**Introduction**

The self-assessment has been written to support school leaders to ensure that their responsibilities for school attendance are met. The self-assessment has been devised to support leaders access to relevant and valid information regarding the national framework for school attendance in order to meet the requirements as laid out in ‘[Working Together to Improve School Attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)’ and associated legislation. The 5 areas are aligned with [Norfolk’s Attendance Strategy](https://www.schools.norfolk.gov.uk/article/29613/The-Norfolk-Attendance-Strategy---Attendance-is-Everyones-Business), DfE guidance and best practice advice, the Ofsted [thematic review](https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence) and Framework for inspection. Revised in September 2024 to reflect changes in the national framework for attendance, the tool has also been converted to a word format to support access and ease of use for schools.

The tool will assist settings to examine the current arrangements in place and to identify areas of good practice as well as those which may require further development. Recording evidence of actions undertaken in response to the self-assessment is a valuable source of evidence to demonstrate how the setting is meeting statutory requirements for school attendance and thus safeguarding children and young people. The results of the self-assessment should be shared and discussed within your community to facilitate rigorous monitoring of the attendance function and ensure compliance with statutory guidance and legislation. These systems will support the school to identify areas for improvement beyond minimum statutory requirements.

**Further Guidance and Support:**

[Attendance Toolkit](https://www.schools.norfolk.gov.uk/attendance)

[Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

[Summary table of responsibilities for school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

[Children missing education](https://www.gov.uk/government/publications/children-missing-education)

[Improving attendance: good practice for schools and multi-academy trusts](https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts)

[Securing good attendance and tackling persistent absence](https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence)

**Completing the Self-Assessment Tool**

The school should identify the most appropriate members of staff to complete the assessment; this will usually be the Senior Attendance Champion, and any other staff involved in the day-to-day management of attendance as required. To get the most accurate picture from the self-assessment, you should consult with key stakeholders and engage in audit activity which may include:

* Analysis of the school’s data including insights available by [sharing data with the DfE](https://www.gov.uk/guidance/access-your-school-attendance-data)
* Discussion with the Leadership Team
* Discussion with staff contributing to the attendance strategy (form tutors, class teacher, subject teachers, faculty leads, phase leads, pastoral staff, DSLs, senior leaders and designated attendance staff)
* Discussion with Link Governor/Trustee for attendance and safeguarding
* Survey of school staff, pupils and parents
* Scrutiny of the impact of interventions on outcomes for children

**Supporting Evidence**

When completing the audit, you should provide a rating and supporting commentary of evidence for each measure. It is important to document the supporting evidence used to inform the conclusions that have been reached including where this can be located within the school. It is recommended that schools retain evidence of the date the self-assessment tool is shared with the Senior Leadership Team, Governing Board and/or Trust along with any discussions and action plan resulting from those meetings.

**Scoring and identifying the current position**

Leaders should allocate a score to each statement where possible and add any notes including evidence, gaps, issues or details which need further investigation. Statements should be scored using the continuum of development and effectiveness outlined below. The continuum provides a structure to identify the current position in relation to policy and practice in each of the four areas:

1. **Sustaining:** Policies and practices are embedded. There is buy-in from all stakeholders and staff. There is cohesive and consistent practice across the school.
2. **Embedding:** Leaders have successfully introduced systems and practices which all staff and other stakeholders are following and implementing.
3. **Developing and implementing:** Leaders have identified what is working well and those areas which need further development. They are in the process of building systems and practices and beginning to implement them.
4. **Identifying:** Leaders are identifying a realistic picture of what is happening, and the work needed in this area.

**Further support**

If during the course of completing the self-evaluation there are areas or themes you require additional support with, please discuss with your allocated Attendance & Entitlement Officer at your next Targeting Support Meeting or contact the Attendance Team by telephone on 01603 223681 or via e-mail: csattendance@norfolk.gov.uk. If you would like an external view compliant with statutory requirements and support to complete the self-assessment, this can also be purchased as a traded service from the Attendance Team by contacting them directly.

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| 1. **OBJECTIVE: Culture & Ethos**

Develop and maintain a whole school culture that promotes the benefits of high attendance and is an integral part of the school’s ethos and culture.  |
| **Leaders should ensure that:** | **Further Guidance:** | **Areas for Consideration & suggested Evidence:** | **Grading** | **How do we know? What is the evidence and where is it located?** | **Areas for development:** |
| 1.1 | Leaders create and maintain a culture where excellent attendance and punctuality is promoted, valued, and celebrated so that it permeates the ethos of the school and is clearly demonstrated.  | Toolkit: [Whole School Approaches](https://www.schools.norfolk.gov.uk/article/29622/Whole-School-Approaches)DfE webinar: [Working Together to Improve School Attendance: DfE guidance overview for schools](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DWLymR706NHM%26list%3DPLXjcCX3hH9LXqKNI35VTWirdJnzjO3s2b%26index%3D13%26t%3D46s&data=05%7C02%7Ckelly.waters%40norfolk.gov.uk%7C4ef9c9faf49c4f3b311908dca726fa26%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638569033091504403%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=6LPS3f2m2K5BcktVVWlXmBv9RO12OZRy37w913GOXc0%3D&reserved=0)[Chapter 2 of ‘Working Together to Improve School Attendance’](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) | Do you offer a clear vision for attendance, underpinned by high expectations and core values?Consider the extent to which attendance is:* A high-status topic with high aspirations and expectations for all
* Recognised as part of improving the pupil’s overall welfare
* Prioritised in wider improvement strategies
* Delivered effectively
* Progress is repeatedly evaluated
 | Choose an item. |  |  |
| 1.2 | There is a clear whole school approach which is underpinned by high expectations and is understood by all stakeholders which is aligned to the ‘Working together to improve school attendance’ principles:• Expect• Monitor• Listen And Understand• Facilitate Support• Formalise Support• Enforce | Toolkit: [Whole School Approaches](https://www.schools.norfolk.gov.uk/article/29622/Whole-School-Approaches)[Toolkit: Support First Approach](https://www.schools.norfolk.gov.uk/article/61574/Introduction)Section 5 of this self-assessment | How is attendance prioritised in strategies, such as raising attainment, behaviour and combatting bullying, SEND and safeguarding?How is this approach communicated to and understood by staff, pupils and families? Do systems recognise that absence is a symptom and that improving pupil’s attendance is part of improving the pupil’s overall welfare? | Choose an item. |  |  |
| 1.3 | There is a dedicated Senior Attendance Champion with overall responsibility for championing and improving attendance.  | Toolkit: [Roles and responsibilities](https://www.schools.norfolk.gov.uk/article/29623/Introduction#h4)DfE webinar: [The Senior Attendance Champion role: school senior lead for attendance](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DqyVPEHhcDGA%26list%3DPLXjcCX3hH9LXqKNI35VTWirdJnzjO3s2b%26index%3D12%26t%3D140s&data=05%7C02%7Ckelly.waters%40norfolk.gov.uk%7C4ef9c9faf49c4f3b311908dca726fa26%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638569033091515292%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=E55%2F8DC%2B0Dr0bQWUpjRMpGoY0Aq6nN79jlomN1YLYJs%3D&reserved=0)[Attendance training, networks and webinars - Schools (norfolk.gov.uk)](https://www.schools.norfolk.gov.uk/article/29614/Training-and-webinars) | Is the Senior Attendance Champion a member of the leadership team?Do they have clearly assigned responsibilities which are identified within the attendance policy and explicit in the role holder’s job description in line with Chapter 2 of ‘[Working Together to Improve School Attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)’?How does every member of staff know who this person is?What training have they received to support them in their role? What arrangements are in place to ensure that they have adequate time to carry out their responsibilities? Are there clear links between safeguarding leadership and attendance?  | Choose an item. |  |  |
| 1.4 | Leaders ensure that attendance support is appropriately resourced, including where possible, attendance and pastoral support staff who can work with families and other partners at the earliest opportunity.  | Toolkit: [Roles and responsibilities](https://www.schools.norfolk.gov.uk/article/29623/Introduction#h4)[Attendance Officer Job Description](https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-safety-and-behaviour/school-attendance/attendance-job-description-example.docx) | Are specialist roles in place to offer attendance support? Do those responsible for providing attendance support have clearly defined roles and responsibilities?How does every member of staff know who these people are?What training have they received?  | Choose an item. |  |  |
| 1.5 | Training has been provided for all staff which clearly articulates the importance of attendance and punctuality.  | [Attendance training, networks and webinars - Schools (norfolk.gov.uk)](https://www.schools.norfolk.gov.uk/article/29614/Training-and-webinars) | What support is given to staff to understand their role in implementing the whole-school attendance policies, including their responsibility to create and maintain a supportive environment where all pupils want to be and are ready to learn? How do you know? Consider:* Evidence training undertaken annually as a minimum
* Training logs
* Evidence of content
* Evaluations
* Feedback from staff
* Evidence of regular updates to staff via e-mails, e-bulletins
* Attendance is a regular agenda item for staff meetings and minutes evidence discussions
 | Choose an item. |  |  |
| 1.6 | There is a Designated Attendance Governor/Trustee who has oversight of the attendance strategy. | Chapter 3 of ‘[Working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)’ [Effective governance to support better attendance](https://www.youtube.com/watch?v=b9MvKNU2QEs&t=3s) | Have trustees and governors received training on attendance to support them with this role?Are their roles and responsibilities clearly defined and communicated? How do all staff know who this person is? |  |  |  |
| 1.7 | All governors/trustees take an active role in attendance, support the school to prioritise attendance and work with leaders to set whole school culture.  | [Attendance – Norfolk Governance Network (ngn.org.uk)](https://www.ngn.org.uk/governance/attendance/)  | Is sufficient time allocated for them to meet with the Senior Attendance Champion?What activities do they undertake to achieve this aim?Have the Senior Attendance Champion and named Governor/Trust representative completed the self-assessment tool in partnership? | Choose an item. |  |  |
| 1.8 | The school has systems in place to monitor and quality assure implementation and compliance with attendance requirements and procedures. Governors and Trustees ensure that school leaders fulfil expectations and statutory duties. | [Attendance Practice Checklist 2024-25 (Word doc) [56KB]](https://www.schools.norfolk.gov.uk/media/35170/Attendance-Practice-Checklist-2024-25/doc/8mAttendance_Practice_Checklist_2024-25.docx?m=1721153865417) | Do Governors/Trustees/SLT have an accurate view of school attendance and have plans in place for improvement based on this evidence?What quality assurance activities are embedded in practice to ensure compliance? Evidence of quality assurance activities by the Senior Attendance Champion, for example audits of cases, register checks and of training analysis. Is attendance a standing agenda item at department, SLT, Governor and Trustee level?Are regular reports about attendance submitted to the Governing Body/Trust?How can you evidence progress against action plans developed in response to self-assessment/audits/reviews? | Choose an item. |  |  |
| 1. **OBJECTIVE: Policy & Procedure**

There is a clear school attendance policy which all leaders, staff, pupils and parents understand |
| **Leaders should ensure that:** | **Further Guidance:** | **Areas for Consideration & suggested Evidence:** | **Grading** | **How do we know? What is the evidence and where is it located?** | **Areas for development:** |
| 2.1 | The school has a clear, written school attendance policy that is up to date and includes the roles and responsibilities of all school staff, governors, parents/carers and pupils in line with the requirements of ‘Working Together to Improve School Attendance’ | Toolkit: [Whole school attendance policy](https://www.schools.norfolk.gov.uk/article/29634/Attendance-Policy)[NCC Model School Attendance Policy 2024-25 (Word doc) [144KB]](https://www.schools.norfolk.gov.uk/media/35169/NCC-Model-School-Attendance-Policy-2024-25/doc/d7NCC_Model_School_Attendance_Policy_2024-25.docx?m=1726150692793)[Chapter 2 of ‘Working Together to Improve School Attendance’](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) | Does the policy include as a minimum: * The attendance and punctuality expectations including start and close of the day, register closing times and the processes for requesting leave of absence and informing the school of the reason for an unexpected absence.
* The name and contact details of the school’s Senior Attendance Champion.
* Information and contact details of the school staff who pupils and parents should contact about attendance.
* The school’s day to day processes for managing attendance.
* How the school is promoting good attendance.
* The school’s strategy for using data to target attendance improvement.
* The school’s strategy for reducing persistent and severe absence, including when support will be formalised in conjunction with the local authority.
* Details of the National Framework for Penalty Notices and when Notices to Improve, penalty notices or other legal interventions will be sought if support is not appropriate successful, or not engaged with?

Is the attendance policy updated on an annual cycle and aligns with safeguarding, SEND and behaviour policies? | Choose an item. |  |  |
| 2.2 | The attendance policy accounts for the specific needs of certain pupils and cohorts.  | Toolkit: [Whole school attendance policy](https://www.schools.norfolk.gov.uk/article/29634/Attendance-Policy)[Support First – planning record](https://www.schools.norfolk.gov.uk/media/35798/Support-First---planning-record/doc/p3Support_First_-_planning_record.docx?m=1725897387177) | How do you evidence that the policy is applied consistently whilst considering the individual needs of children and their families in line with the Equality Act 2010?  | Choose an item. |  |  |
| 2.3 | The school’s expectations about attendance as outlined in the policy are easily accessible, regularly communicated and visual to all members of the school community.  | Toolkit: [Whole school attendance policy](https://www.schools.norfolk.gov.uk/article/29634/Attendance-Policy) | How does the school communicate the policy to the whole of the school community to ensure the contents are accessible?Consider evidence of sharing this information via websites, school prospectus, home school agreements, assemblies, notice boards, tutor time, parent’s evenings and consultations, and the school newsletter.  | Choose an item. |  |  |
| 2.4 | Staff are held accountable for their part in the maintenance of the school’s systems and processes (registers, data analysis, liaison with pupils, home school communications, intervention and tracking). | [Attendance Practice Checklist 2024-25 (Word doc) [56KB]](https://www.schools.norfolk.gov.uk/media/35170/Attendance-Practice-Checklist-2024-25/doc/8mAttendance_Practice_Checklist_2024-25.docx?m=1721153865417) | What arrangements do leaders have in place to monitor implementation of the attendance policy to ensure staff implement it consistently and effectively? | Choose an item. |  |  |
| 1. **OBJECTIVE:** [**Registers**](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/toolkit/maintaining-pupil-registers)

The school has accurately completed admission and attendance registers and have effective day to day processes in place to follow-up absence.  |
| **Leaders should ensure that:** | **Further Guidance:** | **Areas for Consideration & suggested Evidence:** | **Grading** | **How do we know? What is the evidence and where is it located?** | **Areas for development:** |
| 3.1 | Leaders have implemented systems to monitor the content of attendance and admissions registers to ensure they are compliant with statutory guidance.  | Toolkit: [Registers](https://www.schools.norfolk.gov.uk/article/29633/Registers)[School Attendance (Pupil Registration) (England) Regulations 2024](https://www.legislation.gov.uk/uksi/2024/208/contents/made)DfE webinars: [Q & A - School attendance register: attendance and absence codes](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dhl6QzPPr1Zg%26list%3DPLXjcCX3hH9LXqKNI35VTWirdJnzjO3s2b%26index%3D16&data=05%7C02%7Ckelly.waters%40norfolk.gov.uk%7C4ef9c9faf49c4f3b311908dca726fa26%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638569033091530755%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=QlY59dA8lGsV%2Bq3%2F53VWHT9vWNPgForN0KuilFE0UtU%3D&reserved=0)[School admission register: deletion from the school roll](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DyR_-7e04r5M%26list%3DPLXjcCX3hH9LXqKNI35VTWirdJnzjO3s2b%26index%3D19&data=05%7C02%7Ckelly.waters%40norfolk.gov.uk%7C4ef9c9faf49c4f3b311908dca726fa26%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638569033091563506%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=U%2B%2Fn%2F%2F0RdQzO1AA10R%2FqVrtD9FApn3gos7ZOVaMOdUM%3D&reserved=0)DfE webinar: [School attendance register: attendance and absence codes](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DzonE7wTKIiE%26list%3DPLXjcCX3hH9LXqKNI35VTWirdJnzjO3s2b%26index%3D14&data=05%7C02%7Ckelly.waters%40norfolk.gov.uk%7C4ef9c9faf49c4f3b311908dca726fa26%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638569033091523542%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=uya5xzvugDjLYYkS%2FJEAUJIH00DcBLDLjhgm%2Bz%2B%2Fakw%3D&reserved=0)Chapter 8 ‘Working Together to Improve School Attendance’ | What arrangements are in place to regularly check admissions and attendance registers to ensure that registers are accurate and completed on time?What has been implemented in response to learning identified from these checks? How can you evidence impact on practice?What arrangements are in place to ensure entries in both the admissions and attendance register are preserved for 6 years including the original entry and any amendments?What processes are in place for the authorisation and use of attendance codes? How is this monitored to ensure consistency? What arrangements are in place to ensure that the admission register is accurate and kept up to date with parents’ details? How are changes communicated and how regularly does school request this? | Choose an item. |  |  |
| 3.2 | There are systems in place to ensure, at the earliest opportunity, that parents are notified about absences  | [Toolkit:](https://www.youtube.com/watch?v=xqJgx_VUt-Q&t=273s) [The attendance register](https://www.schools.norfolk.gov.uk/article/29633/Registers#h6) | What systems does the school have in place to inform parents and proactively manage absence? You may consider: * First day calling
* Text messaging
* Dedicated attendance telephone line
* More than one emergency contact number for each pupil so there are additional options when a child missing education is identified.
 | Choose an item. |  |  |
| 3.3 | Leaders ensure that rigorous arrangements are in place for monitoring attendance in lessons and responding to children who go missing during the school day. | [Norfolk police guidance and checklist](https://www.schools.norfolk.gov.uk/media/14052/Norfolk-Constabulary-guidance-and-checklist/doc/2enorfolk-constabulary-guidance-and-checklist.docx?m=1701425143073) | Does the school have an accurate live record of pupils’ attendance in all lessons?What systems have leaders implemented to ensure that staff complete registers promptly? What systems are in place to identify/ report and follow-up when a pupil has not arrived at a lesson as expected?  | Choose an item. |  |  |
| 3.4 | Clear processes are in place for monitoring attendance off-site including remote education, alternative provision, 6th day provision, SRBs and managed moves.  | [Unregulated alternative provision templates](https://www.schools.norfolk.gov.uk/article/29782/Unregulated-alternative-provision-templates)[Providing remote education: guidance for schools](https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools) | Written agreements in place between the home school and provider, outlining processes for managing absence and reporting attendance.Clearly understood roles and responsibilities for home school and alternative education provider. Clear information provided to pupil and their parents about what to expect.  | Choose an item. |  |  |
| 3.5 | Leaders ensure that pupils who are guest pupils at the school or a guest for other reasons, are communicated with all staff and reporting absences to the pupil's home school. |  | Written agreements in place with the home school outlining processes for managing absence and reporting attendance.Clearly understood roles and responsibilities for home school and staff in school. Clear information provided to pupil and their parents about what to expect. | Choose an item. |  |  |
| 3.6 | Leaders of the school ensure that admissions protocols are followed efficiently to ensure children are admitted to school without delay and prevent pupils becoming children missing education. Arrangements are in place to follow up any pupil not arriving when expected to ensure that they are appropriately safeguarded and do not become CME. | [Chapter 7: ‘Working Together to Improve School Attendance’](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)The School Attendance (Pupil Registration) (England) Regulations 2024[Children missing education: statutory guidance for local authorities](https://www.gov.uk/government/publications/children-missing-education), DfE[Children missing education - Schools (norfolk.gov.uk)](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/children-missing-education)[Norfolk Children Missing Education policy (PDF) [715KB]](https://www.schools.norfolk.gov.uk/media/13489/Children-missing-education-policy/pdf/e1Final_NCC_CME_Policy_2024.pdf?m=1727688504343). [New pupil return](https://www.schools.norfolk.gov.uk/media/13560/New-Pupil-Return/excel/1nNew_Pupil_Return_1p7t39hpqo4r6.xlsx?m=1723216288987) | What processes are in place to: * contact parent to arrange first day of attendance as soon as possible and no later than 5 school days after receipt of school place allocation from Admissions?
* enter all expected pupils on both their admissions and attendance register on the first day of attendance?
* notify the LA with 5 days when a child has been added to the admissions register at non-standard transition points?

If pupil fails to arrive on expected start date, what arrangements are in place to:* instigate the attendance procedures to establish the reasons why the pupil has not attended?
* ensure the proper safeguarding action is taken as required?
 | Choose an item. | Number of new pupil returns submitted to the CME Team [insert time period]: |  |
| 3.7 | Clear structures are in place to ensure that a pupil who has been absent and has not returned on the date expected is tracked, this includes a pupil not returning following a suspension, or a holiday.  | [Children Missing Education](https://www.schools.norfolk.gov.uk/childrenmissingeducation)[School risk assessment for possible pupil missing education form](https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-safety-and-behaviour/children-missing-education/school-risk-assessment-for-possible-pupil-missing-education.docx) |  | Choose an item. |  |  |
| 3.8 | Leaders consider all pupils who are being deleted from roll and implement a system to ensure that any deletions from the Admissions Register comply with Registration Regulations and information is forwarded to the local authority in a timely manner in accordance with local guidance and legislative requirements. | [Chapter 7: ‘Working Together to Improve School Attendance’](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)The School Attendance (Pupil Registration) (England) Regulations 2024School risk assessment for possible pupil missing education form (Word doc) [72KB][Possible Pupil Missing from Education referral form (Word doc) [56KB]](https://www.schools.norfolk.gov.uk/media/13486/Possible-Pupil-Missing-from-Education-Referral-Form/doc/1kpossible-pupil-missing-from-education-referral-form.docx?m=1701425033783)Deletion Return form | What processes are in place to:* ensure that all removals from roll comply with the School Attendance (Pupil Registration) (England) Regulations 2024.
* notify the LA when a pupil’s name is to be deleted from the admission register.
* ensure the LA is notified within a timely manner
* notify any other professionals involved with the family

to transfer pupil informationIf school suspect they have a possible pupil missing education what arrangements are in place to.* conduct reasonable enquiries
* contact the LA at the earliest opportunity to request further support/joint enquiries
* ensure the proper? safeguarding action is taken as required?
 | Choose an item. | Number of pupil deletion returns submitted to the CME Team [insert time period]: |  |
| 1. **OBJECTIVE:** **Use of Data**

Staff, Governors and Trusts regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. |
| **Leaders should ensure that:** | **Further Guidance:** | **Areas for Consideration & suggested Evidence:** | **Grading** | **How do we know? What is the evidence and where is it located?** | **Areas for development:** |
| 4.1 | Leaders have an accurate view of school culture which is informed by a full and robust data set. Leaders and managers monitor and analyse attendance data and take swift action to address issues. | [Monitor your school attendance: user guide](https://www.gov.uk/government/publications/monitor-your-school-attendance-user-guide/monitor-your-school-attendance-user-guide) Toolkit: [Using data](https://www.schools.norfolk.gov.uk/article/29635/Use-of-data) | What systems do you have in place to monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families? | Choose an item. |  |  |
| 4.2 | Data analysis includes:* trends over time.
* patterns for different groups of pupils (gender, ethnicity, pupil premium, learning needs, CiC, CiN, children with a social worker etc).
* patterns in attendance over the week, the school year and across year groups.
* in secondary schools, patterns of attendance within a session to ensure all pupils are attending all timetabled lessons.
* patterns for individual ‘flagged’ pupils.
* focus on significant codes such as B, C, D and E.
 | [School attendance guidance training webinar – analysing absence and attendance data](https://www.youtube.com/watch?v=6smwjZ3Pzdw) | How is attendance data analysed to examine patterns across cohorts, classes and year groups? How regularly does this happen and how is it used to inform practice?How do you demonstrate designated staff have an accurate view of the needs and performance of identified groups?  | Choose an item. |  |  |
| 4.3 | Attendance data is shared regularly with staff, parents, pupils and other stakeholders to promote and celebrate attendance and to address absence.  | Toolkit: Using data | How is attendance data regularly shared? How does this data sharing facilitate discussions with pupils and between leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads)?How is attendance data and targets visible and communicated within the whole school community?How do data systems enable proactive targeted intervention before absence becomes an established pattern? | Choose an item. |  |  |
| 4.4 | Leaders and managers monitor the impact of intervention to inform strategy at whole school and pupil level.  | Toolkit: Using data | What is the current analysis telling you about school practice and next steps?Describe how leaders:* Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented.
* Use reports to evaluate approaches and inform future strategies.
* Provide data and reports to support the work of the board or governing body, as set out in chapter 3 of Working Together to Improve School Attendance.
 | Choose an item. |  |  |
| 4.5 | Leaders provide regular returns to the DfE and local authority as requested and engage with termly Targeting Support Meetings. | DfE webinar: [Data Returns: sharing attendance information with local authorities and others](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DXmK8VkejUsc%26list%3DPLXjcCX3hH9LXqKNI35VTWirdJnzjO3s2b%26index%3D15%26t%3D217s&data=05%7C02%7Ckelly.waters%40norfolk.gov.uk%7C4ef9c9faf49c4f3b311908dca726fa26%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638569033091541629%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=htCscmKHbf3l6IjCii0LUlW2w2n14jaoyUInxr8iDkc%3D&reserved=0)Toolkit: [Data sharing and returns](https://www.schools.norfolk.gov.uk/article/61614/Data-sharing-and-returns)[Share your daily school attendance data - GOV.UK (www.gov.uk)](Share%20your%20daily%20school%20attendance%20data%20-%20GOV.UK%20%28www.gov.uk%29)[Monitor your school attendance: user guide](https://www.gov.uk/government/publications/monitor-your-school-attendance-user-guide/monitor-your-school-attendance-user-guide)[Targeting Support Meetings Bookings](https://outlook.office365.com/book/TESTTSMBOOKINGS%40NorfolkCounty.onmicrosoft.com/)[Toolkit: Targeting Support Meetings](https://www.schools.norfolk.gov.uk/article/29632/Targeting-Support-Meetings) | Has the school signed up to share information from their registers with the DfE and the local authority?How is the school using the analysis available via the DfE to inform practice? How many targeting support meetings has the Senior Attendance Champion engaged with the LA? How has the advice from these meetings been implemented in practice?  | Choose an item. | Number of Targeting Support Meetings held with the Attendance Team [insert time period]: |  |
| 1. **Objective:** [**Building Strong Relationships & Effective Intervention**](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/toolkit/rewards-and-interventions)

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. |
| **Leaders should ensure that:** | **Further Guidance:** | **Areas for Consideration & suggested Evidence:** | **Grading** | **How do we know? What is the evidence and where is it located?** | **Areas for development:** |
| 5.1 | Reward systems and the graduated response to address absence reinforce school values. Rules and routines are embedded in practice and are clearly displayed, known and understood by staff, pupils and parents. All issues and concerns are pursued with parents and the graduated response is initiated swiftly and consistently to prevent absence. | Toolkit:[Whole School Approaches](https://www.schools.norfolk.gov.uk/article/29623/Introduction) [Rewards](https://www.schools.norfolk.gov.uk/article/29634/Attendance-Policy#h7)[Effective Interventions - Staged Intervention Pathway](https://www.schools.norfolk.gov.uk/article/29629/Staged-Intervention-Pathway) [Using curriculum, incentives and rewards – Abbey School](https://www.youtube.com/watch?v=h9m5mE_5xSQ&feature=emb_title)[A Staged Intervention Pathway for Promoting Good School Attendance (PDF) [523KB]](https://www.schools.norfolk.gov.uk/media/13494/A-Staged-Intervention-Pathway-for-Promoting-Good-School-Attendance/pdf/1na-staged-intervention-pathway-for-promoting-good-school-attendance.pdf?m=1701425036100)  | How do systems recognise and celebrate excellent attendance and punctuality and improvements in attendance and punctuality?Factors to consider:* consistent delivery
* perceived fairness of reward distribution
* prompt recognition for behaviour
* regular and frequent small rewards
* sense of community and belonging
* providing choices in the rewards available
 | Choose an item. |  |  |
| 5.2 | The school has clear systems in place to ensure parents receive regular information about their child’s attendance.  | Toolkit: [Communication](https://www.schools.norfolk.gov.uk/article/61576/Communication)[Toolkit for schools: communicating with families to support attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance).[Guidance on how schools can use text messages to clearly communicate pupils’ attendance levels to parents.](https://www.bi.team/increasing-attendance-with-parent-messages-supportive-how-to-guide-for-schools/)[Guidance for parents on school attendance - Office of the Children's Commissioner](https://www.childrenscommissioner.gov.uk/back-into-school/resources-for-families/) | What methods are employed to ensure there is regular communication with parents on attendance and absence? How do staff balance informative communication (text, email, letter etc) with two-way dialogue to ensure that parents have a voice and that the team understand the context around families?Consider a variety of methods which may include messaging, email, calls, meetings, reports, recognition certificate/award systems of individualised letters to parents/carers of individual pupils.Do parents have access to current/live attendance data? How is advice  provided to parents on how they can support good attendance? [Attendance advice for parents pamphlet](https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-safety-and-behaviour/school-attendance/attendance-tips-for-parents-pamphlet.pdf) and [School Attendance (justonenorfolk.nhs.uk)](https://www.justonenorfolk.nhs.uk/attendance) | Choose an item. |  |  |
| 5.3 | Designated staff work together to share information and have developed pupil support/pastoral care structures to support attendance. . | [A pastoral approach – Brook House Primary School](https://www.youtube.com/watch?v=ijRv5yDbXfQ&feature=emb_title) | What pupil support mechanisms are in place to address barriers to attendance at the earliest opportunity?How do staff come together to share information, identify emerging concerns and respond holistically to children’s needs to address barriers to attendance? You may wish to describe how often staff meet, how they record and share information and any relevant training they have received to support them in this work. Do designated staff know when to enlist the help of external partners to identify barriers and needs? What evidence do you have to support this? Consider data on numbers of EHAPS contacts and referrals to other agencies and voluntary sector..Are the contact details of the school staff who can offer support to pupils and parents about attendance easily accessible and regularly communicated?  | Choose an item. |  |  |
| 5.4 | Pupils with poor punctuality, are tracked, interventions offered, DSLs are aware due to potential exploitation risk and other safeguarding factors.  | [Toolkit: Lateness](https://www.schools.norfolk.gov.uk/article/29634/Attendance-Policy#h3) | Raising awareness activitieson a whole school level such as:* ‘Beat the Clock’
* Late patrols/late gates
* Utilising displays within school to illustrate the impact of lateness. Example posters: [Every minute counts bar chart (Word doc) [59KB]](https://www.schools.norfolk.gov.uk/media/13608/Poster-1/doc/2cposter-1.doc?m=1701425060693),  [Punctuality matters: Every school day counts (Word doc) [194KB]](https://www.schools.norfolk.gov.uk/media/14055/Poster-2/doc/2oposter-2.docx?m=1701425143417),  [Punctuality matters equation (Word doc) [354KB]](https://www.schools.norfolk.gov.uk/media/13958/Poster-3/doc/2jposter-3.docx?m=1701425127330)..

Individual responses, for example:* [late letter](https://www.schools.norfolk.gov.uk/media/13523/Late-Letter/doc/2glater-letter.docx?m=1701425043553)
* Sharing the total number of minutes that a pupil is arriving late and the amount of learning time lost
* Meetings with parents
* Acknowledging improvement
 | Choose an item. |  |  |
| 5.5 | Daily absences are reported to social workers and youth justice workers on the day of absence | [Chapter 2 of ‘Working Together to Improve School Attendance’](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) | How do attendance staff know which children have a social worker and/or are involved with the youth justice service? Are weekly lists of vulnerable pupils supplied by the LA shared with key staff?What systems are placed to ensure the DSL(s) have notified the social worker or youth justice worker of any absences as soon as possible? | Choose an item. |  |  |
| 5.6 | Processes are in place to support pupils with medical needs who are unable to attend school, and support is put in place in a timely manner to reduce the amount of education missed.  | [Chapter 2 of ‘Working Together to Improve School Attendance’](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)[Joint Medical Protocol](https://www.schools.norfolk.gov.uk/article/61580/Joint-Medical-Protocol)[Medical needs service - Schools (norfolk.gov.uk)](https://www.schools.norfolk.gov.uk/pupil-needs/health-needs/medical-needs-service)DfE’s non-statutory guidance on mental health issues affecting a pupil’s attendance  | What processes are in place to work with the pupil and the family to: * understand their individual needs.
* put in place tailored in-school support at the earliest opportunity to prevent issues escalating.
* review and update the support in place including work with other agencies as required?
 | Choose an item. |  |  |
| 5.7 | Leaders ensure that **part-time timetables** are only used in exceptional circumstances and copies of any reduced timetables are submitted to the LA and adhere to local guidance.  | [Toolkit: Part-time timetables](https://www.schools.norfolk.gov.uk/article/29630/Part-time-timetables) | What reporting and monitoring arrangements are in place in school to ensure that: * Part-time timetables are only used in exceptional circumstances in line with national and local guidance.
* They are effective in returning children to full-time education.
* That an appropriate support plan is in place to facilitate a timely return to full-time education.
* Pupils are appropriately safeguarded.
 |  |  |  |
| 5.8 | Leaders make parents aware of the guidance around holidays in term time, the impact on a child’s attainment and utilise fixed penalty notices to address this issue consistently and fairly. | DfE webinar: [National framework for penalty notices for school absence overview](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DKZOonios_Bc%26list%3DPLXjcCX3hH9LXqKNI35VTWirdJnzjO3s2b%26index%3D18&data=05%7C02%7Ckelly.waters%40norfolk.gov.uk%7C4ef9c9faf49c4f3b311908dca726fa26%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638569033091557211%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=OLgAdZZ30bYUHoItJ0mIA3Mxno4fvU0ezp9fQU%2F3IpQ%3D&reserved=0)Toolkit:[National Framework for penalty notices](https://www.schools.norfolk.gov.uk/article/61582/National-Framework-for-penalty-notices)[Best practice for addressing leave of absence during term time](https://www.schools.norfolk.gov.uk/article/29625/Best-practice-for-addressing-leave-of-absence-during-term-time)[Refer for Legal Intervention](https://www.schools.norfolk.gov.uk/article/61875/Refer-for-Legal-Intervention)[NCC Code of Conduct for issuing Fixed Penalties regarding School Attendance Aug 2024](https://www.schools.norfolk.gov.uk/media/33857/NCC-Code-of-Conduct-for-issuing-Fixed-Penalties-regarding-School-Attendance-Aug-2024/doc/ndNCC_Code_of_Conduct_for_issuing_Fixed_Penalties_regarding_School_Attendance_Aug_2024.docx?m=1719222367590)[NCC Penalty Notices regarding school absence - Guidance for parents 2024-25](https://www.schools.norfolk.gov.uk/media/13722/NCC-Penalty-Notices-regarding-school-absence---Guidance-for-parents-2024-25-previously-known-as-the-Warning-Letter/doc/1nPenalty_Notices_regarding_absence_from_school_-_Guidance_for_parents_2024-25.docx?m=1721225457440) [Leave of absence request 2024-25](https://www.schools.norfolk.gov.uk/media/14068/Leave-of-absence-request-2024-25/doc/o2Leave_of_Absence_Request_2024-25.docx?m=1727362097610)[Leave of Absence Request Response 2024-25](https://www.schools.norfolk.gov.uk/media/35718/Leave-of-Absence-Request-Response-2024-25/doc/lhLeave_of_Absence_Request_Response_24-25.docx?m=1727361780953) | How has your approach to term-time holidays been set out clearly for parents including when and how attendance legal intervention will be used?Is the approach to requests for holidays in term-time applied consistently? How is this monitored?Are referrals made to the LA for legal intervention in respect of unauthorised holidays? Have leaders agreed common practices regarding term time holidays with local schools so that families receive the same approach if they have children at several schools? | Choose an item. | Number of Penalty Notice referrals submitted to the Attendance Team [specify time period] in relation to term time holidays:  |  |
| 5.8 | In the first instance, staff support pupils and parents by working together to address any in-school barriers to attendance through developing individual attendance plans at the earliest opportunity.  | [Toolkit: Support First Approach](https://www.schools.norfolk.gov.uk/article/61573/Support-First-Approach)[Support First - Absence call back prompt sheet (Word doc) [46KB]](https://www.schools.norfolk.gov.uk/media/35797/Support-First---Absence-call-back-prompt-sheet/doc/tqSupport_First_-_Absence_call_back_prompt_sheet.docx?m=1726052336823)[Support First - Pupil Return to school check in (Word doc) [47KB]](https://www.schools.norfolk.gov.uk/media/35795/Support-First---Pupil-Return-to-school-check-in/doc/02Support_First_-_Pupil_return_to_school_check_in.docx?m=1726146314067)[Support First - Initial attendance support communication (Word doc) [44KB]](https://www.schools.norfolk.gov.uk/media/35861/Support-First---Initial-attendance-support-communication/doc/1kSupport_First_-_Initial_attendance_support_communication.docx?m=1726146121803)[Support First - Letter inviting parents in to discuss absence (Word doc) [44KB]](https://www.schools.norfolk.gov.uk/media/35838/Support-First---Letter-inviting-parents-in-to-discuss-absence/doc/qoSupport_First_-_Letter_inviting_parents_in_to_discuss_absence.docx?m=1726051920467)[Support First - Letter following no response and further absence (Word doc) [36KB]](https://www.schools.norfolk.gov.uk/media/35862/Support-First---Letter-following-no-response-and-further-absence/doc/64Support_First_-_Letter_following_no_response_and_further_absence.docx?m=1726146726157)[Support First - Letter following no response but no further absence (Word doc) [35KB]](https://www.schools.norfolk.gov.uk/media/35860/Support-First---Letter-following-no-response-but-no-further-absence/doc/s2Support_First_-_Letter_following_no_response_but_no_further_absence.docx?m=1726145869317)[Support First - planning record (Word doc) [71KB]](https://www.schools.norfolk.gov.uk/media/35798/Support-First---planning-record/doc/tpSupport_First_-_planning_record.docx?m=1726145993603)[Support First - Cover letter to use when posting or emailing minutes (Word doc) [35KB]](https://www.schools.norfolk.gov.uk/media/35865/Support-First---Cover-letter-to-use-when-posting-or-emailing-minutes/doc/d0Support_First_-_Cover_letter_to_use_when_posting_or_emailing_minutes.docx?m=1726151208027)[Support First - Letter inviting parents in for further meeting (Word doc) [45KB]](https://www.schools.norfolk.gov.uk/media/35864/Support-First---Letter-inviting-parents-in-for-further-meeting/doc/95Support_First_-_Letter_inviting_parents_in_for_further_meeting.docx?m=1726150744770) [A Staged Intervention Pathway for Promoting Good School Attendance (PDF) [523KB]](https://www.schools.norfolk.gov.uk/media/13494/A-Staged-Intervention-Pathway-for-Promoting-Good-School-Attendance/pdf/1na-staged-intervention-pathway-for-promoting-good-school-attendance.pdf?m=1701425036100) | What evidence is available to demonstrate that plans directly seek to understand and address the individual barriers to attendance?What interventions are employed to address individual issues? You may wish to consider the availability of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, identification of needs (INDES) or alternative provision. What arrangements are in place to ensure plans are carefully monitored, reviewed and adjusted?Where barriers to attendance relate to factors outside of school how do staff engage with relevant agencies to support pupils and facilitate parents accessing any support they may need? Support may include: Seeking advice from the [Attendance Duty Line](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-attendance/contact-the-attendance-team)[Early Help Support](https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support/support-for-professionals)[Just One Norfolk](https://www.justonenorfolk.nhs.uk/)[Early childhood and family service](https://www.norfolk.gov.uk/children-and-families/early-childhood-and-family-service)[Family information service](https://www.norfolk.gov.uk/children-and-families/childcare-and-early-learning/family-information-service)[Norfolk Assistance Scheme](https://www.norfolk.gov.uk/care-support-and-health/support-for-living-independently/money-and-benefits/norfolk-assistance-scheme)[SEND Local Offer](https://www.norfolk.gov.uk/children-and-families/send-local-offer)How do designated staff ensure school attendance is reported so that it is considered and addressed in multi-agency planning and review meetings including EHAPs, child protection and child in need plans, EHCP reviews, PEPs? | Choose an item. | Number of support plans for attendance instigated [specify period]:Number of support plans closed due to improved attendance: |  |
| 5.9 | Designated staff put formal support into place where voluntary support has not been effective and make referrals to the local authority for legal intervention where necessary. | Toolkit: [Legal Interventions](https://www.schools.norfolk.gov.uk/article/29619/Introduction)[Refer for Legal Intervention](https://www.schools.norfolk.gov.uk/article/61875/Refer-for-Legal-Intervention)[Notice to improve](https://www.schools.norfolk.gov.uk/article/61583/Notice-to-improve)[Attendance contract (Word doc) [62KB]](https://www.schools.norfolk.gov.uk/media/35748/Attendance-contract/doc/saAttendance_Contract.docx?m=1725548253867)[Attendance contracts](https://www.schools.norfolk.gov.uk/article/61584/Attendance-contracts)[Parenting Orders](https://www.schools.norfolk.gov.uk/article/29626/Parenting-Orders)[Education supervision orders](https://www.schools.norfolk.gov.uk/article/29627/Education-supervision-orders)[School attendance orders](https://www.schools.norfolk.gov.uk/article/29628/School-attendance-orders)[How to put a prosecution pack together](https://www.schools.norfolk.gov.uk/article/61586/How-to-put-a-prosecution-pack-together) | How has your approach to formal intervention for poor school attendance been clearly explained for parents including when and how attendance legal intervention will be used?Is the approach to formal intervention applied consistently? How is this monitored?Are referrals made to the LA for legal intervention in respect of unauthorised absence? Have leaders contacted siblings’ schools where relevant so that families receive the same approach if they have children at several schools? | Choose an item. | Number of notices to improve issued [specify period]:Number of attendance contracts for attendance instigated [specify period]:Number of attendance contracts closed due to improved attendance:Number of cases referred to the Attendance Team for Legal Intervention [specify period]: |  |