

# 7 MINUTE BRIEFING –

## ‘Working together to improve attendance’ September 2022 (gov.uk)

### 6. Part-time timetables:

A part-time timetable introduced to support reintegration, must only be in place for the shortest time necessary.

### 5. Recommendations:

**Schools should** treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school.

**If the needs and barriers are individual** to the pupil this may include provision of alternatives.

**Where engagement in support is proving challenging**, schools should hold more formal conversations with the parents.

**Have more sensitive conversations** and develop good support for pupils with health conditions, making reasonable adjustments as appropriate.

### 4. Analyse the data:

**Monitor and analyse** weekly attendance patterns and trends including individual pupils, cohorts and groups.

**Identify** the pupils who need support and focus staff efforts on developing targeted actions for those cases.

**Conduct** thorough analysis of half-termly, termly, and full year data to identify patterns and trends.

**Benchmark** their attendance data, locally, regionally and nationally.

**Devise** specific strategies for identified areas of poor attendance.

**Monitor** the impact of the strategies to inform future actions.

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September 2022

### Introduction:

Improving attendance is everyone’s business. 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. The law entitles every child of compulsory school age to an efficient, full-time suitable education. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.



### 1. Rationale:

For the most vulnerable pupils, **regular attendance** is also an important protective factor and the best opportunity for needs to be identified and support provided.

**The pupils with the highest attainment** at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

All partners should work together to:

**Expect, Monitor, Listen and understand, Facilitate support, Formalise support and Enforce** as a flowchart shown on p8 of the guidance.

Good attendance is a learned behaviour.

### 3. Legal recording:

**Schools must** take the attendance register at the start of each morning session of each school day and once during each afternoon session.

**Registers** are legal records, and all schools must preserve every entry in the attendance or admission register for 3 years

**Only exceptional** circumstances warrant a leave of absence. from the date of entry. (It is unlikely a leave of absence will be granted for the purposes of a family holiday.)

**Persistent absence:** Where absence escalates and pupils miss 10% or more, schools should put additional targeted support in place

**Severe absence:** Particular focus should be given by all partners to pupils who are absent from school for 50% or more.

### 2. Strategies:

Make attendance a **central part of** the school’s day to day life.

Have a **school leader** with responsibility for attendance.

Make sure **all staff** know its importance.

Set **high expectations** and communicate these regularly to all.

**Visibly demonstrate** the values of good attendance.

**Recognise** that often poor attendance is indicative of another need.

Have a clear and accessible **attendance policy**.