Supporting school attendance

A Graduated Response guidance

Contents

1   **Introduction**

Improving attendance is everyone's responsibility. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

In Portsmouth, we are committed to working with schools and other partners to improve school attendance and punctuality across the local authority and have produced this guidance to help support schools in this approach.

2 Working together to improve school attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with families.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It 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 school, the trust or governing body, the local authority, and other local partners.

All partners should work together to:

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

ENFORCE

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

3 Strategies to improve school attendance

Working together to improve school attendance[1], September 22, sets out the **expectations**[2] for schools, local authorities, and parents.

Evidence has shown that tackling absence can be most effective when a number of different approaches are adopted. The following approaches may help in the development of a robust attendance strategy.

Attendance policy

All schools are expected to have a clear, written school attendance policy based on the expectations set out in the attendance guidance. Attendance policies should be published on the school website and be accessible to parents. A link to each school's current policy should be placed in the appropriate column in the **attendance spreadsheet**[3]

Attendance codes

Staff responsible for entering codes should have a comprehensive understanding of the issues regarding attendance. Staff should also be aware of when and to whom they should refer instances of absence, in accordance with **DFE guidelines**[1] (page 55 onwards contains the code descriptors)

First day contact

Schools should emphasise parents' prime responsibility for ensuring attendance by asking parents to inform them as soon as possible if their child will not be attending school on a particular day. If a pupil is absent without explanation, school should contact the parents that same day, including in cases where the pupils truant lessons after registration. By contacting the parent, the school also ensures that the parent is aware that their child is not in school enabling the parent to take steps, where necessary, to establish that their child is safe.

Raise the profile of attendance

Schools can raise the profile of attendance with parents and the wider community through the use of home-school agreements, parents' evenings, school newsletters, or other medium. The Every Day Counts within Portsmouth can be used to raise the profile of attendance across pupils and parents. Links to this campaign must be visible from the homepage of the school's website. This should be confirmed on the **attendance spreadsheet**[3].

Involve parents

Regular communication with parents is crucial in raising the profile of school attendance and punctuality. Schools should consider various initiatives to raise the profile of regular attendance, ensuring that parents are involved at the earliest point that concerns start to arise. Some examples of engaging; notice boards, letters home, texts, emails, school website, Studybugs (or similar attendance communication) app (for list of what each school is using visit the **attendance spreadsheet**[3]), phone calls home and face to face discussions and meetings.

Rewards and incentives

Research has shown that rewards are far more effective than punishment in motivating pupils. As well as encouraging and rewarding attendance, these schemes can also increase the profile of attendance, both within the school and in the wider community.

Transition

The transition between primary and secondary school represents a major change for most pupils and research shows that many can experience a slowing down of their progress. It is important for both primary and secondary school attendance policies to identify year six and seven pupils in particular need of support. Secondary schools and their feeder primary schools need to work together to put in place arrangements to make the transition as smooth as possible, particularly for vulnerable pupils, those coming from schools that are not the designated feeder school and those where late and/or changed allocations have to be made. In Portsmouth, there is a significant decline in attendance between primary and secondary. Year 7 leads are recommended to work closely with primary colleagues to improve the attendance of vulnerable children that have been identified at the earliest stage.

Analyse data

Analysing absence data on a regular basis is essential in identifying pupils and cohorts that require support with attendance. Early identification and regular analysis can help to look at emerging patterns and develop strategies to address them.

To manage and improve attendance effectively, all schools are expected to:

- 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.

- Rigorously monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.

- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe

4 Graduated response to attendance

The guidance below sets out the expectations of actions that you should consider taking at each stage of a child's absence.

Scale	Band	Actions
100–95	96–100	Excellent attendance
		Rewards and positive messages home
90–78	91–95	Initial discussions with child – identify barriers
		Consider Personal Attendance Plan
		Refer to school attendance policy and local authority guidance
		Attendance letters or messages to be sent to parents
		Parents made aware of legal process if improvements are not made
77–47	86–90	Child is now persistently absent from school
		Meeting to be held with child and parents
		Barriers to attendance should be identified and appropriate pathways implemented e.g. health
		Medical 1 and Medical 2 letters to be sent for illness related absence, and consideration of 'Health and electronic evidence coordination' with parents add link
		Personal Attendance Plan and/or Family Support Plan to be considered
		Targeted support and adaptations to be made within the school environment
		Formal action to be considered, unless evidence shows this is inappropriate
		Persistent absent reviews will be conducted every half term for schools to review and ensure decisions are taken
46–23	51–85	FSP or multi-agency plan must be in place and include attendance as part of the plan or have a Personal Attendance Plan alongside
		Implement safeguarding and escalation measures to ensure child has been seen, this would include home and community visits
		Relevant adaptations must be in place
		Formal action must be taken (unless a clear record of evidence demonstrates inappropriate)
		Where complex barriers are identified, a school attendance panel should be formally considered and decision rationale recorded
22–0	0–50	Child is now severely absent from school
		Child will be added to vulnerable tracking list for conversation with Link Coordinator
		Child will be discussed at the termly severely absent meetings
		A multi-agency assessment and family plan will be in place which includes attendance
		Attendance plan to be reviewed at least fortnightly and amended with relevant actions
		Consider safeguarding risks and refer to thresholds document
		Formal action must be taken, this is likely to be a school attendance panel

5 Working with parents

Evidence shows that early identification, conversations and relationships are key in tackling poor school attendance. Conversations with pupil and parents should take place to discuss attendance concerns, identify areas of support that are needed and put in place an effective written and reviewed plan.

Portsmouth is a restorative and relational city, this describes the way that we work with children and families both in schools and across local authority services. The way that we work with families matters, and building strong relationships should be at the core of the work that we do.

The DFE have produced a guidance toolkit to help support effective communication with families in regards to attendance.

Download **Communicating with families to support attendance**[4] from GOV.UK
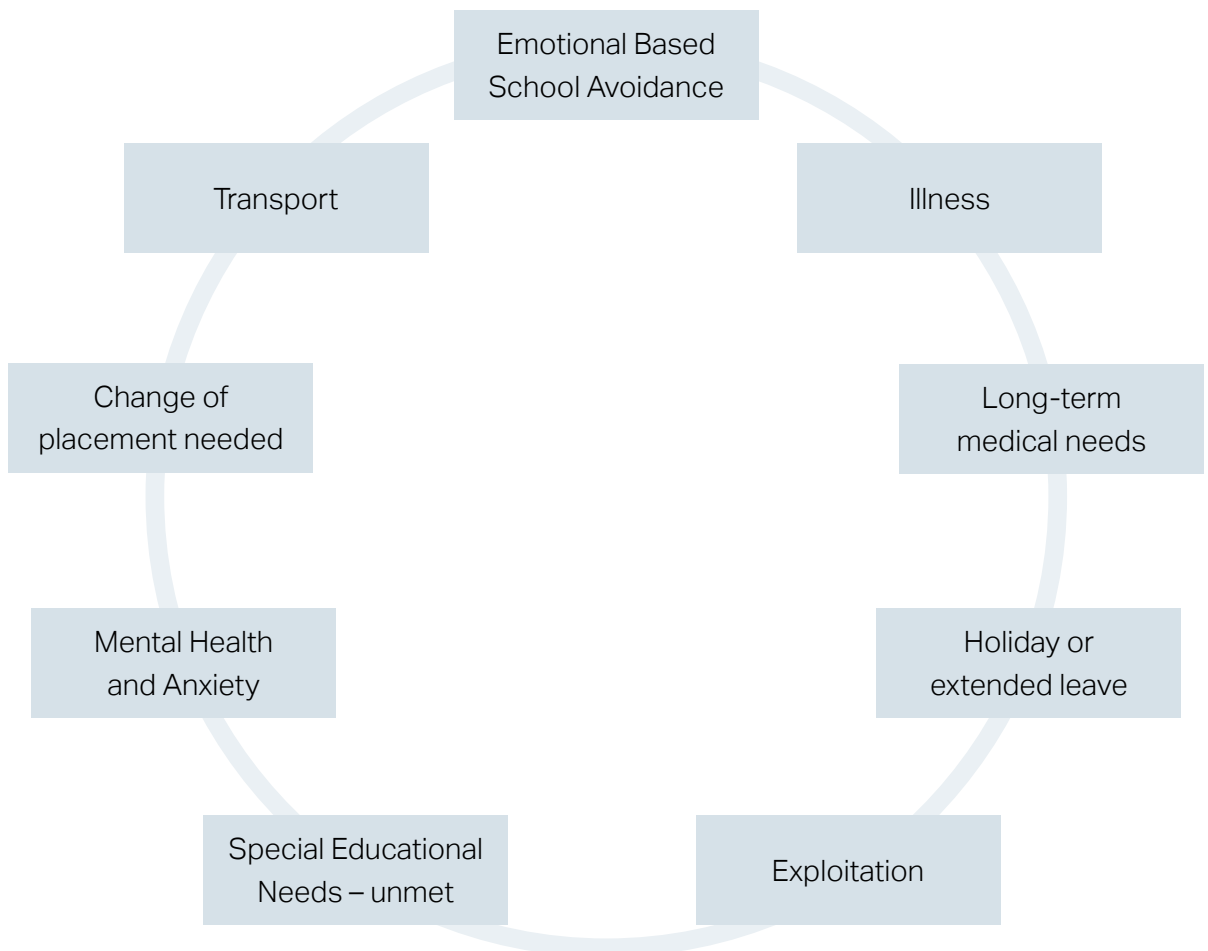
6   **Personal Attendance Plans**

We know that barriers to attendance can be wide and varied for many children. Taking time to understand the child's point of view and work together with both parents, child and the school is essential to agreeing an effective written and reviewed plan of support.

A personal attendance plan can be used to support in identifying barriers to attendance and agreeing a plan of support with both the child and family. An example of a personal attendance plan can be found here: add link

Below are some of the more common reasons for poor school attendance, and some suggestions of what may be helpful to consider, however this is not an exhaustive list.

The 'Supporting Improved Attendance' guidance and checklist can support in identifying next steps and potential barriers.

Once you have been able to identify the main barriers to attendance, the table below may provide a guide as to where to go for support from specific areas.

Emotional Based School Avoidance

Illness

Transport

Long-term medical needs

Change of placement needed

Holiday or extended leave

Mental Health and Anxiety

Exploitation

Special Educational Needs – unmet

Illness

Overview	Service link	Source
Support with health conditions, immunisations and illness	**Portsmouth School Nursing Service**[5]	Portsmouth Local Offer
Can a child go to school/nursery today? Full guidance	**Can a child go to school/ nursery today?**[6]	Healthier Together
Physiotherapy, speech and language, occupational health, podiatry	**Children's Therapy Service**[7]	Solent NHS
Support visually and hearing impaired children	**Vision and Hearing Team**[8]	Portsmouth Local Offer

Mental Health

Overview	Service link	Source
Support with acute, chronic or severe mental health problems.	**Child and Adolescent Mental Health (CAMHS) Portsmouth**[9]	Solent NHS
Specialist CAMHS team supporting mental health for children with a learning disability	**Child and Adolescent Mental Health Service Learning Disabilities Team (CAMHS-LD)**[10]	Portsmouth Local Offer
Support with mild to moderate mental health needs	**Mental Health Support Teams**[11]	Portsmouth Education Partnership
A free online counselling and wellbeing support service available to all young people aged 11–25 in Portsmouth	**Kooth**[12]	Kooth
Information, advice, counselling and support through a range of services available 'under one roof'.	**No Limits**[13]	No Limits
Full overview of all SEMH support available for young people in Portsmouth	**Mental health support for young people (SEMH)**[14]	Portsmouth City Council

Transport

Overview	Service link	Source
Transport to mainstream or special schools for children and young people who meet specific criteria	**School transport and travel**[15]	Portsmouth City Council

School uniform

Overview	Service link	Source
The Uniform Share Store helps families across the city, providing good quality uniform items, both second-hand and new	**Uniform Share Store**[16]	HIVE Portsmouth

Special Educational Needs

Overview	Service link	Source
This service includes support for staff in working with children transferring back into mainstream and those on a waiting list for specialist provision	**Inclusion Outreach Service**[17]	Portsmouth Local Offer
The Educational Psychology Service helps promote all aspects of a child or young person's development (aged 0–25), using Psychology to help children and young people reach their full potential	**Portsmouth educational psychology service**[18]	Portsmouth City Council

SEMH in school

Overview	Service link	Source
MABS works together with school staff to support children and young people to develop their social, emotional and resilience skills and behaviour for learning in order to achieve success now and in the future	**Multi-Agency Behaviour Support Service**[19]	Portsmouth City Council Traded Services for Schools
An ELSA is a specialist teaching assistant who has been trained to work with children who are showing a wide range of emotional or social difficulties for example, anxiety, low self-esteem, problems with anger etc.	**ELSA – Emotional Literacy Support Assistants**[20]	Portsmouth Local Offer

English as an additional language

Overview	Service link	Source
EMAS can provide schools with Adviser support, including pupil assessments and CPD, Bilingual Learning Assistants to support EAL pupils in their first language and resources for teachers and pupils	**Ethnic Minority Achievement Service (EMAS)**[21]	Portsmouth City Council

Neurodiversity

Overview	Service link	Source
The Neurodiversity Team provide specialist advice and support to families and schools who are completing the neurodiversity profiling tool. The tool is used to understand needs, assessing nine developmental strands and puts strategies in place for school and home.	**neurodiversity0-19enquiries@portsmouthcc.gov.uk**	The Neurodiversity Team

Young carers

Overview	Service link	Source
The Young Carers Service provides support, information and breaks for young people who look after someone at home with any long-term illness or disability (including mental health conditions, drug and alcohol misuse). They work with young carers from 5–25 and provide activities during the school holidays.	**Young Carers Team**[22]	Portsmouth City Council

General information

Overview	Links	Source
The Directory of Services can be found on the Portsmouth Safeguarding and Children Partnership (PSCP) website. It shares information on both local and national services, signposting by categories based on the 10 'aspects of life' found within the Family Support Plan (FSP).	**Directory of services – support for families and professionals**[23]	Portsmouth Safeguarding Children Board

Exploitation

Overview	Links	Source
Provides educators, service providers and parents information and education about online safety	**CEOP Safety Centre**[24]	**CEOP**
Video clip raising awareness of County Lines	**NCLCC – County Lines Awareness Video – YouTube**[25]	**County Lines Awareness**

Overview	Links	Source
One minute guide to help complete a CERAF – Child Exploitation Risk Assessment Framework	**CERAF – One Minute Guide**[26]	**Portsmouth Safeguarding Children Partnership**
Form to use to share non-urgent community information with the Police confidentially.	**Community-Partnership-Information-Form-CPI**[27]	**Portsmouth Safeguarding Children Partnership**
Provides educators, service providers and parents with information to help educate, guide and support children and young people to keep safe	**Safe4Me – Hampshire Police's free education resource programme for schools, colleges and partners in Hampshire and the Isle of Wight**[28]	Safe4Me
Form to use to share non-urgent community information with the Police confidentially.	**Information Sharing – Safe4Me**[29]	Safe4Me
St Giles helps vulnerable young people who are criminally exploited through gangs, serious violence and offending. They also provide preventative sessions in school and offer webinars for staff	**St Giles Trust**[30]	**St Giles**
A national charity working to keep children safe from exploitation by supporting parents, disrupting offenders and working in partnership with police and family services	**PACE UK**[31]	**PACE**
Help and advice for online sexual harassment	**Childnet**[32]	**Childnet**
The Children's Society aims to end child exploitation in all forms. Resources to support professionals, parents and young people to better understand and respond to child exploitation.	**Child Exploitation Programmes	The Children's Society**[33]	**The Children's Society**

7 Timescales

The table below shows suggested timescales for contact and steps to take, this can be used alongside the 'graduated response'.

Suggested timescales	Attendance profile	What needs to be done	By who/who with
Day 1	Any absence without reason	First-day-of absence contact	School administration officer/attendance officer
Day 3	No response or concern about explanations	Call from school to parent/carers Home visit to check child welfare	Any of the above and HOY, head teacher
Day 6	No response or concern about explanations	Parents/carers and child to be invited to a school meeting. Personal attendance plan to be considered.	Designated safeguarding lead/pastoral lead/ attendance officer
Three weeks (or sooner if continuously absent)	Further unauthorised absence Attendance below 90%	Meeting to review plan and agree the next actions to be taken. Adapt the plan and explore barriers to attendance. Involve additional services. Speak to your link coordinator for advice.	Designated safeguarding lead/pastoral lead/ attendance officer
Six weeks	Persistent or Severely Absent	Identify support needs and additional services, start assessment process (FSP) and monitor progress against attendance	Designated safeguarding lead/pastoral lead/ attendance officer
Six to twelve weeks	Persistent or Severely Absent	School based plans are not working. Consider wider contextual family issues, concerns regarding child's welfare, consider thresholds document and safeguarding risks	Designated safeguarding lead/pastoral lead/ attendance officer
Legal Action	Persistent or Severely Absent	Legal intervention should be initiated when threshold and criteria met. Can run alongside support plans	Attendance officer

8   Attendance codes

The national codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics through the school census system. The data helps schools, local authorities, and the government to gain a greater understanding of the level of, and the reason for, absence and the delivery of education.

It is imperative that codes are accurate, and each usage fits the clear descriptions. For any assistance in relation to this, please contact **schoolattendanceteam@ portsmouthcc.gov.uk**

The DFE document **Working together to improve school attendance contains the attendance codes**[1] from page 55 onwards.

9 Legal processes

Regular and punctual attendance at school is both a legal requirement and essential for pupils to maximise their educational opportunities.

Sanctions of any nature are for use only where parental co-operation in this process is either absent or deemed insufficient to resolve the presenting problem. They are never used as a punishment, only as a means of enforcing attendance where there is a reasonable expectation that their use will secure an improvement.

Penalty Notices

A penalty notice can be issued to parents or carers who don't ensure that their child goes to school on a regular basis. The penalty notice is £120 per parent per child. If paid within 21 days this is reduced to £60 per parent per child.

The issuing of a Penalty Notice is appropriate in the following circumstances:

- following 10 sessions of unauthorised absence in a term
- parentally condoned absences
- unauthorised leave of absence in term-time
- late arrival at school after the register has closed

■ Irregular attendance

The liable parent will receive a formal warning of the possibility of a Penalty Notice being issued and given a maximum of 30 school days to effect an improvement.

If there is no improvement in attendance a penalty notice will be issued.
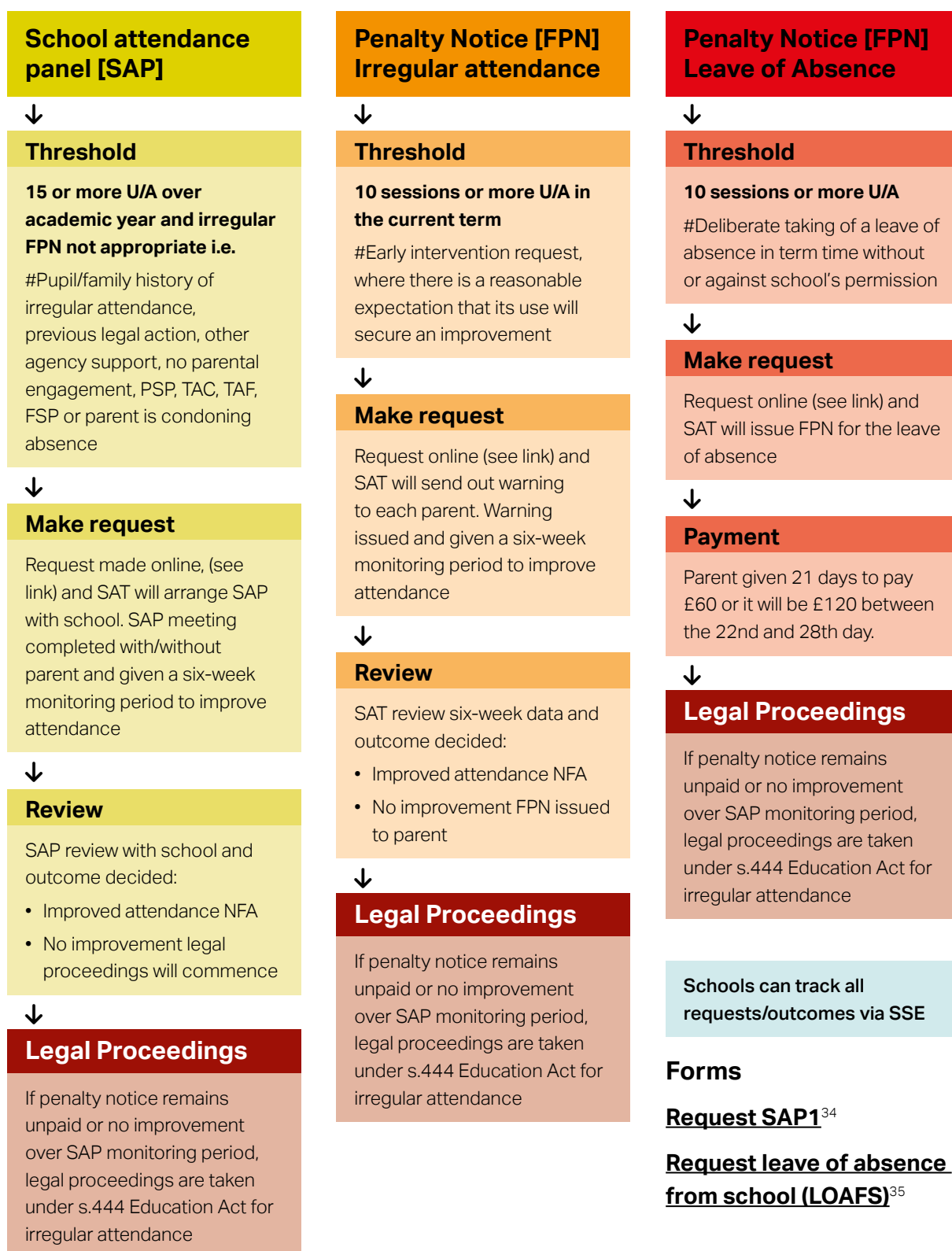
■ Leave of Absence

The deliberate taking of a leave of absence in term time without/against school permission (where it can be clearly demonstrated that the parent understood that permission had not/would not be given) will result in a Penalty Notice being issued to each liable parent. No warning will be issued for a leave of absence.

■ School attendance panels (SAP)

The SAP is a time-focused model. It aims to ensure that intervention strategies are put into place early and to ensure parents who fail to co-operate or are unwilling to work with the school are identified sooner and action is taken to make sure that they take responsibility for their child's school attendance.

A SAP can be used only where there has been a minimum of 15 or more unauthorised sessions, cumulative within an academic year. Circumstances were a SAP would be deemed appropriate are pupils/family have a history of irregular attendance, previous legal action against the parents, other agency involvement with pupil or family, a persistent lack of parental engagement or co-operation or where intervention e.g. PSPs, TAF/TAC, FSPs have failed to improve the pupil's attendance and possible legal action is considered an appropriate course of action, or where it appears parents are condoning irregular attendance. This is not an exhaustive list and is for guidance purposes only.

School formal process pathways

School attendance panel [SAP]

↓

Threshold

15 or more U/A over academic year and irregular FPN not appropriate i.e.

#Pupil/family history of irregular attendance, previous legal action, other agency support, no parental engagement, PSP, TAC, TAF, FSP or parent is condoning absence

↓

Make request

Request made online, (see link) and SAT will arrange SAP with school. SAP meeting completed with/without parent and given a six-week monitoring period to improve attendance

↓

Review

SAP review with school and outcome decided:

- Improved attendance NFA
- No improvement legal proceedings will commence

↓

Legal Proceedings

If penalty notice remains unpaid or no improvement over SAP monitoring period, legal proceedings are taken under s.444 Education Act for irregular attendance

Penalty Notice [FPN] Irregular attendance

↓

Threshold

10 sessions or more U/A in the current term

#Early intervention request, where there is a reasonable expectation that its use will secure an improvement

↓

Make request

Request online (see link) and SAT will send out warning to each parent. Warning issued and given a six-week monitoring period to improve attendance

↓

Review

SAT review six-week data and outcome decided:

- Improved attendance NFA
- No improvement FPN issued to parent

↓

Legal Proceedings

If penalty notice remains unpaid or no improvement over SAP monitoring period, legal proceedings are taken under s.444 Education Act for irregular attendance

Penalty Notice [FPN] Leave of Absence

↓

Threshold

10 sessions or more U/A

#Deliberate taking of a leave of absence in term time without or against school's permission

↓

Make request

Request online (see link) and SAT will issue FPN for the leave of absence

↓

Payment

Parent given 21 days to pay £60 or it will be £120 between the 22nd and 28th day.

↓

Legal Proceedings

If penalty notice remains unpaid or no improvement over SAP monitoring period, legal proceedings are taken under s.444 Education Act for irregular attendance

Schools can track all requests/outcomes via SSE

Forms

Request SAP1[34]

Request leave of absence from school (LOAFS)[35]

10 Persistent absent reviews and severely absent meetings

Persistent Absent Review (PARs) – 90% or below

Once a child reaches the threshold of below 90% attendance, they will be added to the schools list of children who are persistently absent from school. The school attendance team will reflect this data back to schools on a half termly basis, give advice and guidance to the school on the next steps to take for each child who is below 90% and assist schools in relation to any emerging themes.

Severely Absent Meetings – 50% or below

Once a child reaches 50% or below, they will be included in the termly severely absent meetings for the school and be added to the link co-ordinators vulnerable pupil tracker. The purpose of severely absent meetings is to have the opportunity to hold a multi-agency discussion regarding all children who are currently severely absent from school, taking a shared responsibility to support children to attend school regularly. Next steps for each child will be agreed at these meetings.

Severely Absent meetings are offered to all secondary schools and any identified primaries with high numbers of severely absent children. These happen termly and children will be identified based on their year-to-date school attendance.

For further information please email **schoolattendanceteam@portsmouthcc. gov.uk**

11   Supporting documents and resources

To find information on local services and support, please refer to the **Directory of Services on the Portsmouth Safeguarding Children Board website**[22]

For further information relating to attendance please refer to the **School attendance pages on the Portsmouth City Council website**[36]

A document to support you when meeting with a child and family can be found in the appendix documents.

Linked below is a toolkit detailing the national attendance campaign, ways you can support it, and valuable resources which can be used to help create a national warm welcome to school for children, young people and families over the Spring term.

Attendance communications toolkit for local authority attendance teams and other stakeholders.[37]

The campaign forms one part of the DFE's wider strategy to increase attendance, which also includes **clearer expectations for schools and local authorities built around a 'support first' approach**[38]

12 Support and key contacts

School attendance team

If you have any queries regarding the attendance process and steps to follow, then please get in touch with the attendance team.

Telephone: 023 9284 1419

Email: **schoolattendanceteam@ portsmouthcc.gov.uk**

School attendance support team

School attendance team

School attendance campaign

Statutory functions

Persistent absence reviews (half termly)

Fixed Penalty Notices (irregular attendance and leave of absence)

School attendance network

School attendance orders

Legal proceedings

Children missing education

Elective home education

Children in employment and entertainment

Support and enhancement

Add capacity to the school attendance team (school attendance panels and persistent absent reviews)

Severely absent casework

Persistent absence reviews analysis and casework

Parenting plans and attendance contracts

Transition (2/3 & 6/7)

Health and electronic evidence coordination

Link coordinators

Vulnerable pupil tracking calls

Early help and prevention

Casework and specialist teams

Wellbeing in education team

Link coordinators

Link coordinators will be able to offer advice and guidance on services available to support the pupil with identified barriers, they will also support with advising on thresholds for safeguarding referrals. Children with attendance below 50% will automatically be identified and added onto the vulnerable tracking lists. Link coordinators work with attendance and pastoral leads to agree a way forward. If there is already a plan in place, which is working, then this will continue. Where there is not an effective plan, they will agree to support the school in developing this.

Email:
link.coordinators@portsmouthcc.gov.uk

Early help and prevention

A lead professional from the Early Help and Prevention Team will work with the family for up to 6 months. They will identify the support needs the family have and work alongside them to take positive steps forward. Where a child has concerns around low attendance levels this will be included as part of the plan and the Lead Professional will work alongside school to identify the barriers to education. The worker, alongside school, will support and empower the family to engage in the plan to integrate back into education.

At the end of the intervention, the majority of families will have made progress and a 'maintenance plan' will be agreed with them and the school. This should be shared with the pastoral team at school to continue the plan.

This plan will include actions to sustain and continue improving attendance. In the most challenging cases, attendance may have improved but not to or above 50%. In these cases, families will still be stepped to school

with a 'maintenance plan' that sustains and continues to improve attendance.

Family support and safeguarding

Children's social care will work with families to reduce the safeguarding risks to the child. Where a child has school attendance below 50% it is expected that this will form part of the Child in Need or Child protection plan. School should liaise with the social worker and support with strategies for non-attendance and work alongside the social worker to encourage increased attendance. When the threshold is no longer met for a Tier 4 intervention this will be stepped across to school to continue to support with attendance concerns. It is expected that a handover meeting and plan will be shared for school to continue.

Inclusion service

The Portsmouth Education Partnership promotes inclusion with the aim of removing barriers to achievement for all Portsmouth children and young people. We've worked closely with young people, parents, carers and professionals in Portsmouth to agree what inclusion means to people in our city. We strive to enable children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.

Contact details: **pep@portsmouthcc.gov.uk**

13 Appendix

Supporting improved attendance

Checklist and guidance

Name	Click or tap here to enter name.
Current attendance percentage	Click or tap here to enter percentage.
Tutor group	Click or tap here to enter tutor group.
Year group	Click or tap here to enter year group.
Number of sessions unauthorised	Click or tap here to enter number.
Number of sessions authorised	Click or tap here to enter number.
Is the pupil open to a lead professional? FSS/ EHP/FSP	Click or tap here to enter text.
Name of lead professional	Click or tap here to enter name.

Strategies completed within school

Strategy	Date of intervention	Details and comments: What has worked well? What has not worked so well? What are the barriers?
Discussion with pupil - Views on school (Personal Attendance Plan)	Click or tap to enter a date.	Click or tap here to enter text.
Attendance focused discussion with tutor	Click or tap to enter a date.	Click or tap here to enter text.
Single point of contact agreed within school	Click or tap to enter a date.	Click or tap here to enter text.
Arrival area or safe space agreed (if appropriate)	Click or tap to enter a date.	Click or tap here to enter text.
Attendance letters/messages sent home - staged approach	Click or tap to enter a date.	Click or tap here to enter text.
Telephone calls to parent/carer	Click or tap to enter a date.	Click or tap here to enter text.
School meeting with parent/carer	Click or tap to enter a date.	Click or tap here to enter text.
Home visits completed - Child seen if not attending school	Click or tap to enter a date.	Click or tap here to enter text.
Meeting with parents to establish support and agree 'Personal Attendance Plan'	Click or tap to enter a date.	Click or tap here to enter text.

Supporting improved attendance   **September 2023**

Strategy	Date of intervention	Details and comments: What has worked well? What has not worked so well? What are the barriers?
School attendance team involvement 90% and below, including support and enhancement	Click or tap to enter a date.	Click or tap here to enter text.
Review of pupils' educational needs including timetable, subject choice, tutor group	Click or tap to enter a date.	Click or tap here to enter text.
Review Ordinarily Available Provision and if necessary, create SEN support plan	Click or tap to enter a date.	Click or tap here to enter text.
Neurodiversity Profile	Click or tap to enter a date.	Click or tap here to enter text.
All reasonable adjustments made within school	Click or tap to enter a date.	Click or tap here to enter text.

Assessment of needs that may be impacting on attendance
Based on identified needs consider the options below

Option	Date of intervention	Details and comments: What has worked well? What has not worked so well? What are the barriers?
Most appropriate plan to be considered: Personal Attendance Plan, Family Support Plan, Inter-agency contact form	Click or tap to enter a date.	Click or tap here to enter text.
Referral to School Nurse	Click or tap to enter a date.	Click or tap here to enter text.
Consideration of health and electronic evidence coordination	Click or tap to enter a date.	Click or tap here to enter text.
Referral to in School Counselling	Click or tap to enter a date.	Click or tap here to enter text.
Consultation with MHST / CAMHs Referral to Kooth or No Limits	Click or tap to enter a date.	Click or tap here to enter text.
Referral to inclusion outreach service	Click or tap to enter a date.	Click or tap here to enter text.
Referral to Education Psychology team	Click or tap to enter a date.	Click or tap here to enter text.
Consideration of SEN support plan and Education Health and Care Plan	Click or tap to enter a date.	Click or tap here to enter text.
Consideration of Neurodiversity Profile	Click or tap to enter a date.	Click or tap here to enter text.
Consideration of alternative provision	Click or tap to enter a date.	Click or tap here to enter text.
Use of peer mentor to provide support	Click or tap to enter a date.	Click or tap here to enter text.

Involvement of other services
Based on assessment of need

Service	Date of intervention	Details and comments: What has worked well? What has not worked so well? What are the barriers?
Multi-agency plan that considers attendance and actions	Click or tap to enter a date.	Click or tap here to enter text.
Early Help and Prevention	Click or tap to enter a date.	Click or tap here to enter text.
Family Support and Safeguarding	Click or tap to enter a date.	Click or tap here to enter text.
Building Your Futures, Child Safety and Asylum, Adoption pod	Click or tap to enter a date.	Click or tap here to enter text.
Parenting team	Click or tap to enter a date.	Click or tap here to enter text.
Multi Agency Behaviour Support (MABS)	Click or tap to enter a date.	Click or tap here to enter text.
Inclusion outreach service	Click or tap to enter a date.	Click or tap here to enter text.
Motiv8	Click or tap to enter a date.	Click or tap here to enter text.
Play Youth and Community	Click or tap to enter a date.	Click or tap here to enter text.
Young Carers	Click or tap to enter a date.	Click or tap here to enter text.
LGBTQ+ Support	Click or tap to enter a date.	Click or tap here to enter text.
Health & School Nursing	Click or tap to enter a date.	Click or tap here to enter text.

Involvement of school attendance Team

Measure	Date of intervention	Details and comments: What has worked well? What has not worked so well? What are the barriers?
Fixed Penalty Notice (FPN) Warning letter sent	Click or tap to enter a date.	Click or tap here to enter text.
Evidence of interventions tried and of engagement of family	Click or tap to enter a date.	Click or tap here to enter text.
30 Day monitoring period	Click or tap to enter a date.	Click or tap here to enter text.
Legal proceedings initiated (FPN)	Click or tap to enter a date.	Click or tap here to enter text.
School attendance panel (SAP)	Click or tap to enter a date.	Click or tap here to enter text.

Supporting improved attendance   **September 2023**

Personal attendance plan

Name	Click or tap here to enter name.
Year group	Click or tap here to enter year group.
Current attendance percentage	Click or tap here to enter percentage.
Attendance goals	Click or tap here to enter goal.
Present	Click or tap here to enter text.
Date	Click or tap to enter a date.
Designated teacher	Click or tap here to enter text.

What keeps me from getting to school?

1	Click or tap here to enter text.
2	Click or tap here to enter text.
3	Click or tap here to enter text.

My support team

1. **My Family**
   List who lives in your house.

2. **Everyday Helpers**
   Identify who you can call on to help you get to school or resolve a problem. These are people like friends, neighbours, school staff, and relatives who can help regularly.

3. **Occasional Helpers**
   Identify people who probably cannot help every day but can help in an emergency. Maybe it's a parent, a relative or a friend who lives outside your home but can be there to help you.

4. **Potential Helpers**
   Identify people who are part of your school community, place of worship or neighbourhood who are able to help if you ask them.

1. My family	Click or tap here to enter text.
2. Everyday helpers	Click or tap here to enter text.
3. Occasional helpers	Click or tap here to enter text.
4. Potential helpers	Click or tap here to enter text.

What I can do to reach my Attendance Goal

- I will try my best to attend school and every class on time every day.
- I will try my best to keep a bedtime routine and get up in time to get ready for school.
- I will find a relative, friend or neighbour who can take me to school if I need support.
- When I am struggling with a challenge that is keeping me from school, I will confide in an adult at school and seek help. I can list adults and friends on My Support Team (attached).
- I will attend school every day unless the doctor says I am too sick for school.
- If I cannot avoid missing school, I will catch up on the work I missed.

What my parents can do to support my attendance goals

- They will keep a track of my attendance and absences.
- They will make sure I am up in time to get ready for school.
- They will find a relative, friend or neighbour who can take me to school if I need support.
- They will try to set up medical and dental appointments for weekdays after school.

To improve my attendance, I will do the following:

1	Click or tap here to enter text.
2	Click or tap here to enter text.
3	Click or tap here to enter text.

To improve my attendance, the school will do the following:

1	Click or tap here to enter text.
2	Click or tap here to enter text.
3	Click or tap here to enter text.

Review

We will review progress to meet this goal every two weeks.

Date to review	Click or tap to enter a date.

People who can help

If I need help getting to and from school or need more support to increase my attendance, I will ask the following people to help me out:

Name	Click or tap here to enter name.	Contact number	Click or tap here to enter number.
Name	Click or tap here to enter name.	Contact number	Click or tap here to enter number.
Name	Click or tap here to enter name.	Contact number	Click or tap here to enter number.

ATTENDANCE MATTERS

What do your attendance figures actually mean

Satisfactory attendance	**95% = 40 LESSONS MISSED EACH YEAR** **8 days in total or 1 week and 3 days**	
Warning signs	**90% = 80 LESSONS MISSED EACH YEAR** **16 days in total or 3 weeks and 1 day**	
Severe absence	**85% = 120 LESSONS MISSED EACH YEAR** **24 days in total or 4 weeks and 4 days**	
	80% = 160 LESSONS MISSED EACH YEAR **32 days in total or 6 weeks and 2 days**	

BE SMART, BE THERE!

Percentages based on 190 academic days

Progress

I was at school for [   ] **days**

I was not at school for [   ] days

My goal is to improve my attendance and try my best to be in school every day.

Week 1		Week 2	
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Reward

I am looking forward to my agreed reward.

My agreed reward when I reach my attendance goal is

Signatures

Student		Date
Parent		Date
School staff		Date

Attendance codes

Code	Full name	Description
The student is counted as present.		
**/ or **	Present am or pm	Present in school during registration.
L	Late	Late arrival before the register has closed
The student is counted as present, at an Approved Educational Activity.		
B	Educated off Site	The student is at an off-site supervised educational activity approved by the school.
J	Interview	At a job interview or interviewing with another educational establishment.
P	Sporting Activity (Approved)	Pupil is taking part in a sporting activity that has been approved by the school and supervised by someone authorised by the school.
V	Educational trip	A residential trip organised by the school or a supervised strictly educational trip arranged by an approved organisation.
W	Work Experience	A student in the final two years of compulsory education is attending work experience.
The student is counted as absent, authorised.		
C	Other Authorised Absence	Only exceptional circumstances warrant an authorised leave of absence.
E	Excluded	If a student is excluded but still on the admission register, they should be marked E, for up to the sixth consecutive day of any fixed period (referred to as 'suspensions' by the DfE from Autumn 2021) or permanent exclusion.
H	Family Holiday (Agreed)	A leave of absence for a family holiday is granted entirely at the head teacher's discretion.
M	Medical/Dental Appointments	The student is absent due to a medical or dental appointment that could not be made outside of school hours.
R	Religious Observance	The student is absent for religious observance on a day designated by the religious body.
S	Study Leave	Study leave should be used sparingly and only granted to Year 11 pupils for public exams. Students should still be able to come into school to revise.
T	Traveller Absence	Used when Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) or New Travellers are known to be travelling for occupational purposes and have agreed this with the school.
I	Illness	This Illness code can be used for any form of illness, if you don't want to distinguish Covid-19 illness.

Code	Full name	Description
I01	Illness	This code maps to the statutory mark of I. This is for students absent due to non-coronavirus related illness (unless the truthfulness of the claim is in question). This code should not be used for medical or dental appointments.
I02	Confirmed case of Covid-19	This code maps to the statutory mark of I. This is for pupils who have a confirmed case of coronavirus.
The student is counted as absent, unauthorised.		
G	Family Holiday (Not Agreed)	The Holiday was not authorised by the school or in excess of the period determined by the headteacher.
N	No Reason	The reason for the absence has not been provided. If no reason for an absence is provided after a reasonable amount of time, it should be changed to O.
O	Unauthorised Absence	If the school is not satisfied with the reason given for absence they should record it as unauthorised.
U	Late (After Register Closes)	Schools should keep registers open for a reasonable amount of time, after which the student should be marked with a U.
These codes are not counted so will not affect attendance figures.		
D	Dual Registration	The student is registered at another school and attends it during this lesson e.g. students at a pupil referral unit. Schools should only record attendance and absences for sessions the pupil is scheduled to attend at their school.
X	Non-statutory school age absence	Sessions non-compulsory school-age children are not expected to attend. This code should only be used for early years students who have not yet passed the 1st January, 1st April or 1st September following their 5th birthday.
Y	Unable to attend due to exceptional circumstances	The school is closed due to an unavoidable cause or the student is unable to travel to the school. It can also be used where the pupil is in custody (for less than four months). This code is collected for statistical purposes but does not contribute to your attendance figures.
Z	Pupil Not On Roll	This code can be used when setting up registers in advance of pupils joining. Schools must take attendance for pupils from the first day the student should be attending the school.
#	School Closed To Pupils	This code should be used for whole or partial school closures that are known or planned in advance such as if the school is used as a polling station.

Further information:

Present

Code / \: Present in school / = am \ = pm

Pupils must not be recorded as present if they are not in school during registration. If a pupil were to leave the school premises after registration, they will still be counted as present for statistical purposes.

Code L: Late arrival before the register is closed

Schools should actively discourage late arrival and be alert to patterns of late arrival. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and depending on the structure of the school day not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place. *A pupil arriving after the register has closed should be recorded as absent using code U, or another absence code that it is more appropriate.*

Absent

Authorised Absence from School

Authorised absence means that one of a specific set of circumstances applies, as set out below:

Code C: Leave of absence granted by the school

Only exceptional circumstances warrant granting a leave of absence. A leave of absence should not be, and from certain types of school must not be, granted unless it has been applied for in advance by the parent who the pupil normally lives with and the headteacher believes the circumstances to be exceptional. Schools must consider each application for a leave of absence individually taking into account the specific facts and circumstances and relevant background context behind each request. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the headteacher's discretion.

Specific leaves of absence may also be granted where:

A pupil is participating in a performance

A school maintained by a local authority or a special school not maintained by a local authority can grant leave of absence for a pupil to undertake employment during school hours for the purpose of taking part in a performance, within the meaning of section 37 of the

Children and Young Persons Act 1963 if the local authority have given the pupil a licence for that performance.

Legislation sets out that a local authority licence must be obtained before a child can take part in a performance. There are some exemptions.

Schools should be sympathetic to requests for leave of absence that are supported by a licence or a BOPA; as long as the school remains satisfied that this will not have a negative effect on a pupil's education. It is at the discretion of the headteacher to grant leave of absence.

A pupil is subject to a temporary part-time timetable

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. *A part-time timetable should not be used to manage a pupil's behaviour.*

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

A pupil is pregnant

Leave for maternity is treated like any other leave of absence.

Code H: leave of absence for the purpose of a family holiday granted by the school

An application for leave of absence should (and from certain schools must) not be granted unless it is made in advance by a parent the pupil normally lives with and the school is satisfied that there are exceptional circumstances based on the individual facts and circumstance of the case which justify the leave. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the headteacher's discretion.

Code E: Excluded but no alternative provision made

If no alternative provision is made for a pupil to continue their education whilst they are suspended from school or excluded from school, but their name is still entered in the admission register.

When a pupil of compulsory school age is suspended or permanently excluded from a maintained school, pupil referral unit, academy, city technology college, or city college for the technology of the arts, *alternative provision must be arranged from the sixth consecutive day* of any suspension or exclusion. Where alternative provision is made schools should record this using the *appropriate code for attending an approved educational activity.*

Code I: Illness (not medical or dental appointment)

Schools should advise parents to notify them on the first day the child is unable to attend due to illness. Schools must record absences as authorised where pupils cannot attend due to illness (both physical and mental health related).

In the majority of cases a parent's notification that their child is ill can be accepted without question or concern. *Schools should not routinely request* that parents provide *medical evidence to support illness. Only where the school has a genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence.*

Pupils with long term illness or other health needs may need additional support to continue education, such as alternative provision arranged by the local authority.

Code M: Medical or dental appointment

Schools should encourage parents to make appointments out of school hours. Where this is not possible, they should get the school's agreement in advance and the pupil should only be out of school for the minimum amount of time necessary for the appointment.

If a pupil is present at registration but has a medical appointment during the session in question, no absence needs be recorded for that session.

Code R: Religious observance

Schools must record absence as authorisedbwhen it falls on a daytbhat isbexclusivelybset apart for religious observance by the parents' religious body (not the parents).

If a religious body sets apart a single day fora religious observance and the parent applies for more than one day, the school may only record one day as authorised on this basis; the rest of the request would be a leave of absence, and this is granted at the school's discretion as set out under Code C.

Code S: Study leave

Study leave should not be granted by default once tuition of the exam syllabus is complete, it should be used sparingly and only granted to Year 11 pupils during public examinations. If schools do decide to grant study leave, provision must still be made available for those pupils who want to continue to come into school to revise.

As study leave is unsupervised it must be recorded as absence.

Code T: Traveller absence

A number of different groups are covered by the generic term traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers.

This code should not be used for general absences by those groups. It must only be used when the pupil's parent(s) is travelling for occupational purposes and the school has granted a leave of absence following a request from the parent. This code should not be used to record any other types of absence by these groups.

Where a pupil has no fixed abode because their parent(s) is engaged in a business or trade that requires them to travel, there is an expectation that the pupil attends at least 200 sessions per year.

Unauthorised Absence from School

Unauthorised absence is where a pupil's absence is not one of the types of absence listed as authorised or where the reason for a pupil's absence has not been provided and cannot be established.

Code G: Holiday not granted by the school or in excess of the period determined by the school

Where the school has not granted a leave of absence for the purpose of a holiday but the parents still take the child out of school, or the child is kept away longer that the period of leave granted.

A school cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence should not (and from certain types of school cannot) be granted.

Code N: Reason for absence not yet provided

Schools must follow up all unexplained and unexpected absence in a timely manner.

Every effort should be made to establish the reason for a pupil's absence. When the reason for absence has been established the school should record the pupil's absence using the relevant code.

Where absence is recorded as unexplained in the attendance register, *the correct code should be inputted as soon as the reason is ascertained, but no more than 5 working days after the session.* Code N should not therefore be left on the pupil's attendance record indefinitely; *if a reason for absence cannot be established after 5 working days, schools should amend the pupil's record to Code O.*

Code O: Absent without authorisation

Where no reason for absence is established or the school is not satisfied that the reason given is an authorised absence.

Code U: Arrived in school after registration closed

Where a pupil has arrived late after the register has closed and the school is not satisfied that the reason for lateness is an authorised absence.

Schools should actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the parent. *All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent.*

Attending an approved educational activity

An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.

Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school.

Attending another school at which the pupil is registered

Code D: Dual registered at another school

The law allows for a pupil to be registered at more than one school. This code is used to indicate that the pupil was not expected to attend the school in question because they were scheduled to attend the other school at which they are registered. *The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis.*

Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexpected and unexplained absence are promptly followed up.

Attending an educational activity that takes place outside the school

Code B: Off-site educational Activity

Attending an off-site educational activity that has been approved by the school and *supervised by someone authorised by the school.*

For pupils of compulsory school age, schools must also record the nature of the activity, examples are:

- attending taster days at other schools;

- attending courses at college;

- attending unregistered alternative provision arranged or agreed by the school.

Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised, and measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school should record the pupil's absence using the relevant absence code.

This code must not be used for any unsupervised educational activity i.e., when a pupil is at home doing some schoolwork.

Code J: At an interview with prospective employers, or another educational establishment

Attending an interview with prospective employers or another educational establishment. Schools should be satisfied that the interview is linked to employment prospects, further education, or transfer to another school.

Code P: Participating in a supervised sporting activity

Taking part in a sporting activity that has been approved by the school. If schools have concerns about the appropriateness of an activity, they can seek advice from the sports' national governing body.

Code V: Educational visit or trip

Attendance at an organised visit or trip, including residential trips organised by the school, or attendance at a supervised trip of a strictly educational nature arranged by an organisation approved by the school.

Code W: Work experience

Work experience is for pupils in the final 2 years of compulsory school age.

Unable to attend due to exceptional circumstances

Code Y: Unable to attend due to exceptional circumstances

Where a pupil is unable to attend school because:

- the school site or part of it, is closed due to an unavoidable cause at a time when pupils are due to attend; or
- the transport provided by the school or a local authority is not available and the pupil's home is not within safe walking distance; or
- a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

Schools must also record the nature of the circumstances in which a pupil is unable to attend school.

Pupil in custody

Code Y is also used where the pupil is in custody; detained under a court order for a period of less than 4 months or is returning to the school at the end of their custodial period.

Administrative codes

Code X: Non-compulsory school age pupil not required to be in school

Where a pupil not of compulsory school age is attending school part-time.

For example, where parents have chosen for their 4 year-old child to attend part-time until later in the school year but not beyond the point at which the child reaches compulsory school age.

Code Z: Prospective pupil not on admission register

To enable schools to set up registers in advance of pupils joining the school to ease administration burdens.

If a pupil fails to attend on the agreed starting day, the school must establish the reason and record the pupil's absence using the relevant absence code.

Code #: Planned whole or partial school closure

Whole school closures that are known and planned in advance such as:

- days between terms;
- half terms;
- occasional days (for example, bank holidays);
- weekends (where it is required by the management information system);
- up to 5 non-educational days; and
- use of school as a polling station.
- use of part of the school as a polling station.

14 **Glossary**

DFE	Department for Education
FSP	Family support plan
CAMHS	Child and adolescent mental health
CAMHS-LD	Child and adolescent mental health – learning disabilities
SEMH	Social, emotional and mental health
MABS	Multi-agency behaviour support service
ELSA	Emotional literacy support assistants
EMAS	Ethnic minority achievement service
CPD	Continuing professional development
EAL	English as an additional language
PSCP	Portsmouth safeguarding children partnership
HOY	Head of year
SAP	School attendance panel
PSPs	Pupil Support Plan
TAF/TAC	Team around the family/team around the child
U/A	Unauthorised absence
SAT	School attendance team
NFA	No further action
FPN	Fixed penalty notice
LOAFS	Leave of absence from school
PARs	Persistent absence reviews

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