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Chesterfield Primary School Attendance Policy

Academic Year 2026-20267

Version and Date		Action/Notes	Date Written	Date to be Reviewed
2.0	08.07.2025	Approved by the Trust Board	Updated May 2025	1 Year – July 2026
3.0	30.06.2026	Approved by the Trust Board	Reviewed May 2026	1 Year – June 2027

Aims

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

- Improving attendance is everyone's business, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners.
- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents/carers through all available channels
- Proactively manage and improve attendance across the school community
- Working with pupils and parents/carers to remove any barriers to attendance and punctuality by building strong and trusting relationships and working together to put the right support in place
- Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium

Legislation and Guidance

This guidance meets the requirements of the Working together to improve school attendance guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Working together to improve school attendance May 2022/September 2022

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Roles and Responsibilities

Trust Board and Local Governing Bodies

The Trust Board and the Local Governing Bodies are responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the Headteacher to account for the implementation of this policy. They will:

- 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.

Headteacher

The Headteacher is responsible for:

- Implementation of this policy at the school
- Develop and maintain a whole school culture that promotes the benefits of good attendance
- Monitoring school-level absence data and reporting it to governors
- Issuing fixed-penalty notices, where necessary

Senior attendance champion: Laura Nwanya

The designated senior leader is responsible for:

- Championing and improving attendance in school
- Set a clear vision for improving and maintaining good attendance
- Evaluate and monitor expectations and processes
- Establish and maintain effective systems for tackling absence
- Have a strong grasp of absence data, regularly monitoring data to identify patterns and trends
- Communicate messages to pupils and parents/carers
- Work with each identified pupil and their parents to understand and address the reasons for absence
- Where out of school barriers are identified, signpost and support access to any required services
- Take an active part in the multi-agency effort with the local authority and other partners
- Advise the Headteacher when to issue fixed-penalty notices
- Advise the Headteacher when to issue fixed-penalty notices

Attendance Officer: Lale Silay

The school Attendance Officer:

- Accurately complete admission and attendance register and record absences as reported by parents.
- Carries out first day calling where absence has not been reported.
- Reports concerns about attendance to the Designated Senior Leader
- Works with Education Welfare Officers to tackle persistent absence
- Arranges calls and meetings with parents/carers to discuss attendance issues

For any matter related to attendance Lale can be contacted by calling the school office or emailing: office@chesterfieldprimary.org

Local authority

- Discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.
- Take an active part in the multi-agency effort with the school and other partners.
- Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead.
- Work jointly with the school to provide formal support options including attendance contracts and education supervision orders
- Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners
- Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort)

School Office Staff

School office staff take calls from parents/carers about absence and record it on the school management information system.

Class Teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes and submitting this information to the school office. Class teachers are also responsible for reporting any concerns around attendance they may have.

Parents

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.

- Book any medical appointments around the school day where possible.
- Work with the school and local authority
- Proactively engage with the support offered

Further details on roles and responsibilities can be found in:
Summary table of responsibilities for school attendance

Recording Attendance
Attendance Register
Each school will keep an attendance register electronically and place all pupils onto this register. Each school will take an attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 applies.

See Appendix 1 for the DfE attendance codes.
Each school will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Lateness and Punctuality

- The school day starts when registers open at 8:45am. All pupils should arrive at school on time, ready for learning.
- Registers close at 9:15am. Pupils arriving after the register has been taken will be marked as late (L)
- Pupils arriving after 9:30am will be marked as unauthorised lateness (U). All pupils should arrive at school on time, ready for learning.
- Our attendance officer and senior leaders will discuss lateness with parents daily.

At Chesterfield, punctuality is monitored and persistent lateness that becomes a concern can result in a referral to the education welfare officer.

Afternoon Registration timings

Cohort	Lunch Time	Afternoon Register OPENS	Afternoon Register CLOSES
Reception	11:30 am – 12:30 pm	**12:30 pm**	**1:00 pm**
Year 1	11:45 am – 12:45 pm	**12:45 pm**	**1:15 pm**

Years 2 & 3	12:00 pm – 1:00 pm	**1:00 pm**	**1:30 pm**
Years 4, 5, & 6	12:30 pm – 1:30 pm	**1:30 pm**	**2:00 pm**

End of the School Day
School finishes at 3.15pm and it is expected that children are collected promptly. If children are not collected by 3.30pm they will then be taken to the school office. The Attendance Officer will then contact parents/ carers. Upon repeated late collection, parents will be reminded to promptly collect their child on time or make arrangements for their child to be collected by a named person, who is known to the school.

Following Up Absence

Where any child we expect to attend school does not attend, or stops attending, each school will:

- Follow up on their absence with their parent/carer to ascertain the reason
- Ensure proper safeguarding action is taken where necessary
- Identify whether the absence is approved or not
- Identify the correct attendance code to use

At Chesterfield, if a child is absent from school. The Attendance Officer will carry out the first day calling. If the school fails to make contact or parents have not responded then home visits are carried out as necessary.

Unplanned Absence

Each school marks absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

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

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

At Chesterfield, the pupil's parent/carer must notify the school on the first day of an unplanned absence by [9.00am] or as soon as practically possible.

This can be done via contacting the school on 01992 760678, by emailing the school detailing the absence on office@chesterfieldprimary.org, or via the Arbor App.

Planned Absence

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

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

Pupil's parent/carers must apply for other types of term-time absence as far in advance as possible of the requested absence. (Section 5: Term-time absences the school can authorise)

At Chesterfield school, we ask all parents/carers to complete a request for absence form electronically or if unable to do so complete a form via the school office. The school will respond to each request individually in writing.

Request for absences

Headteachers will only grant a leave of absence to pupils during term-time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Headteacher's discretion.

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

Attendance Monitoring

Each school monitors pupil absence regularly and thoroughly in order to:

- Track the attendance of individual pupils
- Identify whether or not there are particular groups of pupils whose absences may be a cause for concern
- Monitor and evaluate those pupils identified as being in need of intervention and support.

Pupil-level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. Schools will compare attendance data to the national average and share this with the Trust Board and Local Governing Body.

At Chesterfield we regularly monitor individual absence but also at school level using View Your School Attendance. We share our daily attendance data via Share School Attendance

Reducing Persistent Absence

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee and the school will put in support arrangements to address this as a matter of urgency.

At Chesterfield, school absence is monitored weekly and any parent whose child's absence becomes a concern will be invited to an attendance clinic with their child's Assistant Headteacher. (where they will be able to see where their child's attendance falls on our attendance ladder – see Appendix 3). Should these concerns continue, parents will be invited to an attendance clinic with our Education Welfare Officer. Continual attendance concerns of 10% unauthorised absence are referred to the Education Welfare Officer. Please see Appendix 3.

Legal Sanctions

Where there are unresolved attendance concerns, our schools may issue a penalty notice, following the Enfield Local Authority framework 'Code of Conduct for Issuing Education & Exclusion Related Penalty Notices January 2015' and the Department for Education's statutory guidance on school attendance parental responsibility measures.

The decision on whether or not to issue a penalty notice includes consideration of:

- The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks

If issued with a penalty notice, each parent/carer must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

Strategies for Promoting Attendance

Each school has a comprehensive range of strategies to promote good attendance, referring to strategies contained in the guidance from the Department for Education.

At Chesterfield, school attendance is celebrated weekly in our celebration assemblies and parents are informed so that they can also celebrate with their children. Classes who achieve the school's target of 96% or above each week are rewarded with additional playtime. Termly, the winning class in each year group is invited to a celebration. Termly, 99% and 100% attenders are also rewarded with a special treat. Children with the most improved attendance are also offered rewards and incentives in assembly. Termly, the winning class in each year group is invited to a celebration and 100% attenders are rewarded with hot chocolate and biscuits with a member of the Senior Leadership team. Children can also enter a raffle to win family treats for 100%, 99% or most improved attendance.

Reporting to Parents/Carers

- The school reports to parents/carers on their child's attendance record annually in the written end-of-year report. Parents will also receive termly information regarding attendance at Parent Conferences.
- Where there are concerns about a child's attendance, each school has their own reporting procedure. At Chesterfield school, should your child's attendance become a concern the school will invite you in to discuss this and how we can work together to improve it. You may be invited to an attendance clinic with our Education Welfare Officer to discuss how we can work together to ensure your child attends school regularly.

Links with Other Policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance Working together to improve school attendance - GOV.UK (www.gov.uk).

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold. This policy complies with the Trust's funding agreement and articles of association.

Appendix 1: Attendance Codes
The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
U	Arrival after registration	Pupil arrived at school after the register closed
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
Attending a place other than at school		
K	Educated by LA provision	Attending education provision arranged by the local authority that is not school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school

P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Work experience	Pupil is on a work experience placement
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence or authorised reasons		
C1	Performing or employment	Pupil participating in a regulated performance or undertaking regulated employment abroad.
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Year 11 pupil is on study leave during their public examinations
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part time timetable	Pupil of compulsory school age is subject to a part-time timetable
Absence – Other authorised reasons		
T	Gypsy, Roma and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
E	Excluded	Pupil has been excluded but no alternative provision has been made
Absence – Unable to attend school because of unavoidable cause		
Q	Unable to attend due to access arrangements	Pupil is unable to attend the school because the local authority has a duty to make access arrangements to enable the pupil's attendance at school and have failed to do so.

Y1	Unable to attend due to transport provided not being available	Pupil is unable to attend because the school is not within walking distance of their home and the transport that is normally provided by the school or local authority is not available.
Y2	Unable to attend due to widespread travel disruption	Pupil is unable to attend because of widespread disruption to travel caused by a local, national, or international emergency.
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the school cannot accommodate in those part of the premises that remain in use.
Y4	Unable to attend due to the whole school site being closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather),
Y5	Unable to attend as pupil is in criminal justice detention	The pupil is unable to attend the school because they are: in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.
Y6	Unable to attend in accordance with public health guidance or law	The pupil's travel to or attendance at the school would be contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care or prohibited by any legislation relating to the incidence or transmission of infection or disease.
Y7	Unable to attend because of any other unavoidable cause	An unavoidable cause, that is not covered by one of the other 'unable to attend' codes detailed above, is preventing the pupil from attending the school.
Absent – Unauthorised absence		
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
Administrative Codes		
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: Working Together To Improve Attendance (DfE Feb 2024)

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

Expect

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

Monitor

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

Listen and understand

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

Facilitate support

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

Formalise support

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

Enforce

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

Appendix 3: Summary Table of responsibilities for school attendance 2024

All pupils

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

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular 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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

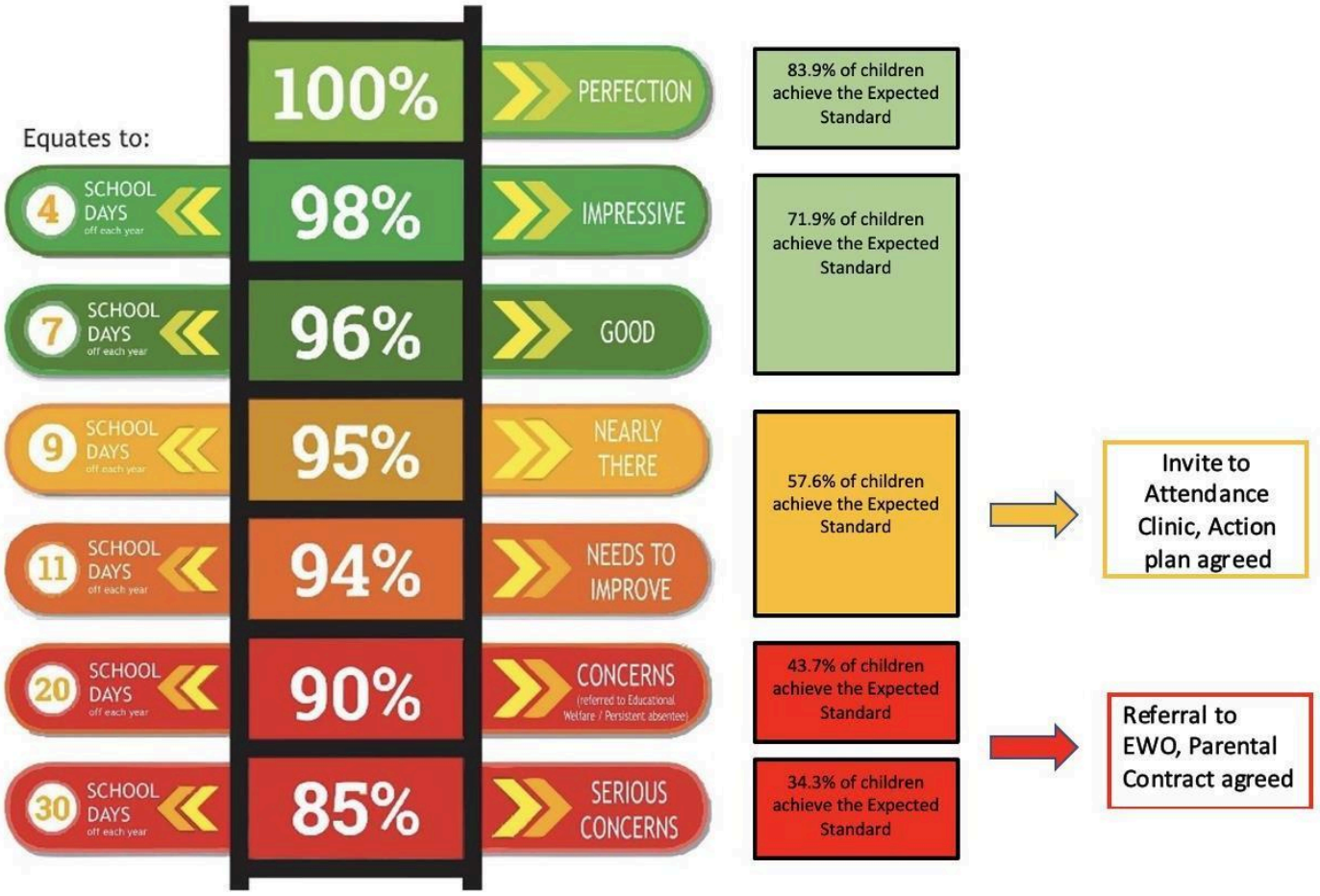
Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school-whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.

Appendix 4: Reducing Persistent Abse