



Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*

## **ATTENDANCE MANAGEMENT (PUPILS) POLICY**

Policy Date: September 2024

Review Date: January 2027

*This policy is for all DSAT schools*

## Beyond Expectations – Attendance

### Rationale

‘Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.’ *DfE School Attendance July 2019*

As a Christian Trust we believe that every policy relating to the children of DSAT must be shaped by the biblical underpinning and vision of the Trust

*‘I can do everything through Christ, who gives me strength’* Philippians 4:13

and in turn, each school’s individual vision and biblical underpinning.

This Christian vision shapes the way in which leaders engage with others – ensuring that effective strategies are in place that help children, adults and in particular, those deemed to be vulnerable, to flourish.

Every policy and practice within DSAT schools should create a culture in which people’s wellbeing is enhanced and by insisting on high attendance, schools will work to create responsibility and equity for all to access a good standard of education and the support each individual needs to achieve. The school culture, driven by the vision must enable children to be agents of change, including taking responsibility for their own attendance at school.

As a Trust, we recognise that positive behaviour and good attendance are central to raising standards and pupil attainment. All of our schools:

- Promote children’s welfare and safeguarding;
- Ensure every pupil has access to the full-time education to which they are entitled;
- Ensure that pupils succeed whilst at school; and
- Ensure that pupils have access to the widest possible range of opportunities when they leave school.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for absence is unavoidable. Any absence affects the pattern of a child’s schooling and regular absence will seriously affect their learning. Any pupil’s absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child’s regular attendance at school is a parental responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution. Unless there are exceptional circumstances, none of our schools will authorise family holiday during term time.

### Our expectations

- All DSAT schools have an attendance target that is in line with, or above the national average.
- That the school’s theologically rooted Christian vision drives every approach to improving attendance.
- Schools are expected to have their own strategy to secure high levels of attendance by pupils and to take a proactive approach to supporting families where attendance falls below expectations.
- All schools follow the statutory guidance for the registration of pupils including the completion of attendance registers.
- Schools have a designated member of staff who is responsible for attendance management. Parents/carers are made aware of the need for good attendance and punctuality, what the target

for their child is and how this equates to days of absence. Schools ensure there are regular opportunities to remind parents/carers about this through school communications i.e. newsletters, email, social media.

- The process for monitoring and responding to absence as outlined in this policy is followed by all schools across the trust.
- It is the aim in all our schools that no child becomes a persistent absentee (attendance of 90% or below). Where there is a risk of this happening, schools take immediate action to ascertain reasons for this and put into place the necessary support to improve the child's attendance. This may take the form of family education, parenting support, practical intervention (e.g. arranging transport for the child) or in certain cases, a referral to an external agency or Children's Social Care.
- Good attendance and punctuality are celebrated and rewarded.
- Where a pupil is absent from school and no explanation has been given, administrative staff make every effort to ascertain the reason for absence by contacting parents/carers as soon as possible. Pupils who are known to be vulnerable are prioritised in this process.
- Nationally, Pupil Premium eligible pupils have attendance that is lower than those not eligible for Pupil Premium. This is also the case within our Trust schools. School leaders should utilise the Pupil Premium Grant to promote and encourage good attendance for eligible pupils where this is a barrier to their progress in school; this is a tailored approach for each individual and should be made explicit in the Pupil Premium strategy document.

## 1. Introduction

Regular attendance at the schools in the Diocese of Salisbury Academy Trust (DSAT) is crucial in raising educational standards and in ensuring that every child meets their full potential and every child is enabled to flourish. There is compelling and irrefutable evidence which suggests that children with poor attendance tend to fall behind their peers and under-achieve.

For the most vulnerable pupils, regular school attendance helps keep them safe. School can be the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least one of the five years of study).

In view of the above, DSAT schools are committed to maximising attendance for all pupils. This policy gives a detailed overview of the way in which attendance will be recorded and monitored and sets out what is expected from school staff, parents/carers and pupils.

## 2. Key Principles

The schools will approach attendance issues taking into account the following key principles, driven by our foundation as a church trust:

- i. Ensuring good attendance at all schools is the responsibility of everyone in the school community including: parents and carers; school staff; Academy Standards and Ethos Committee (ASEC) members and pupils.
- ii. The default position is that every pupil should be at school whenever the schools are open. Any instance of a pupil missing any school time should be regarded as wholly exceptional.
- iii. The schools will keep an accurate register of attendance and will monitor attendance figures.
- iv. Staff and pupils alike will be made aware of the registration process. Staff will receive training on registration and their underlying legal duties.
- v. Non-attendance will be identified. Efforts will be made to identify the reasons for it and to return the pupil in question to the school as speedily as possible;
- vi. Our schools will recognise that there may be many different reasons why a pupil may be absent from the school. We will always approach issues of attendance sensitively, particularly in regard to our legal duties under the Equality Act 2010. The schools will at all times do their utmost to ensure that all pupils feel appropriately supported and valued.
- vii. The schools will put in place procedures for returning absentees to catch up on missed learning without disrupting the learning of other pupils.
- viii. Good and/or improved attendance will be recognised and rewarded.
- ix. Attendance procedures will be regularly evaluated and reviewed at local school level by the ASECs and at Academy Trust level. The school attendance policy will be shared with all stakeholders.

- x. Parents/carers will be made aware of and expected to comply with their legal duties.

### 3. The law on school attendance and right to a full-time education

The law entitles every child of compulsory school age to a 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.

Where parents have registered their child at school, they have a legal duty to make sure their child attends that 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.

### 4. Attendance and safeguarding

The safeguarding of all pupils is crucial. School provides a protective environment for those who attend and is well placed to identify safeguarding issues early. Regular attendance is vital for this. Where a pupil's unauthorised absence continues to decline, despite appropriate support and provision in place, it may well constitute neglect. Schools will be especially conscious of any potential safeguarding issues in these cases and, where these exist, ensure that the appropriate referral is made to Children's Social Care in line with the school's Safeguarding and Child Protection Policy and Procedures. When a pupil is absent and no reason has been given for the absence, the school will prioritise the safety of these pupils.

### 5. Roles and Responsibilities

As stated above, ensuring good attendance at school is the responsibility of everyone in the community including: pupils; parents and carers; school staff and ASEC members.

**The school and its staff** will be expected to:

- Reduce absence, including persistent absence;
- Ensure every pupil has access to full-time education to which they are entitled;
- Register and monitor attendance in accordance with procedures set out below;
- Act early to address patterns of absence;
- Encourage good attendance and punctuality through personal example;
- Convey high expectations to pupils regarding attendance and punctuality;
- Promptly investigate all absenteeism, liaising closely with parents/carers;
- Respond to all absenteeism firmly and consistently;
- Offer prompt support to pupils who experience difficulties.

**Parents/Carers** will be expected to:

- Comply with their legal duty to ensure that a child registered at the school attends regularly;
- Ensure that children attend punctually, properly dressed and in a fit condition to learn;
- Ensure that children are only absent in cases of genuine illness or other emergency;
- In the event that a child is prevented from attending, notify the school as soon as possible;
- Follow the leave of absence procedures set out below.

**Pupils** will be expected to:

- Attend the school and lessons regularly and punctually;
- Take the information home to their parents/carers about their attendance.

**ASEC members** will be expected to:

- Monitor overall attendance figures and persistent absence;
- Review the school's policy and performance for attendance;

- Ensure that the trust agreed policy is being well implemented within the school and that this is having impact on reducing absence.

**Trustees** will be expected to:

- Ensure that a policy is in place which reflects the latest government legislation, the requirements of the relevant local authority and best practice in maximising pupil attendance;
- Assure themselves that school processes for attendance are robust and are having a positive impact on the attendance of all pupils;
- In schools with high levels of absence (either overall absence or levels of persistent absence) assure themselves that schools are doing all that they can to reduce this;
- Make clear, through the scheme of delegation, the responsibility of the ASEC with regard to the monitoring of attendance.

### **The role of the Local Authority**

Schools will work in close partnership with the relevant Local Authority and will not undertake those activities which are a Local Authority statutory duty. As a minimum, all Local Authorities are expected to:

1. Track local attendance data. Use this information to work out which pupils and schools need the greatest support and so unblock area-wide barriers to attendance.
2. Monitor and improve the attendance of children with a social worker
3. Have a School Attendance Support Team to provide the following, at no cost to schools:
  - Communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts.
  - Targeted Support Meetings: termly conversations with schools, using attendance data to identify pupils at risk of poor attendance and agree targeted actions and access to services for those pupils.
  - Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
  - Legal intervention: take forward attendance legal intervention where voluntary support has not been successful or engaged with

Further information regarding the roles and responsibilities of different school stakeholders can be found in appendix C

## **6. Registration and Absence**

By law, schools are required to record in the attendance register - once at the beginning of the morning session and once in the afternoon – whether pupils are present, absent, engaged in an approved, supervised educational activity off-site, or unable to attend due to exceptional circumstances. The school will comply with this by adopting the procedure set out below.

*Timings may vary for each individual school, however in all school the following principles will apply:*

- If a child arrives in school after the register start time, but before the register has closed they are present.
- Any child who arrives in school after the official register closing time, is marked as late (L code).
- If a pupil arrives after the register has closed, with evidence of a medical/dental appointment they will be marked 'M' (medical).

- If a pupil arrives 15 minutes after the register has closed, with no acceptable reason and/or no communication from parents/carers, they will be marked as a 'U' (unauthorised).
- All pupils who arrive late after must sign through the school office
- If staff do not know why a pupil is absent, the absence should be recorded as 'N' (no reason provided for absence yet). The absence procedure (see section 7) will then be followed and the registration mark amended as appropriate.
- All staff must record absence, using the agreed symbols. Consistent criteria should be applied.

## 7. Responding to Absence

### Notifying the School of Absence

Parents and carers should contact the school on **each and every day** of their child's absence by 9.00am giving reasons for the absence. An absence of more than 5 days may require the parent/carer to provide further medical evidence.

This is an important aspect of the school's safeguarding procedures: if a child is not registered at school in the morning, then schools must satisfy themselves that the child is safe. It is therefore necessary for parents/carers to have contacted their child's school by 9am at the latest. Once contact is made, the absence will then be recorded with the appropriate code related to the explanation (e.g. I - illness).

Where a parent/carer does not notify the school of their child's absence, the school will follow this up as quickly as possible. Schools will use their knowledge of families to identify pupils who may be more vulnerable when absent and these families will be contacted first.

The process for following up on unexplained absence:

- The school will make prompt contact with parents to inform them of their child's absence and ask them to contact the school as soon as possible.
- If no contact is received by the school within around 15 minutes of initial contact a phone call will be made to the primary contact.
- If there is no answer, contact will be attempted with other contacts detailed on the pupil's file.
- If no contact can be made, the school will take every reasonable step to satisfy themselves that the pupil is safe. This may include contacting sibling's schools, contacting Social Care / Early Help if a worker is involved with the family, making a home visit and, in some cases, informing the police.
- The school should be satisfied with every absent child's safety by 10am at the latest.
- The school will hold a record of pupils that they deem to be additionally vulnerable when not in school, which could include knowledge of mental health difficulties either for the pupil or their family, child protection concerns or medical needs.

Failure to notify the school of an absence will result in the absence counting as 'unauthorised'. Parents/carers are informed that it is an offence if they fail to ensure their child attends the school regularly, even if they are absent without the parent/carer's knowledge.

Parents/carers should avoid, wherever possible, making medical/dental appointments during school hours. We are unable to sanction absences for reasons such as shopping, waiting in for a delivery, birthdays or holidays, and for 'wellbeing' days.

Staff are available to give advice every morning before the school day begins should parents/carers be uncertain whether their child should be at the school or not.

## Monitoring Absence

- Records of attendance will be reviewed by the Headteacher on a regular basis and at least half termly.
- Weekly discussions will take place between the Headteacher and class teachers regarding individual pupils with high absence
- The school implements a 'Traffic Light Approach to Attendance' under which attendance is considered over a fixed period (typically 6 weeks) and reviewed at the end of the period.
- 96% attendance or above equates to green.
- 95%-94% equates to an optional 'yellow letter' which schools may use to support the identification of children who are vulnerable linked to attendance
- Between 93% and 91% equates to amber and a letter will be sent to the parents/carers giving the exact attendance figure and the pupil's attendance will continue to be monitored.
- 90% or under results in a red letter being sent to the parents/carers, alongside an invite to a school based 'School Attendance Meeting' if this continues a pattern a low attendance from the previous year or term. This process is outlined in more detail in section 7.3
- The school recognises that there may sometimes be extenuating circumstances that can affect a pupil's absence and will work with parent/carers to take these into account.

## Pupils with attendance at 90% or below

Pupils whose attendance is below 90% are closely monitored by the school's leadership.

Continued absence will result in a School Attendance Meeting being arranged. In this meeting, the Headteacher or their representative will discuss how working together could improve the pupil's attendance. It may be that medical evidence for any further illness related absence is requested by the school.

Medical evidence may take many forms, depending upon the circumstances. Where a pupil has a specific medical condition which is clearly evidenced to the school (for example through an NHS paediatrician's letter), this can be taken as evidence for ongoing absences rather than requiring the parents/carers to provide evidence after every absence. However, if there are any doubts, the school will take advice from the Local Authority as it will be necessary to understand the level of attendance that could be reasonably expected with that particular condition. It may be necessary to request consent from the parent to discuss the child's health directly with the GP.

In cases where there is no confirmed underlying health condition, medical evidence can take whatever form the school deems as appropriate and might include: GP appointment card, prescription or even the school's direct observation. Either way, if a parent/carer is required to provide medical evidence, **absences will not be authorised without such evidence.**

If, following an initial meeting, there is no improvement in attendance, a further meeting will be called. During this meeting it will be made clear that the school will proceed by involving the Education Welfare Service (Wiltshire) or Inclusion Leads (Dorset) and ultimately legal action if no sustained improvement occurs. In consultation with the Education Welfare Service/Inclusion Leads and the Chief Executive, if necessary, a recommendation for issuing a fixed penalty fine will be considered.

For children who are deemed severely absent, defined as having attendance of 50% or lower, the school will ensure that there is a robust and where appropriate, multi-agency plan in place to support the child and family.

## **Criteria for a fixed penalty fine**

There is a national framework for penalty notices related to unauthorised school absence that all schools and academies have to follow. Under the new national framework, all schools will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons. The fine for school absences across the country will be £80 if paid within 21 days, or £160 if paid within 28 days. In the case of repeated fines, if a parent/carer receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.

Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered.

More information can be found about this on the DfE's website: [Fines for parents for taking children out of school: What you need to know – The Education Hub \(blog.gov.uk\)](#)

## **Responding to lateness**

Schools will also contact parents/carers if a child regularly arrives at school late. Teachers and other staff who notice a problem with punctuality will consult with the Headteacher before communication is made with parents/carers regarding the matter.

Persistent lateness will be addressed according to the particular circumstances; it is likely that persistent lateness will have triggered the previous low attendance measures. Advice regarding persistent lateness may be sought from the Local Authority.

## **Pupils with medical needs and/ or SEND**

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. However, their right to an education is the same as any other pupil and therefore our attendance ambition for these pupils is the same as for any other pupil. We are mindful of the unique barriers that these pupils may face and we are committed to putting support in place where necessary to help them access full time education.

Parents of pupils with medical needs and / or SEND who are struggling to attend school should contact the school as soon as they can in order for the school to understand the support required. This could include making reasonable adjustments or having individual healthcare plans. In some cases, advice and support may be sought from external partners such as health services. Our work with families in these instances is crucial to ensuring specific support approaches, including supporting home routines and encouraging external professionals to schedule appointments outside of the school day. For families suggesting part time attendance, please see the section on part-time timetables.

## **Off-site education, alternative provision or specialist provision**

Where a child's needs are recognised by the school, and specialist resources not available in school are required, the allocated lead within the school may authorise absence for specific times when such tuition or therapy may be given outside of school. For pupils using alternative provision or off site education, the allocated lead will ensure that the provider's safeguarding arrangements are effective and that the quality of education for the pupil is good or better. All pupils placed in a more appropriate provision will have full time education and clearly defined outcomes agreed before the placement starts and attendance will be tracked by the provider and the school at which the pupil is on roll. Such pupils will be coded appropriately and, if in attendance at the agreed appropriate provision, will not be marked as absent. Stringent safeguarding checks will be carried out before and during the placement as well as checking safeguarding daily through a daily attendance phone call.

## **Part-time timetables**

A part-time timetable will not be used to manage a pupil's behaviour. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable will only be in place for the shortest time necessary and will not be treated as a long-term solution. Where a part-time timetable is considered in the pupil's best interests, there must be agreement from the family; if there is no agreement then it will be classed as an unofficial exclusion. If a pupil has a part-time timetable agreed, the following must be undertaken:

- Safeguarding risk assessment
- Determine the desired outcomes for the child
- Set clear expectations of work completed when not on school premises

A part time table will generally be for a maximum of six weeks across which attendance is gradually increased to full time education by the end of week six. In exceptional circumstances and with significant evidence that it is in the pupil's best interest, a part-time timetable may be extended for a further period of time. Reviews of the part-time timetables must occur regularly with the family and school and stringent records kept of how successful the timetable has been.

Where a pupil is on a part time timetable, they must be marked absent (but authorised) for the time that they are not in school.

### **Reintegration**

In the event of a pupil returning after a long-term absence, an individual re-integration programme will be implemented by the Headteacher and monitored by the class teacher.

## **8. Rewards**

Driven by the vision of the trust, and school, all good attendance is celebrated. This Excellent attendance is celebrated in our schools. This will vary by school but is likely to include rewards such as certificates, celebration assemblies and prizes. Weekly and termly prizes for the best class in each Key Stage will be used as an incentive. Acknowledgment will be given to those who have flourished academically and socially because of improved attendance.

Examples of further attendance related rewards may include:

- Certificates/stickers
- Class or year group rewards e.g. cup/special treat
- Attendance tracker display in central areas.

Further details of school specific rewards can be found in each school's attendance strategy.

## **9 Other Procedures**

### **Requesting Leave of Absence**

The Leave of Absence request form can be obtained from the school office. We are not permitted to allow permission for holidays in term time on top of the 13 weeks holiday a year that students already have.

A leave of absence request will only be authorised if it is for exceptional circumstances (not a holiday). This will be at the Headteacher's discretion and may also factor in a child's current level of absence. Further examples of exceptional circumstances can be found on the 'request for absence during term time' form.

If a leave of absence request is refused permission by the school, any absence will be marked as unauthorised. This may then trigger a penalty notice, as outlined in the criteria set out in section 7.

### **Deletion from School Roll**

If the school receives notice from parents/carers that a pupil is moving to another school, we will notify the Local Authority (LA) as soon as we become aware.

If the school receives verbal notification that parents/carers are withdrawing their children from the school to home educate them, the school will not wait for the written confirmation before informing the LA via the Education Welfare Officer (EWO)/Inclusion Lead (IL).

The school will normally delete the child from roll once they have received written confirmation from the parents/carers if they are being home educated, are contacted by the receiving school and/or have been notified by the LA.

### **Children Missing from Education**

A child missing from education is a child of compulsory school age who is not on a school roll, nor being educated elsewhere. If a pupil does not attend the school for 10 school days and there has been no response from the parent or carer to our request for information on the whereabouts of the pupil, the school will complete a Missing from Education form and send it to the Education Welfare Service. Reference should be made to the separate Children Missing from Education policy. We have a duty to keep a child on roll until we are given permission by the EWO to remove them.

## **10. Review**

As noted above, this policy and the practices contained in it will be subject to constant review by the Trust Board. Its implementation will be monitored at school level by the Academy Standards and Ethos Committee. Part of the evaluation process will be to consider what interventions have been successful. For instance:

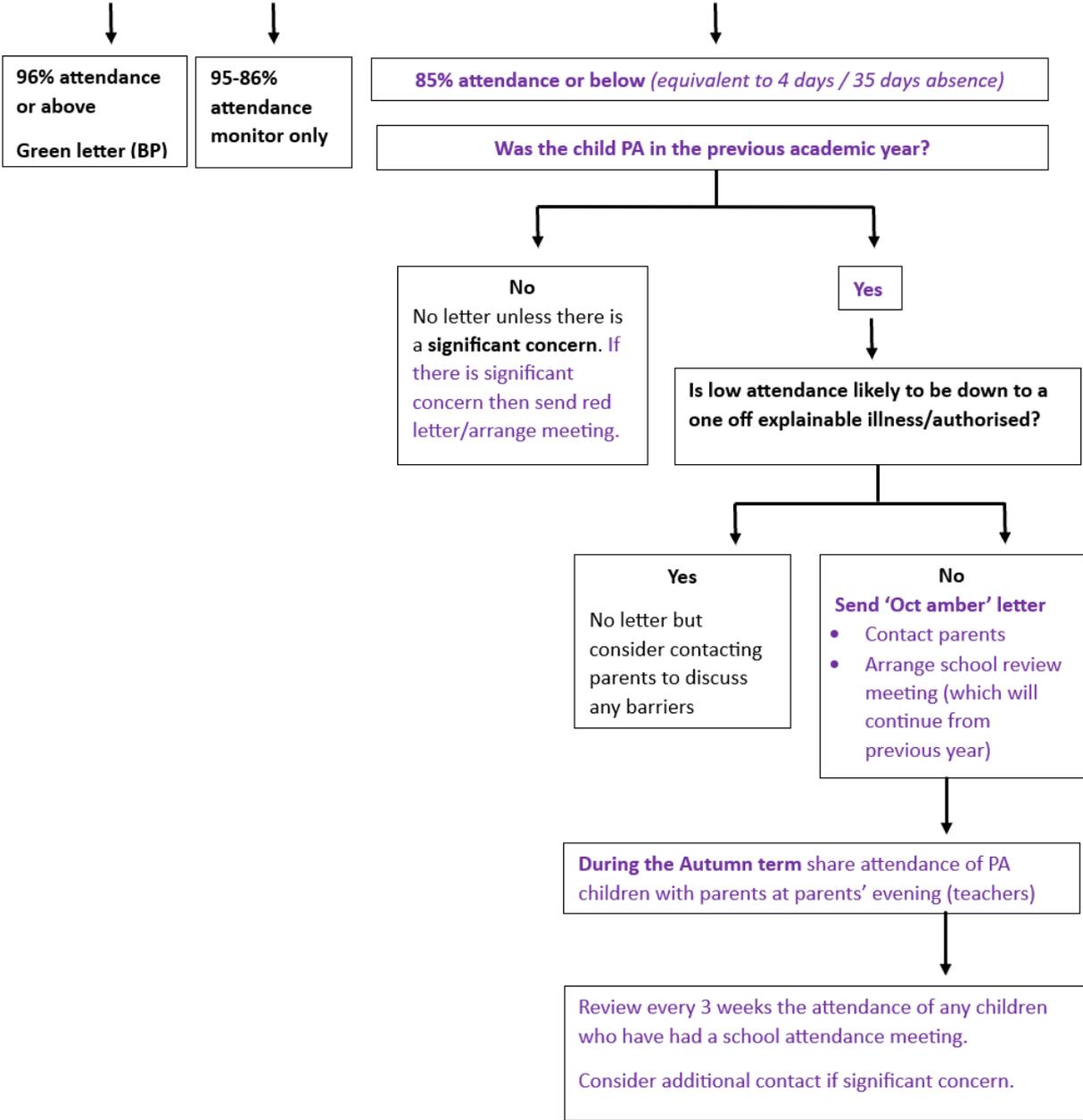
- Has the attendance and punctuality of individual pupils and/or attendance as a whole improved?
- How successful have pupil reintegration plans been?
- Has the school been successful in raising the profile of attendance both within the school and the local community?
- How well informed are new pupils and their families about the importance of attendance and the policies and procedures operating within the school?
- Have attendance issues been included as topics in assemblies or collective worship, lessons or as a theme for any other curricular lessons?
- Have appropriate and timely referrals been made to the Education Welfare Service and advice sought as necessary.
- Has the vision of the school driven the approach to improving attendance and because of this is the school living up to its foundation as a church school?
- Has the approach to following the policy ensured that the school's Christian vision creates an active culture of justice and responsibility?

## Appendix A: Responding to absence letter guidance (Autumn 1)

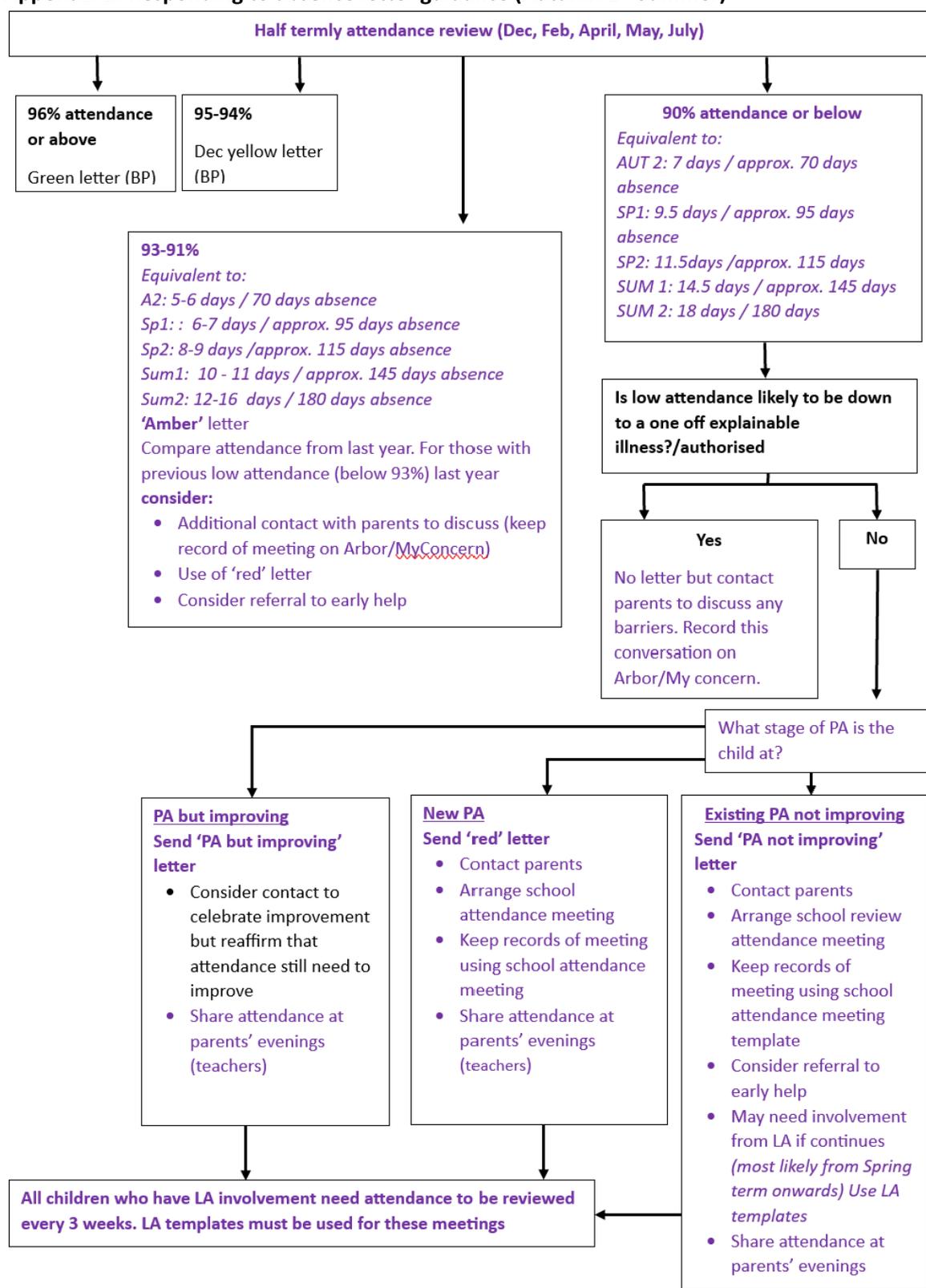
At the start of the year, the attendance lead to share the list of previous academic year persistent absentees (PA) with class teachers. Class teachers asked to closely monitor children's absence and make positive contact with parents to establish a good working relationship (can be non-attendance related).

Half way through **Autumn term 1 (end of September)**, check to monitor attendance of previous persistent absentees. Contact families to celebrate/show concern.

**Autumn term half termly attendance review (Oct)**



## Appendix B: Responding to absence letter guidance (Autumn 2 - Summer)



**Appendix C: Summary of roles and responsibilities**

<b>For ALL pupils:</b>				
<b>Parents / pupils are expected to:</b>	<b>The school is expected to</b>	<b>ASECs are expected to:</b>	<b>Trustees are expected to:</b>	<b>The Local Authority is expected to:</b>
<ul style="list-style-type: none"> <li>• Ensure their child attends every day the school is open except when a statutory reason applies.</li> <li>• Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</li> <li>• Only request leave of absence in exceptional circumstances and do so in advance.</li> <li>• Book any medical appointments around the school day where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</li> <li>• Develop and maintain a whole school culture that promotes the benefits of good attendance.</li> <li>• Accurately complete admission and attendance registers.</li> <li>• Have robust daily processes to follow up absence.</li> <li>• Have a dedicated senior leader with overall responsibility for championing and improving attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</li> <li>• Ensure school leaders fulfil expectations and statutory duties.</li> <li>• Ensure school staff receive training on attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that a policy is in place which reflects the latest government legislation, the requirements of the relevant local authority and best practice in maximising pupil attendance.</li> <li>• Assure themselves that school processes for attendance are robust and are having a positive impact on the attendance of all pupils.</li> <li>• Make clear, through the scheme of delegation, the responsibility of the ASEC with regard to the monitoring of attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</li> <li>• Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</li> <li>• Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</li> <li>• Offer opportunities for all schools in the area to share effective practice</li> </ul>

**For pupils at risk of becoming persistently absent (95-90% attendance):**

<b>Parents / pupils are expected to:</b>	<b>The school is expected to</b>	<b>ASECs are expected to:</b>	<b>Trustees are expected to:</b>	<b>The Local Authority is expected to:</b>
<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child's barriers to attendance.</li> <li>• Proactively engage with the support offered to prevent the need for more formal support.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively use data to identify pupils at risk of poor attendance.</li> <li>• Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</li> <li>• Where out of school barriers are identified, signpost and support access to any required services in the first instance.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>	<ul style="list-style-type: none"> <li>• See actions within previous section</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a termly 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.</li> <li>• Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</li> <li>• 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.</li> </ul>

**For persistently absent pupils (below 90% attendance):**

<b>Parents / pupils are expected to:</b>	<b>The school is expected to</b>	<b>ASECs are expected to:</b>	<b>Trustees are expected to:</b>	<b>The Local Authority is expected to:</b>
<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child’s barriers to attendance.</li> <li>• Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</li> </ul>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <ul style="list-style-type: none"> <li>• Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</li> <li>• 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.</li> <li>• Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</li> <li>• Where there are safeguarding concerns, intensify support through statutory children’s social care.</li> <li>• Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>	<ul style="list-style-type: none"> <li>• In schools with high levels of absence (either overall absence or levels of persistent absence) assure themselves that schools are doing all that they can to reduce this.</li> </ul>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <ul style="list-style-type: none"> <li>• Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</li> <li>• Where there are safeguarding concerns, ensure joint working between the school, children’s social care services and other statutory safeguarding partners.</li> <li>• Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</li> </ul>

For severely absent pupils (less than 50% attendance):				
Parents / pupils are expected to:	The school is expected to:	ASECs are expected to:	Trustees are expected to:	The Local Authority is expected to:
<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child's barriers to attendance.</li> <li>• Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</li> </ul>	<p>Continued support as for persistently absent pupils and:</p> <ul style="list-style-type: none"> <li>• Agree a joint approach for all severely absent pupils with the local authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have an awareness of the number of pupils across the trust that are severely absent and assure themselves that schools are doing all they can to reduce this.</li> </ul>	<p>Continued support as for persistently absent pupils and:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**For pupils with medical conditions and / or SEND with poor attendance (below 95%)**

<b>Parents / pupils are expected to:</b>	<b>The school is expected to</b>	<b>ASECs are expected to:</b>	<b>Trustees are expected to:</b>	<b>The Local Authority is expected to:</b>
<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child’s barriers to attendance.</li> <li>• Proactively engage with the support offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</li> <li>• 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.</li> <li>• Consider additional support from wider services and external partners, making timely referrals.</li> <li>• Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Assure themselves that school processes for attendance are robust and are having a positive impact on the attendance of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

For pupils with a social worker:				
Parents / pupils are expected to:	The school is expected to	ASECs are expected to:	Trustees are expected to:	The Local Authority is expected to:
<ul style="list-style-type: none"> <li>• Work with the school and local authority to help them understand their child's barriers to attendance.</li> <li>• Proactively engage with the support offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review attendance data and help school leaders focus support on the pupils who need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Assure themselves that school processes for attendance are robust and are having a positive impact on the attendance of all pupils.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly monitor the attendance of children with a social worker in their area.</li> <li>• Put in place personal education plans for looked-after children.</li> <li>• 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.</li> </ul>