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 2024

Updated: July 2024
Review: July 2025

Policy Lead: Joely Keetch

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 Staff:
Head teacher: Adam Lumley

Attendance Lead: Joely Keetch
Safeguarding Officer: Dawn Wigley
Finance Clerk: Heather Roper
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 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 'green attendance' (96%) and 100% attendance
- to promote effective partnerships with Family Services and other services and agencies that support us in approving attendance;
- to recognise the personal needs of individual pupils when planning reintegration following significant periods of absence;
- Ensure school meets all its responsibilities under the updated DFE guidance [Working together to improve school attendance - GOV.UK (www.gov.uk)](https://www.gov.uk) effective September 1st 2024 and all related legislation and guidance as set out on page 92 of the above document

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;
- an 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;
- Use of appropriate DFE Attendance Hub resources and best practice
- an ATTEND framework in place and reviewed fortnightly
- 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.
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Governor and White Hills Park Trust responsibilities
- 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.

- Regularly review attendance data and help school leaders focus support on the pupils who need it.

- For LAC pupils
- 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

School Organisation
The School Day
8.00 Breakfast Club for all
8.50-9.00 School open
9.00-9.15 Registration.
9.15 Register closes.
3.15 End of the school day

Registration
A register is completed in each classroom to enable the office to input the attendance data electronically. The register closes at 9:15 and the class teacher will complete the register on Bromcom. A late mark and text message home for any children who arrives after this time. If a child's absence hasn't been reported by 10.30am by their parent/carer then a text message to be sent by a member of office staff, asking for the parent/carer to get in touch. This is when a non-authorised mark will be recorded. No communication by lunch time, then a telephone call and possible home visit if appropriate.

Register codes- for Office staff or Senior Attendance Champion to input.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed

Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for

		occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence

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

Response to non-attendance:
Reasons for absences should be notified by telephone to the school office, 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

Persistent lateness needs to be 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 ATTEND 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 'Persistent Absentees' file. Parents are alerted via a stage 1 letter when their child becomes a Persistent Absentee. A warming text message will be sent when a child is dropping below 93%. If attendance doesn't improve then a stage 2 letter is sent via post for the parent/carer to be invited in for an ATTEND meeting.

The Attendance Lead:
- sets a target for attendance: **96%**
- produces weekly monitors of 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.
- is named on the school website and can be contacted easily by parents and carers
- Works closely with the Trust Attendance Lead and utilises shared best practice and relevant resources form the Trust Attendance Network

Legal Action

If a parent/carer doesn't engage in ATTEND meetings or if the Head Teacher/ Attendance Lead believes an individual case is too severe recording are 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 ATTEND 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
- Any action will take place in line with current DFE guidance

Information to authorities
The Local Authority, DFE and the Trust receive information from school about the level of authorised and unauthorised absence on a regular basis. This will help with the monitoring of the targets set for the reduction of unauthorised absence.

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. may be taking an active role in ATTEND Panels.

d. Updates from White Hills Park trust and the Trust Attendance Lead

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, termly attendance traffic light system letters, assemblies, 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 90% 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.

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, Trust policy and DFE guidance
- the duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education

Head Teacher/Attendance Lead

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.
9. Ensure that responsibilities and duties set out in Working together to improve school attendance - GOV.UK (www.gov.uk) are carried out.

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 school and White Hills Park Trust, 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, the Trust and local authorities will 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
We will
- 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
- set a clear expectation to children that they should attend school

Pupils at risk of persistent absence

We will

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 or the Trust in attendance panels to reinforce messages

Pupils who are persistently absent

We will

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

We will
- 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 for 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 year groups and pupil groups
- proactively promote attendance practice as part of staff induction
- consider the individual needs and vulnerabilities of pupils

Pupils at risk of persistent absence
We will:
- 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
We will
- 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
We will

- engage with feeder schools and nurseries 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
We will:

- provide regular attendance reports to teachers 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 meetings
- 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, the Trust or independent attendance organisations to raise awareness of emerging at-risk pupils as appropriate

Pupils who are persistently absent

We will:

- 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
- 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 as appropriate with the Trust, or 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

The Trust and school and where relevant in partnership with the LA will:
- monitor and interrogate local and national data, feedback from schools and intelligence from partner agencies 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 Trust and LA networks and forums, to share local and national data, disseminate best practice and respond to intelligence from school leaders
- use 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

The Trust and school may:
- 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