Student Attendance Policy

Authors	Jon Berridge
Applicable to	All Students
Ratified by	Local Governing Body
Valid from	November 2022
Review date	November 2025

POLICY TITLE: Attendance Policy

STATUS: Non-Statutory

DATE of REVIEW: September 2025

Contents

1.   Aims

1.1   We are committed to meeting our obligation with regards to school attendance through our whole-academy culture and ethos which values good attendance and punctuality, to ensure that all children flourish at Montsaye and are safe, healthy and successful, by:

- Promoting good attendance and punctuality
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure students have the support in place to attend school

1.2   The Academy is committed to ensuring improving attendance is everyone's business. The Academy understands that improving attendance cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in the Academy, the governing body, the local authority, and other local partners.

1.3   We believe the foundation of securing good attendance is that the Academy is a calm, orderly, safe and supportive environment where all students want to be and are keen and ready to learn.

1.4   However, the Academy acknowledges some students find it harder than others to attend school and understands that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and families. Therefore, at all stages of improving attendance, the Academy and its partners will work with students, parents and carers with the aim of removing any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

1.5   Securing good attendance will not be seen in isolation, and effective practices for improvement will involve close links with the Academy's focus on the curriculum, behaviour, special educational needs support, pastoral, mental health and wellbeing support, and effective use of resources, including the Pupil Premium.

2.   Legislation and guidance

2.1   This policy meets the requirements of the Department for Education's (DfE), working together to improve school attendance and refers to the DfE's statutory guidance on school attendance parental responsibility measures (Appendix 2). 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 (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)

- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

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

3.   Strategies for promoting attendance

3.1   At the Academy, we believe in developing good patterns of attendance and we set high expectations for the attendance and punctuality for all our students from the outset. It is a central part of our Academy's ethos and values. We recognise the connections between attendance, attainment, safeguarding and wellbeing.

3.2   To help us all to focus on this we will implement a range of strategies to promote good attendance and punctuality, for example:

- Setting aside time in Tutor Time for students to monitor their attendance weekly with a Personal Attendance Tracker
- Promoting the importance of attendance in Tutor Time and assemblies
- Celebrating excellent attendance by displaying and reporting individual, class and year whole academy attendance levels
- Rewarding individuals and groups for good or improving attendance
- Giving parents and carers information about the importance of good attendance and punctuality via Go 4 Schools and our newsletters
- Reporting attendance levels to parents and carers on academic reports
- Contacting all parents listed on Academy admissions forms should their child's attendance fall below the Academy's target for attendance

4.   Roles and responsibilities

4.1   The Governing Body

The Governing body is responsible for:

- Promoting the importance of school attendance across the Academies' policies, values and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole Academy
- Making sure staff receive adequate training on attendance
- Holding the Principal to account for the implementation of this policy

4.2   The Principal

The Principal is responsible for:

- Implementation of this policy at the Academy
- Monitoring school-level absence data and reporting it to Governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies

4.3   The Designated Senior Leader Responsible for Attendance

The designated senior leader is responsible for:

- Leading on attendance across the Academy
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data

The Designated Senior Leader responsible for attendance is Jon Berridge and can be contacted via the email attendance@montsaye.northants.sch.uk.

4.4   The Attendance Officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to Academy staff and reporting concerns about attendance to the designated senior leader responsible for attendance
- Working with the designated senior leader responsible for attendance to tackle persistent absence
- Arranging calls and meetings with parents and carers to discuss attendance issues
- Delivering or signposting targeted intervention and support to students and families
- Monitoring punctuality

The attendance officer is Mrs. Mills and can be contacted by telephone by calling 01536 418844 selecting option 1 and leaving a message.

4.5   Form Tutors

Form Tutors are responsible for recording attendance via their registers on Go4Schools on a daily basis, using the correct codes (present/absent or late). They are expected to:

- Be a positive role model

- Take the register in every form time and save by 9.10am every morning

- Take the register audibly and accurately

- Hold return to school conversations with tutees after every absence

- Raise the profile of attendance by sharing attendance data with form on a weekly basis setting and reviewing targets

- Reward good and improved attendance

- Monitor for patterns of absence and to communicate with parents/carers before referring to Student Welfare Officer or Progress Leader

- Challenge and sanction punctuality where appropriate

4.6   Subject Teachers

Subject Teachers will:

- Be a positive role model

- Take a register every lesson, record on Go4Schools and save within the first 10 minutes of lesson

- Amend or update register to add any student who arrives late

- Act when students are late to lesson in line with the Behaviour Policy

- When entering registers will not amend pre-arranged codes

- Inform the Head of Department if attendance is impacting on learning and progress

4.7   Student Welfare Officers

The Student Welfare Officers will:

- Monitor attendance of their year group weekly to highlight any concerns

- Discuss patterns of absence/individual concerns with Form Tutor

- Liaise with Attendance Officer and Administration team to ensure attendance letters are sent when an attendance trigger is met

- Support students and their families to develop good attendance patterns

- Work with parents where there are attendance issues to identify any barriers and provide some early intervention and support to find a solution

- Work with Family Support Worker, Attendance Officer and other external agencies where appropriate to improve any attendance concerns

- Celebrate good attendance

4.8 Progress Leader

The Progress Leader will:

- Monitor attendance of their year group weekly to highlight any concerns

- Implement a system of rewards to celebrate good attendance

- Provide attendance information to form tutors and ensure it is shared with the students

- Attend regular meetings with Attendance Officer to ensure attendance procedure is being followed

- Attend regular meetings with Student Welfare Officer to signpost and monitor the effectiveness of any supportive intervention strategies

- Work with parents to support attendance especially when having a negative impact on the education of their child

- Promote and celebrate good attendance

4.9 Administration Staff

Administration staff will:

- Take calls and messages from parents about absence on a day-to-day basis and record it on the school system

- Transfer calls from parents to the Attendance Officer, Progress Leader, Student Welfare Officer or Senior Leader where appropriate in order to provide them with more detailed support on attendance

4.10 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time

- Call the school to report their child's absence before 8am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return

- Provide the school with more than 1 emergency contact number for their child

- Ensure that, where possible, appointments for their child are made outside of the school day.

4.11   Students

Pupils are expected to:

- Attend school on time every day

- Attend every lesson on time each day

- Take an active part in monitoring and tracking their own attendance using the attendance tracker during form time.

5.   Recording attendance

5.1   Attendance register

5.1.1   The Academy will keep an attendance register, and place all students onto this register.

5.1.2   The Academy will take the attendance register at the start of the first session of each school day and once during the second session. Registers will also be taken by subject teachers in the first 10 minutes of every lesson.

5.1.3   The register for the first session will be taken at 8.40am and will be kept open until 9.10am. The register for the second session will be taken at 12.30pm and will be kept open until 1.00pm.

5.1.4   It will mark whether every student is:

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

5.1.5   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

(See Appendix 1 for the DfE attendance codes.)

5.1.6   The Academy will also record:

- For students of compulsory school age whether the/ absence is authorised or not
- The nature of the activity if a student is attending an approved educational activity
- The nature of circumstances where a student is unable to attend due to exceptional circumstances

5.1.7   The Academy will keep every entry on the attendance register for 3 years after the date on which the entry was made.

5.2   Unplanned absence

5.2.1   A student's parent/carer must notify the Academy of the reason for the absence on the first day of an unplanned absence by **8.00am** or as soon as practically possible by calling the Academy on 01536 418844 and selecting option 1.

5.2.2   A parent/carer needs to state the child's name, tutor group, reason for absence and expected date of return and contact the Academy at the start of each subsequent day of illness.

5.2.3   Where parents/carers do not notify the Academy of the child's absence, the Academy's safeguarding procedures require us to try and contact parents/carers via text or phone call to ascertain the reason for absence. In the first instance we will use the automated messaging service "Truancy Call". If contact cannot be made, the Academy may visit the home address to conduct a safeguarding welfare visit.

5.2.4   The Academy will mark absence due to illness as authorised unless the Academy has a genuine concern about the authenticity of the illness or that the overall absence percentage drops to below 90%.

5.2.5   If the authenticity of the illness is in doubt or overall attendance is below 90%, the Academy may ask the student's parent/carer to provide medical evidence, such as a doctor's note, copy of prescription medication, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

5.2.6   If the Academy 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.

5.3   Planned absence

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

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

5.3.3   The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 5 indicates which term-time absences the Academy may authorise.

5.3.4   The Academy expects all correspondence about absences to be directed to the Attendance Officer. Where written communication is sent into the Academy, the student should hand this in at the Student Reception at the start of the school day.

5.3.5   Where there is a need for a student to leave the Academy site during the day, the Academy must have notification of this from a parent or carer. A student will not be permitted to sign out without prior notification. Whilst the Academy will do its best to try to contact a parent or carer, if they are unable to do this, a student will not be permitted to leave.

5.3.6   Parents and carers do need to understand that if the Academy was not made aware that a student has an appointment in advance it may result in a delay in them leaving.

5.3.7   The Academy will not accept a text message on a student's phone as notification.

5.4   Lateness and punctuality

5.4.1   Students who arrive late to registration are recorded as L (late before registration closes). First registration takes place at the start of Form Time at 8.40am. Students are expected to be on the Academy site by 8.30am to avoid them being late for registration.

5.4.2   Students who are late will receive a detention in line with the Academy Behaviour Policy and parent/carers will be notified. Persistent late arrival will be challenged by form tutors and could result in parents/carers and students being asked to attend an attendance meeting with a member of the academy staff.

5.4.3   Students are expected to be punctual to all lessons and if they are late for a lesson, they may receive an S1 or S2 breaktime or lunchtime detention in line with the Academy Behaviour Policy and parent/carers will be notified.

5.5   Following up unexplained absence

5.5.1   Where any student we expect to attend the Academy does not attend, or stops attending, without reason, the Academy will:

- Text/call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the Academy cannot reach any of the student's emergency contacts, the school may contact the police, MASH, other external services working with the family.
- Identify whether the absence is 'approved' or 'authorised'
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Contact the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If the absence continues, the Academy will consider involving the Education Inclusion Team (EIT).

5.6   Reporting to parents/carers

5.6.1   The Academy will regularly inform parents about their child's attendance and absence levels in the following ways:

- Attendance data is available daily via the Go for Schools Website/App
- Attendance updates are included on academic reports
- Attendance Letters
- Students will monitor their attendance weekly with an Attendance Tracker with support from their form tutor

6.   Authorised and unauthorised absence

6.1   Approval for term-time absence

6.1.1   The Principal will only grant a leave of absence to a student during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Principal's discretion, including the length of time the student is authorised to be absent for.

6.1.2   The Academy considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

6.1.3   Any request should be submitted as soon as it is anticipated. A Leave of Absence request form can be obtained from Student Reception or by emailing the attendance officer vmills@montsaye.northants.sch.uk. The Principal may require evidence to support any request for leave of absence.

6.1.4   Valid reasons for **authorised absence** may include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent/carers belong. If necessary, the Academy will seek advice from the parent/carers' religious body to confirm whether the day is set apart.
- Traveller students travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the Academy, but it is not known whether the student is attending educational provision.

6.2 Holiday Absence in Term Time

6.2.1 Parent/carers do not have the right to take their child out of Academy for holidays. Such holidays will be counted as an unauthorised absence, other than in exceptional circumstances.

6.2.2 If a parent/carer feels there are exceptional circumstances that support a request for leave of absence in term time, they must put the request in writing to the Principal. Each case will be considered individually and the decision communicated to the parents/carers.

6.2.3 Where 5 consecutive days or more holiday are taken without the Principal's authorisation, cases will be referred to the Local Authority for the issuing of a Penalty Notice (fine).

6.2.4 If the Local Authority takes action, an initial fixed penalty notice of £60 is issued to each parent/carer for each child. The monies collected do not go to the Academy.

6.3 Children missing in education

6.3.1 Where a child is not attending the Academy, has moved without a forwarding address or school, or cannot be traced, or contact cannot be made with the parent/carer, the Academy is required to inform the Local Authority that the child is missing.

6.3.2 The Academy will carry out a home visit and refer the family to social care and the police to ensure any concerns for the child's welfare have been thoroughly investigated.

6.3.3 The student will not be removed from the Academy roll until notified by the Local Authority that their enquiries are complete.

6.3.4 A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point the child will be considered to be "missing from education."

6.4 Home Education

6.4.1 Parents/carers have a right to educate their children at home. If a parent/carer wishes to withdraw their child from school to pursue this option, this decision must be put in writing to the Principal stating '**a decision to electively home educate'**. The Academy will then inform the Local Authority. The child will not be removed from the Academy roll until notification from the Local Authority is received, at which point parents/carers will be informed by the Academy that their child has been removed from the Academy roll.

6.5 Legal sanctions

6.5.1 The Local Authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

6.5.2 If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the Local Authority and no funds are received by the Academy. If the payment has not been made after 28 days, the Local Authority will decide whether to prosecute or withdraw the notice.

6.5.3 Penalty notices can be issued by the Local Authority officer or the police.

6.5.4 The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where a suspended student is found in a public place during school hours without a justifiable reason

7. Academy Attendance Monitoring

7.1 Procedural Overview

- **High Expectations**
  The Academy will expect high standards of attendance from all students and together with parents/carers will build a culture where all students can, and want to, be in school and ready to learn by prioritising attendance improvement across the Academy.

- **Monitoring**
  The Academy will 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, the appropriate Academy staff will discuss with students and parents and carers to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

- **Facilitate support**
  The Academy will aim to remove barriers in school and help students, parents and carers to access the support they need to overcome the barriers outside of school. This might include an early help assessment (EHA) where absence is a symptom of wider issues.

- **Formalise support**
  Where absence persists and voluntary support is not working or not being engaged with, the Academy will work with local partners to explain the consequences clearly and will ensure support is also in place to enable families to respond.

- **Enforce**
  Where all other avenues have been exhausted and support is not working or not being engaged with, the Academy will enforce attendance through statutory intervention or prosecution to protect the student's right to an education.

7.2 Monitoring attendance

7.2.1 The Academy will:

- Monitor attendance at student level daily and produce absence data termly and yearly across the school and at an individual student level.

- Identify whether or not there are particular groups of children whose absences may be a cause for concern

7.2.2 Student-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases including FFT data.

7.2.3 The underlying school-level absence data is published alongside the national statistics. The Academy will compare attendance data to the national average, and share this with the Governing Body on a termly basis.

7.3 Academy Attendance Monitoring

7.3.1 The Academy will listen and understand and facilitate support (see section 7.1) prior to any formal procedures being implemented.

7.3.2 Students may be subject to a formal attendance monitoring process for any of the following: where attendance falls **below 96%**; where there are a high number of frequent absences each term; where there are frequent minor medical absences; or where a student is persistently late.

7.3.3 The following steps will be initiated:

Voluntary Support

- **Pre-Persistent Absentees Letter - Threshold at 97%**
  Parents and carers who have a child who has been a persistent absentee previously (ie had 10% or greater absence across a school year) will receive a "Pre-Persistent Absentee" letter when a student's attendance falls below 97%. Parents and carers can contact the Attendance Officer to discuss this and if a support plan is required, it will be started.

- **Stage 1: Letter 1 - Attendance Concern Letter**
  Parents and carers will receive a Stage 1 Letter when a student's attendance falls below 96%. Parents and carers can contact the Attendance Officer to discuss this and if a support plan is required, it will be started

Formal Support

- **Stage 2: Letter 2 - Attendance Support Plan (ASP)**
  If there is no improvement following the Stage 1 letter, parents and carers will be requested to engage in an Attendance Support Plan telephone call or meeting with a member of the Attendance or Pastoral Team. The call/meeting will be an opportunity to identify barriers to securing good attendance and offer support. An improvement target will be set over a monitored period of 2 weeks.

- **Stage 3: Letter 3 - Parents/Carers Contract Meetings (PCM)**
  If no improvement is recorded in spite of the ASP process, parents and carers will be requested to attend a Parent Contract Meeting with the Attendance Officer to discuss further strategies to improve attendance and identify barriers. An improvement target will be set over a monitored period of 6 weeks.

  If parents and carers fail to attend the scheduled attendance monitoring meetings, the meetings will take place in their absence, with the student, to ensure a support plan is put in place and the monitoring period will commence. The Local Authority will take account of any lack of parental engagement if the process reaches the stage of legal proceedings.

Attendance Prosecution

- **Stage 4: Refer to North Northamptonshire Council**
  If attendance has not improved or there is a decrease in attendance, legal proceedings will be initiated in the form of a Penalty Notice or Referral to Local Authority for Prosecution.

7.4   Analysing attendance

7.4.1   The Academy will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.5   Using data to improve attendance

7.5.1   The Academy will:

- Provide regular attendance reports to form tutors, year leaders and other Academy leaders/appropriate non-teaching staff to facilitate discussions with students and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

7.6   Reducing persistent and severe absence

7.6.1   Persistent absence is defined as when a student misses 10% or more of school sessions, and severe absence is when a student misses 50% or more of school.

7.6.2   The Academy will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of students who the Academy (and/or Local Authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to good attendance

8.   Working with Local Partners

- The Academy will work collaboratively with the local authority and local schools to share best practice and effective strategies
- The Academy will proactivity work with Primary partner schools to initial early help and support where required

9.   Monitoring arrangements

9.1   This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the designated senior leader for attendance. At every review, the policy will be approved by the full governing body.
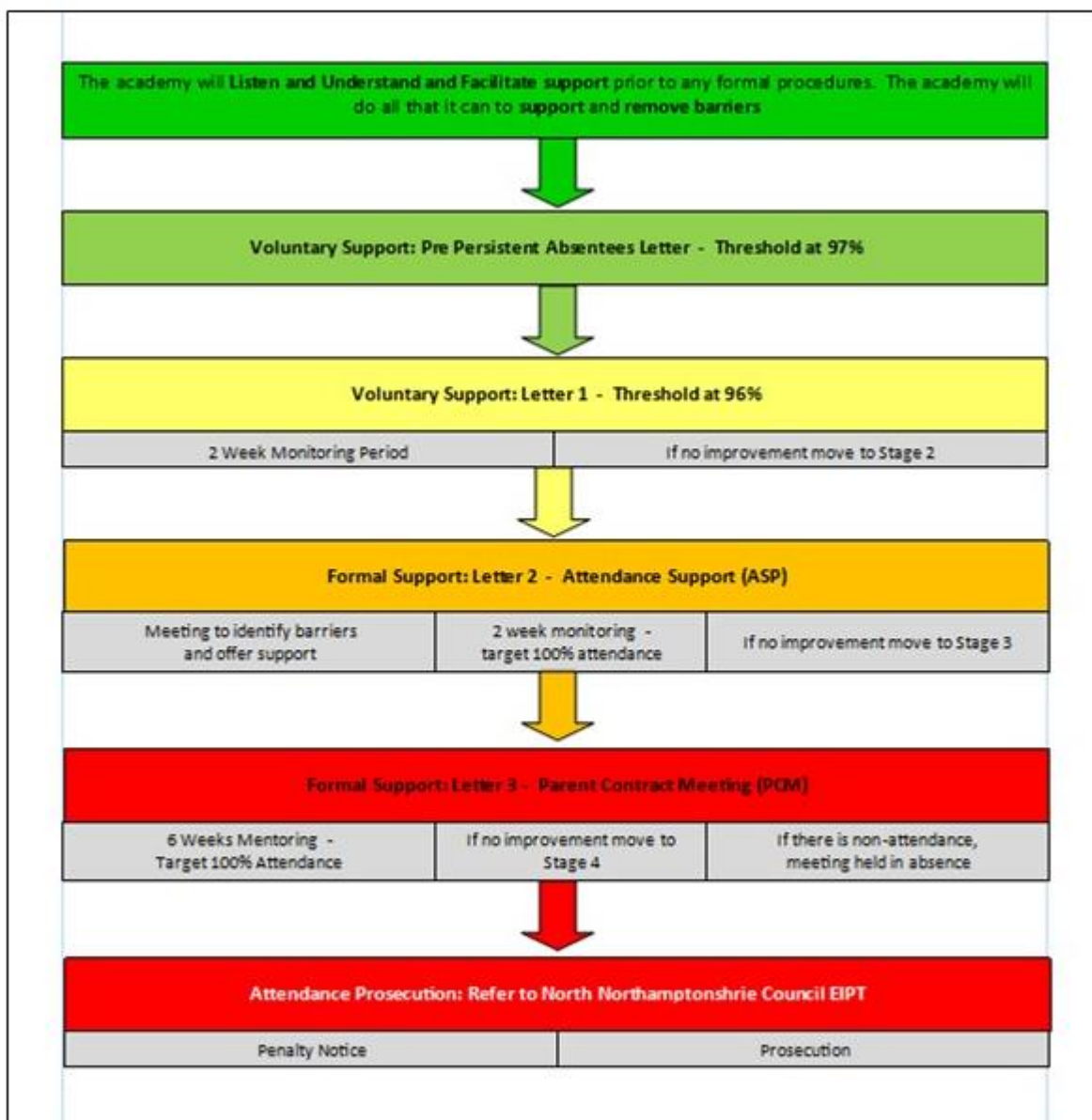
10.   Links with other policies

10.1.   This policy links to the following policies:

- Child Protection and Safeguarding Policy

- Behaviour Policy
- Supporting Students with Medical Conditions Policy

Appendix 1: Academy Attendance Monitoring Stages

The academy will **Listen and Understand and Facilitate support** prior to any formal procedures. The academy will do all that it can to **support and remove barriers**

Voluntary Support: Pre Persistent Absentees Letter - Threshold at 97%

Voluntary Support: Letter 1 - Threshold at 96%

2 Week Monitoring Period	If no improvement move to Stage 2

Formal Support: Letter 2 - Attendance Support (ASP)

Meeting to identify barriers and offer support	2 week monitoring - target 100% attendance	If no improvement move to Stage 3

Formal Support: Letter 3 - Parent Contract Meeting (PCM)

6 Weeks Mentoring - Target 100% Attendance	If no improvement move to Stage 4	If there is non-attendance, meeting held in absence

Attendance Prosecution: Refer to North Northamptonshrie Council EIPT

Penalty Notice	Prosecution

Appendix 2: *'DfE guidance Summary table of responsibilities for school attendance. Sept 2022*

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. 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. 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 poor attendance. 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. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a termly 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, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. 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 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.	Continued 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 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.	Continued support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options 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. 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.	Continued 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.	Continued 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 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.