

Summary table of responsibilities for school attendance

All children

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

Children at risk of becoming persistently absent

Parents/Carers are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them</p>	<p>Proactively use data to identify children at risk of poor attendance.</p>	<p>Regularly review attendance data and help school leaders focus</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access</p>

<p>understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p> <p>Offer parenting contracts and support families in adhering to these conditions in order to improve attendance levels.</p>	<p>Work with each identified child and their Parents/Carers to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners.</p> <p>Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>support on the children who need it.</p>	<p>to services for children who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified children and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners.</p> <p>Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the schools and partners.</p>
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Persistently absent children

Parents/Carers are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p>	<p>Continued support for children at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted</p>	<p>Regularly review attendance data and help school leaders focus support on the children who need it.</p>	<p>Continued support as for children at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options</p>

<p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>support in place to remove any barriers.</p> <p>Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents/carers and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children’s social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>		<p>including parenting 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.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort)</p>
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Severely absent children

Parents/Carers are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child’s barriers to attendance.</p>	<p>Continued support as for persistently absent children and:</p>	<p>Regularly review attendance data and help school leaders focus support on the children who need it.</p>	<p>Continued support for persistently absent children and;</p>

<p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Agree a joint approach for all severely absent children with the local authority.</p>		<p>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.</p> <p>Where appropriate, this could include conducting a full children’s social care assessment and building attendance into children in need and child protection plans.</p>
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Support for cohorts of children with lower attendance than their peers

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