in Y7 and started school two months ago. He came from a small primary school and all his old friends went to different schools. He has struggled to settle into his new school – he finds it big and gets muddled up with managing a timetable.

Rob has been upset for a while but doesn't want to tell his parents because they're busy with work. At primary school, he had one teacher who was really friendly – he is worried that if he tells the teachers at his secondary school, they will shout at him.

On the way to school today, he considered hiding in the local park rather than attending school.

What advice could we give to Rob?

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8: Scenarios

Read the scenarios below and provide advice for each person:

Deja is in Year 10 and has been having some problems with her friends. Deja wants to focus on her GCSEs but her friend says she should be coming to parties instead. Deja is worried that her friendship group may 'drop' her, and she won't have any friends.

Deja spoke to her cousin about the problem and her cousin suggested she stays home 'sick' and gets on with her work at home where they can't see.

Deja is planning to tell her mum in the morning she has a migraine.

What advice could we give to Deja?

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8: Scenarios

Read the scenarios below and provide advice for each person:

Mali is the eldest child of five. He has four brothers who are all in primary school but he attends secondary school. Home life in the morning is chaotic and his mum relies on him to help out with his brothers.

Once he finishes his jobs, he has to ride the bus to school – a 30 minute journey – and is often late.

Mali's day starts with being told off every morning for being late by the school attendance officer.

He doesn't think the school will understand what he must do in the morning before he gets to school. He knows they can't do anything to help.

What advice could we give to Mali?

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8: Scenarios

Read the scenarios below and provide advice for each person:

Katie is 11. She lives at home with her mum and her dad works away.

Katie's mum had a medical condition which means she isn't as mobile as she would like to be. This means that Katie has to care for her mum and help her.

On really bad days, Katie stays home with her mum to cook and support her. She is upset she misses school but knows her mum is more important.

When she gets back to school the next day, nobody seems to realise she was off.

What advice could we give to Katie?

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9: Thinking about school avoidance

At times, some students feel like they don't want to come to school. This can be for a variety of reasons and it's important to get support as quickly as possible so help can be given to resolve any issues. Use this form to record your concerns and your action.

Major/minor concerns in school

Concern	Solution

First day provision

The night before	What needs to be done to prepare for the day ahead?
On my arrival	Who will meet me? Where shall I go? What time?
First lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
Break time	What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff? Time to review?

Lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
Lunch time	What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff? Time to review?
Lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
After school	Who is picking me up? Shall I go to see a key member of staff first? Shall I review my plan?

Agreed roles:

Child	
Parent	
School	

10: Tracking progress

It is important to always track your progress when improving your attendance. You may still have a low percentage, but this will climb with every day you come to school. Colour in the boxes to show your progress.

Excellent	Your attendance is above 98% (Absences fewer than 5 days in the year)
Good	Your attendance is between 96 and 98% (absences fewer than 8 days in the year)
Satisfactory	Your attendance is 95% (absence fewer than 10 days in the year)
Unsatisfactory <i>Below the national threshold</i>	Your attendance is between 90 and 95% (you have missed 18 school days in the year)
Concern <i>Persistent Absentee</i>	Your attendance is between 85 and 90% (missing over 19 school days per year)
Serious Concern <i>Persistent absentee</i>	Your attendance is below 85%

My attendance at review 1	40%	50%	60%	70%	80%	90%	100%

My attendance at review 2	40%	50%	60%	70%	80%	90%	100%

My attendance at review 3	40%	50%	60%	70%	80%	90%	100%

My attendance at review 4	40%	50%	60%	70%	80%	90%	100%

My attendance at review 5	40%	50%	60%	70%	80%	90%	100%

My attendance at review 6	40%	50%	60%	70%	80%	90%	100%

My attendance at review 7	40%	50%	60%	70%	80%	90%	100%

My attendance at review 8	40%	50%	60%	70%	80%	90%	100%

My attendance at review 9	40%	50%	60%	70%	80%	90%	100%

11: Impact of medical appointments

At times, we have to miss school for medical appointments. It is always good to be back in school within two hours of leaving – this way you don't miss learning. Some students take the whole day off which can impact on learning significantly. Use the tracker below to track what you could avoid missing.

Steve has an orthodontist appointment at 10.20am. He needs to leave school at 10am to get there. He should be back in school by 11am as the practice is near the school.				
Lesson 1: French	Lesson 2: Spanish	Lesson 3: Maths	Lesson 4: PE	Lesson 5: Geography
	This is the lesson Steve needs to miss.			

How long is Steve out of school?	How many lessons does he miss?	How many subjects is he now behind in?

Steve has an orthodontist appointment at 10.20am. He needs to leave school at 10am to get there. He should be back in school by 11am as the practice is near the school.				
Steve chooses to stay off until his appointment at 10.20. After his appointment he goes to the shop and takes a slow walk back.				
Lesson 1: French	Lesson 2: Spanish	Lesson 3: Maths	Lesson 4: PE	Lesson 5: Geography
Steve has missed all of these lessons due to staying home in the morning and doing other things on his way back.				

How long is Steve out of school?	How many lessons does he miss?	How many subjects is he now behind in?

My school's policy on medical appointments is:

12: Attendance Bingo (Class)

100% attendance – whole class	No medical appointments lasting over 3 hours this week – whole class	97%+ attendance – whole class	97%+ attendance – whole class
100% punctuality – whole class	97%+ attendance – whole class	90%+ punctuality – whole class	100% attendance – whole class
No medical appointments lasting over 2 hours this week – whole class	100% attendance – whole class	100% punctuality – whole class	97%+ attendance – whole class
100% punctuality – whole class	97%+ attendance – whole class	No family holidays this week	100% punctuality – whole class



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