

Working together to improve school attendance – an introduction to new statutory responsibilities for schools, Governors and MATs

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Housekeeping

- Session is being recorded and will be available after the event – please leave the session if you don't want to be recorded
- Please keep cameras off
- Please keep microphones off
- Time for questions through the session and at the end
- Break for 10 mins in the middle of the session



Session content

- Main points of the new guidance
- Chapter 1 – Importance of school attendance
- Chapter 2 – Expectations of schools
- Chapter 3 – Expectations of MATs and Governors
- Chapter 5 – Persistent and severe absence
- Summary and Q&A



Working together to improve school attendance

- New statutory guidance
- Attendance is everyone's responsibility
- Chapter 1 – Importance of school attendance
- Chapter 2 – Expectations of schools
- Chapter 3 – Expectations of MATs and Governors
- Chapter 4 – Expectations of LA's
- Chapter 5 – Persistent and severe absence
- Chapter 6 – Attendance legal intervention
- Chapter 7 – Contents of the admission register
- Chapter 8 – Contents of the attendance register



WTTISA – main points

- ‘Improving attendance is everyone’s business’
- Statutory guidance from 19th August 2024
- ‘Must have regard to it’
- Eight chapters
- Expectations of partners
- ‘Support first’
- Duty to share attendance and absence with DfE and LAs
- Duty to consider legal action



Chapter 1

The importance of school attendance



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Chapter 1 – The importance of school attendance

- The law on school attendance
- Right to a full-time education
- Data on link between attainment and absence and well being
- Regular attendance as a protective factor
- Vulnerable pupils – absence
 - where are they,
 - what are they doing,
 - who are they with,
 - are they safe?



Working together to improve school attendance - flowchart

Expect

Monitor

Listen and understand

Facilitate support

Formalise support

Enforce



Chapter 2

Expectations of Schools



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Chapter 2: Expectations of schools - headlines

- Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.
- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.



School expectations continued...

- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners where a pupil's absence is at risk of becoming persistent or severe
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.



‘Build strong relationships and work jointly with families...’

- Good attendance starts with close and productive relationships with parents
- Share link between attendance, attainment and wellbeing
- Where absence is problematic – draw on the relationships the earlier the better
- Understand barriers thorough relationship and informal meetings
- Address in school barriers through support
- External barriers – work together and involve partners if needed
- No improvement or engagement
- Formal meeting and escalation



‘Develop and maintain a whole school culture that promotes the benefits of high attendance’

- Good attendance is a learned behaviour
- Integral to school’s ethos and culture
- Recognise that improving attendance improves wellbeing
- School leadership issue – Senior Attendance Champion
- All teaching and non-teaching staff – importance of good attendance
- Consistent in communication
- Attendance improvement - appropriately resourced
- Pupil premium, pastoral support staff, external services
- High expectations and clarity on consequences for the child



Attendance is never 'solved'

- Attendance displays, assemblies, registration – role of class/form teacher
- Rewards and praise sensitively without discrimination or shame
- Reward improvements, children doing their best despite adversity
- Year group, class, individual level
- Poor attendance – vital warning sign
- Potential safeguarding issues
- Neglect, sexual abuse, CSE, criminal exploitation



‘Have a clear school attendance policy which all staff, pupils and parents understand’

- Underpin whose school culture of high attendance
- School attendance policy – now statutory responsibility
- Clear expectations, procedures and responsibilities of pupils and parents
- Start/finish times, register closing times (half an hour), process for requesting leave and informing school of absence
- Name of Senior Attendance Champion – webinar 19/06/24
- Contact details of staff parents can contact for daily and more intensive support



Also include...

- Day to day processes for managing attendance
- How the school is promoting and incentivising attendance
- Strategy for use of data for targeted intervention
- Strategy for persistent and severe absence including support
- Details of the National Framework for penalty notice and when intervention will be sought
- Refer to consideration of individual needs – equalities
- Accessible to leaders, staff, pupils, parents
- Send to new parents and at start of new academic year
- Review policy regularly to address new barriers



‘Accurately complete admission and attendance registers...’

- Legal requirement (including for APs and independent schools)
- All pupils must be placed on the admissions register
- Have their attendance recorded
- Registers kept electronically
- Proprietor who fails to comply ‘is guilty of an offence’
- Off-site direction
- Managed move
- ‘Respite’



Admissions registers

- Specific pupil details
- Start date, parent's details, address, last school
- Deletion – Regulation 9 of School Attendance (Pupil Registration) (England) Regulations 2024.
- Notify LA of pupil within 5 days of admission
- School portal



Attendance Register and amendments

- Start of every morning session
- Once during afternoon session (cannot be before lunch)
- National attendance codes
- Regulation 10 of School Attendance (Pupil Registration) (England) Regulations 2024
- Legal records
- Preserve for 6 years
- Amendments only when original reason for absence not established
- Amendment – original entry, reason for and date of amendment, name of person who made it.



Day to day processes

- Lateness management – U code when registers close after 30 mins
- Expect parents to contact school – first day absence
- Identify unexplained absences – N codes for no more than 5 school days
- More than one emergency contact
- Regularly inform parents of attendance and attainment levels – avoid headline percentages - lessons missed
- Persistent and severe absence – regular meetings with parents
- Identify pupils who need wider support
- Statutory data returns to DfE and LA
- Support pupils returning from absence – welcome them back in
- Secondary schools – monitor lesson attendance – safeguarding and trends



‘Regularly monitor and analyse attendance and absence data to identify pupils or cohorts...’

- Weekly and session attendance patterns, punctuality
- Specific cohorts, vulnerable groups, SEND, year groups, gender, ethnicity, FSM, CIC, Children on CP/CIN plans
- Regular analysis reports to class leachers or form tutors – individual support
- Frequent individual analysis
- Before PA, PA and severe absence
- Half termly, termly, whole year
- Codes analysis
- Benchmarking against national trends
- Specific strategies where cohorts fall behind
- Monitor impact
- Provide data and reports to board or governing body



‘Share information and work collaboratively with other schools in the area, local authorities, and other partners...’

- All schools including academies and independent schools are legally required to share registers with LA
- Share data on individual cases
- Schools, LAs and other partners to work together
- Schools and LAs – Targeting Support Meetings
- New and pupil deletion returns
- Attendance returns – (10 school days frequency and methodology to be agreed)
- Sickness returns to establish support for health needs – code I for 15 days - consecutively or cumulative (methodology to be agreed)
- LA access to registers for all schools
- Children with a social worker and/or Youth offending worker



‘Be particularly mindful of pupils absent from school due to mental or physical ill health or (SEND)...’

- Worries about attendance school – normal for most children
- Better to be in school - prolonged absence exacerbates worries
- More complex barriers for children with SEND
- Establishing the barriers and addressing them
- Reasonable adjustments - transport, uniform, routines, lunchtimes etc
- External partners
- Illness absence
- Part-time timetables – avoid
- Code C



Chapter 3

Expectations of academy trust boards and governing bodies of maintained schools



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Chapter 3: Expectations of academy trust boards and governing bodies of maintained schools

- Recognise the importance of school attendance and promote it across the school's ethos and policies.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure school staff receive adequate training on attendance.

Multi-academy trust boards and governing bodies of federations are also expected to:

- Share effective practice on attendance management and improvement across schools.



Chapter 5

Persistent and severe absence



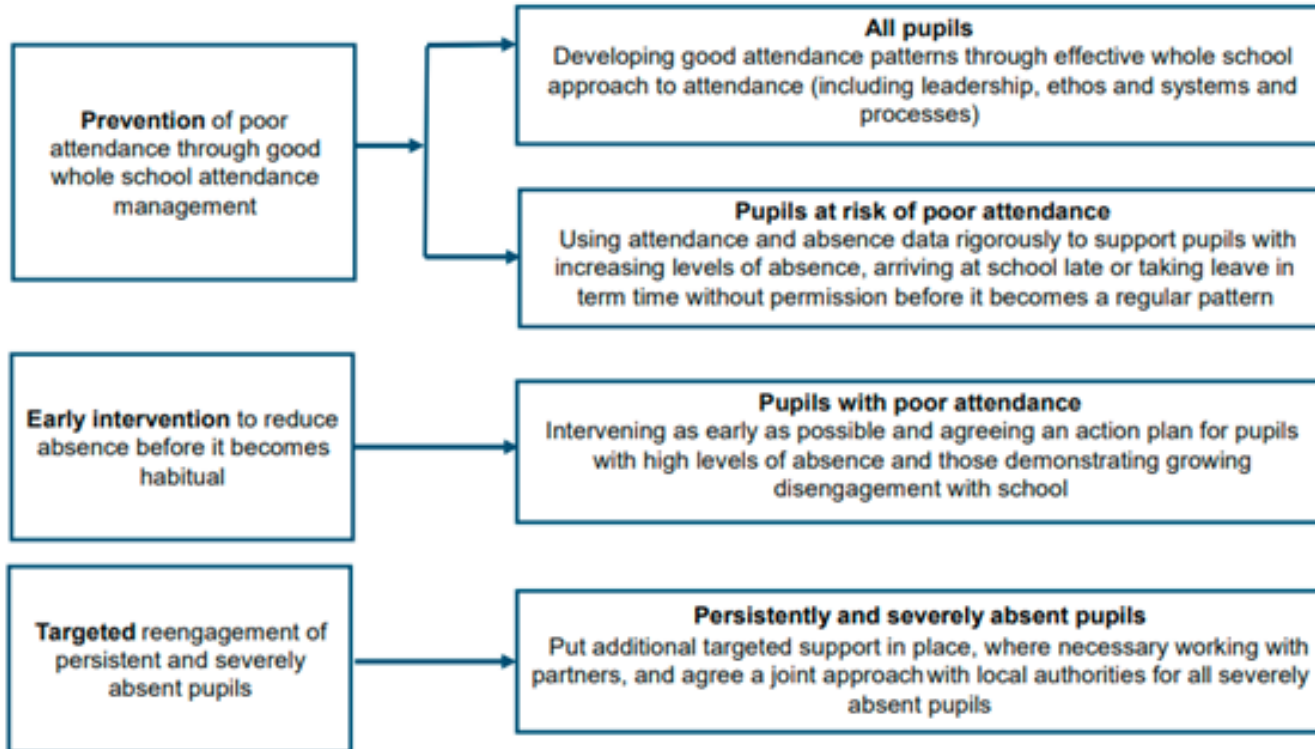
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Chapter 5: Persistent and severe absence

Effective school attendance improvement and management



Summary

- Statutory guidance
- Attendance is everyone's business
- Chapter 1 – Importance of school attendance
- Chapter 2 – Expectations of schools
- Chapter 3 – Expectations of MATs and Governors
- Chapter 5 – Persistent and severe absence



Future webinars

- **19th June 2024 (10-12)** ‘The role of the Senior Attendance Champion – how to reduce pupil absence!’ Head teachers and SLT Attendance Leads
Booking Link - [BESS booking](#)
- **25th June 2024 (10-11.30)** ‘Pupil registration codes – updated regulations for schools’
Booking Link – [BESS booking](#)
- **26th June 2024 (10-11.30)** ‘Deletion from roll – updated regulations for schools’
Booking Link – <https://www.birminghameducationsupportservices.co.uk/Event/235558>
- **2nd July 2024 (10-11.30)** ‘National framework for issuing penalty notices – updated regulations for schools’
Booking Link – <https://www.birminghameducationsupportservices.co.uk/Event/235578>
- **3rd July 2024 (10-11.30)** ‘Working together to improve school attendance – the role of the LA and partners’.
Booking Link – <https://www.birminghameducationsupportservices.co.uk/Event/235579>



Questions?



Useful Birmingham links and email addresses

- [Attendance queries \(ELIT\) - attendance@birmingham.gov.uk](mailto:attendance@birmingham.gov.uk)
- Part-time Timetables/Legal Processes/Deletion from Roll/Training presentations - [Birmingham School Attendance online information](#)
- #you'vebeenmissed - [#you'vebeenmissed online support](#)
- BCC information for parents on attendance and penalty notices - [Birmingham school attendance advice for parents](#)
- DfE Working together to improve school attendance – [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)





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