

Bitham Brook attendance policy

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Rationale for the policy

At Bitham Brook Primary School we understand that regular school attendance is the key to enabling children and young people to maximise the educational opportunities available to them and become emotionally resilient, confident adults who are able to realise their full potential and make a positive contribution to their community. We are committed to providing an education of the highest quality for all our pupils and endeavour to provide an environment where all pupils feel valued and welcome.

For our children to gain the greatest benefit from their education it is vital that they attend school regularly and punctually allowing them to feel that they belong in the community. Parents and the school community share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

Absence affects the pattern of a child's schooling and a high level of absence will seriously affect their learning and therefore their life choices or opportunities. Any pupil's absence disrupts teaching routines and this may also affect the learning of others as well as of the absent pupils.

The law says that ensuring a child receives education is a parent/carer's legal responsibility (Section 444 of the 1996 Education Act). For most parents this means registering their child at a school. Permitting absence from school that is not authorised by the school creates an offence in law and parents/carers who do not secure their child's regular attendance at school may be referred to the Wiltshire Education Welfare Service for a formal legal intervention.

Do you know these facts about absence and attendance?

Research suggests that a pupil who misses 17 days (this equates to attendance of less than 91%) of school a year will drop 1 GCSE grade in attainment. (DfE)

- 95% equates to half a day off every two weeks in a school year
- 90% equates to a day off every two weeks in a school year
- 85% equates to one and a half days off every two weeks in a school year
- 80% equates to one whole day off every week in a school year

A secondary age pupil whose attendance is 80% will have missed ONE WHOLE YEAR of education by the time they leave school.

"Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in absence would result in many pupils receiving greater benefit from their education." The National Audit Office.

This policy represents our commitment to support pupils to achieve 100% attendance. It sets out the principles, procedures and practice the school will undertake, strategies to improve attendance and rewards and benefits of good attendance. The sanctions and possible legal consequences of poor attendance and punctuality are also detailed. This policy will be reviewed, and published in accordance with current legislation and guidance.

Aims of the Attendance Policy

We believe that the foundation for good attendance is based on a strong partnership between school, parents and the child. This includes clear communication with parents and pupils regarding our expectations of what is required to secure excellent attendance for pupils at our school.

At Bitham Brook Primary School we will:

- Provide regular information about attendance on end of term newsletters; showing both year group attendance and whole school attendance.
- Include attendance information in reports about your child's performance in school and how any absence may be affecting their attainment.
- Celebrate children who achieve 100% attendance.
- Work with you and your child to achieve maximum attendance.

At Bitham Brook Primary School we expect:

- Pupils to arrive at school every day on time, ready to learn (morning registration is at 8.45 am).
- Parents to work with the school to ensure that their child attends regularly
- Parents to contact the school on the day of absence to explain why their child will not be attending.

Understanding types of absence

Every half day (one session) of absence from school has to be classified by the school (not by parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause or reason for absence is always required, preferably in writing. On occasions a child may be away from school because they are reluctant to attend. If a child is reluctant to attend, it is important that parents do not cover up this absence. Parents should discuss any difficulties with school staff.

Persistent Absence

Pupils who are absent for a number of sessions may reach a level at which they are classed as being a persistent absentee. Persistent absence is defined as a pupil missing '10% or more of their schooling across a period of time for whatever reason'. Absence at this level is doing considerable damage to any child's educational prospects and we need the full support and cooperation of parents.

Parents of children who have declining levels of attendance will be invited to meet with a member of the Attendance Team at a School Attendance Meeting (SAM) to discuss how the child's attendance and/or punctuality can be improved. Notes will be taken during the meetings and targets agreed. A further meeting in person or by phone call will be planned to review attendance, usually 4-6 weeks later. If this does not result in secured and sustained improvement, then a referral will be made to the Local Authority Education Welfare Officer (EWO). Parents can contact the EWO directly.

Absence Procedures

If your child is absent parents must:

- Contact school as soon as possible on the first day of absence by telephone or;
- Speak to the office or their child's teacher if they (the parent) are in school for other reasons e.g. bringing a sibling to school;

If a child is absent school will:

- Telephone home on the first day of absence if we have not heard from home;
- Issue a letter of concern to parents if absence persists, informing them of their child's attendance.
- Invite parents to a SAM if attendance continues to drop.
- Refer to the EWO if there is no sustained improvement and the pupils have 10 sessions of unauthorised absence.

Lateness

Poor punctuality is not acceptable. If a child misses the start of the day, they can miss vital learning opportunities as well as disrupting the learning of others.

The school gates are open at 8.35 am. Children from years 1-6 have a supervised period on the playground through to 8.45 am every morning. Children in Reception can go straight into their classrooms from 8:35am.

Our afternoon registration is taken at 1:15. The afternoon register closes at 1:30

Legally a school register must be taken twice a day. In the morning, the register is formally taken by the teacher at 8.45 am and is closed in the classroom and sent to the office. The register will be kept 'open' in the office until 9.15. Pupils arriving after 8.45 am and before 9.15 am are marked with the L code which means 'Late before registers closed' and pupils arriving after that time are marked with the U code which means 'Late after registers closed'. Absence is recorded as unauthorised until a satisfactory reason is provided. If the reason given is not satisfactory and/or evidence of the reason cannot be provided, the absence will be coded as unauthorised. Ongoing and repeated lateness after the close of registration is considered as unauthorised absence and may be taken into account if any legal action is taken.

Lateness will be reviewed at weekly attendance meetings. Where children are regularly late, parents will be sent a letter informing them of how many times their child has been late and how many minutes their child has missed of school. If lateness continues the school will work with the parents to develop strategies to improve timings.

Leave of absence

Taking holidays in term time will affect a child's schooling as much as any other absence and we expect parents to help by not taking children away in school time.

In accordance with Department for Education statutory guidance, leave of absence from school may only be authorised in exceptional circumstances. **Absence for the purpose of a holiday is not considered to be an exceptional circumstance.**

Parents are required to complete a leave of absence request form which must outline the exceptional circumstances for which the leave has been requested. Leave of absence request forms must be completed in advance of the dates requested. We require two weeks' notice unless the absence is related to an emergency. We do not give retrospective agreement for leave of absence so any absence not advised to the school in advance will be unauthorised.

Requests will be considered by the Headteacher, and parents and carers will be advised if their request is agreed. Any pupil who has taken a term time holiday will be required to provide medical evidence if they are ill in the period directly before or after the dates advised to school or if the absence is immediately before or after a designated school holiday period.

Parents/carers will be asked to provide evidence if a pupil does not return to school on the agreed date following a holiday as a result of delayed or cancelled flights or other travel arrangements.

A maximum of 5 working days (10 sessions) in any academic year may be authorised in exceptional circumstances only. In making a decision the school will consider the circumstances of each individual application. The school will not authorise leave unless there are exceptional circumstances.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be unauthorised and may result in a Penalty Notice.

Penalty notices

The Department for Education has issued a national framework and the Education (Penalty Notices) (England) (Amendment) Regulations 2024 which govern how and when penalty notices may be used. All local authorities and schools must work within the new framework.

Whenever a pupil accrues 10 sessions (half days) of unauthorised absence in a 10 week period a school must consider whether a penalty notice should be issued. The unauthorised absence can relate to unexplained absence, absence that the school has not agreed to, including for a holiday in term time or a pupil being late after the register closes.

Where a pupil has accrued 10 sessions of unauthorised absence in 10 weeks that is NOT related to a holiday in term time we may issue you with a Notice to Improve. This will provide you with an opportunity to engage with support to improve your child's attendance. If support is not working then we will refer the matter to the local authority who may decide to issue a penalty notice to you.

Where there are 10 sessions of unauthorised absence in a 10 week period as a result of a holiday taken in term time the absence will be notified to the local authority who may issue a penalty notice without further warning.

Each parent can receive a penalty notice for each child that has unauthorised absence. For example 2 parents with 2 children who take a holiday in term time can expect to receive 4 penalty notices. The new framework allows for parents to receive a maximum of 2 penalty notices for each of their children in a 3 year period.

Payment of penalty notices

The first penalty notice issued in respect of an individual child will be in the sum of £160 to be paid within 2 days, reduced to £80 if paid within 21 days.

The second penalty notice issued in respect of the same child within 3 years shall be in the sum of £160.

If the national threshold is met on a third or subsequent occasion in 3 years then the local authority may present the matter to the magistrates' court.

or

2) The local authority may initiate court action under Section 444 of the Education Act 1996, which could lead to fines of up to £2,500, imposition of orders such as Parenting Orders or even imprisonment.

or

3) In some cases, action may be taken under the Children Act 1989 to protect the welfare and development of the child.

Partnership working- roles and responsibilities

- Attendance is monitored each week by the Attendance Team; this includes the Senior Attendance Champion (who is also the Designated Safeguarding Lead) and the Administrative Officer. During these meetings a record is kept of any children whose attendance is below 90% and appropriate next actions discussed. Records of the number of times children have been late are also kept.
- A wider team with other related roles including the Headteacher, Designated Safeguarding Lead, SENCO and Family Link Worker are consulted when needed to ensure all who need to know are aware of any attendance issues.

- SAM meetings will be held by a member of the Attendance Team or phase leaders when children's attendance is continuing to decline with high numbers of broken weeks due to frequent minor medical absence.
- The Senior Attendance Champion will be responsible for maintaining attendance profile through assemblies, staff meetings, monitoring, registration process, liaison with the EWO, and holding school attendance meetings.
- Class teachers will ensure accurate registration each morning at 8.45 am. Any concerns regarding attendance will be reported to the Senior Attendance Champion.
- Governor with specific responsibility for attendance will review incidents of persistent absenteeism
- Administrative staff involved in first day contact procedures will record reasons given for absence.
- The School Attendance Meeting follows a staged process with the aim to investigate the reason for low levels of attendance and look at what is needed to secure and sustain an improvement.

We expect that parents and carers will work with us if school absence becomes a concern

Parents and carers can help to promote positive attendance by:

- Ensuring children arrive at school on time, before registers close, appropriately dressed and in a 'condition to learn' (ie not too tired or too hungry) and with the right equipment for the day.
- Working in partnership with us to help their child(ren) gain an appreciation of the importance of attending school regularly. This may involve implementing a voluntary Attendance Contract.
- Working in partnership with us to take an active interest in their child's education.
- Working in partnership with us and other agencies (as appropriate) to resolve problems relating to non-attendance or which may have a negative impact on their child's attendance.

Pupils also have a responsibility to make sure they follow school procedures made known to them for receiving their registration mark, in particular when arriving late.

At Bitham Brook Primary School attendance is the business of everyone in our school community. The governors and all staff are committed to supporting all pupils to achieve excellent attendance and regularly review school procedures and strategies to support this.

Procedures

Legally the school register must be taken twice a day. We will contact parents to address and improve attendance where:

- A pupil's attendance is identified as a cause for concern
- A pupil has more than 8 recorded lates in a term
- A pupil has a regular pattern of absence

Parents are asked to:

- Notify the school when their child is unable to attend, with a reason, on the first and subsequent days of absence. Parents should make contact with school before the start of the school day. Please phone the school, selecting option 1 and leaving a message if necessary, by 9 am on the day of the absence. Messages regarding absence can also be emailed to admin@bithambrook.wilts.sch.uk by 9 am.
- Keep the school informed, in cases of ongoing absence. A note from a pupil's home does not mean an absence becomes authorised. The decision whether or not to authorise an absence will always remain with the school.
- Arrange medical or dental appointments outside of school hours unless there is urgent need for an appointment.
- Tell the school if their child is going to be late, the reason why and expected time of arrival.

- Only request leave of absence/holiday in term time if it is for an exceptional circumstance. The process for requesting leave of absence is explained further in this policy.

Examples of types of absence that are not considered reasonable and which will not be authorised under any circumstances are:

- Going shopping with parents
- Birthdays
- Minding other younger children in the family
- Staying at home because other members in the family are unwell
- Day trips and holidays in term time unless there are exceptional circumstances that have been approved by the Head Teacher
- Arriving at school too late to get a present mark (After the close of registration)
- Truancy
- Death of a pet

We will contact the parent/carer if a child is absent and the parent/carer has not advised that the child will not be in school. Parents can expect contact on every occasion of an un-notified absence. The Administrative Officer will initially phone parents within 30 minutes of registers closing. If we cannot speak directly with parents/carers then we will make contact with nominated emergency contacts to establish the reason for absence; this is in line with school safeguarding procedures.

If after 3 days of absence, your child has not been seen and no contact has been made with the school, a home visit may be made by school staff, to ascertain the safety and well-being of your child and establish the reason for absence from school.

After 10 days of unexplained absence and no contact with the school, we are obliged to notify the local authority. The local authority will follow their procedures for Children Missing from Education (CME) and parents may expect contact and visits from an Education Welfare Officer to ascertain the well-being and safety of your child.

Collecting your child from school

We ask that all parents/carers ensure that they are able to collect their children from school on time. **School finishes at 3.15 pm.** If parents are unable to collect their child as usual then they will need to communicate the alternative arrangements they have made with the school. For any on-the-day changes we ask parents or carers to email our dedicated pickup changes account pickupchanges@bithambrook.wilts.sch.uk by 2 pm to ensure the messages can be passed to class in time for the end of the school day.

Going Home Arrangement forms are issued via ParentMail at the start of each academic year for you to list any other authorised people who may collect your child if you are unable to do so. This form allows you to indicate if you give your child consent to leave class independently at the end of the school day to meet you at a place arranged with your child.

We will not release children in these circumstances to anyone who we have not been advised of, or who are not named as a contact on your child's admission forms. Where there is any doubt as to the identity or suitability of such a person, the school will contact the person listed with parental responsibility. If none of listed contacts can be contacted and there is no other way of ensuring the child's safety, this will be referred to the police as an emergency.

In the result of a child not being collected at the end of the school day all listed contacts will be called. If contact cannot be established within a further 30 minutes, a senior member of the school staff will contact the MASH duty service to agree upon a timescale for further actions and ultimate hand-over of the child, as appropriate. The school

will retain a duty of care until the parent / carer has collected them or they have been transferred into the care of a Council or police officer or approved carer.

Timely collection is essential to ensure the well-being of all children. Staff are not able to routinely supervise children after 3:15, as it impacts our staff's ability to fulfil their teaching duties and attend scheduled meetings or after-school clubs. If a pattern of late collection becomes apparent, school will contact parents/ carers.

Consequences of persistent and severe absence

At Bitham Brook Primary School we will always work with you to address any attendance concerns. If we have been unable to resolve the issue, despite a number of interventions, then we may have to refer you to the local authority. The Education Welfare Service may issue a penalty notice in line with the DFE's national framework and the education (Penalty Notices) (England) (Amendment) Regulations 2024, as detailed in the **Penalty Notices** section of this policy.

Strategies for improving and maintaining good attendance

At this school we take every opportunity to promote excellent attendance for all pupils. We will celebrate attendance on newsletters and in assemblies.

We are a caring school community where the needs of all pupils are carefully considered. Bitham Brook Primary School provides and promotes a welcoming and positive atmosphere so that pupils feel safe, and know that their presence is valued.

If there are specific issues which might impact on your child's attendance it is important that you talk to us so that we can support you and your child. There may be times when we ask other agencies to become involved to help us understand and work with you to encourage regular school attendance. (eg Wiltshire Council, school health, Ethnic Minority and Traveller Advisory Service, Medical Needs Reintegration Service). If we feel that this would be helpful we will discuss with you first.

We are very keen to listen to the views of children and parents with regard to attendance matters and we welcome any feedback which helps us to shape how we work with families to address attendance issues and reward excellent attendance.

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.

All pupils

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 - wherever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • 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 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.