



**Charlton**  
Primary School

# Attendance Policy

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Sept 2022

In this document 'Parent' means:

- All natural parents, whether married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care (is a carer) of a child or young person (i.e. lives with and looks after the child)

## **1. Introduction / Rationale**

All Vale Academy Trust schools recognise the importance of attendance and punctuality in enabling pupils to achieve their maximum educational potential. Good attendance and punctuality supports pupils to fully participate in school life. A key target for the Trust is to achieve attendance rates of 96% or higher in all our schools by 2025.

At Charlton Primary School, we firmly believe the foundation of securing good attendance is that our school is a calm, safe, nurturing and supportive environment where all pupils want to be and are ready to learn.

We recognise that improving attendance is everyone's responsibility. We understand some pupils find it harder than others to attend school and therefore at all stages of improving attendance, we want to work with pupils and families to remove any barriers by building strong and trusting relationships and working together to put the right support in place.

Securing good attendance relies on effective practices for improvement being in place. These practices will involve close interaction with all areas of school life such as: curriculum, behaviour, anti-bullying, safeguarding, special educational needs support, pastoral support, mental health & wellbeing, and effective use of resources, including pupil premium.

Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school; it must be a concerted effort across not only pupils and their families but also all staff in school, the governing body, the trust, the local authority, and other local partners.

## **2. Aims**

We are committed to meeting our obligations with regards to school attendance by:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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

We will also promote and support punctuality in arrival at school and in attending lessons.

## **3.Intent**

Our intent is to have safe, healthy and successful pupils who thrive in our school community.

## 4. Legislation and Guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also complies with our trust's funding agreement and articles of association.

### 4.1 The County Attendance Team

Parents are expected to communicate with school at the earliest opportunity and to work with staff in overcoming barriers to absence. When working together, we can be far more successful.

If difficulties cannot be sorted out in this way, the school may refer the matter to the County Attendance Team at the Local Authority.

The relevant legislation is the [Education Act 1996 sections 444\(1\) and 444\(1A\)](#).

“If any child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his/her parent is guilty of an offence.”

Information regarding issuing penalty notices can be found [PenaltyNoticeCodeofPractice.pdf \(oxfordshire.gov.uk\)](#)

Further and relevant information regarding attendance issues and referral to the county attendance team can be found [County Attendance Team | Schools \(oxfordshire.gov.uk\)](#)

Parents or children may wish to contact the County Attendance Team themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is 01865 323513 or you can email them using: [attendance@oxfordshire.gov.uk](mailto:attendance@oxfordshire.gov.uk)

## 5. Roles and responsibilities

### 5.1 The Board of Trustees

The Board of Trustees are responsible for:

- Promoting the importance of school attendance across the trust's policies and ethos
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole trust

## **5.2 The Local Governing Body**

The local governing body is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Holding the headteachers/heads of school to account for the implementation of this policy

## **5.3 The Head of School**

The Head of School is responsible for:

- Implementation of this policy at the school
- Making sure staff receive adequate training on attendance
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

## **5.4 The Director for Pupil Inclusion & Wellbeing**

The Director for Pupil Inclusion & Wellbeing is responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools who require support with attendance improvement
- Acting as a central contact point for schools with attendance queries

The Trust Director for Pupil Inclusion & Wellbeing is Leah Spiers and can be contacted via [lspiers@vale-academy.org](mailto:lspiers@vale-academy.org)

## **5.5 The designated senior leader responsible for attendance at each school**

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues to ensure ongoing communications address and identify barriers.

- Offering and delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Heidi Thorne and can be contacted via the school office (01235 762861 or officech@charlton.vale-academy.org)

## **5.6 The school attendance lead**

The school attendance lead at each school is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the Head of School
- Working with education welfare officers to tackle persistent absence
- Advising the Head of School (authorised by the Executive Headteacher) when to issue fixed-penalty notices

The attendance lead is Mrs Heidi Thorne and can be contacted via the school office (01235 762861 or officech@charlton.vale-academy.org)

## **5.7 Class teachers**

All class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office by 9am

## **5.8 School office staff**

- School admin/office staff will:
- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the attendance lead in order to provide them with more detailed support on attendance

## **5.9 Parents/carers**

Parents/carers are expected to:

- Make sure their child attends every day and arrives on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their children
- Ensure that, where possible, appointments for their child are made outside of the school day

### **You can also support your child by:**

- Ensuring regular and early bed times
- Helping with homework
- Having uniform and equipment prepared the night before
- Providing a healthy breakfast
- Reporting any academic or social concerns promptly to the school
- Maintaining open and honest communication with the school
- Being positive about the school (even if your own experience was less than positive)
- Encouraging your child to invite school-friends home for play dates

### **5.10 Pupils**

Pupils are expected to:

- Attend school every day on time
- Attend school punctually
- Attend school prepared for the day

## **6. Recording attendance**

Any absence affects the pattern of a pupils' schooling and regular absence could seriously affect their learning and social development. Any pupils' absence also disrupts teaching routines so may affect the learning of others in the same class.

Ensuring a pupil's regular attendance at school is the legal responsibility of a parent or carer and permitting absence from school without a good reason creates an offence in law – this may result in prosecution.

### **6.1 Attendance register**

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the afternoon session. It will mark whether every pupil 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 3 years after the date on which the entry was made.

Pupils must arrive in school by 9am on each school day.

## **6.2 Unplanned absence**

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 resolved collaboratively between the school, the parents and the child. If your child is reluctant to attend, please contact us at the earliest possible time. We want to see children in school each day and work with you to overcome any barriers to this.

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school office staff.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parent/carer will be notified of this in advance.

## **6.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school office in advance of the appointment.

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.



## **6.4 Lateness and punctuality**

A pupil 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

## **6.5 Following up unexplained absence**

Where any pupil, we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If we cannot reach any of the pupil's emergency contacts, we may contact MASH or the police to see advice and a home visit may be made if there is a safeguarding concern
- 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.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

## **6.6 Reporting to parents/carers**

The school will regularly inform parents about their child's attendance and absence levels on their school reports.

# **7. Authorised and unauthorised absence**

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

A Head of School will only grant a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Head of School's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as:

Exceptional circumstances could include:

1. Service personnel returning from a tour of duty abroad, where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
2. Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
3. The death or terminal illness of a person close to the family.
4. To attend a wedding or funeral of a person close to the family.
5. Where there are exceptional and unforeseen circumstances that fall outside of 1 to 4 above, the Head of School will consider authorisation being given to the parent.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least a week before the absence, and in accordance with any leave of absence request form, accessible via the school office. The Head of School may 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 pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, 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

## 7.2 Legal sanctions

The school or local authority (County Attendance Team) can issue penalty notices for the unauthorised absence of their child from school, where the child is of compulsory school age. **Penalty Notices can be issued to each parent concerned (whether they live with the child or not)**. If issued with a fine, or penalty notice, each parent/carer must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

## 8. Strategies for promoting attendance

At Charlton, we continually promote the effects of good attendance at school; we set high expectations for every pupil, communicate these expectations clearly and consistently to pupils and parents, systematically analyse our data to identify patterns and target improvements and work effectively with the local authority to overcome barriers to attendance. We appreciate attendance is never 'solved' and the improvement of this is a continuous process.

### 8.1 Manage and improve attendance effectively

To manage and improve attendance effectively we:

- Develop and maintain a whole school culture which promotes the benefits of high attendance.
- Adhere to this attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers
- Have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify patterns – including pupils or cohorts that require support with their attendance and from this, put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the trust, local area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

## **8.2 Systems and processes:**

- Attendance updates in Newsletters
- Attendance assemblies
- Attendance displays
- Registration discussions
- Report to you on how your child is performing in school, what their attendance figure is and how this relates to their attainments;
- SLT attendance champion who promotes and oversees the attendance within the school
- Stepped approach to absence e.g., call home, meeting with parents, letter sent, contact with county attendance team..

## **8.3 Pupils with Medical Conditions or SEND**

Our school maintains the same ambition for attendance for pupils with medical conditions or pupils with SEND, and strive to work with all pupils and parents to maximise attendance.

We ensure a joined up approach with pastoral support. Where required we will put in place additional support and adjustments, such as an individual healthcare plan, and where applicable ensure the provision outlined in the pupil's EHCP is addressed.

Under current DfE guidance, children with medically certified conditions leading to significant or regular periods of absence would still be categorised as PA if their attendance drops below 90%. However, we strive to work with the family and with medical professionals, including Oxfordshire Hospital Schools, to ensure that support is put in place to best support their education.

## **8.4 Children missing in education**

We recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Where a pupil is not attending school, has moved without a forwarding address or school, or cannot be traced, or contact cannot be made with the parent, as a school, we are required to inform the local authority that the pupil is missing.

The school will carry out a home visit and refer the family to social care and the police to ensure any concerns for the pupil's welfare have been thoroughly investigated. Pupils will not be removed from the school roll until notified by the local authority that their enquiries are complete.

## **9. Attendance monitoring**

### **9.1 Monitoring attendance**

The Trust will:

- Monitor attendance and absence data to identify positives, and where improvements need to be made.
- Present Attendance data at the Education Committee for further scrutiny
- Analyse attendance and absence data - Analysis of this data will be completed in termly meetings between the Trust Safeguarding Director and the Director for Pupil Inclusion & Wellbeing
- Identify whether or not there are particular cohorts of children whose absences may be a cause for concern
- Director for Pupil Inclusion & Wellbeing will work with schools to refine systems to support attendance

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The trust will compare attendance data to the national average, and share this with the trust board.

### **9.2 Analysing attendance**

The School will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- School attendance data is also required for the Local Authority and the Department for Education. Attendance data should be reported through the Liquidlogic system for the LA and through the Wonde system for the DFE.

### **9.3 Using data to improve attendance**

The school will:

- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

## **9.4 Reducing persistent and severe absence**

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will: Explain any procedures your school has for targeting unauthorised absence eg,

- Use attendance data to find patterns and trends of persistent and severe absence
- Use a staged process to support families and identify barriers to attendance, including letters home
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Put an attendance support package in place for pupils/families
- Signpost to wider support services to remove the barriers to attendance

## **10. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Director for Pupil Inclusion & Wellbeing. At every review, the policy will be approved by the board of trustees.

## **11. Links with other policies**

This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- Suspensions & Exclusions Policy

## 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
<b>L</b>	Late arrival	Pupil arrives late before register has closed
<b>B</b>	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>J</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>P</b>	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>V</b>	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
<b>W</b>	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
<b>Authorised absence</b>		
<b>C</b>	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
<b>E</b>	Excluded	Pupil has been excluded but no alternative provision has been made
<b>H</b>	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	School has been notified that a pupil will be absent due to illness
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment

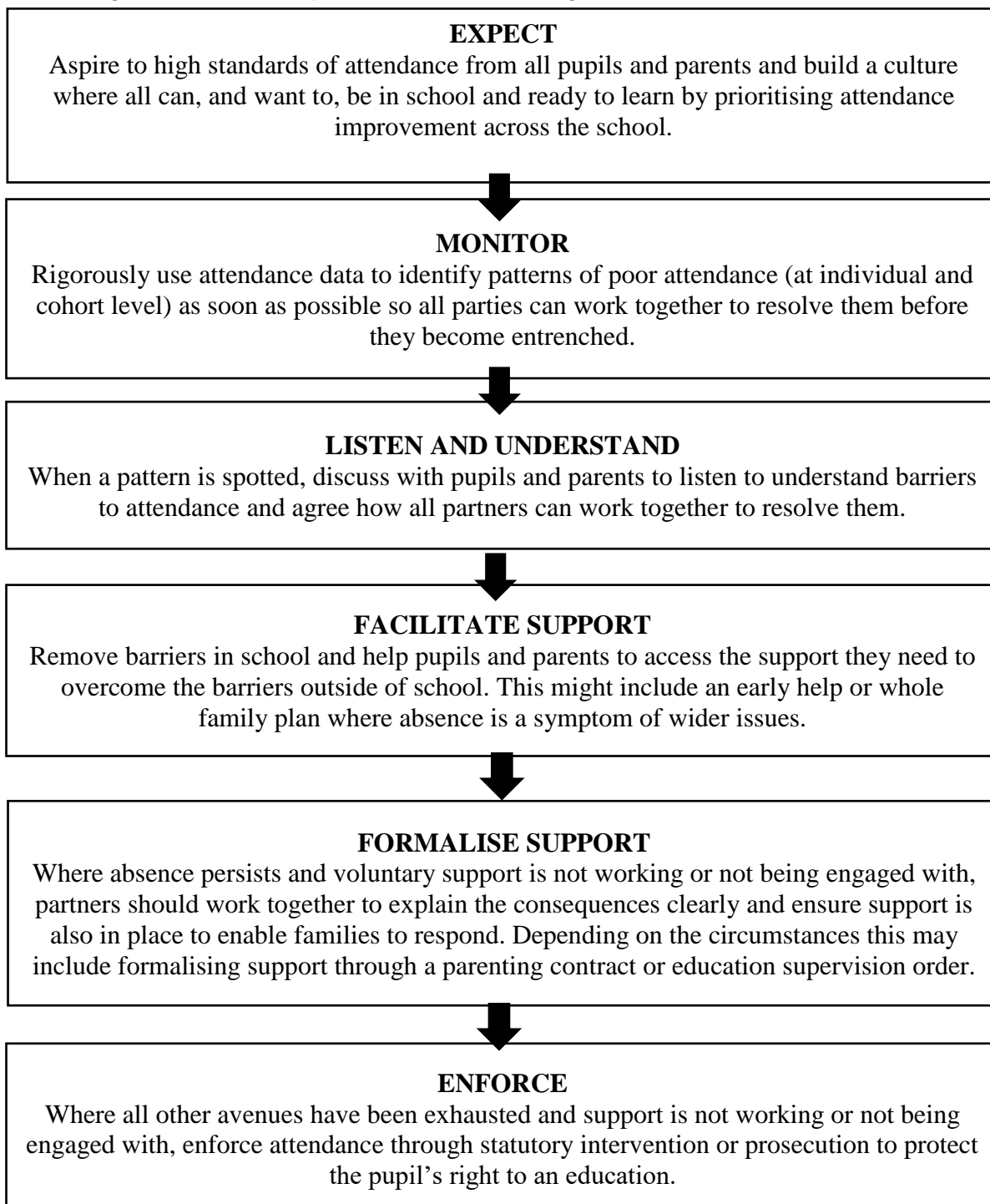
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 pupil is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for pupil's absence
<b>U</b>	Arrival after registration	Pupil arrived at school after the register closed

<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
<b>Z</b>	Pupil not on admission register	Register set up but pupil has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

## APPENDIX 2

### Working together to improve attendance (taken from Dfe Guidance)

13. Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:





## APPENDIX 3

### Copy of DfE guidance Summary table of responsibilities for school attendance (Sept 2022)

#### All pupils

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<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>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>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

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<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 poor attendance.</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. Where out of school barriers are identified, signpost and</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it</p>	<p>Hold a termly conversations 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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the</p>

	<p>support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act 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>issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where 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>
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### Persistently absent pupils

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<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>Continued 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. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting 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>

	<p>Where there are safeguarding concerns, intensify support through 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>		
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### Severely absent pupils

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<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>Continued 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>Continued 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

<b>Parents are expected</b>	<b>Schools are expected to:</b>	<b>Academy trustees and</b>	<b>Local authorities are</b>
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<b>to:</b>		<b>governing bodies are expected to:</b>	<b>expected to:</b>
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

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<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</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<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>

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### Support for pupils with a social worker

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<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>Inform 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>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

### Monitoring

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<p>Schools regularly update parents on their child's attendance.</p>	<p>Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p>