



St Paul's Way
Aspiration • Integrity • Community
PART OF UNIVERSITY SCHOOLS TRUST

Cultural Platforms

Cultural platforms

Year 6 transition

The transition from Year 6 to Year 7 is a vital stage in embedding the school's culture and supporting new students and their families. The process begins with a one-to-one meeting between each student, their parent, and a member of staff to discuss school expectations, review attendance and support at primary school, and share the home-school agreement. This is followed by a transition day, where students experience school life while parents attend an information session.

The transition programme aims to ease anxiety, set clear expectations, and build positive relationships with staff and peers. It fosters a sense of belonging, introduces the school's values, and helps identify students who may require additional support early on. Attendance and punctuality processes are also shared, reinforcing the strong link between attendance, achievement, and wellbeing.

Student entry - meet & greet

Pastoral leaders meet and greet students and parents at the gate to provide a positive, safe, and welcoming start to the day. This daily interaction builds relationships, reinforces expectations, and promotes punctuality and routine. A friendly greeting models respect, ensures the student feels noticed, valued and ready to learn. Pastoral leaders also use this as an opportunity to catch up with students who have been absent. We challenge pupils who are late sensitively whilst celebrating when they are in school.

Line ups

The school day starts with a line up where the Year Team Leader addresses the cohort. There is a centralised schedule for what is discussed and promoted for all cohorts each day. We believe in using positive recognition to develop good character traits and we have a character framework with a weekly focus. Examples of character foci include: being an independent learner; using respectful language; producing high quality homework. Twice a week, students who have demonstrated these character traits are celebrated in morning line-ups.

Our Tuesday morning line up is dedicated to attendance messaging, structured as follows:

1. Celebrate the top three form groups for weekly attendance
2. Remind students how this contributes to the half-termly tutor competition and rewards
3. Recognise a student showing resilience (e.g., persevering despite challenges)
4. Share cohort priorities and key events, such as mock exams, workshops, revision resources, or inter-form competitions

Assemblies

Each term begins with a Year Team Leader assembly focused on student culture, addressing key themes and behaviour trends identified at cohort or whole-school level. These assemblies promote inclusion, belonging, and community, providing a platform for all voices. For example, our deaf students lead an assembly during Deaf Awareness Week.

The final assembly of each half-term celebrates student achievement and progress across attendance, punctuality, behaviour, and their studies. Year Team Leaders also use assemblies to highlight upcoming priorities and reinforce the importance of good attendance.

A dedicated attendance themed assembly, led by the Senior Leader for Attendance, further emphasises the benefits of strong attendance and encourages resilience and perseverance among students.

Rewards & Recognition

Please see the 'Positive Recognition' link in the 'Stepped Support' section for further information. Below are some examples of how we reward and recognize good attendance and behaviour:

- **Tutor group competition:** the tutor group with the best combined attendance, positive recognition and behaviour win a 'pizza party' in the last week of the half term. Relevant data is shared each week to keep pupils engaged and motivated
- **Attendance badges:** students achieving 100% attendance each half-term receive a blue bar badge. Those maintaining 100% attendance for a full term earn a shield badge – Bronze (Autumn), Silver (Spring), and Gold (Summer)
- **Attendance and Behaviour Focus group rewards:** students in these groups who show significant improvement in behaviour or maintain 100% attendance for the half-term are rewarded with a celebratory pizza party.
- **Celebration assembly:** there is a half termly celebration assembly for each year group. In this assembly, all the students who have 100% attendance or receive no reminders are identified and celebrated

Tutor time

The role of the form tutor is crucial in shaping a student's school experience and sense of belonging. Tutors typically stay with their tutor group from Years 7-10, seeing students daily and building strong, trusting relationships with both pupils and parents. As the first point of contact for support, tutors provide guidance on well-being and personal development, monitor academic and social progress, celebrate success, and address concerns. They also embed school expectations, ensure adherence to school policies, and help students transition smoothly through school life.

Through daily form time activities, tutors foster community, discussion, and engagement, while termly extended sessions focus on induction and student culture. On Mondays, tutors update their groups on progress in the half-termly tutor competition and reinforce the link between good attendance, positive behaviour and success.

Each Monday, tutors share the year-to-date attendance percentage with their group and ask students to record any changes in their planners. They discuss absences to offer support, ensure students catch up on missed work or announcements, and review lesson attendance from the past week to address any missing marks.

Example of our information page on the student planner:



Attendance – Grades go down, when you're not around



There is a direct link between attendance and pupil attainment. *"The latest DFE research demonstrates that students who have 100% attendance are 40% more likely to achieve 5+ GCSEs at grade 4-9 including English and Maths than those students who have 90% attendance."*

Expectations of Parents for Unplanned Absence

1. When in doubt, send your child to school. This will allow the medical room to support and make a professional decision on whether the student can continue to attend school.
2. By sending your child into school, they will be able to pick up work and be sent home with it therefore preventing them from falling behind.
3. If you have to keep your child off school, please do the following:
 - Call the school absence line:
0207 987 1883 extension 1106 (KS3) 1107 (KS4) 1503 (KS5)
 - Provide the first and second name of the student missing school, the year group and form, the reason for the absence and the expected date of return to school.
4. On returning to school please ensure the following evidence is provided for the Attendance Office at the Student Entrance:
 - Medical appointment card confirming attendance.
 - Medical appointment letter.
 - Copy of prescription showing name and date.
 - Prescribed medication with pharmacist label showing name and date.
 - Hospital discharge letter.

Absences supported by the evidence supplied above allow for correct coding rather than an unauthorised absence (O codes).
5. Significant numbers of O codes can result in Attendance and Welfare Advisor Action (Please see the Attendance Policy on our website <https://www.spwt.net>).
6. We ask all parents to ensure students attend school around appointments, i.e. if the appointment is at 11:00am, the students should attend the morning as usual and leave school prior to the appointment and then return to school after the appointment. This ensures that the amount of learning time missed is at a minimum.





Attendance – Grades go down, when you're not around

Punctuality – The importance of good punctuality

Punctuality contributes to good attendance. Please see the grid below:

Number of minutes late per week	Number of hours missed in school in a school year
10 mins	6.5 hours
20 mins	13 hours
30 mins	19.5 hours

The School expects all students to be on site by 8:30am.

Their first lesson of the day starts at 9:00am.

Students arriving after 8:45am = one hour after-school central reflection on the following day. Parents will receive a text message to communicate this.

To improve punctuality:

- Pack your bag the night before
- Go to bed early. It is recommended that you should have eight hours of sleep every night
- Avoid screen time 30 minutes before trying to sleep
- Plan your morning routine
- Plan your route to school allowing for traffic or unforeseen disruption.

Attendance Awards

Attendance badges

Every half term students with 100% receive Blue Bar Badges engraved "100% attendance"

Every term students with 100% attendance receive Shield Badges – Bronze in Autumn 2, Silver in Spring 2 and Gold in Summer 2.

Focus Group

15 students from each year group are selected to be part of a focus group where their attendance is monitored for the half term. Students with 100% attendance during the monitoring period are invited to a pizza celebration event during tutor time.

Tutor competition

Each half term the tutor group with the best attendance is rewarded during tutor time.



Page to record attendance every week:

Attendance – Grades go down, when you're not around

97% – 100% No risk 95% – 96.9% Risk of underachievement 93% – 94.9% Serious risk of underachievement 90% – 92.9% Severe risk of underachievement 0% – 89.9% Extreme risk Court action	% of overall attendance	
	= same as last week	☐ (tick)
	▲ from last week	☐ (tick)
	▼ from last week	☐ (tick)

Parent's/guardian's signature: _____

Tutor's signature: _____

Example of the opening slide from a Monday tutor time session:

Tutor Time Monday 3rd March

Equipment and planner checks: Display your equipment and signed planned page on your desk

Tutor Group Cup:

Last week (Current)

Year 9 Tutor Group Cup Leaders		
1st Place	9F	143
2nd Place	9D	127
3rd Place	9H	127

ATTENDANCE MATTERS.
ALL DAY, EVERY DAY

Tutors, please click on link and share individual student attendance. This should be written in planners – **WB 24th February.**
[Tutor Group Cup.xlsx](#)

Tutor Behaviour Focus Group: student-tutor discussion
[Year 9 Tutor Focus Group.xlsx](#)

Example of the tutor group competition update:

Year group(s) this academic year	Registration form(s) today	Statutory/Roll Call Attendance (Present) this academic year	Point Awards (Positive Recognition (Secondary)) in between 02 Jun 2025 and 23 Jul 2025	No Reminders Bonus ¹⁰⁰ (Resets half termly)	Total
Y07		95.30%	0	100	195
Y07		97.20%	0	100	197
Y07		86.30%	0	100	186
Y07		97.70%	0	100	198
Y07	7A	96.20%	9	0	186
Y07	7A	92.70%	7	0	163
Y07	7A	100.00%	4	100	240
Y07	7A	97.80%	5	0	148
Y07	7A	95.40%	5	0	145
Y07	7A	94.30%	4	0	134
Y07	7A	96.80%	7	0	167
Y07	7A	97.80%	3	0	128
Y07	7A	90.50%	11	0	201
Y07	7A	97.80%	9	0	188
Y07	7A	100.00%	9	100	290

Notice boards

The school has an attendance notice board and TV screens around the school. They provide visual reminders of the importance of attendance, celebrate success and provide information on key cohort priorities.

TV screens around the school celebrating teachers and students promote a positive, inclusive culture by reinforcing school values and the importance of good attendance and behaviour, recognising effort, and helping everyone feel seen and connected, leading to a stronger sense of belonging.

Year team notice boards are also located in each cohort zone, with a focus on celebrating student successes e.g. sharing the list of students who have been nominated for Student of the Week.

Student surveys

We complete student surveys regularly to help us to understand the overall views of our student body. This can then inform whole school priorities and help us to evaluate current strategies. For example, there are questions around our break & lunchtime provision, extracurricular offer and positive recognition strategy to ensure these areas are meeting the needs of our students. In addition, there is always the question of if students feel safe in school so that we can follow up with focus groups if a particular theme is evident or with one-to-one conversations where needed to ensure our students are supported.

Parents

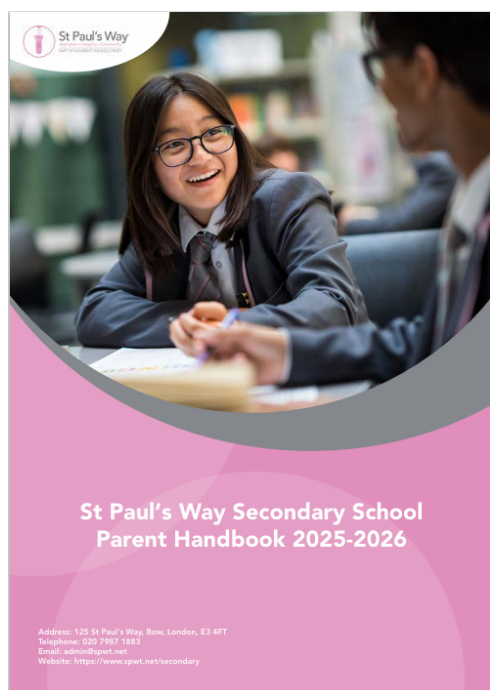
The importance of good attendance and behaviour is constantly communicated with parents. For example, it is included in:

- Home/school agreement
- Screens in reception
- End of term letter
- Weekly centralised text messages

- Half termly parent forums
- Workshops for parents
- Individual conversations with staff members
- Induction meetings for all new starters
- Information evenings e.g. Y7 settling in, Y11 parents info evening

We also have a parent handbook, to help strengthen the partnership between school and home by clearly explaining our behaviour and attendance expectations, and how parents can support their child's success: [Parent Handbook 2025-2026.pdf](#).

Parent handbook:



Contents

Vision, Mission and Values	3
Welcome from the Headteacher	4
Home-School Agreement	5
School to Home Communication	6
Home to School Communication	8
The School Day	10
Safeguarding	11
Attendance	12
Punctuality	13
Behaviour System	14
Uniform	16
Equipment and Banned Items	17
Banned Items	18
Homework	19
Reading	19
Co-curriculum	19
Curriculum	19

Parent bulletin

The school sends out a weekly parent bulletin via text message each week. Each week there is a message around promoting good attendance with parents. Examples of the text messages are below:

Wk 1	Research shows that consistent attendance at the beginning of each term sets a positive tone for the rest of the academic term. Your child's attendance during this crucial period can significantly impact their performance. Thank you for prioritising attendance to ensure their success.
Wk 2	Studies indicate that attendance patterns established at the start persist throughout the term. By emphasising the importance of attendance early on, we can help your child develop a habit of punctuality that will benefit them in the long run. Thank you for being so supportive in fostering this habit.
Wk 3	Regular attendance is key to your child's success at school. Thank you for your continued efforts to ensure they attend every day. Your support truly makes a difference to them!
Wk 4	Your active involvement in your child's attendance is invaluable. Keep up the great work in prioritizing their education. Thank you for all that you do to ensure their success!



Wk 5	Every day counts in your child's educational journey, and we greatly appreciate your role in ensuring their attendance. Thank you for your ongoing support and commitment. Together, we can help them reach their full potential!
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