

Springbank Academy



Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

Attendance Policy

January 2022



Policy Lead: Adam Lumley



Link Governor: Tony Harper

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.

Key School Attendance Staff



Headteacher: Julie Vaccari



Assistant Head teacher/Lead Attendance Teacher: Adam Lumley



Safeguarding Officer: Dawn Wigley



Finance Clerk: Heather Roper
Scholarship

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

National Center for Educational Statistics

Research on truancy and absenteeism suggests that students with better attendance score higher on achievement tests than their more frequently absent peers (Lamdin, 1998). Attendance not only affects individual students but also can affect the learning environment of an entire school.

Stephen B Sheldon

Vision Statement:

At Springbank Academy we fully believe that a pupil's attendance at school every day is of vital importance to ensure they secure a good education, and to take advantage of the learning, skills and ongoing knowledge that is carefully planned for each individual child.

We aim to "develop personal qualities of understanding of self and others, self discipline and motivation, and responsible maturity." We also believe that making attendance and punctuality high profile will ensure the children have the necessary skills for their future life and workplace. All staff and governors recognise that education is the key to achievement for pupils and that irregular attendance can lead to educational disadvantage.

The aims of the school attendance policy:

- to ensure systems are in place to improve attendance;
- to make attendance and punctuality a priority for all stakeholders;
- to develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out all attendance procedures;
- to provide support, advice and guidance given by the LA and government to pupils and parents;
- to have in place a systematic approach to gathering and analysing attendance related data to facilitate prompt swift action;
- to implement a system of rewards for 100% attendance
- to promote effective partnerships with Family Services and other services and agencies that support us in improving attendance;
- to recognise the personal needs of individual pupils when planning reintegration following significant periods of absence;
- All Children have access to blended learning and live sessions to ensure children can work along with their class or 'catch up' work missed.

School demonstrates a strong attendance ethos by having:

- an attendance policy which is a working document easily understood by all, regularly updated and disseminated widely;

- a clear and effective policy on absence which ensures pupils and parents understand the importance of good attendance and the circumstances in which schools will or will not authorise absence;
- lateness and post-registration absence procedures that are understood by all;
- procedures ensuring longer term medical absences can be discussed with medical personnel and supportive structures including blended learning and live sessions allows the children to work with their class and catch up missed work;
- a whole school approach which reinforces good attendance, by providing quality teaching and learning that encourages all pupils to attend and aspire to achieve at the highest levels;
- a member of SLT and attendance officer to lead on attendance, but all staff seeing attendance as a shared responsibility;
- aspirational school attendance targets which are understood by staff, parents and pupils, with motivating rewards and support systems alongside sanctions;
- consideration of the physical layout of the school which can help improve the attendance, punctuality and prevent post registration truancy including access to the carpark;
- clear communication with pupils and parents about the consequences of truancy and parentally condoned absence and explanations for the link between poor attendance and reduced attainment;
- parents' open days, pupil reviews engage parents/carers, and by using school assemblies, visual displays and competitions to engage pupils;
- effective systems for the use of attendance data to identify trends and highlight areas of concern.
- Clear and effective ways of communicating and sharing information with the school community.

School Organisation

The School Day

8.00 Breakfast Club for key workers.

8.45-9.15 Staggered drop-offs.

9.00-9.15 Registration.

9.30 Register closes.

3.05-3.35 Staggered collections.

Registration

A register is completed in each classroom to enable the office to input the attendance data electronically. The register closes at 9:30 and will be collected by a member of the attendance team.

The registers should be marked as follows:

By teaching staff:

- those present are marked in the register for electronic transference.

By designated attendance staff:

- a correct code is inserted electronically for absences. A list of codes is recorded on the inside of the register. Absences can only be authorised by the Attendance Officer or Head teacher. There are currently additional codes for self-isolation and COVID symptoms.

Not attending in circumstances relating to COVID-19

This category must be used to record sessions that take place in the 2021 to 2022 academic year where a pupil does not attend because their travel to, or attendance at, school would be:

- contrary to guidance relating to the incidence or transmission of COVID-19 from UK Health Security Agency (UKHSA), and/or the Department of Health and Social Care (DHSC)
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of COVID-19

This category must only be used to record where a pupil is not attending for the reasons set out above. It should not be used to record any other type of non-attendance or absence - for example, where a parent or pupil is anxious about attending school because of COVID-19.

The School's COVID-19 Risk Assessment sets out when pupils should self-isolate and when they ought to be tested in the 2021 to 2022 academic year.

Response to non-attendance:

Reasons for absences should be emailed to the Admin Office or notified by telephone, where the reason can be recorded electronically by a member of the attendance team.

First day of absence:

A telephone call, or a home visit is made if no contact has been made with the family and a calling card is left by a member of the Attendance Team.

Second day of no contact:

A second home visit to be made and calling card left if no response.

Third day of no contact:

Home visit to be made and calling card left.

Referral made to missing persons- contact (The Trust).

Fourth day of no contact:

Wider search to be initiated and daily phone calls/texts made to the family and additional contacts. (Currently weekly).

The school may alter the sequence of procedures if there are concerns regarding the safety of the family, or the child has had regular unauthorised absences.

Lates

- It is to be noted by all delivering the attendance policy that the current staggered drop-offs will remain for the future.

Persistent lateness is brought to the attention of the Head teacher/Lead Attendance Officer as soon as possible.

Procedure and monitoring

To monitor attendance, the school:

- uses a new computerised attendance system (Bromcom), this is used to monitor such things as;
 - a. trends and patterns of absence and punctuality
 - d. year group and class group attendance levels.
 - c. persistent absenteeism

This information is used by the Lead Attendance Officer to present to governors for monitoring and evaluation.

Persistent Absentees

Persistent Absentees are children whose attendance has dropped below 90%. Persistent Absentees or children whose attendance is causing concern are discussed with the Head teacher and Lead Attendance Officer.

An Attendance Panel meeting is arranged for the families, whenever their child is absent. These children are closely monitored by the Attendance Team and records regarding these children is gathered in the 'Attendance Concern' file. Parents are alerted via letter when their child becomes a Persistent Absentee. When their attendance improves and rises above 90% a letter sent home to congratulate families.

The Attendance Lead:

- sets a target for attendance: **96%**
- monitors attendance data-tracking attendance data of different groups, monitors and contacts children falling below 90% (PA); ensuring good communication with families regarding their children's attendance; ensuring detailed records are recorded; make requests to the Local Authority, through its family service to provide additional support or issue penalty notices.

Legal Action

If the child has unauthorised absence of more than 3 days/6 sessions (over a 6 week rolling period) a request will be made to the Local Authority to issue a penalty notice.

Recording is used as a basis for preparing evidence for court proceedings. It is therefore essential that the records are accurate, up to date and clear.

The court can ask to see the records at any time during the court process. It is important that our records show that:

- everything has been done to try and resolve the matter (within school meetings)
- the defendant has been made aware of the non-attendance during the period in question (a letter/text will have been sent and meetings will have been arranged to discuss the reasons)
- avenues have been explored as to the cause of the absence
- the parents have been advised of their responsibility and any other advice that would help them in the matter

Information to authorities

The Local Authority seek information from schools about the level of authorised and unauthorised absence at the end of each term. This will help with the monitoring of the targets set for the reduction of unauthorised absence.

In the summer term each year, schools are required to provide information to the DfE about levels of authorised and unauthorised absence. This data is published by the DfE in national league tables in November each year. (Currently paused)

Involvement of School Governors

Governors monitor attendance through:

- a. termly reports to governors on the level of attendance in each year group by the lead attendance officer.
- b. involvement in the reward/sanction system.
- c. taking an active role in Attendance Panels.

Working with the Local Authority through their Family Support service to:

- request the issuing of a Penalty Notice where an individual case meets the criteria.
- support attendance cases below 90%

Information to Parents

The school makes regular contact with parents through the school's newsletter, google classrooms and website, in which we include advice, news and information about attendance levels. Teachers discuss attendance with every child and family, during the Teaching and Learning Conferences each term.

Incentives and sanctions

Class attendance is monitored.

- Classes falling below 92% are monitored by the class/Lead Attendance Teacher. A talk will be given to the class on the importance of attending school and the class teacher will display attendance as a target.

School Attendance Does Matter

<https://www.youtube.com/watch?v=BIEPKH2IzXg>

Why 100% attendance is important

<https://www.youtube.com/watch?v=BIEPKH2IzXg>

School Attendance - Every Learner, Every Day

https://www.youtube.com/watch?v=Qb_O7XYoTs8

Please note that during the pandemic, many attendance procedures are at times temporarily suspended but high expectations remain in place.

Appendix 1: recording attendance in relation to coronavirus (COVID-19) during the 2021-2022 academic year

Attendance expectations

Attendance is mandatory. The usual rules on attendance continue to apply, including:

- parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct
- the duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education

Not attending in circumstances relating to COVID-19

This category must be used to record sessions that take place in the 2021 to 2022 academic year where a pupil does not attend because their travel to, or attendance at, school would be:

- contrary to guidance relating to the incidence or transmission of COVID-19 from UK Health Security Agency (UKHSA), and/or the Department of Health and Social Care (DHSC)
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of COVID-19

This category must only be used to record where a pupil is not attending for the reasons set out above. It should not be used to record any other type of non-attendance or absence - for example, where a parent or pupil is anxious about attending school because of COVID-19.

The School's COVID-19 Risk Assessment sets out when pupils should self-isolate and when they ought to be tested in the 2021 to 2022 academic year.

Examples in which 'not attending in circumstances relating to COVID-19' could apply

In line with current legislation and guidance from the UKHSA and DHSC, examples are as follows.

Pupils who are required to self-isolate as they have symptoms of COVID-19

Pupils who have symptoms of COVID-19, or have had a positive lateral flow device (LFD) test, should follow the latest government guidance on whether they need to take a polymerase chain reaction (PCR) test.

Where a pupil is required to take a PCR test, and they test negative and feel well, they can stop self-isolating and return to school. If the pupil remains unwell following the PCR test (such as with a different illness), then they should be recorded as code I (illness). Code X should only be used up until the time of the negative test result. Schools should not retrospectively change the attendance register due to a negative test result. For symptomatic pupils, Code X should be used for the period of self-isolation until the test.

After a pupil tests positive for COVID-19 (LFD or PCR), they should be recorded as code I (illness) until they are able to return to school. They should continue to self-isolate in line with public health guidance.

Pupils who are a close contact of someone who has symptoms or confirmed COVID-19

From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months (pupils) identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result.

Daily testing of close contacts applies to all contacts who are:

- fully vaccinated adults - people who have had 2 doses of an approved vaccine
- all children and young people aged 5 to 18 years and 6 months (pupils), regardless of their vaccination status
- people who are not able to get vaccinated for medical reasons

- people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine

Although close contacts are strongly advised to get a test, they should continue to attend school unless they are symptomatic. Schools should follow up with families if they are not satisfied with the reason as to why the pupil is not in school. Schools can request supporting evidence from the family. Where the school is not satisfied with the reason given for absence, they may record this using one of the unauthorised absence codes, in line with the [school attendance: guidance for schools](#).

Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.

Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing. For further information please see [SEND guidance](#).

Further information is available in [NHS Test and Trace: what to do if you are contacted](#) and in the [stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

Pupils who are required by legislation to self-isolate as part of a period of quarantine

As usual, parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider that their child may need to self-isolate following trips overseas that require a period of quarantine. If a pupil is required to be in quarantine on arrival in, or return to, the UK, the school should use code X in the register.

Pupils who are self-isolating but who have not had a test

In line with public health advice, pupils with symptoms must self-isolate and schools should strongly encourage pupils to take a PCR test. Where the pupil is unable to take a PCR test, the school should record the pupil as code X in the register.

Schools should follow up with families if they are not satisfied with the reason as to why the pupil is not in school. Schools can request supporting evidence from the family. Where the school is not satisfied with the reason given for absence, they may record this using one of the unauthorised absence codes, in line with the [school attendance guidance for schools](#).

Remote education

If a pupil is not attending school because their attendance would be contrary to government guidance or legislation around COVID-19, we expect schools to offer them access to remote education. Schools should keep a record of, and monitor engagement with, this activity, but this does not need to be tracked in the attendance register.

Appendix 2: improving school attendance-support for schools and local authorities.

Leadership and management

1. Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.
2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.
4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.
5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
7. Make sure staff receive professional development and support to deploy attendance systems effectively.
8. Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate.

Relationships and communication

1. Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.
2. Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
3. Liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
4. Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - treat pupils with dignity, build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding pupils' attendance and well-being
5. Parents and carers should:
 - treat staff with respect
 - actively support the work of the school
 - call on staff for help when they need it
 - communicate as early as possible circumstances which may affect absence or require support

Systems and data

1. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Make sure these systems are inclusive and appropriate for all pupils.
2. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
3. Every member of staff should know and understand their responsibilities for attendance.
4. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children

- young carers
- children who are eligible for free school meals
- children who speak English as a second language
- children who have special educational needs and disabilities

5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.

6. Attendance leaders may consider providing regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures.

7. School attendance, safeguarding and pastoral support policies should clearly outline:

- the key principles
- rules pupils need to follow
- routines
- consequence systems

8. The escalation of procedures to address absence needs to be:

- understood by pupils, parents and carers
- implemented consistently
- reviewed regularly

Intervention

1. Deliver intervention in a targeted way, in response to data or intelligence.

2. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).

3. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.

4. Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.

5. Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.

6. Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.

7. Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met.

Actions for school staff and local authorities to improve attendance

The following sections outline the actions that school staff and local authorities could consider taking to improve attendance for all pupils, pupils at risk of poor attendance and pupils who are persistently absent. You might have different staffing structures and policies, so the designated staff we have used as examples below may not be an exact match. However, the actions we are recommending are relevant to all settings.

School leaders

All pupils

You may want to:

- deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
- use physical presence to reinforce routines and expectations on arrival and departure
- regularly communicate expectations for attendance and punctuality and school performance through your regular channels of communication with staff, pupils and parents
- establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness
- monitor implementation of policy and practice, for example through:
 - form time drop in
 - shadow late gate
 - planner checks
- engage community businesses, partners and residents to promote attendance and report non-attendance
- monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- establish, implement and monitor robust arrangements to identify, report and support children missing education (CME)
- develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND)
- engage pupils in consultation on attendance policy, practice, rewards and sanctions
- ensure that parents fully understand the demands and responsibilities of elective home education

Pupils at risk of persistent absence

You may want to:

establish robust escalation procedures which are initiated before absence becomes a problem, for example by:

- sending letters to parents and carers
- having a weekly tutor review
- creating attendance clinics
- engaging with local authority attendance teams and/or independent attendance organisations
- using fixed penalty notices
- engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
- establish a range of evidence-based interventions to address barriers to attendance
- monitor the implementation and quality of escalation procedures (and intervention), for example:
 - having a review and clinic drop in
 - sampling of case files
- evaluate the impact of escalation procedures and seek robust evidence of the escalation procedures that work and that reflect the school context best
- attend or lead on attendance reviews and clinics in line with escalation procedures
- engage governors in attendance panels to reinforce messages and outline relevance in terms of training and employment.

Pupils who are persistently absent

You may want to:

establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:

- local authority education welfare and attendance services
- independent attendance organisations
- alternative providers
- youth services
- school nursing and mental health professionals
- children's social care staff where appropriate
- establish good relationships with a network of voluntary organisations and charities to support vulnerable pupils including those with persistent absence, for example:
 - mental health charities
 - mentoring organisations
 - young carers association
- engage in or lead on attendance reviews and clinics in line with escalation procedures

Teaching staff and tutors

All pupils

You may want to:

- rehearse and reinforce attendance and punctuality expectations continually
- emphasise the importance of attendance and its impact on attainment
- promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom
- promote rewards and celebrate progress but continue to outline sanctions
- apply rewards and sanctions consistently
- follow up on absence and lateness with pupils to identify barriers and reasons for absence
- contact parents and carers regarding absence and punctuality
- review form or tutor group attendance weekly to share data, identify issues, intervene early and help set targets
- periodically review practice and consistency both across and between departments
- proactively promote attendance practice as part of staff induction
- consider the individual needs and vulnerabilities of pupils

Pupils at risk of persistent absence

You may want to:

- welcome pupils back following an absence and provide good catch up support to build confidence and bridge gaps. This could include:
 - lesson resources
 - buddy support
 - one to one input
- meet with pupils to discuss absence, patterns, barriers and problems
- establish action plans to remove barriers, provide additional support and set targets. This could include:
 - lunchtime arrangements
 - support with uniform, transport, wake up routines or emotional wellbeing
 - lead daily or weekly check-ins to review progress and the impact of support
 - make regular contact with families to discuss progress
 - consider what support for re-engagement might be needed, including for vulnerable groups

Pupils who are persistently absent

You may want to:

- prepare supporting resources to ensure pupils can access learning when they return
- develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)

- contribute to action plans which attendance staff draw together where appropriate
- provide tailored praise and encouragement when pupils attend and arrive on time

Attendance officers, pastoral staff and family support workers

All pupils

You may want to:

- engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves
- provide appropriate support and challenge to establish good registration practice
- carry out robust first-day calling procedures including priority routine for vulnerable children including children with a social worker
- undertake home visits in line with your policy to engage families and ensure children are safe
- identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies
- implement punctuality routines such as late gate or sign in procedures
- implement children missing education (CME) procedures when appropriate
- ensure that that parents fully understand the demands and responsibilities of elective home education (EHE)
- where pupils have additional vulnerabilities which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible

Pupils at risk of persistent absence

You may want to:

- provide regular attendance reports to tutors to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes
- initiate and oversee the administration of absence procedures. This could include:
 - letters home
 - attendance clinics
 - engagement with local authorities and other external agencies and partners
 - work with families and the community to identify which methods of communication work best, recognising potential barriers in hard to reach families and find methods that work and are understood
- consideration if further interventions are required in line with the statutory guidance on [parental responsibility measures](#)

- provide regular reports to leaders on the at-risk cohort
- provide regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

Pupils who are persistently absent

You may want to:

- develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines
- identify tailored intervention which meets the needs of the pupil, for example:
 - mentoring
 - careers advice and guidance input
 - college placement
 - out of hours learning
 - alternative provision where appropriate
- lead daily or weekly check-ins to review progress and impact of support
- make regular contact with families to discuss progress
- hold regular meetings or reviews of caseload with the local authority attendance team, external partners and alternative providers to check on welfare and review progress
- liaise with school leaders (designated safeguarding, special educational needs coordinator and pastoral leads) on referrals to external agencies and multi-agency assessments
- coordinate and contribute to multi-agency meetings to review progress and agree on actions
- work in partnership with local authority attendance team and other agencies to ensure the appropriate use of statutory parental responsibility measures
- provide regular reports to leaders on the impact of action plans and interventions

Local authorities and external partners

All pupils

Local authorities may want to:

- monitor and interrogate local and national data, feedback from schools and intelligence from partner agencies to develop an LA wide strategy to improve attendance and monitor impact (including join up with early help, children's social care and other LA services)
- monitor and share relevant absence information with schools for specific groups of pupils including those with protected characteristics

- maintain regular communication and build relationships with school leaders through local networks and forums, to share local and national data, disseminate best practice and respond to intelligence from school leaders
- use your children's services team to facilitate community strategies and initiatives, for example:
 - local authority messages on holidays
 - minimise mid-week starts to school term
 - shared agency messages to reinforce attendance
 - engage partners from virtual school, early help and social care teams to ensure that they understand attendance expectations and ensure that the vulnerable cohort they serve are supported to sustain good levels of attendance
 - work closely with local health services and school nursing teams to ensure practitioners understand attendance requirements/responsibilities and work collaboratively with them to link families into the right support
 - connect with targeted services and make full use of VCS partners to understand current service delivery, service pressures and to facilitate appropriate signposting
 - establish and implement robust children missing education (CME) procedures to follow up reports from school and other educational organisations within agreed timescales
 - ensure that parents fully understand the demands and responsibilities of elective home education (EHE)

Virtual School Heads may want to:

- monitor the attendance of looked-after children
- set aspirational targets for attendance within personal education plans
- provide training for designated teachers about their role in promoting the attendance of looked-after and previously looked-after children
- provide advice and guidance to those services supporting previously looked-after children and their families about promoting and securing good attendance
- School nursing teams may provide support to help implement care plans to support the attendance of pupils with healthcare needs.

Pupils at risk of persistent absence

Local authorities may want to have a clear process for how attendance issues should be managed and escalated if unresolved, making clear when to follow different steps of intervention and involving all relevant agencies.

Social workers and family support workers should:

- convey high expectations for attendance

- make sure school attendance is prioritised within multi-agency plans
- in line with local guidance, use children in need or other multi-agency plans to identify barriers to attendance and engage schools and services in providing early intervention support
- For looked-after children, Virtual School Heads should ensure personal education plans identify and address any barriers to good attendance.

Pupils who are persistently absent

Local authorities may want to:

- consider using the full range of Parental Responsibility Measures (including fast track, parenting contracts and parenting orders, education supervision orders, penalty notices, and ultimately prosecution) using supportive measures alongside sanctions to change parental behaviour
- build relationships with families of persistently absent pupils, and provide practical support to unblock barriers to attendance
- coordinate strategies and services to ensure that messages on attendance are consistent and that information is shared appropriately
- Social workers and family support workers should convey expectations for attendance and support children and families to overcome barriers to attendance
- For looked-after children, Virtual School Heads should use personal education plans to identify barriers to attendance and secure appropriate intervention, reviewing regularly to monitor impact.
- To help pupils return to school, school nursing teams can also provide support and advice on:
 - attendance routines
 - hospital education provision
 - home tuition
 - medical needs provision