

Addressing Absence - Suggestions for Schools

This guidance has been compiled to assist Priority Schools address the issues of pupil absence, particularly unauthorised absence. However the guidance may be used by all schools to investigate strategies to improve overall attendance, as it reflects some of the good practice recognised in a number of schools.

Introduction

Attendance is a vital part of school improvement and all aspects of school life can have a significant impact on pupils attendance levels. Furthermore, research has identified a strong correlation between attendance and attainment.

All schools should have robust systems in place for the recording, monitoring and analysis of school attendance data. As part of the SEF process, schools should regularly review their policy and procedures relating to attendance in order to identify any areas for improvement. The '**RAG**' **School Reporting Framework** is one tool that a school may use to help in this process.

Addressing Absence has been developed to assist schools having undertaken this evaluation. It is structured around the nine chevrons from the RAG and provides guidance that Headteachers, Governors and SLT may chose to adopt in order to develop current practice within the school. *The expectations under each heading are not ordered by priority.*

In addition, this document makes links with two other key documents, namely the DfES publication **Effective Attendance Practice in Schools** as well as the **OfSTED grade descriptions** for evaluating ECM outcomes.

The OfSTED grade descriptors refer to the 5 ECM outcomes which are;

how well learners:

- enjoy their education (Enjoy). *“Nearly all learners have High levels of attendance. They are very punctual to school and to lessons. ...”*
- adopt safe practices (Safe) *“..very supportive ethos of the school...gain strong support from staff..”*
- adopt healthy lifestyles (Healthy) *“...learn very effectively how to recognise personal stress sand...manage it”*
- make a positive contribution to the community (PCC) *“They express their views...confident in managing changes in their lives”*
- develop skills that will contribute to their future economic well-being (FEW). *“..make impressive progress in literacy, numeracy, ICT and in other qualities required for work...strongly developing self –confidence...understanding of their career options”*

The DfES publication 'Effective Attendance Practice in Schools' identifies 9 useful approaches:

- demonstrate a strong attendance ethos (Ethos)
- have a clear policy on absence (Policy)
- have effective, non-bureaucratic systems for monitoring attendance (Systems)
- use attendance data and other information to improve school and pupil performance (Data)
- promote the importance and legal requirements of good attendance to pupils and their parents/carers (Legal requirements)
- intervene early when individual pupil absence gives cause for concern (Early Interventions)
- have support systems in place for vulnerable pupils (Support Systems)
- reward and celebrate good and improved attendance (Celebrate)
- make best use of additional support for pupils and parents with greatest need (Additional Support)

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Recent Data

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Schools obtain absence data concerning pupils transferring into the school.	<ul style="list-style-type: none"> • Systems and protocols for data collection at the normal point of entry and for “in year” admissions. • An agreed data set should be available at transfer. 	Data Systems	Enjoy Safe	<ul style="list-style-type: none"> ▪ B&A Core day 3 materials
Clearly defined systems in place to provide accurate and relevant data.	<ul style="list-style-type: none"> • Written policies and protocols which include whole school strategies. • Formal briefings should be arranged for all staff re. individual profiles and agreed actions for pupils with attendance issues, particularly pupils with high rates of unauthorised absence. • Attendance data for new pupils should be provided for all staff. 	Policy Systems Ethos	Enjoy	<ul style="list-style-type: none"> ▪ 9.4S Developing organisational structures that promote regular attendance & punctuality: Activity 1 ▪ B&A Core day 3 materials
School uses data to develop school absence profile to identify issues and support planning	<p>Suggested data analysis may include:</p> <ul style="list-style-type: none"> • Absence by code • Year group • Gender • SEN/LAC/Ethnicity • Attendance by days of the week and a.m. & p.m. • Subjects • Number of broken weeks • Attendance –V- attainment 	Data Systems	Enjoy Safe	<ul style="list-style-type: none"> ▪ 9.1S Developing & Managing effective data collection systems: Activity 2 ▪ B&A Core day 3 materials: Activity2 & 3
Schools support and challenge pupils with high levels of unauthorised absence	<ul style="list-style-type: none"> • Systems in place to identify at risk pupils • Develop a pupil profile in consultation with pupil and parent/carers identifying relevant issues, needs and key actions • Key worker identified for each pupil • Fast-track programme considered. 	Intervene early Data	Enjoy Safe	<ul style="list-style-type: none"> ▪ 9.9S Supporting vulnerable pupils and those who are reluctant to attend ▪ B&A Core day 3 materials

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Schools make links between attendance and pupil attainment.	<ul style="list-style-type: none"> • Software to link attendance and attainment (e.g. Pupil Achievement Tracker) should be used to inform planning. • Staff, pupils & parents should receive information regarding these links. • School trends linking attendance and attainment should be compared with national trends. 	Ethos Data	FEW Enjoy	<ul style="list-style-type: none"> ▪ 9.3PC Preparing my child for return to school after an extended absence: Activity 2 ▪ 9.6S Supporting pupils to catch up with coursework ▪ 9.6PC Supporting parents/carers to help their child with coursework ▪ 9.6P getting additional help with coursework ▪ 9.1 P Using Data with pupils to encourage regular attendance ▪ 9.5P Preparing for school after an extended absence ▪ B&A Core day 3 materials ▪ Use of Data Materials from ALNM June 05 and February 06
Current data is reported to the relevant person / body as required.	<ul style="list-style-type: none"> • Schools should identify key recipients for data and frequency it is required by partners. This should include reports to the governing body, SLT, parents, form tutors, EWO and relevant partner agencies. • Systems should be in place to enable timely and accurate returns to LA and the DfES. 	Data Systems Ethos	Enjoy Safe	<ul style="list-style-type: none"> ▪ 9.9S Supporting vulnerable pupils and those who are reluctant to attend: Activity8 ▪ 9.4S Developing organisational structures that promote regular attendance & punctuality: Activity 1 ▪ B&A Core day 3 materials

Priority

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Governing body provides strategic leadership	<ul style="list-style-type: none"> Nominate Governor to oversee attendance issues Governing body regularly reviews the attendance policy (including holidays in term time and the time registers close) Governing body receives termly reports on progress to targets and impact of actions 	Ethos Policy Data	Enjoy Safe	<ul style="list-style-type: none"> Behaviour & Attendance audit Core Day 1 : Reviewing a behaviour & Attendance policy
There are clearly defined roles and responsibilities for the Attendance Leader, pastoral leaders, form tutors and attendance support staff (admin) regarding collection and collation of attendance data.	<ul style="list-style-type: none"> All adults on site can impact on improving attendance. Schools should consider: Suitable documentation and training for adults on site. Specific roles and responsibilities are included in job descriptions of all staff. Regular briefings to facilitate personal and systems development. 	Ethos Systems	Safe Enjoy	<ul style="list-style-type: none"> 9.4S Developing organisational structures that promote regular attendance & punctuality Core day 3: Activity 1 Role of Attendance Leader in schools
All staff expected to promote and develop pupils' self-esteem	<ul style="list-style-type: none"> Staff should be vigilant in identifying pupils where low self-esteem may be negatively impacting on attendance and/or achievement SLT assess the need for and provide appropriate CPD to staff (e.g. teachers, site staff, MDAs) Staff should be aware of relevant school support and referral processes 	Ethos Support systems Intervene early	Enjoy Safe Healthy	<ul style="list-style-type: none"> B&A Core day 4 materials: Resource sheet 4 & Appendix 1. SEBs SEAL Healthy Schools 9.9S Supporting vulnerable pupils and those who are reluctant to attend: Activity 8 Pupil Support systems toolkit: Activity 3

Resource allocation and capacity

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
The school has a system of support for pupils with identified attendance needs.	Governors may consider whether in-school support should include; <ul style="list-style-type: none"> • LSU provision • Learning Mentors • A school counsellor • Motivational interviewing • Support groups • Peer support / mentoring • Development of 'Extended School' provision 	Support systems Additional support	PCC Healthy Safe Enjoy FEW	<ul style="list-style-type: none"> • 9.9S Supporting vulnerable pupils and those who are reluctant to attend • Maximising progress
Responsibilities for the analysis of data are clearly defined.	<ul style="list-style-type: none"> • The School should clearly define the distribution pattern for attendance data, together with expectations regarding the use of this data. • Data should be analysed at different levels within the hierarchy of the school. These levels need to be identified and specific roles agreed. • Processes should be in place to ensure that SLT and middle managers are making effective use of data for planning, monitoring and reviewing. 	Systems Data	Enjoy Safe	<ul style="list-style-type: none"> • 9.1S Developing & Managing effective data collection system • Core day 3 : Section 1
There is an understanding of the issues relating to attendance and a clear vision of positive approaches available to address them.	<ul style="list-style-type: none"> • Understanding of the key issues affecting attendance should be based on both qualitative and quantitative data. • School leaders should engender consistent application of strategies and provision throughout the school. 	Ethos Data Policy Intervene early	Enjoy Safe Healthy	<ul style="list-style-type: none"> • 9.1S Developing & Managing effective data collection systems
Current, accurate data is used to target interventions	<ul style="list-style-type: none"> • Absence by year group and code should be the minimum data used to inform planning. 	Data Ethos Support systems	Enjoy Safe Healthy	<ul style="list-style-type: none"> • 9.1S Developing & Managing effective data collection systems

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Opportunities are provided for both enrichment and enquiry to stimulate engagement in learning.	Study support centres based, for example, in local football clubs, focus on raising standards in literacy, numeracy and ICT.	Ethos	FEW	
Flexible timetabling responds to the needs of previously poor attenders.	<ul style="list-style-type: none"> • Wraparound provision (before and after the normal school day) should enhance support for specific subjects and coursework requirements. • The school should provide opportunities for parents and carers to be involved in their children's learning through workshops • An LSU could provide opportunities for returning pupils to catch up with missed work and offer support for specific identified needs. • Collaboration with other providers should provide further learning opportunities. • Common timetabling with partner institutions should allow the viable provision of minority courses (e.g. DT options, FE link courses, etc.). • Personalised Learning 	Ethos Support systems Additional support	FEW Enjoy	<ul style="list-style-type: none"> ▪ 9.2PC Helping parents./carers to work in partnership with the school ▪ 9.5PC How will I know if my child is regularly attending ▪ DfES – Guidance for establishing and managing primary & secondary LSUs ▪ OfSTED – KS4: Towards a flexible curriculum ▪ 14-19 Opportunity and excellence – DfES 0744/2002 ▪ 14-19 Education and Skills – DfES 14-19 sum/D16/(6024)/0304/23 ▪ A National Conversation about Personalised Learning – DfES/0919/2004 ▪ Leading personalised learning in schools – helping individuals grow
Resources for e-learning, with specific focus for pupils with a poor attendance record, are identified.	E-learning provision may allow pupils to maintain contact with learning while not in school and to catch up on missed work on their return.	Ethos Support systems Additional support	FEW Safe	
Off-site facilities are available for the most vulnerable pupils, where appropriate.	<ul style="list-style-type: none"> • Outreach support workers, based in libraries, etc. may support pupils and families. • The school should have a clear policy regarding the use of off-site provision. 	Support systems Additional support	FEW Safe	

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Teaching assistants, learning mentors and learning support staff support pupil and family needs.	<ul style="list-style-type: none"> Learning mentors should undertake one-to-one and group sessions tailored to support pupils with specific needs such as stress management, confidence building, attendance or organisational skills 	Support systems Additional support	Safe Healthy	<ul style="list-style-type: none"> 9.5P Preparing for school after an extended absence: Activity 1 9.6P getting additional help with coursework 9.4 P Ensuring that pupils feel valued & motivated to attend: Activity 3 Learning challenge 9.3P What to do if a pupils misses school for a short or long period. 9.2S Developing systems to celebrate regular attendance & punctuality throughout the day
Strategic reward systems for specific groups of pupils are embedded to improve school climate.	<ul style="list-style-type: none"> Rewards should reflect individual pupil needs and progress towards individual targets. Personalised and individual rewards should be encouraged. Creative reward solutions (e.g. double points / merits on 'Fridays') may be used. A range of immediate, short term rewards may be used to enhance progress. 	Celebrate Ethos	Enjoy	<ul style="list-style-type: none"> 9.2S Developing systems to celebrate regular attendance & punctuality throughout the day Toolkit 2 Everyday policies: Activity 4.1 Promoting a consistent approach to rewards.

	<ul style="list-style-type: none"> Recognition of small achievements may help improve self esteem. Pupil alignment with school should be developed. <p>Local sponsorship may be used to provide awards to promote improved attendance.</p>			
Pupils with high levels of absence may be allocated a named member of staff.	<ul style="list-style-type: none"> Individual mentors may be nominated. Senior leaders may be effective in this role. 	Intervene early Support systems	Safe	Good practice guidelines for learning mentors – ISBN 1841856169
Peer mentors may be used to support pupils with attendance issues.	<ul style="list-style-type: none"> Pupil mentors, trained by the Learning Mentor, may work with pupils who are vulnerable, such as those with behaviour problems or who need support during the day or during the transition period. Older pupils may be used to support others. E.g. Year 9 “buddies” may be used to support Year 7 pupils by calling for them on the route to school and discussing attendance with them. 	Intervene early Support systems	PCC Enjoy Safe	<ul style="list-style-type: none"> Pupils support systems toolkit:: Activity 4.1The features of a peer support system
Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Staff are aware of support provision available in school.	<p>Small groups may be led by appropriate staff to support pupils with:</p> <ul style="list-style-type: none"> Attendance difficulties Vulnerable pupils Young carers Social and emotional difficulties Behavioural difficulties Specific learning needs etc. 	Support systems Additional support	Enjoy Safe Healthy	<ul style="list-style-type: none"> Maximising progress
Provision for supporting pupils out of school.	<ul style="list-style-type: none"> Use of target groups with similar characteristics may provide opportunities for group support. The regular use of targets and rewards may promote positive attitudes to school. Phased return to school and to mainstream lessons may assist re-integration. 	Support systems Celebrate	Enjoy Safe Healthy	<ul style="list-style-type: none"> 9.3PC Preparing my child for return to school after an extended absence 9.8S Developing relationships with pupils who are regular non-attenders 9.5P Preparing for school after an extended

				absence
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Coordination of resources

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
<p>Effective systems are in place for referral, access to and monitoring of in-school support.</p>	<ul style="list-style-type: none"> • Processes for referral are understood by all pupils and adults on site • The monitoring of referrals could include: <ul style="list-style-type: none"> ○ The number and nature of referrals ○ The source of referrals ○ Appropriateness of referrals ○ Expectation of outcomes ○ An analysis of specific issues relevant to UA • A member of SLT should track the progress of a referral. • The process of referral should be regularly evaluated • The quality and suitability of the support should be reviewed regularly 	<p>Support systems Ethos</p>	<p>Safe Healthy</p>	<ul style="list-style-type: none"> • Core day 3 Activity 1
<p>Effective systems are in place for referrals to be made to external partners to include tracking of progress.</p>	<ul style="list-style-type: none"> • Clarify the role and responsibilities of all external partners in improving attendance • The school has identified appropriate members of SLT to make referrals to external partners • Regular meetings occur with external partners, including EWS, Connexions, etc. • SLT are aware of the CAF process and are able to initiate /contribute as appropriate. <p>Referral for out of school support may include;</p> <ul style="list-style-type: none"> • EWS • Connexions • Social services 	<p>Intervene early Ethos Additional support</p>	<p>Safe Healthy</p>	

	<ul style="list-style-type: none"> • YOT / Youth Service • Other Children's Services Partners 			
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Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Opportunities are provided for both enrichment and enquiry to stimulate engagement in learning.	<ul style="list-style-type: none"> • Study support centres based, for example, in local football clubs, focus on raising standards in literacy, numeracy and ICT. 	Ethos	FEW	
Flexible timetabling responds to the needs of previously poor attenders.	<ul style="list-style-type: none"> • Wraparound provision (before and after the normal school day) should enhance support for specific subjects and coursework requirements. • The school should provide opportunities for parents and carers to be involved in their children's learning through workshops • An LSU could provide opportunities for returning pupils to catch up with missed work and offer support for specific identified needs. • Collaboration with other providers should provide further learning opportunities. • Common timetabling with partner institutions should allow the viable provision of minority courses (e.g. DT options, FE link courses, etc.). 	Ethos Support systems	Safe Enjoy	
Teaching assistants, learning mentors and learning support staff support pupil and family needs.	<ul style="list-style-type: none"> • Learning mentors should undertake one-to-one and group sessions tailored to support pupils with specific needs such as attendance or organisational skills. • Schools to consider the role of support staff in promoting and supporting parental participation. 	Intervene early Support systems	Healthy Enjoy Safe	

Relationships and engagement

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Systems exist for effective communication with pupils, parents / carers & partners.	<p>A clear school-based escalation process should include:</p> <ul style="list-style-type: none"> • First day contact • Standard letters • Proactive pro-formas seeking to clarify reasons for absence • Involvement of pastoral leaders and in-school support staff. • School Attendance Panel • Parenting contract • Fast Track scheme 	<p>Intervene early Systems Legal requirements</p>	<p>Safe</p>	<ul style="list-style-type: none"> • 9.1PC Using data with parents/carers to encourage regular attendance & punctuality
Form tutors receive CPD regarding the expectations of the school in relation to attendance issues.	<p>Use of CPD to inform tutors of:</p> <ul style="list-style-type: none"> • The legal requirements and their implications for school staff. • The school's procedures for recording and classifying absence. • Updates on school policy covering issues such as holiday in term time, late after registration, following up reasons for absence, etc. • Regular monitoring, provided by SLT, should ensure consistency in the application of routines. • The school may consider support from EWS / the B&A consultant in delivery of CPD. 	<p>Support systems Legal requirements Policy data</p>	<p>Safe</p>	<ul style="list-style-type: none"> • Core day 1 & 2 • Core day 3

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Attendance support staff (admin) receive appropriate guidance and status to operate effectively.	Attendance support staff should: <ul style="list-style-type: none"> • be directly responsible to the school's Attendance Leader. • have clear guidelines regarding the implementation of school policy and procedures for challenging pupils, parents and staff. • understand the types and format of data required by SLT, form tutors & other partners. • be aware of collection / publication deadlines and the frequencies of specific data collection. 	Ethos Systems Data	Safe Enjoy	•
Pupils are clear about their roles and responsibilities	<ul style="list-style-type: none"> • Pupils should be informed of their own level of absence and its impact on progress. • Pupils should be involved in setting their own targets for improved attendance. • All pupils know their attendance levels and have appropriate individual targets set • School uses assemblies and displays to engage pupils 	Ethos	PCC FEW	<ul style="list-style-type: none"> • 9.1 P Using Data with pupils to encourage regular attendance •
Staff are aware of B&A materials to support attendance issues, with support from the B&A consultant as required.	<ul style="list-style-type: none"> • Core Day 3 materials - Monitoring Behaviour & Attendance • B&A In-Depth Audit (Attendance) • B&A toolkit – Attendance module 	Data Support systems	Enjoy Safe PCC	•
Personalised learning targets for achievement are encouraged.	<ul style="list-style-type: none"> • Custom packages of in-school support may replace traditional study leave arrangements. • An induction mentor may co-ordinate support for pupils who join the school during the school year. 	Ethos	PCC Safe Enjoy	•

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Pupils are provided with high quality information and guidance when choosing courses and pathways.	<ul style="list-style-type: none"> Identified staff should broker support from within the school and other agencies. Pupils and their parents / carers should receive high quality and impartial, but co-ordinated, guidance and advice from appropriate sources at key decision-making times and at regular intervals thereafter. This may take place within school or at another venue. 	Ethos	FEW PCC	<ul style="list-style-type: none">
Staff create positive and welcoming environments with specific knowledge of pupils with high levels of absence.	<ul style="list-style-type: none"> Adults should use positive modelling to promote a positive school environment Significant celebrations and ceremonies may be used to promote success for pupils with high levels of absence. 	Ethos Support systems Celebrate	Safe Enjoy	<ul style="list-style-type: none"> 9.3S Systems & Structures to support subject teacher in promoting good attendance Classroom Behaviour toolkit: 6.1S Ped Pack 18 proving the climate for learning 9.7S Developing good starters & Plenaries to encourage regular attendance & Punctuality
Staff use consistent approaches and agreed positive language	CPD may include: <ul style="list-style-type: none"> Teacher impact through positive classroom climate Personal effectiveness Planning lessons for improved attendance Re-integration approaches Providing positive feedback Listening skills Solution focused approaches to issues. 	Data Ethos Support systems	Enjoy Safe PCC	<ul style="list-style-type: none"> Core day 2: Seccion2 9.2PC Helping parents./carers to work in partnership with the school 9.5PC How will I know if my child is regularly attending
The role of parents in supporting	The role of the parent should be	Legal requirements	Enjoy	<ul style="list-style-type: none">

their children's learning is recognised and reinforced by the school.	recognised and encouraged in respect of: <ul style="list-style-type: none"> • Supporting the school in promoting learning. • Creating a work facility at home. • Identifying barriers to learning and informing the school • Providing guidance to parents to support their child's attendance. 	Ethos Intervene early		
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Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Teaching assistants, learning mentors and learning support staff support pupil and family needs.	<ul style="list-style-type: none"> • Learning mentors should undertake one-to-one and group sessions tailored to support pupils with specific needs such as stress management, confidence building, attendance or organisational skills 	Intervene early Support systems	Enjoy Healthy Safe	
Strategic reward procedures for specific groups of pupils are embedded to improve school climate.	<ul style="list-style-type: none"> • Rewards should reflect individual pupil needs and progress towards individual targets. • Personalised and individual rewards should be encouraged. • Creative reward solutions (e.g. double points / merits on 'Fridays') may be used. • A range of immediate, short term rewards may be used to enhance progress. • Recognition of small achievements may help improve self esteem. • Pupil alignment with school should be developed. <p>Local sponsorship may be used to provide awards to promote improved attendance.</p>	Celebrate	Enjoy	
Schools gather the views of learners, parents/carers and other stakeholders regarding attendance issues.	<ul style="list-style-type: none"> • School use NS B&A audit materials • Parents/carers of pupils with issues affecting attendance should be invited to contribute to decision-making 	Data Legal requirements	PCC Safe	

	forums (e.g. planning meetings to discuss PSPs, Parenting Contracts, IEPs, PEPs, etc.)			
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Policy framework

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Attendance policy and practice is agreed, applied and regularly reviewed.	<ul style="list-style-type: none"> • Attendance policy developed using DfES guidance • Policy clarifies school approach to authorising absence, holiday requests, registration procedures etc. • Governors ensure a formal written review is undertaken that includes views from parents and pupils 	Policy Ethos	Enjoy Safe	NS B&A Core day 1 advice
All stakeholders share ownership of the policies, procedures and protocols in relation to the attendance agenda.	<ul style="list-style-type: none"> • Consultation should involve all stakeholders. • The specialisms of particular stakeholders regarding attendance issues should be acknowledged • All stakeholders should play their part in ensuring consistent delivery of provision. • Formal strategic meetings should be arranged to share attendance data and allocate resources. • Formal and informal strategies with agreed expectations and outcomes should be formulated. • A multi agency referral forum may be established for the most vulnerable pupils, ensuring cases remain open when unsatisfactorily resolved. 	Ethos Policy Data	Enjoy Safe	

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Flexible timetabling responds to the needs of previously poor attenders.	<ul style="list-style-type: none"> • Wraparound provision (before and after the normal school day) should enhance support for specific subjects and coursework requirements. • The school should provide opportunities for parents and carers to be involved in their children's learning through workshops • An LSU should provide opportunities for returning pupils to catch up with missed work and offer support for specific identified needs. • Collaboration with other providers should provide further learning opportunities. • Common timetabling with partner institutions should allow the viable provision of minority courses (e.g. DT options, FE link courses, etc.). • 	Ethos Support systems	FEW Safe	
Staff use consistent approaches and agreed positive language	<p>CPD may include:</p> <ul style="list-style-type: none"> • Teacher impact through positive classroom climate • Personal effectiveness • Planning lessons for improved attendance • Re-integration approaches • Providing positive feedback • Listening skills • Solution focused approaches to issues. 	Ethos Data Support systems	Enjoy Safe FEW	
A pupil audit may be used on choice of rewards	<ul style="list-style-type: none"> • School Councils may be used to canvass pupils about ways of improving attendance. • Pupils may be involved in consultation about rewards. 	Ethos Data	PCC	

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	<ul style="list-style-type: none"> Current resources or web links
All staff share responsibility for an agreed approach to reintegration.	<ul style="list-style-type: none"> A policy for “meeting and greeting” pupils should be in place. Facilities for pupils to catch up with work should be created. Classroom strategies for re-integration should be discussed. Learning mentors and teaching assistants may be used to assist pupils in re-integration into mainstream lessons. 	Support systems	Enjoy Safe	<ul style="list-style-type: none"> Toolit 6 Classroom behaviour 6.4S; 6.6S 9.6P getting additional help with coursework 9.6PC Supporting parents/carers to help their child with coursework 9.6S Supporting pupils to catch up with coursework 9.9S Supporting vulnerable pupils and those who are reluctant to attend
Procedures and processes for re-integration are clear.	Scaling may be used to promote a stepped approach to improvement through: <ul style="list-style-type: none"> PSPs / IEPs School / Pupil Contracts Attendance Panels / Parenting Contracts 	Support systems	Enjoy Safe	<ul style="list-style-type: none"> 9.9S Supporting vulnerable pupils and those who are reluctant to attend
The use of integration and re-integration curriculum packages which support learners returning from absence or joining the school are firmly in place and consistently used.	<ul style="list-style-type: none"> Alternative entrance facilities to the school building and register room may be provided. Work through the school’s LSU should enable re-integration. Providing a laptop & E-learning at home may enable re-integration. Home links to the school server or external remote learning programs may be appropriate. A Learning Mentor may be used to coordinate the pupil’s work. 	Support systems Ethos	FEW Safe Enjoy	<ul style="list-style-type: none"> Notschool.net (University of Essex)

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
School attendance policy and procedures are rigorously and consistently applied.	<ul style="list-style-type: none"> • SLT carry out spot checks on registers to ensure compliance • Roles and responsibilities in relation to attendance are included in all job descriptions within school • Members of SLT modelling rigorous and consistent application of policy • School Attendance Leader ensures that systems exist for the reporting of incidents of failure to adhere to policy • Effective actions to address non-compliance 	Ethos policy	Enjoy Safe	9.1S Developing & Managing effective data collection systems

Performance monitoring and management

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Current, accurate data is used to monitor performance.	<ul style="list-style-type: none"> • More detailed analysis may involve analysis by form group, gender, vulnerable groups, specific school target groups, authorised / unauthorised absence, etc. 	Systems Data	Enjoy Safe FEW	<ul style="list-style-type: none"> • 9.1S Developing & Managing effective data collection systems • Core day 3
Review of data / qualitative feedback helps to inform decisions made by the attendance leader.	<ul style="list-style-type: none"> • Decisions made by the Attendance Leader should be outcome driven. • Action planning should be based on qualitative and quantitative data. 	Data	Enjoy Safe	<ul style="list-style-type: none"> • Core day 3: Section 3
Baseline information from the pupil's previous school, assessment data and information gained from interviews with pupils and parents is used to inform grouping, to identify any barriers to learning, to ensure appropriate provision and to inform teachers' lesson planning in order to enable the pupil to settle quickly into the school community.	Data may provide information about: <ul style="list-style-type: none"> • Pupil attendance record • Prior attainment, learning support provision and examples of successful learning experiences • Family and peer group issues • Ethnographic issues • Criminal activity • Social Services issues • Health issues 	Support systems data	Enjoy FEW PCC	<ul style="list-style-type: none"> •

Strategic framework

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Current data is used to inform appropriate target setting at LA and school levels for both authorised and unauthorised absence.	<ul style="list-style-type: none"> • Systems should enable accurate data to be produced to inform target setting. • The monitoring process should be clear. • Feedback from pupils & parents should be used to inform target setting. 	Ethos Data	Enjoy	
Targets are reviewed on a regular basis in light of recent performance and reflect ECM outcomes.	<ul style="list-style-type: none"> • Targets should be both challenging and achievable. • Realistic targets should be set, reflecting possible improvement in areas highlighted through data analysis and cover all ECM themes.. • In addition to global targets, pupils should be given individual / form / group targets with regular reviews and reports on progress. • Amendment of targets, based on reviews, should be regular practice. 	Ethos Data	Enjoy PCC	
There is a guaranteed core curriculum which provides all young people with the opportunity to learn the skills and understanding required to continue learning throughout their lives, regardless of sex, social background, race, religion or disability.	<ul style="list-style-type: none"> • A range of traditional and vocational courses which links with other providers (e.g. local colleges, employers) and is responsive to the needs of potentially disengaged learners should be provided. 	Ethos Support systems	FEW PCC Enjoy	
There is a co-ordinated whole-school approach to the delivery and reinforcement of personal development topics (Citizenship, PSHE, Religious Education, Sex and Relationship Education, Careers Education, Work-Related Learning, Drugs, Alcohol and Tobacco and Physical Education.)	<ul style="list-style-type: none"> • PSHE-related topics should be underpinned and reinforced in subject areas, possibly at pre-determined times during the year. <p>Examples of national initiatives supporting personal development include:</p> <ul style="list-style-type: none"> • The Healthy Schools programme • SEAL / SEBS • B&A Core Day 4 materials (EHWB) 	Ethos Data	Enjoy Safe Healthy PCC FEW	

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
Personalised learning targets for achievement are encouraged.	<ul style="list-style-type: none"> • Custom packages of in-school support may replace traditional study leave arrangements. • An induction mentor may co-ordinate support for pupils who join the school during the school year. 	Ethos Support systems	PCC Safe Enjoy	
Lesson planning may involve specific strategies to promote improved attendance through pupil engagement.	<p>Engagement may be improved through:</p> <ul style="list-style-type: none"> • Effective use of starters and plenaries to promote continuity in learning. • Activities to match learning styles. 	Ethos Support systems	FEW Enjoy	<ul style="list-style-type: none"> • 9.3S Systems & Structures to support subject teacher in promoting good attendance • 9.7S Developing good starters & Plenaries to encourage regular attendance & Punctuality •
Realistic targets are promoted and reinforced through agreed protocols.	<ul style="list-style-type: none"> • Pupils may be given one to one support by adults in school to help them make choices, based on the results of validated assessment and discussions with parents/carers. 	Ethos Data Support systems	PCC Enjoy	<ul style="list-style-type: none"> • 9.1 P Using Data with pupils to encourage regular attendance •
Wider curriculum content is matched to the identified needs of learners so that there are appropriate pathways and progression routes.	<ul style="list-style-type: none"> • A work-related programme should be in place, which includes work in school, in college and in the workplace. • Pupils are supported in choosing an appropriate pathway to follow and have a number of options within that pathway. 	Ethos Support systems	FEW Enjoy	<ul style="list-style-type: none"> • Toolkit 8 Curriculum: Activity 3.1: Curriculum provision.
There is a consistent whole-school approach to the teaching of literacy, numeracy, ICT and Assessment for Learning.	<ul style="list-style-type: none"> • School leaders should promote the engagement of pupils through the co-ordinated implementation of national initiatives. • Whole School Initiatives should be embedded in all areas of the curriculum. 	ethos	FEW Enjoy	

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	• Current resources or web links
Flexible timetabling responds to the needs of previously poor attenders.	<ul style="list-style-type: none"> • Wraparound provision (before and after the normal school day) should enhance support for specific subjects and coursework requirements. • The school should provide opportunities for parents and carers to be involved in their children's learning through workshops • An LSU should provide opportunities for returning pupils to catch up with missed work and offer support for specific identified needs. • Collaboration with other providers should provide further learning opportunities. • Common timetabling with partner institutions should allow the viable provision of minority courses (e.g. DT options, FE link courses, etc.). 	Ethos Support systems	Enjoy FEW Safe	•
Resources for e-learning with specific focus for pupils with a poor attendance record are identified.	E-learning provision may allow pupils to maintain contact with learning while not in school and to catch up on missed work on their return.	Support systems Ethos	Enjoy FEW	•
Off-site facilities are available for the most vulnerable pupils, where appropriate.	<ul style="list-style-type: none"> • Outreach support workers, based in libraries, etc. may support pupils and families. • The school should have a clear policy regarding the use of off-site provision. 	Support systems Policy	Enjoy Safe	•
There is effective practices to ensure the smooth transfer from primary school.	<ul style="list-style-type: none"> • The Year 7 curriculum may be organised following a primary school model to ease the transfer process for 	Support systems Ethos Data	PCC Enjoy	• Curriculum continuity.

	<p>pupils.</p> <ul style="list-style-type: none"> Learning mentors may act as a bridge for pupils and their families between Years 6 and 7, for example, by supporting parents through the transfer process and by helping pupils in Year 6 to prepare for transfer. 	Legal requirements		
Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	• Current resources or web links
Consideration is given to the physical layout of the school, including grounds, to improve attendance and reduce unauthorised absence and internal truancy	<ul style="list-style-type: none"> Entrance/exits/fences Post registration procedures Adults should use positive modelling to promote a positive school environment Staff create positive and welcoming environments with specific knowledge of pupils with high levels of absence. SLT present around school at key points/times of the day 	Ethos Celebrate Support systems	Enjoy Safe	<ul style="list-style-type: none"> Ped Pack 18 Toolit 6 Classroom behaviour.
Staff use consistent approaches and agreed positive language	CPD may include: <ul style="list-style-type: none"> Teacher impact through positive classroom climate Personal effectiveness Planning lessons for improved attendance Re-integration approaches Providing positive feedback Listening skills Solution focused approaches to issues. 	Ethos Support systems	Enjoy Safe	<ul style="list-style-type: none"> Core day 2 session 2
Strategic reward procedures for specific groups of pupils are embedded to improve school climate.	<ul style="list-style-type: none"> Rewards should reflect individual pupil needs and progress towards individual targets. Personalised and individual rewards should be encouraged. Creative reward solutions (e.g. double points / merits on 'Fridays') may be used. A range of immediate, short term rewards may be used to enhance progress. Recognition of small achievements may 	Celebrate	Enjoy Safe	<ul style="list-style-type: none">

	<p>help improve self esteem.</p> <ul style="list-style-type: none"> • Alignment of individual pupil reward programs with whole school reward systems • Local sponsorship may be used to provide awards to promote improved attendance. 			
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Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
The use of integration and re-integration curriculum packages which support learners returning from absence or joining the school are firmly in place and consistently used.	<ul style="list-style-type: none"> • Alternative entrance facilities to the school building and register room may be provided. • Work through the school's LSU should enable re-integration. • Providing a laptop & E-learning at home may enable re-integration. • Home links to the school server or external remote learning programs may be appropriate. • A Learning Mentor may be used to coordinate the pupil's work. 	Ethos Support systems	Enjoy FEW PCC	
The school has clear procedures in place for referring cases to the LA when legal sanctions may be appropriate	<ul style="list-style-type: none"> • Evidence available of school based interventions which have been implemented • The use of a Parenting Contract has been considered/used 	Additional support Intervene early Legal requirements	Enjoy Safe	

Communications

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	<ul style="list-style-type: none"> Current resources or web links
Governors receive regular feedback on attendance patterns	<ul style="list-style-type: none"> Termly report to Governing Body summarizing progress towards targets and impact of actions from attendance improvement plan 	Ethos Data	Enjoy	<ul style="list-style-type: none">
Attendance targets are communicated to pupils, parents and all relevant partners.	<ul style="list-style-type: none"> Expectations of parents / carers should be clear Policies should be in place for holidays in term time, notification of absence, etc. The legal obligations of parents should be clearly outlined in the school prospectus. A dedicated attendance phone line may be established. Attendance support staff may be a point of contact for parents when pastoral staff are engaged in teaching, etc. 	Ethos Legal requirements Policy Systems	Enjoy Safe	<ul style="list-style-type: none"> 9.1PC Using data with parents/carers to encourage regular attendance & punctuality 9.2S Developing systems to celebrate regular attendance & punctuality throughout the day 9.4PC Helping parents/carers understand the importance of regular attendance & punctuality
Schools develop a proactive relationship with parents/carers and the local community to provide regular good news on improved attendance	<ul style="list-style-type: none"> The school should have strategies for the on-going reporting of positive messages. Include parents, support staff and partner schools in celebrations where relevant Media coverage of challenging issues should be handled sensitively. Opportunities to publicise / reinforce improvements in attendance should be recognised and acted upon. 	Ethos Celebrate Policy	Enjoy	<ul style="list-style-type: none"> 9.2PC Helping parents/carers to work in partnership with the school 9.3PC Preparing my child for return to school after an extended absence

Expectations	Examples	Links to Effective Attendance Practice in Schools documentation	Links to OFSTED ECM grade descriptions	Current resources or web links
There are effective practices to ensure the smooth transfer from primary school.	<ul style="list-style-type: none"> The Year 7 curriculum may be organised following a primary school model to ease the transfer process for pupils. Learning mentors may act as a bridge for pupils and their families between Years 6 and 7, for example, by supporting parents through the transfer process and by helping pupils in Year 6 to prepare for transfer. 	Ethos Support systems	PCC Enjoy	
Baseline information from the pupil's previous school, assessment data and information gained from interviews with pupils and parents are used to inform grouping, to identify any barriers to learning, to ensure appropriate provision and to inform teachers' lesson planning in order to enable the pupil to settle quickly into the school community.	<p>Data may provide information about:</p> <ul style="list-style-type: none"> Pupil attendance record Prior attainment, learning support provision and examples of successful learning experiences Family and peer group issues Ethnographic issues Criminal activity Social Services issues Health issues 	Data Ethos Support systems	PCC Enjoy	
Pupils are provided with high quality information and guidance when choosing courses and pathways.	<ul style="list-style-type: none"> Learning mentors should broker support from within the school and other agencies. Pupils and their parents / carers should receive high quality and impartial, but co-ordinated, guidance and advice from appropriate sources at key decision-making times and at regular intervals thereafter. This may take place within school or at another venue. 	Ethos Support systems	FEW Enjoy PCC	
The role of parents in supporting their children's learning is recognised and reinforced by the	<p>The role of the parent should be emphasised in respect of:</p> <ul style="list-style-type: none"> Supporting the school in promoting 	Ethos Legal requirements Systems	Enjoy FEW	

school.	learning. <ul style="list-style-type: none"> • Creating a work facility at home. • Identifying barriers to learning and informing the school. 			
The school, in partnership with LA, makes reasonable efforts to engage with disaffected parents	<ul style="list-style-type: none"> ▪ Systems in place to identify parents not engaging with the school (repeated non attendance at parents evenings etc) ▪ School/LA attempt to make personal contact with parents ▪ Use of parenting contracts considered 	Intervene early Legal requirements	Enjoy	