



# **Attendance Policy and Procedures**

## **September 2024**

**Working together to maintain and improve school attendance for all children: the responsibility of EVERYONE.**

<b>Policy Tracker - Responsibility for monitoring this policy:</b> <b>Local Governing Body</b> (Reviewed <b>annually</b> or in response to changes in legislation or operating procedures)			
<b>Date</b>	<b>Reviewed By:</b>	<b>Role</b>	<b>Date Approved by the Governing Board</b>
08/07/2024	Sarah Remmers	Acting Headteacher	09/07/2024

## Attendance Policy

Regular attendance at school is crucial in raising standards of education and in ensuring every child can meet their full potential. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

The Head Teachers and Governing Bodies of local schools take very seriously their responsibilities for pupils' attendance. Together they have agreed the following Attendance Policy. The main body of the policy has been formally agreed by the Head Teachers and Governing Bodies of the following schools:

- Amblecote Primary School
- Greenfield Primary School
- Oldswinford Primary School
- St. James's C of E Primary School
- The Ridge Primary School
- Wollescote Primary School

### Introduction:

Attendance is the essential foundation to positive outcomes for all children. Working together to maintain and improve school attendance for all children is everyone's responsibility. At Greenfield Primary, we expect all children to attend every day the school is open and to be on time.

As a school we provide a calm, orderly, safe, and supportive environment where children want to be and are keen and ready to learn. This policy sets out what is expected of everyone when working together to maintain and improve school attendance.

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- › Promoting good attendance and punctuality
- › Reducing absence, including persistent and severe absence
- › Ensuring every child has access to the full-time education to which they are entitled
- › Acting early to address patterns of absence
- › Building strong relationships with families to ensure pupils have the support in place to attend school.

School will work with children and their parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance is not something that can be achieved in isolation by one person acting alone, it must be a concerted effort across all parties: the child; parents; all school staff; the governing body; the local authority; and other partners.

For the purpose of this policy, a parent means:

- all natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who has care of a child or young person (i.e. lives with and looks after the child).

### **The importance of high levels of attendance:**

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education. When parents decide to have their child registered at Greenfield Primary, they have an additional legal duty to ensure their child attends the school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school. Permitting absence from school without a good reason creates an offence in law and may result in prosecution. Where parents are separated both parents have equal responsibility in law for their child's attendance at school.

Regular attendance at school is essential for the children to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The children with the highest attainment at the end of key stage two have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, children not meeting the expected standard in reading, writing and maths have a higher overall absence rate than those meeting the expected standard. Any absence and/or lateness affects the pattern of a child's schooling and regular absence will seriously affect their learning and wellbeing.

Research has shown associations between regular absence from school and a number of extra-familial harms, including crime and serious violence. Your child may be at risk of harm if they do not attend school regularly.

**Failing to attend Greenfield Primary School on a regular basis will be considered as a safeguarding matter.**

### **Promoting high levels of attendance:**

Good attendance is a learned behaviour, and for children of primary school age it is important that this is role modelled to them on a daily basis. For all adults surrounding the child it is important that we recognise the importance of developing good patterns of attendance from the moment they start school (this includes children of non-compulsory school age, for example nursery). Helping to create a pattern of regular attendance is everybody's responsibility - parents, children and all members of school staff. We recognise the connection between attendance, attainment, safeguarding and wellbeing.

To help us all to focus on this we will:

- Set high expectations for the attendance and punctuality of all children;
- Regularly provide information about attendance through our communication channels;
- Report to you on your individual child's attendance and punctuality;
- Recognise good or improving attendance;
- Refer poor attendance to other agencies.

## **Legislation and Guidance:**

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

## **Roles and responsibilities:**

Please refer to appendix 2

## **Admission and Attendance Registers:**

The law requires all schools to have an admission register and an attendance register. All children must be placed on the admission register and have their attendance recorded in the attendance register.

The admission register must contain specific personal details of every child in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. A child's name can only lawfully be deleted from the admission register if a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006, as amended, applies.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every child is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry

- › The reason for the amendment
- › The date on which the amendment was made
- › The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

We will also record:

- › Whether the absence is authorised or not
- › The nature of the activity if a pupil is attending an approved educational activity
- › The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

**The school day starts at 8.55 am and ends at 3.25pm KS1 and 3.30pm KS2.**

## **Unplanned absence**

The child's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.55am or as soon as practically possible by contacting the school. This can be done as follows:

- Phone the main school office on 01384 818585 and leave a message report your child's absence or speak to a member of the Office staff. If you leave a recorded message, it is important that you clearly state your child's name and class with an explanation for their absence.

**You must explain your child's absence. Unexplained absences will be treated as a safeguarding concern.**

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness, or where there are on-going concerns regarding the child's attendance and/or punctuality. The school may ask the child's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

## **Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the child's parent/carer notifies the school in advance of the appointment and provides evidence of the appointment (e.g. appointment card). We would not expect this to be a frequent occurrence unless there are on-going medical needs that the school has been made aware of.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the child should be out of school for the minimum amount of time necessary.

The child's parent/carer must apply for other types of term-time absence as far in advance as possible of the requested absence (10 days' notice is required for leave of absence for a whole day or longer).

## **Lateness and punctuality**

School monitors lateness of children as being punctual for school is crucial. Lateness into school causes disruption to that child's learning and their confidence. It is paramount therefore that all children arrive at school on time.

A child who arrives late:

➤ Before the register has closed will be marked as late, using the appropriate code

After the register has closed will be marked as absent, using the appropriate code

The school opens at 8.45am for all year groups. We expect the children to arrive at school between 8.45am and 8.55am. The school gates close at 8.55am and this indicates that the school day has started. Registers will be marked at this time and your child will receive a late mark if they are not present in the class.

**Children arriving after the gates have closed at 8.55 am are likely to be late to the classroom and the register will have been marked.**

The register will be closed 30 minutes after school's start time. In accordance with the regulations, if your child arrives after that time they may receive a 'U' mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. If unauthorised lateness occurs after registers has closed it could result in a referral to the Local Authority for consideration of a Penalty Notice or enforcement proceedings against you.

If your child has a persistent late record you will be asked to meet with a member of school staff to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

## **Following up unexplained absence**

It is vital that parents/carers inform us of their child's absence from school. Where any child we expect to attend school does not attend, or stops attending, without reason, the school may:

- Call the child's parent/carer (and where appropriate social worker) on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the child's emergency contacts, the school may contact other services, for example the police, if there is a genuine concern regarding the wellbeing of the child and the family.
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- In the event we are not able to contact you on the first day of your child's absence from school, we will continue with daily phone calls until contact has been made. On the third consecutive day of an unexplained absence, school will attempt to visit the main family residence to do a safe and well check. This may be sooner than the third day if there are specific concerns around safeguarding.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained - this will be no later than 5 working days after the session

- Invite you in to discuss the situation with our a member of the senior management team if absences persist
- Refer the matter to the Education Support Services, Local Authority and/or Children's Services if attendance becomes a concern
- Report to child missing from education.

## **Reporting to parents/carers**

The school will regularly inform parents about their child's attendance and absence levels. Parents can also request to view their child's attendance at any time.

## **Authorised and unauthorised absence**

Every half-day absence from school has to be classified by the school as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason such as genuine illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#).

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the Local Authority using sanctions and/or legal proceedings.

This includes but is not limited to:

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive at school too late to get a mark
- Shopping, looking after other children or birthdays
- Unauthorised leave of absence/holiday or day trips in term time.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child is reluctant to attend for any reason, please speak to your child's teacher who will work with you to resolve any concerns.

## **Approval for term-time absence**

### **Holidays in Term Time:**

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents not to take children on holiday in school time. **Term time holidays will not be authorised by the school.**

## Leave of Absence:

It is an expectation of this school that a leave of absence shall not be granted in term time unless there are exceptional circumstances. Exceptional circumstances are those which are "rare, significant, unavoidable and short". Only the headteacher (or the DHT in the absence of the HT) may authorise such a request and all applications for a leave of absence must be made on a 'Leave of Absence' form provided by the school (10 days notice is required for leave of absence for a whole day or longer). Where a parent takes a leave of absence to which the application was refused or takes a leave of absence where no application was made to the school, the issue of a penalty fine (upon a return from such leave) by the Local Authority may be requested.

**There is no automatic entitlement in law to leave of absence** and the government made an amendment to the Education (Pupil Registration) (England) Regulations 2006 in September 2013 to reflect this.

The headteacher will only grant a leave of absence to a child during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the child is authorised to be absent for. Even where exceptional circumstances have been agreed, school will not authorise leave of absence for a period 10 sessions due to the detrimental impact on a child's education.

The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request.

Each request must meet specific 'exceptional circumstances' which would not be expected to be repeated within an academic year, or to occur regularly throughout a child's school life.

Any request should be submitted as soon as it is anticipated and no less than 10 school days before the absence. Requests must be submitted using the school's leave of absence request form, available from the school office. The headteacher will require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance - where the day is exclusively set apart for religious observance by the religious body to which the child's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller children travelling for occupational purposes - this covers Roma, English and Welsh gypsies, Irish and Scottish travelers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.

Leave of absence shall not be granted unless:

- (a) an application has been made in advance to the school by a parent with whom the pupil normally resides and
- (b) the school considers that leave of absence should be granted due to the exceptional circumstances relating to that application.

In light of the changes to the Pupil Registration Regulations, Greenfield Primary School will only grant leave where parents can prove exceptional circumstances. Only in the case of emergency should these requests be



made less than 10 days in advance of leave (for request totalling one day or more). Where the decision is made not to authorise leave in term time, school will inform parent/carers in writing. A general guide for parents, is that leave for any holiday, activity or event that could be arranged during the annual 13-week holiday time would not be authorised. School will not provide work for a child who is away from school due to an unauthorised absence.

On any occasion that school refuses a request for leave in term time, should parent/carers proceed with the leave it will be recorded as a (G) (family holiday not agreed or in excess of agreement), on the school register.

If a child does not return to school after the leave of absence date, school will investigate the reasons surrounding the absence, refer to the Local Authority and under Regulation 8, 1 (f) of The Education (Pupil Registration) (England) Regulations 2006 consider removal from the school register.

Where requests of leave of absence are made, we would recommend that all parents are made aware of this prior to the leave being requested from the school. The school may communicate the response to the request to all legal parents, irrespective of whether they live together (unless there are safeguarding concerns/court orders in place).

## **Legal sanctions**

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for penalty notices issued for unauthorised absence recorded by schools after 19th August 2024.

National threshold:

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10-school week period can span different terms or school years.

### Who may be fined?

Penalty notices may be issued to each parent who allows their child to be absent from school. However, they

should usually only be issued to the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence).

#### First offence

The first time a penalty notice is issued, the fine amount will be £160 per parent, per child if paid within 28 days, reduced to £80 if paid within the first 21 days.

#### Second offence (within 3 years)

The second time a penalty notice is issued, the amount will be £160 per parent, per child, payable within 28 days. The lower rate is not an option.

#### Third offence and any further offences (within 3 years)

The third time an offence is committed, a penalty notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. Parents found guilty of an offence under s444 (Education Act 1996) can be fined up to £2,500 and will have a criminal conviction. Add national threshold for penalty fines.

### **Children Who Go Missing from Education:**

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Our procedures for dealing with children that go missing from education are based on the LA and DCSB procedures. We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. We will ensure that we report children missing education to the LA CME officer, in line with statutory procedures.

### **Attendance monitoring**

School will regularly analyse attendance and absence data to identify children or cohorts that require support with their attendance and put effective strategies in place as outlined in Appendix 2.

### **Reducing persistent absence (PA):**

Persistent absence is where a pupil misses 10% or more of school for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and wellbeing, and we need parents' fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this. PA children are tracked and monitored carefully and support provided accordingly.

### **Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

## **Telephone Numbers:**

There are times when we need to contact parents about lots of things, including absence. We need to have your contact numbers at all times. So, help us to help you and your child by making sure we always have an up to date number - if we do not then something important may be missed. **You have a duty to notify school as soon as possible of any changes to contact details.**

**School is expected to hold at least two contact numbers for every child.**

## **Deletion from Roll:**

For any child leaving, other than at the end of year 6, parents are required to complete a Transfer form when moving to another school within the local authority. They should contact Dudley for a leavers form. If they are transferring out of the borough, they contact the new authority that they are transferring to for a leavers form. Children cannot be deleted from the school roll until we have confirmation they are safe and attending another school.

## **Addressing Attendance Concerns:**

School will always show a commitment to building strong relationships with families and it is these relationships that can be the foundation of good attendance. School will keep you informed of your child's attendance and will communicate with you if your child's attendance is a concern. Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. The Headteacher, Deputy Headteacher, Attendance Officer and member of staff with responsibility for pastoral support are available to support our families in ensuring high levels of attendance for all children.

However, if your child's attendance does not improve and unauthorised absences persist school may refer the case to Dudley Council, Education Support Service (ESS). They are a statutory service who issue sanctions such as Penalty Notices or refer the case for prosecution in the Magistrates Court, based on the evidence provided by the school.

We understand that there can be barriers to attendance, and that some children will face greater barriers than their peers. We can use outside agencies to support with this, such as the school nurse. This can include children who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and children to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external agencies where appropriate.

## **Summary:**

All school staff are committed to working with parents and children as the best way to guarantee as high a level of attendance as possible and that through good attendance ensure every child's welfare and life opportunities are promoted.

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		

<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		

<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix 2

### All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>



## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child’s barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children’s social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children’s social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

## Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child’s barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children’s social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children’s social care assessment and building attendance into children in need and child protection plans.</p>

## Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

## Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

## Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> <li>• Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.</li> <li>• Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>• Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul>

## Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for lookedafter children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>• Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated.</li> <li>• Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.</li> <li>• Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.</li> <li>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul>

## Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>



