



# ATTENDANCE NEWSLETTER



SPRING TERM 1 2026

**As always, thank you to our families for continuing to work with us to ensure that all children have the best possible attendance.**

## The Power of Daily Routines

At this time of year, many families are juggling busy mornings, darker days, and changing schedules. It's completely normal for routines to wobble – but even small breaks in routine can have a surprisingly big impact on how children feel about school and how ready they are to learn.

### Why routines matter

- Predictability helps children feel safe: When mornings follow a familiar pattern, children arrive at school calmer, more settled, and ready to connect with friends and adults.
- Consistent sleep and wake times support learning: Tired brains find it harder to concentrate, remember new information, and manage emotions.
- Regular attendance builds confidence: Being in school every day helps children feel part of the class community, reducing anxiety about missing out or falling behind.

### How broken routines affect children

- Emotional ups and downs: Irregular mornings or rushed starts can leave children feeling unsettled, which can show up as worry, frustration, or reluctance to come into school.
- Gaps in learning: Even short absences interrupt the flow of lessons, making it harder for children to keep pace with new ideas.
- Reduced sense of belonging: When children miss days, they can feel out of the loop socially and academically, which can make returning feel harder.

### Small steps that make a big difference

- Create a simple morning routine: A consistent order – wake up, breakfast, get dressed, out the door – helps mornings run smoothly.
- Prepare the night before: Uniform, book bags, water bottles, and lunches ready to go can ease the morning rush.
- Aim for a calm bedtime routine: Screens off, quiet time, and a regular bedtime help children get the rest they need.
- Talk positively about school: Children take their cues from adults; hearing that school is important and enjoyable boosts motivation.

### We're here to help

If your family is finding routines tricky at the moment, please reach out. We can work together to put small supports in place – whether that's help with morning transitions, attendance planning, or emotional support for your child. Every day in school really does count, and we're committed to working alongside you to help your child thrive.



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## REMINDER ABOUT ABSENCE PROCEDURES

- Please inform the school office before 8:30 am if your child will be absent from school
- You may be asked to supply medical evidence such as medication or appointment letters
- Please arrange appointments outside of school hours where possible
- If you have not contacted school, Miss Smith will contact you to find out the reason for absence
- Miss Smith may also contact you at the end of the school day to enquire about your child and discuss their return to school the following day
- Miss Smith will continue to contact you each day that your child is absent to check in and offer support where possible



## SUPPORT FROM SCHOOL

We're committed to supporting not just our pupils, but our families too. One way we do this is by offering free access to FACE parent talks—a series of expert-led sessions covering a wide range of topics that matter to you. These include areas such as anxiety, emotional based school avoidance and many more themes designed to empower and inform.

Whether you're looking for practical strategies or simply a space to reflect, FACE talks are a valuable resource we're proud to offer.

We'll continue to share upcoming sessions and signposting information throughout the term.

**#miss school #miss out**

**Planned activities for Spring 1**

**To enhance learning**

Forest School  
History Workshops

**To share as a school community**

Chester Zoo trip for Y1-6  
Opal Parent Play afternoon  
Young Voices Concert

## Absences in Autumn 2

**Days of learning lost to:**

- Holidays: 52
- Illness: 561
- Other unauthorised: 308
- Medical appointments: 23
  
- Lates: 273
- Lates after registration has closed (classed as an absence): 26

## CONTACT INFO

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# MULTI-TIERED SUPPORT

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**Tier 1**  
Universal Strategies

**Role of Teachers and School**

- Meet and greet children.
- Create positive classroom environments.
- Build positive relationships with all children and adults.
- Recognise individual and collective achievements.
- Implement evidence-based teaching strategies.
- Monitor daily attendance and punctuality

**Role of Children**

- Attend school regularly and be punctual.
- Engage actively in classroom activities.
- Support other children.
- Recognise the achievements of other children.
- Share when you have a concern.

**Role of Parents**

- Ensure children attend school regularly and on time.
- Understand and support any concerns your child may have.
- Communicate with the school regarding absence.
- Recognise personal achievements.
- Communicate with teachers about any concerns.

**Role of External Agencies**

- Provide resources and training to teachers on effective classroom strategies.
- Collaborate with schools on attendance initiatives.
- Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

**Tier 2**  
Individualised Strategies

**Role of Teachers and School**

- Proactively use data information to identify children who are at risk of PA.
- Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
- Implement agreed strategies in daily practice.
- Monitor progress.
- Recognise achievements.

**Role of Children**

- Co-create and participate in any targeted interventions.
- Recognise personal achievements.
- Share concerns with staff.
- Continue to engage in school life.

**Role of Parents**

- Work with the school to help understand their child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
- Continue to communicate effectively with the school regarding absence.

**Role of External Agencies**

- Signpost or provide access to services.
- Where there are out of school barriers, provide each identified child and their family with access to services they need.
- Provide professional development and early intervention support to the school.

**Tier 3**  
Higher Needs Strategies

**Role of Teachers and School**

- Proactively use data information to identify children who are at risk of PA.
- Take an active part in the multi-agency effort with the local authority and other external partners.
- Use data driven information to identify children at risk of severe absence.
- Continuously assess and adapt strategies.
- Monitor progress.
- Recognise achievements.

**Role of Children**

- Actively engage in intensive interventions.
- Recognise personal achievements.
- Share concerns with staff.
- Continue to engage in school life.

**Role of Parents**

- Collaborate closely with the school on creating and implementing highly specialised interventions
- Continue to communicate with the school.
- Take an active role in the multi-agency effort.

**Role of External Agencies**

- Offer specialised assessments and services for students with complex needs.
- Provide training and consultation.
- Take an active part in the multi-agency effort with the school and other external partners.

