CAMBRIAN
Nurturing Growth - Inspiring Minds

LEARNING TRUST

Attendance Policy

Last reviewed: January 2026

Charlton Primary School

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

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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

All Cambrian Learning Trust schools recognise the importance of attendance and punctuality in enabling pupils to achieve their maximum educational potential. We aim for an environment of belonging, where pupils can feel welcomed and safe at school and which enables and encourages all members of the community to reach out for excellence. For pupils to gain the greatest benefit from their education it is vital that they attend regularly and every pupil should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Charlton Primary School is a successful school and every pupil plays their part in making it so. 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 local governing committee (LGC), the Trust, the Local Authority, and other local partners.

It is very important therefore, that parents ensure their child attends regularly and this Policy sets out how together we will achieve this.

2. Attendance Strategy

Our CLT Attendance Strategy encompasses statutory DfE policy and both national and local Oxfordshire drive to improve attendance

As a Trust, we share and reflect the ambition of all Oxfordshire settings and echo the words 'Attendance Matters'. All Trust schools are committed to our shared ambition to improve attendance within their settings.

Cambrian Learning Trust consider good attendance as the bedrock of success in education, forming the foundation for academic achievement, social & emotional development, and future opportunities. Regular attendance ensures pupils receive a consistent education, build strong relationships, and develop essential life skills.

At CLT we believe attendance is more than just being in school. It is about belonging. By belonging we mean being present physically, emotionally and socially. We strive to create positive habits and identify barriers early to prevent these barriers escalating further.

We recognise that missing school can have long term consequences, affecting a child's ability to achieve their full potential and even influencing future career opportunities.

School attendance is a national priority. Research shows that children with poor attendance are less likely to achieve good GCSE results, making it harder for them to progress in further education or secure quality employment. It is also crucial to recognise that our most vulnerable learners, pupils who have SEND or are eligible for FSM are more likely to experience severe or persistent absenteeism.

Schools, parents, local authorities and other external partners must work together to promote the importance of good school attendance and reduce persistent and severe absenteeism. It is imperative we address this attendance crisis collaboratively.

3. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Creating positive culture and embedding a sense of belonging
- Reducing absence, including persistent and severe absence
- Early intervention/support to address barriers to attendance
- Building strong relationships/working in partnership with families to make sure pupils have the support in place to attend school

4. Legislation

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

5. Why Regular Attendance is so important

- Regular school attendance is essential to give pupils the best opportunities in life.
- Good attendance means a pupil is less likely to fall behind with their work and more likely to do well in exams. Any absence affects the pattern of a pupil's successful schooling and regular absence will seriously affect their learning.
- Any pupil's absence disrupts routines so may not only affect the learning of themselves but also the learning of others in the same class.
- Research suggests that pupils who attend school regularly could be less likely to be involved in antisocial behaviour or crime.
- Attendance percentage translates to the amount of school time missed
- Children are best safeguarded from exploitation and other risks in the wider community by attending school regularly where they are supervised by qualified and caring professionals.

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

Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent lessons missed
95%	9 days	18 sessions	2 weeks	36 lessons
90%	19 days	38 sessions	4 weeks	76 lessons
85%	29 days	58 sessions	6 weeks	116 lessons
80%	38 days	76 sessions	8 weeks	152 lessons
75%	48 days	96 sessions	10 weeks	192 lessons

70%	57 days	114 sessions	11.5 weeks	228 lessons
65%	67 days	134 sessions	13.5 weeks	268 lessons

6. Promoting Regular Attendance

Helping to create a pattern of regular attendance is everybody's responsibility - parents, pupils and all members of school staff.

To help us all to focus on this we will:

- Give you details on attendance in our newsletters and on our website
- Report to you on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments during parent/carer and teacher meetings
- Celebrate good attendance;
- Run promotional events when parents, pupils and staff can work together on raising attendance levels across the school.
- Share all information on the school's policies and procedures with families.

6.1. School targets, projects and initiatives

Charlton Primary School sets targets to improve attendance and every pupil has a very important part to play in meeting these.

Targets for the school are shared in the school's newsletter and you should take time to study them.

Aspirational attendance targets are set in the Trust strategy and all Trust schools strive to achieve these.

Our target is to have all pupils in school every day because we know that good attendance is the key to successful educuation, and we believe our pupils can be amongst the best in Oxfordshire.

Through the school year we monitor absences and punctuality to show us where improvements need to be made.

Information on any projects or initiatives that will focus on these areas will be provided in our School's newsletter and we ask for your full support.

We analyse all absence carefully and draw trends based on pupils' characteristics, vulnerabilities, days of the week, subjects missed and repeat illnesses. We focus our attention on addressing these trends of absence.

7. Understanding types of absence

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. If this occurs, school will require evidence of the appointment to be able to authorise the absence.

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 (County Attendance Team) using sanctions and/or legal proceedings. This includes:

- 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 late after the register has closed and are therefore given an unauthorised absence mark
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time which have not been agreed
- Excessive illness without medical evidence

Whilst any pupil may be off school because they are ill, sometimes they can be reluctant to attend school. Problems with regular attendance are best resolved between the school, the parents and the pupil. If a pupil is reluctant to attend, parents/carers should never cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse.

Parents/carers can support their child by:

- Promoting positive sleep
- Helping with homework
- Having uniform and equipment prepared the night before
- Providing a healthy breakfast

- Reporting any academic or social concerns promptly
- Retaining open & honest communication with the child's school
- Being positive about school (even if their own experience was less than positive)

7.1. Persistent Absenteeism (PA)

A pupil becomes a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any child that is seen to have reached the PA threshold or is at risk of moving towards that threshold is given priority and parents will be informed of this immediately.

PA pupils are tracked and monitored carefully through our attendance system, and we also combine this with academic mentoring where absence affects attainment.

PA pupils and their parents may be subject to an Attendance Plan, and the plan may include allocation of additional support through pastoral support, HSWL, or a TA, use of circle time, individual incentive programmes and participation in group activities around raising attendance. All PA cases are also automatically made known to the County Attendance team. If a pupil becomes a PA pupil, we will seek parents' consent to complete a Strengths and Needs form with them and consider convening a Team Around the Family.

7.2. Severe Absenteeism (SA)

A pupil becomes a 'severe absentee' when they miss 50% or more schooling across the school year for any reason. Absence at this level is doing significant damage to any child's academic and social progress and can have lifelong consequences. All SA pupils at Charlton Primary School will have an Individual Attendance Plan which will incorporate multi-agency input. Parents will be expected to engage with all partners to improve their child's attendance significantly. SA pupils are our highest priority at our school.

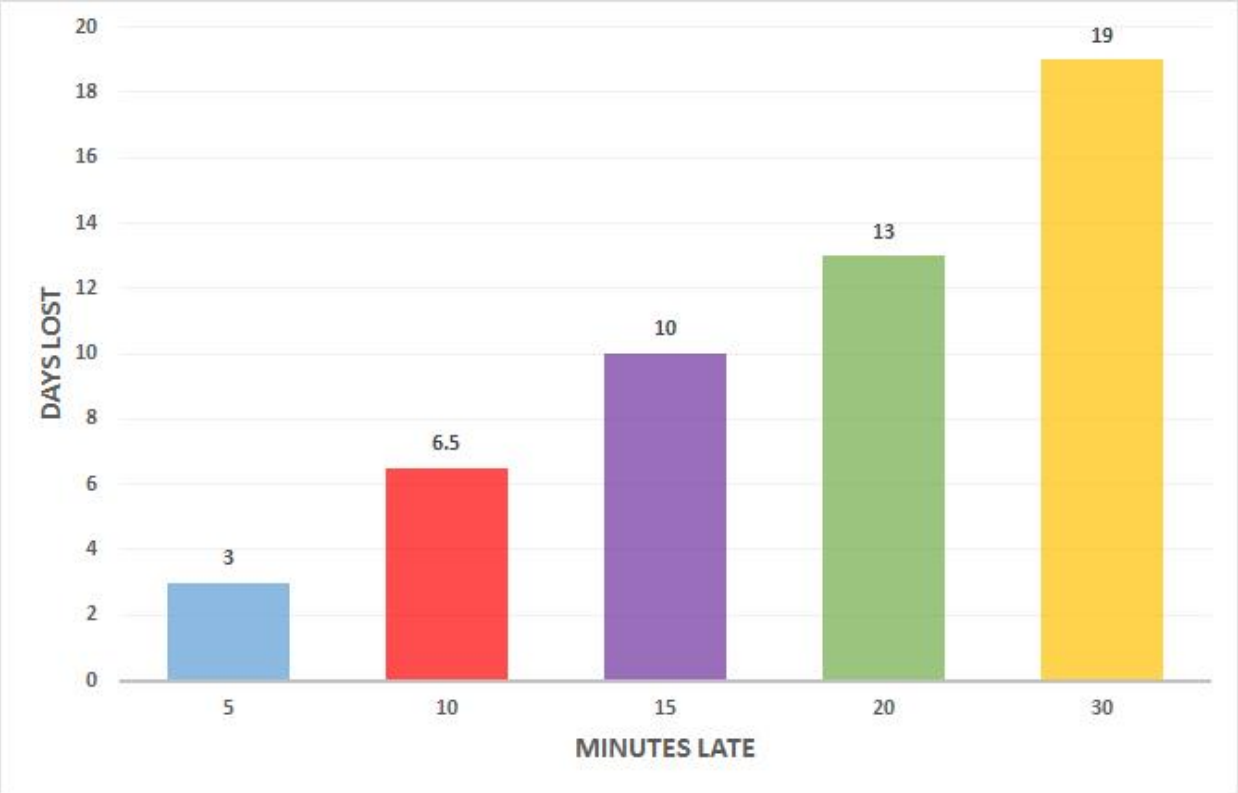
8. Lateness

Every Minute Matters

Poor punctuality is not acceptable. If a pupil arrives late to school every day, their learning can begin to suffer. Late arrival means a pupil may miss learning and is not able to spend

important time with their class teacher and friends, receiving vital information and news for the day. Late arriving pupils may also disrupt lessons for others. It can be embarrassing for the pupil and can also encourage future absence.

Below is a graph showing how being late to school over a school year adds up to lost learning time.



8.1. How we manage time keeping

The school day starts at **8.55 am** and we expect every pupil to be in class at that time. If a pupil arrives to school and registration as expected, they will receive a present mark **(*/*)**.

Registers are marked by **8.55 am** and a pupil will receive a late mark **(L)** if they are not in by that time.

At **9.25 am** the registers will be closed. In accordance with the Regulations, if a pupil arrives after that time they will receive a mark **(U)** 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. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

Whilst there is no mandatory time for **pm** registration, our school will seek to take the register directly following the lunchtime period at **1 pm** in order to support safeguarding and early identification of pupils who are late to return or who do not return. If a pupil is present for this registration they will be marked **(\ )**

If any pupil has a persistent late record, parents may be asked to meet with the Attendance Officer and the HSLW to resolve the problem. Parents are requested to approach school at the earliest possible time if they are experiencing difficulties with arriving at school on time.

9. Exceptional Leave

Taking holidays in term time will affect a pupil's schooling as much as any other absence and school expects parents to support us by not taking holidays in school time. Parents should remember that any savings they think they may make by taking a holiday in school time are offset by the cost to their child's education.

There is **no** automatic entitlement in law to time off in school time to go on holiday and the school may request for a Penalty Notice to be issued.

1. It is widely known that the link between a pupil's attendance and attainment is irrefutable.
2. Early poor attendance habits follow through into secondary school, further education and employment.
3. All schools in Oxfordshire are encouraged to adopt a policy of not authorising requests for holidays.
4. The Head Teacher or designated representative will meet personally with every family applying for Exceptional Leave to stress the importance of good school attendance habits and links between attendance & attainment.
5. Exceptional leave is most unlikely to be authorised when a pupil's attendance is less than 96%.
6. Exceptional leave should always be refused when school is aware of any truancy.
7. Exceptional leave should always be refused when requests are regular (annual) or when patterns become identifiable.
8. Reasons for Exceptional Leave should be logged on the pupil's record and shared as part of the transfer/transition process.

The Penalty is £80 if paid within 21 days of receipt of the notice, increasing to £160 if paid between day 21 and day 28. This amount is prescribed by the Education Penalty Notices (England) Regulations 2007. Failure to pay a Penalty Notice within the prescribed period may result in prosecution for the underlying offence of failure to secure regular school attendance.

Any second penalty notice issued to the same parent for the same child within a rolling 3 year period will be charged at a higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80. (The three-year period begins from the date of the first penalty notice issued on or after 19 August 2024).

Please note: Penalty Notices are issued per parent/per child.

10. Absence Procedures some repetition in 13.9

Absences can hide problems that schools and families could be working together on. If a pupil is not wanting to attend school for any reason (feeling unwell etc) it often is a sign that there is something worrying a child. Even what appear to be small issues can be massive worries or concerns to a child. If a child's behaviour changes or they appear to be pretending to be sick or just wanting to make excuses to stay at home, parents should consider if there is something worrying their child and speak to us at school. We are here to help and work in partnership with parents.

What should parents do if their child refuses to attend school?

- Make contact with school – we may be able to help
- Try not to cover for their child, being honest will help schools and parents work in partnership to provide support
- Help the school to help put things right
- Make sure that their child understands that they do not approve of them being absent

It is the parents'/carers' responsibility to let the school know the reason for their child's absence as soon as possible, on the first and every day of the absence.

Parents and carers can only explain absences; they cannot authorise them.

The school decides whether explanations about absences are acceptable and if they can be authorised.

If a child has too many authorised or unauthorised absences, then the school will be in contact with the parents to find out what can be done to help get the child back into school regularly.

If a pupil is absent parents/carers must:

- Contact us as soon as possible on the first day of absence with the reason for the non-attendance.
- Or call into school and report to reception
- Be honest about the reason for absence including if they are on holiday.

If a child is absent the school will:

- Telephone and/or email parents on the first day of absence if we have not heard from them;
- Visit parents at home if we have not heard from them by day 3 of absence;
- Follow School Attendance processes including inviting the parent/carer to a meeting in the school to identify the barriers to attendance and ensure support is put in place.
- Offer a Strengths and Needs form
- Gain the voice of the child to ensure we are taking a child centred approach.
- Refer the matter to the County Attendance Team if attendance moves below 90%

11. Contact details

There are times when we need to contact parents about lots of things, including absence, so we need to have current contact numbers and email addresses at all times. Parents should help us to help them and their child by making sure we always have an up to date number and email address – if we don't then something important may be missed. There will be regular checks and reminders regarding contact details throughout the year. Please ensure we have both parents' and at least a third emergency set of contact details.

12. The County Attendance Team

Parents are expected to contact school at an early stage and to work with school staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the school may refer the child to the County Attendance Team at Oxfordshire County Council for consideration of legal proceedings.

At the school's request, they may issue a Penalty Notice per parent/carer, or take action via a Non-Attendance referral, the legislation is the Education Act 1996 sec. 444(1) and 444(1A).

The County Attendance Team, alongside school, will encourage parents to engage with a Strengths and Needs form. Education Supervision Orders may be discussed with parents to support rapidly improved attendance.

Parents that have previously been issued with Penalty Notices for their children's unauthorised absences, in the event of further unauthorised absences may receive summonses to Court.

Alternatively, 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 and email is attendance@oxfordshire.gov.uk

13. Roles and Responsibilities

13.1. The Trustees

The 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
- Holding Trust Leaders to account for improving attendance across the Trust

13.2. Local Governing Committee (LGC)

The LGC is responsible for:

- Promoting the importance of school attendance across the school's policies, procedures 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 and improving attendance across the school

13.3. The headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Making sure staff receive adequate training on attendance
- Ensuring all staff are aware of attendance being everyone's responsibility
- 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

13.4. The Trust Head of Inclusion

The Trust Head of Inclusion is responsible for:

- Driving the attendance strategy and 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

13.5. The designated senior leader responsible for attendance at each school

The designated attendance 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 Heidi Thorne and she can be contacted via 01235 762861 or officech@cha.cambrianlt.org

13.6. The school attendance officer / Home school link worker

The HSLW at Charlton Primary School is responsible for:

- Building positive and supportive relationships with pupils and families
- Working with pupils/families in an aim to overcome barriers to attendance
- 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 headteacher
- Working in partnership with external agencies and the LA to tackle persistent/severe absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The HSLW is Lyndsey Champ and she can be contacted by emailing the school office.

13.7. 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 at the start of the morning and afternoon sessions. All staff are responsible for encouraging attendance and promoting a sense of belonging.

13.8. School office staff

School 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 senior leadership team or HSLW in order to provide them with more detailed support on attendance

13.9. Parents/Carers

To ensure good attendance at school, parents/carers are expected to:

- Make sure their child attends every day
- Ensure their child arrives on time
- Call the school to report their child's absence before 8.55am 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 (3 where possible)
- Ensure that, where possible, appointments for their child are made outside of the school day
- Share messages with their child to ensure they know how important education is, and encourage their child to show an interest in their education/school life
- Attend school events to support attendance
- Avoid taking family holidays during term time

13.10. Pupils

Pupils are expected to:

- Attend school and all their lessons every day
- Attend school punctually
- Attend school prepared for the day

14. Strategies for promoting and improving attendance

At Charlton Primary School, 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.

Charlton Primary School will keep parents updated regularly about their child's progress toward targets for attendance.

Our target is always to achieve all pupils being in school all day, every day because we know that good attendance matters, and we have the highest aspirations for all our pupils.

Through the school year we monitor absences and punctuality to show us where improvements need to be made. We analyse all absence carefully and draw trends based on pupils' characteristics, vulnerabilities, days of the week, subjects missed and repeat illnesses. We focus our attention on addressing these trends of absence.

Information on any projects or initiatives that will focus on these areas will be provided in our Newsletter and we ask for parents'/carers' full support.

15. Attendance monitoring

Charlton Primary School has a legal duty to report and publish its absence figures & its attendance policy to parents and to promote attendance. School attendance data must be available to Oxfordshire County Council, the Cambrian Learning Trust & the Department for Education.

Charlton Primary School is obliged to share all attendance data daily with the Trust, Oxfordshire County Council and the Department for Education.

Equally, parents have a duty to make sure that their children attend regularly and on time.

We have a lead Governor who scrutinises our attendance arrangements on behalf of all our pupils.

All school staff are committed to working with parents and pupils as the best way to ensure as high a level of attendance as possible. Regular attendance supports optimising a pupil's attainment, mental health and social well-being.

15.1. 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 Trust Education Committee for further scrutiny
- Analyse attendance data - Analysis of this data will be completed in termly meetings between the Safeguarding Trustee and Trust Head of Inclusion
- Identify whether or not there are particular cohorts of children whose absences may be a cause for concern
- Trust Head of Inclusion will work with schools to refine systems to support attendance

15.2. Analysing attendance

The School will:

- Analyse attendance data regularly to identify pupils or cohorts who require 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 aim to develop strategies to address these patterns.
- Record attendance data accurately on Bromcom (MIS) to ensure requirements are met for the Local Authority and the Department for Education.

15.3. Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers and 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
- Have regular contact with parents to ensure barriers to attendance are removed.

16. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Trust Head of Inclusion in consultation with Attendance Leads at each Trust school. At every review, the policy will be approved by the Trustees and LGC's of each school.

Appendix A: 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:

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Appendix B: Copy of DfE Guidance Summary Table of Responsibilities for School Attendance

(Aug 2024)

All Pupils

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

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support	Proactively use data to identify pupils at risk of poor attendance. 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 support access to any required services in the first instance. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it	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 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.

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continued support as for persistently absent pupils and: 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. 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.

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.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. 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.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. 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. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Through the work of Virtual School Heads, they should: • 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. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after or 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:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance. 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.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	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. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated. • 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.

Monitoring

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Schools regularly update parents on their child's attendance. (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.)	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. 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. 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. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. 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. 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.