



Woolwich Polytechnic
School for Boys



WOOLWICH POLYTECHNIC SCHOOL FOR BOYS

School Attendance Policy

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Woolwich Polytechnic School for Boys is committed to promoting the welfare of each child through regular attendance. Every day lost to education can have a serious impact on a child's attainment and overall progress in school. The aim of this policy, therefore, is to encourage the highest possible levels of attendance for individual student within the school. Regular and punctual attendance at school is a legal requirement and it is also essential in order to maximise chances of success. There is clear evidence showing strong links between excellent GCSE results and excellent attendance.

To achieve this, all members of our school community have an important contribution to make.

School attendance is subject to various education laws and this School Attendance Policy is written to reflect these laws and the guidance produced by the Department for Education.

Rationale

Woolwich Polytechnic School for Boys is committed to promoting the welfare of each child through regular School attendance. It is our duty to consistently strive to achieve a goal of 100% attendance for all children.

We are therefore fully committed to promoting School attendance by providing an environment and ethos where children feel safe and can build positive relationships with their peers and School staff. In return, we expect parents to ensure that their child attends School regularly and punctually and that no holidays are taken in term time.

Why Attendance is so important

- Statistics show a direct link between under-achievement and absence below 95%
- Regular attenders make better progress; personally, socially and academically
- Regular attenders find routines, school work and friendships easier to cope with
- Regular attenders find learning more satisfying
- Regular attenders are more successful in transferring between primary, secondary, and higher education, employment or training

Ensuring your child's regular attendance at School is the parents' legal responsibility. Permitting absence from School without a good reason creates an offence in law and may result in prosecution. Persistent punctuality issues will be dealt with according to this Attendance Policy.

Our priority is supporting your children to access school every day, ensuring they have the reasonable adjustments, interventions and early help to engage in their learning.

If your child is finding attending school difficult, is feeling anxious about attending school, or needs help to access their education, speak to your child's Head of Year or Deputy Head of Year and we will discuss support available for your child.

Safeguarding

Your child may be at risk of harm if they do not attend School regularly. The School will provide support and advice as appropriate with any attendance concerns as they arise and beyond. Failure to attend School on a regular basis will be regarded as a safeguarding matter and could lead to a referral to Children's Services being made and

the Inclusion Office being alerted.

It is imperative to the school that our students are seen regularly by professionals, home visits may be carried out by members of the WPSfB team or the School's Police Officer.

Promoting Good Attendance

We aim to take a proactive, positive role to promoting good attendance. A system of rewards and personal monitoring has been established and may include the measures outlined below:

- Certificates/prizes presented in assembly to the Form Group with the highest attendance.
- Additional rewards for individuals with excellent attendance and punctuality.
- Letters sent home to celebrate improved attendance.

Authorised Absence

Absence may be authorised in the following circumstances:

- Illness
- Medical or dental appointment (although these should be avoided in school time if possible)
- A day set aside for religious observance
- Approved work experience organised by the school (recorded as a 'present' mark)
- Absence following the death of a close family member

Only the School can decide whether to accept the reason provided by the parent for absence and therefore whether to authorise it.

Unauthorised Absence

This is deemed to be absence from School for any period as a result of premeditated or spontaneous act by the students or parent or both. This includes parentally condoned absence. Any absence not listed above will be treated as unauthorised. Particularly, but not limited to:

- Family work patterns (shift work or occasional holidays) or the responsibility of looking after a sibling
- A student's birthday
- Non-medical appointments
- Child in paid work before the age of 16
- Absences which have not been properly explained

Holidays in Term Time

Holidays should not be taken in School time as this disrupts the learning of a child. Term time holidays will be marked as unauthorized, unless an *exceptional circumstance* occurs, in which the parent/guardian can request a Leave of Absence to be approved by the Headteacher.

Registration

The register is a legal document and it is the responsibility of the Teacher to ensure that

students are registered for the morning and afternoon session (registration). All students must be registered in every lesson using the school system. Students must not mark the register themselves.

Punctuality

- Punctuality is important; poor punctuality disrupts the learning of peers and learning time which cannot be regained.
- Sanctions for lateness are set out as follows:

Number of lates	Frequency	Action
3	Per Week	1 hour detention
5	In a Half Term	Tutor meeting
10	In a Half Term	HOY meeting
15	In a Half Term	AAO and HOY meeting
20+	In a Half Term	Referral to RBG AAS

- Resets will be set to address punctuality issues where reasons, preventions and interventions will be explored to prevent persistent lateness.
- Students will be marked late if not in their tutor group.
- Parents will be contacted by letter or email at the end of a week where a student has been repeatedly late to School or lessons, parents can also view their child's attendance to lessons via MCAS app. A Child's absence to school can be monitored through studybugs, alerts will also be sent via the app.

Absence Procedures

Students

- Students should arrive on site by 8.35am in either their form room or assembly in time for registration at 8.40am.
- Students arriving late must go to reception to be registered by the receptionist before going to their registration time or timetabled lesson.
- For any student not registered in the school after close of morning registration an absence text notification will be issued to parents/carers via study bugs.

Parents

Section 7 of the 1996 Education Act requires parents of children of compulsory age to ensure their children's' full-time education. Parents/carers are responsible for ensuring that their children attend regularly and on time.

Parents should:

- Contact the school every day via study bugs for a child's absence.
- Contact the school if your child is struggling to come to school on a regular basis for support.
- On student's return to School, provide evidence of the reason for absence (if the Tutor or Head of Year are not satisfied with the explanation offered, parents can be asked to provide medical evidence to support the reasons given).
- Make every effort to ensure that medical and dental appointments are made out of School hours or during holidays. If this is unavoidable, the School should be informed in advance.

Spotting early signs

You know your child best, if your child starts to have regular reasons to not attend school - speak to the school and we will do what we can to support. If there is financial support needed and students are eligible, we will explore the Sir William Boreman's Fund to support contextual absences.

Things to look out for:

- Headaches/nausea/stomach pain - could be linked to anxiety.
- Patterns of the same day of the week absent
- Forgetting/losing items e.g., blazer or tie regularly
- Difficulty sleeping

What may help:

- Children of all ages find routines reassuring, so try to stick to regular daily routines where possible.
- Talk/write/draw through any concerns they may have.

There are multiple ways to keep in communication with the school to express any concerns you may have about your child(ren), MCAS, email, phone and your child's contact book.

Please Note: If your child is not seen and contact has not been established with you any of the named parent/carers after three days of absence the school is required to start a 'Child Missing Education (CME)' procedures as set down by Borough.

We have a legal duty to report the absence of any students who is absent without an explanation for 10 consecutive days. If the child is not seen and contact has not been established with the named parent/carer then the Local Authority is notified that the child is 'at risk of missing'. Children's Services Staff will visit the last known address and alert key services to locate the child. So, help us to help you and your child by making sure we always have an up to date contact number.

Any child who is absent from school for more than 20 days without reason, has taken an unauthorised holiday for more than 20 days, has left school without completing a

Leavers Form and has failed to supply the school with copies of travel documents, will be reported as a Child Missing Education. The borough will be notified of this and they will investigate further. We will make all reasonable enquires to establish contact with parents and the child including making enquires to known friends, wider family.

Monitoring Attendance and Support

- Regular monitoring of attendance ensures that any unexplained sudden absence or suspect patterns of regular absence are reported to the Head of Year concerned.
- Email and electronic communication via app may be used to inform parents of lateness and absence.
- Regular meetings with Head of Year and Attendance Officer will be held.
- If the pattern of absences cause concern, the School will consider Early Help Intervention which could include a referral to the FaASS, holding a TAC meeting, involving the young person's nurse service or other appropriate external organisations. This may include home visits from staff or the school's Police Officer.
- Students who have attendance and/or punctuality that is a cause for concern will be placed on an Early Intervention & Support plan (EIS) to encourage improved attendance and/or punctuality. The EIS will outline support for the student and/or family as well as actions taken by the attendance service (including but not limited to letters, court warnings, pre-court conferences, court referrals and fixed penalty notices).
- EIS will be unique to the student and family, based on the needs identified in the meetings mentioned above. However, they could include: referrals to outside agencies such as the Family and Adolescent Support Service (FaASS), referrals to in school support such as mentoring, counselling or Restart, involvement of the youth nurse service (Oxleas), revised timetable and consideration of support from the Mental Health in Schools Team if appropriate.

Attendance data is used to:

- Improve School and student performance (benchmarking against other year groups in school as well as the National and local context)
- Schools are required to submit student attendance data to the Department for Education daily.
- Monitor progress towards School attendance targets.
- Identify patterns and causes of absence.
- Monitor post-registration and internal truancy.
- Promote the importance of good attendance to students and their parents/carers.
- Intervene early when individual absence gives cause for concern.
- Develop support systems for vulnerable students.
- Reward and celebrate good and improved attendance - through praise and the reward system.

Penalty Notices for Non-Attendance and other Legal Measures:

In Education law, parents/carers are committing an offence if they fail to ensure the regular attendance of their child of compulsory school age at the school at which the child is registered, unless the absence has been authorised by the school.

Legal Measures for tackling persistent absence or lateness

Woolwich Polytechnic School and Greenwich Attendance Advisory will use the full range of legal measures to secure good attendance. Legal measures will be considered through a referral a referral to Greenwich Attendance Legal Panel where:

- 1. The child or family do not require the support from any agency to improve the attendance.**
- 2. The child has 10 or more sessions of unauthorised absence and parents are complicit in the child's absence.**

The following legal measures are for pupils of compulsory school age who are registered at a school:

- Parenting contracts set at Education Planning Meetings
- Parenting orders
- Penalty Notices
- Educations Supervision Orders
- Prosecution

Legal Measures for absence taken when the Head Teacher has declined parent/carers request for leave of absence

Where a pupil has unauthorised absence due to either:

- 1. Non-approval of a parent/carer's request for leave of absence or**
- 2. A holiday that has been taken without permission *and the unauthorised absence is for 10 or more sessions (5 days).***

Where a child has **unauthorised absence**, the school must enforce Greenwich Attendance Advisory Service Code of Conduct for issuing Penalty Notices or follow its guidance on other Legal Measures for Non-Attendance.

If a child's has unauthorised absence meets any of the above criteria and the family or child do not require any agency support to improve the attendance, then a single Penalty Notice is issued for either:

- 1. 10 sessions of unauthorised absence or lateness in any 10-week period**
- 2. 1 or more sessions of unauthorised absence during a public exam, formal assessment of testing where dates are published in advance.**

National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for:

- £160, reduced to £80 if paid within 21 days (for the first offence).

- A second Penalty Notice issued within a three year period will result in a fine of £160 per parent, per child.
- If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court.
- If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will also receive a criminal conviction.

There is no entitlement in law for students to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is “in accordance with the rules prescribed by the school.”

The School Attendance (Student Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "*exceptional circumstances*" and they do not have any discretion to authorise up to ten days of absence each academic year.

Only the headteacher or his designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Royal Greenwich Code of Conduct, in respect of each parent believed to have allowed the absence.

Parents and Carers will be warned of the likelihood of a penalty notice being issued for unauthorised absence either via a letter, through the leave of absence request form, or through the attendance policy and website. The penalty notice is a fine that is issued to each parent/carers who condoned (or was responsible for the child) during the period of unauthorised absence for which the fine has been issued. For each case of unauthorised absence, the school or Greenwich Attendance Advisory Service will decide whether a Penalty Notice is issued to one or more parent/carers for each child. N.B This could mean four penalty notices for a family with two siblings both with unauthorised absence for holiday i.e. one PN for each child to each parent

Penalties are to be paid to Greenwich Council and revenue resulting from payment of Penalties is used by the Council to help cover the costs of issuing Penalty Notices and/or the cost of prosecuting recipients who do not pay.

The Government has given local education authorities and other designated bodies (including Head Teachers) the power to issue fixed penalty notices where parents or carers are considered capable of, but unwilling, to ensure their child attends regularly. The Anti-Social Behaviour Act introduced these additional powers in February 2004 in common with a number of other Greenwich schools.

Staff involved in attendance

- The Senior Attendance Champion and responsible for the strategic approach to attendance in our Academy is Ms D Kouame
- The Attendance Officer for the school is Ms Ly Nguyen
- All Heads and Deputy Heads of Year will also be directly involved in the monitoring of attendance and taking action with poor attendance.
- The school office and administrative staff will be involved in the logging and administration of attendance including the production of letters regarding attendance and punctuality.
- We also work with the Attendance Advisory Service at the Royal Borough of Greenwich.

Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024_.pdf

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: <ul style="list-style-type: none"> Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

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