



MAYVILLE HIGH SCHOOL

Founded in 1897

Attendance Policy

This policy is available on the school's website and will be given to all parents of new pupils as they start and all parents will be reminded of it every school year.

The LA has the right to examine attendance registers and take extracts.

ATTENDANCE

Mayville High School recognises the importance of excellent attendance and punctuality so that pupils can maximise their achievement in school and can be well-prepared for the demands of the next stage of their education.

There is a very strong, evidenced, correlation between rates of school attendance and academic attainment, nationally and at Mayville High School.

LEGAL FRAMEWORK

This attendance policy has due regard to all relevant legislation and statutory guidance including, but not limited to;

- Education Act 1996
- Equality Act 2010
- Children Act 1989
- Children and Families Act 2014
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- DfE (2025) Keeping Children Safe in Education 2025
- DfE (2024) Working together to improve school attendance
- DfE (2023) Mental health issues affecting a pupil's attendance
- DfE (2023) Summary of responsibilities where a mental health issue is affecting attendance
- DfE (2023) Support for pupils where mental health is affecting attendance: effective practice examples
- DfE (2024) School Attendance (Pupil Registration) (England) (Regulations) 2024.
- DfE (2024) Summary table of responsibilities for school attendance Statutory guidance for maintained schools, academies, independent schools, and local authorities
- 2024 No. 209 EDUCATION, ENGLAND The Education (Information About Individual Pupils) (England) (Amendment) Regulations 2024
- Anti-Social Behaviour Act 2003.
- Paragraph 7(b) of the Education (Independent School Standards) Regulations 2014

EXPECTATIONS, ROLES AND RESPONSIBILITIES

STUDENT EXPECTATIONS:

Excellent punctuality is an expectation of pupils. Being punctual each and every day prepares pupils well for the world of work and later life.

MAYVILLE HIGH SCHOOL REGISTRATION TIMES:

Nursery	Pre-Prep & Juniors	Seniors
08:30 and 09:00 (am session).	08:50 and 09:00 (am session).	08:40 and 09:00 (am session).
12:30 and 13:00 (pm session).	12:45 and 13:00 (pm session).	15:40 and 15:45 (pm session).

ALL PUPILS ARE EXPECTED TO:

- Be in their classroom/ tutor base by 08:30 in the Pre-Prep and Junior School and 08:40 in the Senior School.
- Attend tutor time and all lessons on time. In the Senior School there is a five minute margin allowing pupils time to walk between school sites.
- If pupils arrive late to their tutor group (after 08:50 in Pre-Prep/Junior or after 08:40 in Seniors), they will be marked in as late 'L'.
- In exceptional cases where a pupil has a diagnosed medical condition/need, the condition / need is supported by an up to date diagnosis, and the specific condition / need is known to impact the pupil's ability to attend school we will make reasonable adjustments to the application of this policy/ attendance processes.
- Where evidence is not forthcoming or there is no clinical professional's support for the need for absence no adjustments to the attendance register will be made.
- Please refer to the Rewards and Sanctions Policy regarding Senior pupils being late for registration.
- If a pupil arrives late to school after registration, they will need to sign in at the School Office. Any pupils arriving at this time will be marked present with code 'U'.

Attendance registration will be taken in Pre-Prep/Junior classrooms or in Senior Tutor classrooms between:

Pre-Prep and Juniors -

08:50 and 09:00 (am session).

12.45 and 13.00 (pm session).

Seniors -

08:40 and 09:00 (am session).

15:40 and 15:45 (pm session).

PARENTAL EXPECTATIONS

- By sending your child to Mayville High School, Parents and Guardians accept their statutory responsibilities, and commit to sharing Mayville High School's moral imperative to ensure their child attends regularly, and has excellent punctuality.

- The law further supports these expectations; The Education Act 1996 states; "as a parent, you must ensure your child receives appropriate full-time education according to their age, ability and aptitude. If your child is registered at a school, then they must attend regularly and punctually. It is your responsibility as the parent to ensure good attendance."
- If your child is going to be absent, please telephone the school office before 08.30 each day of your child's absence and leave a clear message on the absence voicemail service, or telephone after 08:30 to speak with a member of the office staff.
- We need to be informed in advance of any planned absence (e.g. medical appointments, weddings, college interviews, etc). Authorised absence cannot be given retrospectively.
- Parents must provide accurate and up-to-date contact details for themselves, including at least two contact telephone numbers, and at least one other responsible adult.
- Parents are responsible for updating the Office regarding any changes to their records.
- Parents are required to ensure that their child receives full-time education, by daily attendance at a school, except in a small number of allowable circumstances, such as being too ill to attend or being given permission for an absence in advance from the Headteacher of the school.
- From August 2024, a new National Framework for issuing penalty notices to Parents / Guardians for their child/children being absent from school was implemented. The changes introduced included rises in absence fines and a cap of two fines being issued to the same parent for the same child within a three year period. Although this won't be applicable in independent schools, we do remain in contact with the Local Authority regarding our attendance data and will make contact with the Local Authority if we have a concern about a child's attendance at school.
- Schools are told by the DFE and LA to consider giving a penalty notice to a parent when a child has missed 10 or more sessions (2 registration sessions per day - AM and PM) for unauthorised reasons within a 10 school week period although this won't be applicable in independent schools. Independent schools often handle attendance internally first, but they must report persistent absence (usually after 10 consecutive days, under Education (Pupil Registration) Regulations 2006). The Local Authority can issue penalty notices.
- DFE Guidance for Parents - [Working Together to Improve Attendance](#)
- Childs Commissioners Guidance for Families
- [NHS Guidance for Mental Health](#) Help for your child
- [Bitesize Wellbeing](#)
- Bullying - [a guide for parents](#)
- [BBC Bitesize Toolkit](#) - BBC Bitesize Parents' Toolkit is the place for mums, dads, carers, and the whole parenting community to find stories, expert advice and fun activities that will help you support your child in a changing world.

TRUSTEE BOARD EXPECTATIONS

- Monitoring the implementation of the attendance policy and procedures of the School.
- Regularly review attendance data and help the Senior Attendance Champion focus support on the pupils who need it.
- Take an active role in attendance improvement, support the school 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.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Having regard to 'Keeping Children Safe in Education' when making arrangements to safeguard and promote the welfare of children.

MAYVILLE HIGH SCHOOL EXPECTATIONS

The Headteacher is responsible for the day to day implementation and management of the attendance policy and procedures of the School.

The Senior Attendance Champion is a senior leader with overall responsibility for championing and improving attendance. Mrs Nikita Ramsey can be contacted by email (n.ramsey@mayvillehighschool.net) or via the School Office by telephoning (023 9273 4847). Please contact Mrs Ramsey with any attendance-related queries. If you and your child are experiencing difficulties with school attendance then talk to us as a first step so we can help.

- The attendance and absence of pupils of compulsory and non-compulsory school age is recorded using appropriate national attendance and absence codes - these have been updated and are set out in the School Attendance (Pupil Registration) (England) (Regulations) 2024.
- Every entry in our attendance and admission registers will be kept for six years (previously this has been kept for three years).
- Where barriers to attendance go beyond the school gates and cover multiple needs, schools should work with the local authority and other agencies to provide wider-holistic support.
- Through weekly, half-termly, termly and annual analysis of attendance data, deliver intervention and support in a targeted way to cohorts and/or individual pupils and families. This will identify patterns for possible uses of certain attendance codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.
- After identification of 'at risk' pupils, check if the pupil/family meet the local thresholds for early help or family support, this will involve completing an early help form. It is issued under: section 175(4) of the Education Act 2002, sections 19(4A) and 444B(3) of the Education Act 1996, section 19(9) of the Anti-Social Behaviour Act 2003, paragraph 7(b) of the Education (Independent School Standards) Regulations 2014 and paragraph 3(a) of the Non-Maintained Special Schools (England) Regulations 2015.
- If attendance is a single need or the case does not meet the local threshold, Mayville High School will still follow the early help principles, which may include inviting the family to work together with the school via a Family Support Plan (FSP). Where a pupil or their family have another lead practitioner working with them, we will aim to work alongside their practitioner, to help make attendance a key element of their existing plan. This can include pupils with a social worker, early help practitioner, youth offender team worker or with an education, health and care plan.
- Under the new 2024 regulations, all schools are will need to provide local authorities with the name and address of pupils who miss 15 consecutive or cumulative days due to illness who may need additional support from the local authority to continue their education, as set out in the recently updated statutory guidance for local authorities Education for children with health needs who cannot

attend school.

ALL STAFF WILL BE RESPONSIBLE FOR:

- Following the attendance policy. All staff are also responsible for ensuring the policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- The Class Teacher, Tutor or Subject Teacher is responsible for recording any attendance concerns on Class Charts.
- The Class Teacher or Tutor is responsible for identifying patterns in individual absences and discussing findings with the Tutee and also the Parents/Guardians, ensuring all details are recorded on CPOMS.
- If the absence continues or the pattern of lateness, in the Nursery, Pre-Prep or Junior School, the Class Teacher needs to direct the concern to - the Head of EYFS, the Head of Pre-Prep or the Deputy Head and then the Senior Attendance Champion. (Ensuring all details are recorded on CPOMS).
- In the Senior School, If the absence continues or the pattern of lateness during tutor time continues, the Tutor needs to direct the concern to one of; the Head of Middle School (Years 7/8), the Pastoral Assistant Head for UIV and LV (Years 9/10) or the Head of UV (Year 11) Designated Safeguarding Lead (DSL) and then the Senior Attendance Champion. (Ensuring all details are recorded on CPOMS).
- If a pattern of absence or lateness is observed in specific lessons, this needs to be reported to the Head of Department for that subject and also the Tutor to initially discuss the concern with the pupil, ensuring all details are recorded.
- To add to the development of and maintain a whole school culture that promotes the benefits of good attendance.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated to the DSL (designated safeguarding lead).
- Registering their tutor group and ensuring it has been submitted by 09.00 for the AM session. Pre-Prep and Junior staff tutors need to have submitted their PM register by 13:00 and Senior staff tutors need to have submitted their tutor register by 16.00.
- Taking a lesson / class register within the first fifteen minutes of each and every lesson.

THE SCHOOL OFFICE WILL BE RESPONSIBLE FOR:

- Ensuring all form / tutor group AM registers have been recorded by 09:00 and PM registers are completed by either 13:00 or by 16:00, depending on the area of the school.
- Contact home if any pupil has not been marked present and parents/guardians have not previously notified the school of a planned absence.
- If no contact has been made by the parents/guardians regarding an unplanned absence, the Registrar will contact all other contacts of the child to locate their whereabouts. Emails and a school text will also be sent to parents/guardians requesting an explanation. If we have a safeguarding concern for that pupil, we will discuss the case with the DSL.
- For any child missing education we will look to the CME guidance.
- Recording all absence explanations as per The School Attendance 2024 Regulations.
- Monitor and analyse weekly attendance patterns and trends of all individual pupils and cohorts to identify pupils who can be supported earlier before patterns become entrenched.

- Send late or attendance concern letters to parents/guardians and invite in for a meeting with class teachers or senior tutor.
- Provide regular attendance reports for class teachers or tutors to facilitate discussions with pupils.
- Notify Portsmouth LEA of any new joiners to Mayville High School.
- To Include in the Admissions Register (additions 2024):
 - The child's legal name and the name normally used in school.
 - The address of the child (formerly only mentioned the address of the parents).
 - The pupil's start date (rather than date of admission).
- Mayville High School will inform Portsmouth LEA of any pupil being deleted from the admission and attendance registers according to Regulation 9 of [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#).
 - A – the pupil has been registered at another school.
 - B – the pupil has not continued at the school following completion of nursery education.
 - C – the pupil is also registered at one or more other schools and the other schools have agreed the deletion.
 - D – the pupil has a school attendance order which has been changed to name another school.
 - E – the pupil had a school attendance order which has been revoked.
 - F – the parent of a pupil has notified the school in writing that the pupil will be leaving the school to be educated otherwise than at a school.
 - G – the pupil no longer normally lives a reasonable distance from the school.
 - H – the pupil has not returned following a leave of absence.
 - I – the pupil has been continually absent from school for 20 school days unauthorised, or 10 school days absence after authorised absence, and reasonable steps have been taken to secure the pupil's attendance.
 - J – the pupil is detained under a sentence of detention.
 - K – the pupil has died.
 - L – the pupil will be over compulsory school age and will not continue into the sixth form.
 - M – the pupil is a boarder at a school maintained by a local authority or academy and their boarding fees have not been paid.
 - N – the pupil has ceased to be a pupil at an independent school or non-maintained special school.
 - O – the pupil has been permanently excluded from the school at an independent school or non-maintained special school.
- Notify the LA in consultation with the Headteacher and DSL if a pupil has not returned to school for 10 school days after an authorised absence.
- Notify CME in consultation with the Headteacher and DSL if a pupil is absent from school without authorisation for 20 consecutive school days.
- Mayville High School will use the DfE attendance codes to register pupils.

SCHOOL ATTENDANCE SUPPORT TEAM (LEA)

All local authorities (LA's) are expected to have a School Attendance Support Team that works with all schools in its area. Each local authority is expected to provide four core functions to all schools:

- Communication and Advice
- Targeting Support Meetings (early help for individual pupils)
- Support for families
- Legal Intervention (see below)

GRANTING LEAVES OF ABSENCE (DFE)

We recognise that parents/guardians may, at times, request absence from school for their son/daughter. Direct all absence requests to the Headteacher. The Headteacher's decision is final in relation to authorising pupil absences.

All schools can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024.

These circumstances are:

- Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority.
- Attending an interview: for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.
- Study leave: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.
- A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.
- Exceptional circumstances: All schools can grant a leave of absence for other exceptional circumstances at their discretion. Absence must be requested in advance by a parent who the pupil normally lives with. Schools are then expected to consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the school to determine the length of the time the pupil can be away from school.

Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Leave of absence should not be granted for a pupil to take part in protest activity during school hours.

LEGAL INTERVENTIONS

All schools and local authorities are expected to work together and make use of the full range of legal interventions. All legal interventions are implemented after discussions with families and after considering their individual circumstances.

These are:

- Attendance contracts - does not apply to independent schools. However, if a child is persistently absent, the local authority still has the legal power to act (issuing penalty notices or prosecuting parents) regardless of the type of school.
- Education supervision orders (EVOs)
- Attendance prosecution
- Parenting orders
- Penalty notices - Independent schools themselves do not issue these but if a child is persistently absent, the local authority still has the legal power to act (issuing penalty notices or prosecuting parents) regardless of the type of school.

Schools and local authorities should decide which parent(s) to involve in attendance legal intervention, but this should usually be the parent or parents who have allowed the absence.

ABSENCE PROCEDURES

Only the Headteacher (not parents/guardians or other relatives) can authorise the absence of your child from school. There is no automatic right for a child to be absent from school.

The Headteacher will require a reason for your child's absence otherwise the absence will be recorded on the school register as unauthorised.

If your child is not well enough to attend school, or is suffering from a contagious illness, please inform us on the first morning of the absence. A phone call to the office, voicemail left with the office or email to the office or form tutor explaining the reason for absence from a parent or responsible adult is a legal requirement and should be completed as soon as possible.

The school requests that, wherever possible, parents and guardians avoid taking their child out of school for non-urgent medical and dental appointments.

IF A CHILD IS ABSENT PARENTS SHOULD:

- Telephone the school as soon as possible, the phone lines open at 08:30 – on the first day of absence, stating the name of your child and the reason for the absence. This can be done by calling the school on 023 9273 4847 (then following the automated message if calling outside of school hours).
- Provide evidence in the form of appointment cards, prescriptions or referral letters for medical and dental appointments.

LATENESS

All pupils are expected to be in their tutor base or classroom for the start of registration. Due to the distances that some pupils have to travel, allowances are made for heavy traffic conditions or other transport problems.

SCHOOL SUPPORT FOR REGULAR ATTENDANCE

Staff will address attendance and punctuality concerns in a timely manner, through agreed processes. This may involve:

- Communication with parent/guardians either by email, telephone or both
- Meeting with pupils in school to discuss our concerns

- Setting sanctions for the pupil, principally to support missed work
- Meetings with parents/guardians and/or externally involved professionals
- Setting attendance targets
- Pastoral support and onward referrals to specific services
- Liaison with external medical professionals to evidence specific conditions/needs

PROMOTING AND INCENTIVISING GOOD ATTENDANCE:

We, as a school, will do regular data analysis to identify and provide immediate additional support to identify positive and negative patterns of attendance.

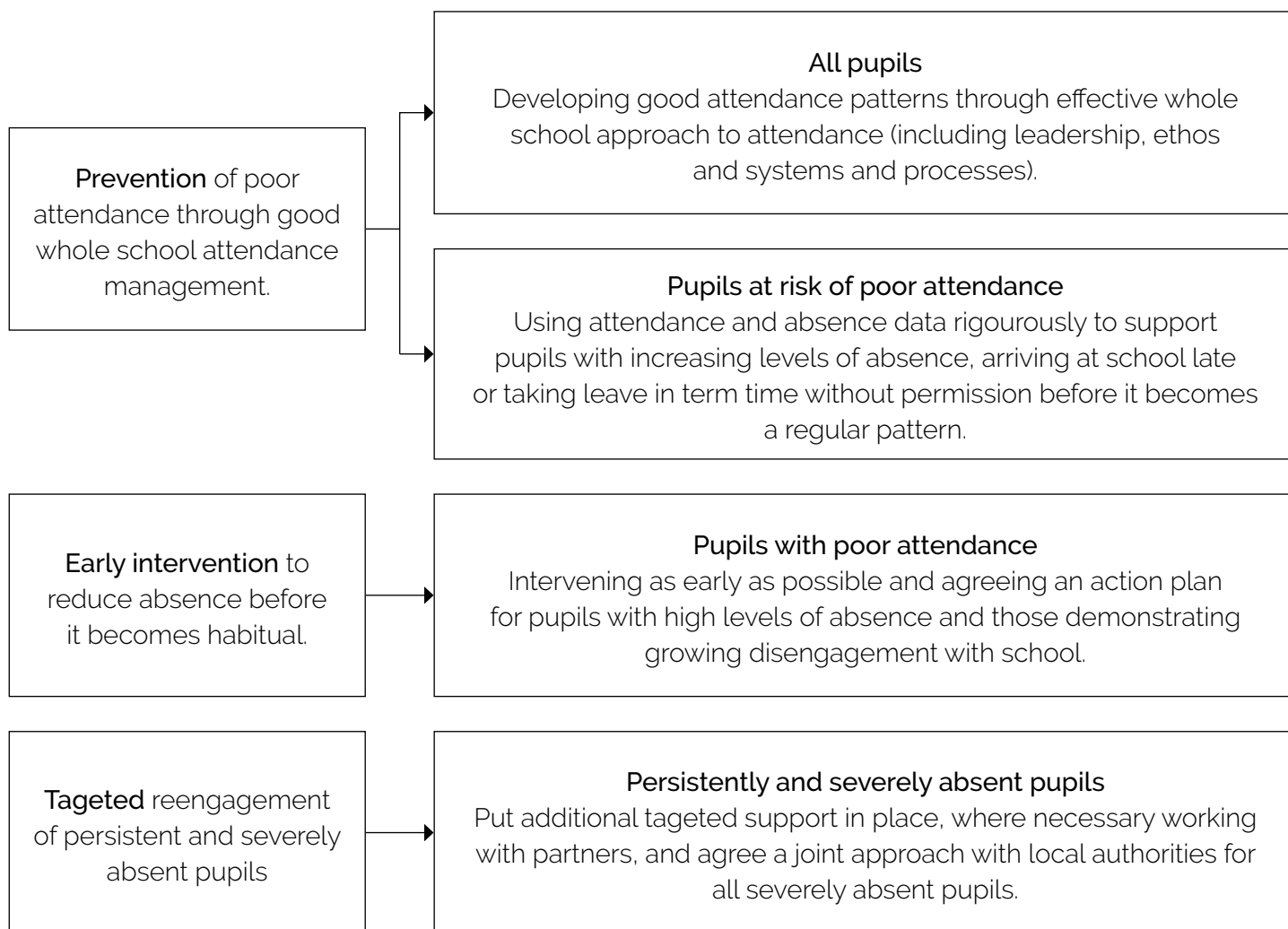
Our Registrar will analyse weekly attendance data and look at historic and emerging patterns and develop strategies in conjunction with the class teacher or senior tutor to address attendance issues or praise good attendance.

REDUCING PERSISTENT AND SEVERE ABSENTEEISM AND USING DATA TO TARGET IMPROVING ATTENDANCE EFFORTS FOR THE PUPILS/COHORTS MOST IN NEED:

We will analyse attendance data to identify patterns of both persistent and severe absence. This will be a focus of our regular data monitoring and we will use this data to identify pupils and cohorts who need targeted attendance support.

PERSISTENT ABSENTEEISM is defined as missing 1 day or more a fortnight across a full school year. Where absence escalates and pupils miss 10% or more of school, schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and re-engage pupils. We as a school will consider the reasons for pupil absence and understand the importance of school as a place of safety and support for children who might be facing difficulties.

EFFECTIVE SCHOOL ATTENDANCE IMPROVEMENT AND MANAGEMENT



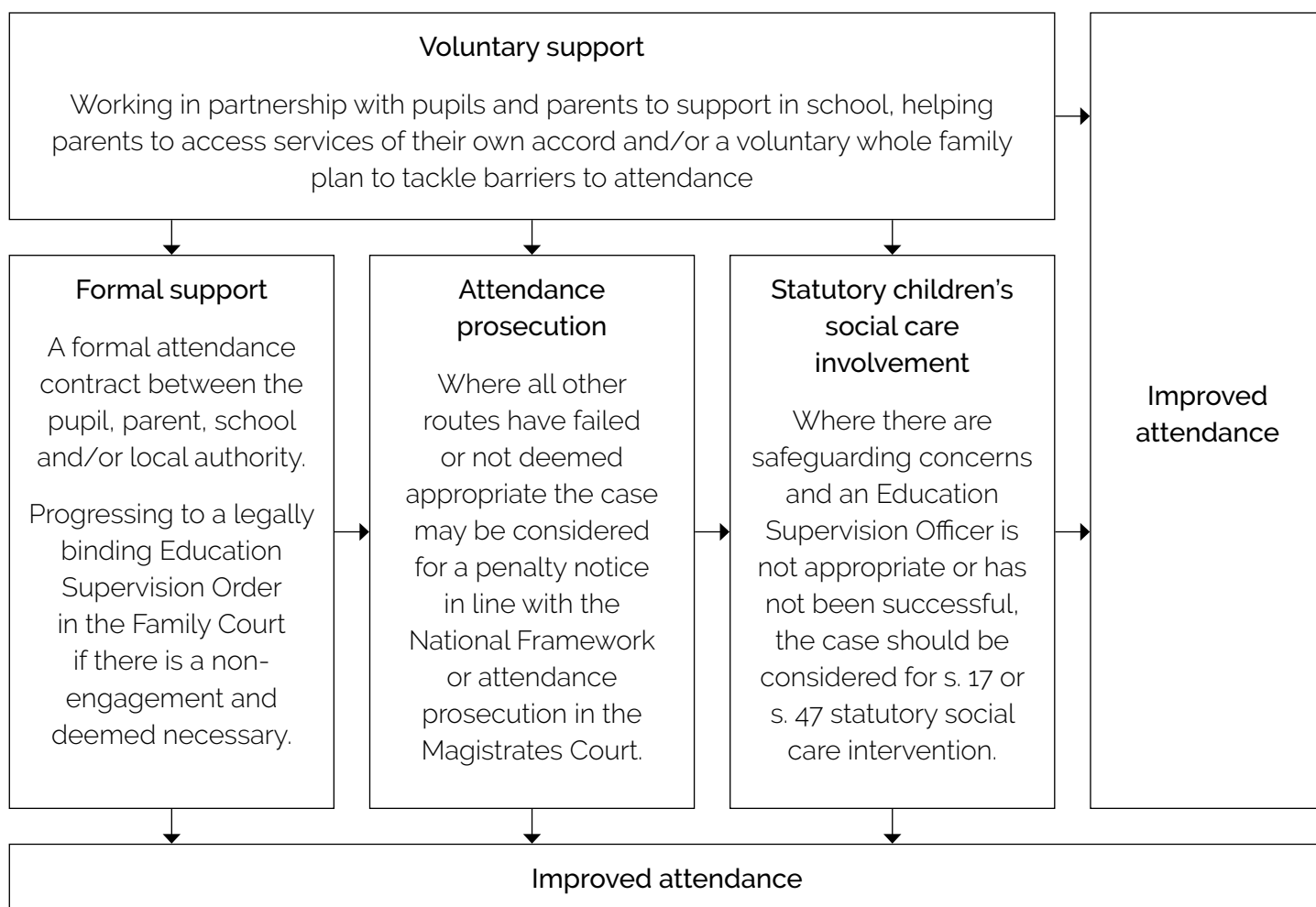
Accessing wider support services to remove barriers and formalising support in conjunction with the LA:
(Sept 2024 Attendance Regulations:)

All schools should work with local communities (including voluntary and community groups) to help remove barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. As such, it is of mutual benefit for such schools to work together where possible. Schools, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to the pupil (e.g. health services where there are medical conditions). Local authorities expect to have regular Targeting Support Meetings with Schools.

All schools are also legally required to share information from their registers with the local authority.

SEVERE ABSENTEEISM is defined as missing 50% or more of school. Severely absent pupils may find it more difficult to be in school or may be facing larger barriers to their regular attendance and as such are likely to need more intensive support across a range of internal and external LEA support services. Support may specific support with attendance or a whole family plan, it may also include an alternative plan of educational support where necessary to overcome the barriers to attending school. If intervention and support have no impact on the pupils' attendance, we need to consider any potential safeguarding issues and could potentially conduct a full children's social care assessment.

PROVIDING SUPPORT FIRST BEFORE ATTENDANCE LEGAL INTERVENTION



MENTAL HEALTH-RELATED ABSENCES

We, as a school, are particularly mindful of pupils who are absent from school due to mental or physical ill health or their special educational needs, and we will provide these pupils with additional support.

The school will incorporate robust procedures to support pupils who find attending school difficult to cope with due to their mental health issues. This is in line with the DfE 'Summary of responsibilities where a mental health issue is affecting attendance' guidance issued in February 2023.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance.

Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and record the concern on CPOMS.

In order to support parents with their child's progress, Mayville High School will liaise with parents in a sensitive manner where mental health concerns have been identified in relation to absence.

If a pupil is unable to attend school for long periods of time due to their mental health issues, the school will:

- Liaise with any agencies working with the pupil
- If felt appropriate, a referral will be put into the Single Point of Access (SPOA) to request support
(*The Mental Health Single Point of Access is open 24 hours a day, 7 days a week, 365 days a year. You can call us for free on 0800 328 4444. If you need urgent help or are in a crisis, get help or advice from our trained mental health advisors.*)

- Liaise regularly with parents/guardians and the pupil
- Help the pupil reintegrate at school when they return
- Encourage the pupil to stay in contact with other pupils during their absence
- The school will implement an action plan in conjunction with the parents/guardians and the pupil to support with any stress and anxiety that attending school may cause them. The plan will be regularly monitored and reviewed until the pupil is attending school as normal and there has been signs of significant improvement.

To support the attendance of pupils with mental health issues, Mayville High School will consider:

- Using an external or internal specialist at Wyvern House
- Enabling a pupil to have a reduced timetable
- Ensuring a pupil can have somewhere quiet to spend lunch and break times
- 'Student Support Cards', dependent on the pupil needs
- Temporary late starts or early finishes
- Phased returns to school where there has been a long absence
- Tailored support to meet their individual needs

Research now consistently shows the correlation between attendance and academic achievement (DfE, 2019; EEF, 2022; FFT, 2023).

90% attendance missed 18 days (126 hours) of learning in 1 year. These students will drop at least ONE GCSE GRADE

ATTENDANCE CODES

Mayville High School uses the national attendance codes to enable the school to record and monitor attendance and absence:

- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence for exceptional circumstances
- C1 = Leave of absence for the purpose of participating in a regulated performance
- C2 = Leave of absence for a pupil subject to a part-time timetable
- X = Not required to attend school
- E = Suspended or permanently excluded but no alternative provision made
- G = Unauthorised holiday
- I = Illness
- M = Medical or dental appointments
- R = Religious observance
- B = Attending any other approved educational activity
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- S = Leave of absence for the purpose of studying for a public examination
- W = Work experience
- V = Educational visit or trip

P = Participating in a sporting activity

J1 = Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution

Y1 = Unable to attend due to transport normally provided not being available

Y2 = Unable to attend due to widespread disruption to travel

Y3 = Unable to attend due to part of the school premises being closed

Y4 = Unable to attend due to the whole school site being unexpectedly closed

Y5 = Unable to attend as pupil is in criminal justice detention

Y6 = Unable to attend in accordance with public health guidance or law

Y7 = Unable to attend because of any other unavoidable cause, such as non-payment of fees

Z = Prospective pupil not on the admissions register

= Planned whole school closure

SUMMARY TABLE OF RESPONSIBILITIES FOR SCHOOL ATTENDANCE

Statutory guidance for maintained schools, academies, independent schools, and local authorities

Applies from: 19th August 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. 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 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 place. If the issue persists, and there are multiple needs to 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 the 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 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 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.