



Dacorum Education
Support Centre

Policy Name	Attendance Policy
Policy Type	Statutory / Non-Statutory
Date of Origin	December 2025
Agreed on	
Author	Naomi Walker

Review Due Date	Review Completed	Amendments Y/N
September 2026	Y	Y

DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

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Key Roles and Contacts

SLT Attendance Lead/Champion: Naomi Walker

Day-to-day attendance contact: DESC Business Support Team / Link Mentor (by calling 01442 247476 or emailing admin@desc.herts.sch.uk)

Individual support for attendance: Key Stage Leads (01442 247476)

Introduction and Background

DESC recognises that positive behaviour and good attendance are essential for learners to benefit fully from their education, including their attainment, wellbeing and wider life chances. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. Where parents choose to register their child at school, they have a legal duty to ensure their child attends that school regularly and on time. DESC recognises that many learners accessing alternative provision and pupil referral provision experience complex barriers to attendance including SEND, social, emotional and mental health needs, medical needs, child protection concerns and previous attendance difficulties. Attendance interventions will therefore be personalised, trauma-informed and support-led.

This policy reflects the Department for Education (DfE) statutory guidance Working together to improve school attendance and the National Framework for Penalty Notices, and is written with DESC's ethos of Respect, Aspiration and Resilience. The policy has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance being everyone's responsibility. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor learner attendance.

Vision and Values

Attendance is the essential foundation for positive outcomes and is everyone's responsibility at DESC. We promote a positive, safe and welcoming environment where learners feel valued and can thrive. We build strong relationships with families and other professionals to understand barriers and provide support so that learners attend and engage every day. Our policy aims to raise and maintain a whole school awareness of the importance of good attendance and punctuality, ensuring effective monitoring and recording of learner absence.

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Roles and Responsibilities

Parents/Carers: Ensure learners attend regularly and on time; notify DESC of absence on the first day and each subsequent day; avoid non-urgent appointments in term time; request any leave of absence in advance; keep contact details up-to-date; work with DESC to resolve barriers to attendance.

Learners: Attend every day and on time; be ready to learn; engage with support to improve attendance where needed; follow Centre routines including signing in/out.

DESC Staff and Senior Leaders: Provide a safe learning environment; take registers accurately; distinguish authorised and unauthorised absence; follow up absence and lateness; communicate with families; monitor attendance data and report termly to the Management Committee; work with the Local Authority Attendance Support Team.

Attendance training will be provided to all relevant staff as part of induction and ongoing professional development.

Co-Headteachers: The Co-Headteachers have overall strategic responsibility for attendance, implementation of this policy and ensuring statutory duties are fulfilled.

Management Committee and Governance

The Management Committee recognises that excellent attendance is fundamental to educational success, wellbeing and safeguarding. The Committee will promote a culture of high attendance, ensure statutory attendance duties are fulfilled, and regularly review attendance data to identify trends, challenge underperformance and monitor the impact of improvement strategies. Attendance data for all learner groups and specifically vulnerable learner groups will be reviewed termly by senior leaders and reported to the Management Committee.

The Management Committee will support Centre leaders to secure appropriate resources, staff training and effective attendance practice, ensuring that attendance remains a strategic priority across the Centre.

Multi-Agency Working

DESC recognises that improving attendance is most effective when families, schools and external agencies work together. Where attendance concerns arise, the Centre will work collaboratively with parents/carers, schools, the Local Authority, Early Help, health professionals and other relevant services to identify barriers and coordinate support. Information will be shared appropriately to secure the best outcomes for learners. Multi-agency approaches will be used to provide timely intervention, reduce persistent absence and promote sustained improvements in attendance and engagement.

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Local Authority Attendance Support Team (HCC): Provide strategic advice and support to reduce persistent and severe absence; consider legal action where appropriate after support-first interventions.

Promoting Regular Attendance

DESC sets high expectations for attendance and punctuality from the outset. We submit daily attendance returns as required, promote the benefits of good attendance, celebrate and reward excellent and improving attendance, and report regularly to parents/carers and schools (where a child is dual registered) on attendance and its impact on progress.

Registration and Punctuality

Registers are taken at the start of each session and recorded on the Centre's MIS. Attendance codes are used in accordance with the Education (Learner Registration) Regulations. Learners must not leave the site without permission and all arrivals/departures via reception must be signed in/out for safeguarding. Attendance at Alternative Provision will be monitored daily and attendance marks monitored.

Attendance concerns at Alternative Provision will be treated as attendance and safeguarding concerns and followed up immediately.

Punctuality is a vital life skill. Where a learner arrives after the start of a session, they will be marked late (code 'L'). If they arrive after the register has closed, they will receive a 'U' code (unauthorised for the session, though on site for safeguarding). Persistent lateness will trigger supportive intervention and may be considered within absence thresholds.

Types of Absence

Authorised absence: genuine reasons including illness (medical evidence may be requested), unavoidable medical/dental appointments, religious observance, exceptional close-family circumstances (e.g. bereavement), and approved sporting activities.

Unauthorised absence: reasons not considered reasonable and/or not agreed in advance, such as unexplained absence, term-time holidays without exceptional circumstances, day trips, birthdays, looking after siblings, or arriving after registers close. This type of absence can lead to DESC referring to the Local Authority for penalty notices and / or legal proceedings.

Persistent Absenteeism (PA) and Severe Absenteeism (SA): A learner is a persistent absentee if their attendance is 90% or below (i.e., they miss 10% or more schooling). Severe absenteeism is defined as missing 50% or more schooling. These learners will receive targeted support and monitoring.

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Absence Procedures

Parents/carers must contact DESC on the first and every subsequent day of absence, before the register closes, providing reasons and, where requested, supporting evidence. DESC will contact parents/carers by telephone/text if no message is received, and if contact cannot be made, emergency contacts will be tried, letters sent, and a home visit may be undertaken in line with safeguarding.

Families should contact main reception (01442 247476 or email admin@desc.herts.sch.uk) regarding attendance on a day to day basis.

Persistent absence, severe absence and repeated lateness may indicate safeguarding concerns including neglect, exploitation, domestic abuse, mental health difficulties and child criminal exploitation.

If a child is absent from Centre families must follow these procedures:

- Contact DESC on the first day of absence before 9.30 am, when our register closes
- DESC has an answer phone available to leave a message if nobody is available to take your call, or you may call into Centre personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from Centre so that we may discuss the absence before deciding as to whether the absence is to be recorded as authorised
- Contact the Centre on every further day of absence, again before 9.30 am
- Ensure that your child returns to Centre as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested (where Centre have reasonable doubt as to the authenticity of the absences) where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the DESC Guidance on School Absence and Childhood Illness see Annex D

If your child is absent, we will:

- Telephone you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us
- If we are unable to contact parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit will be made, in the interests of safeguarding

If a learner is absent without reasonable explanation for three or more days, a home visit may be made. Where unexplained unauthorised absence amounts to 10 days (20

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sessions) or more—either consecutively or irregularly—this will be notified to the Local Authority as required and the learner considered ‘absent from education’.

If absence continues, we will:

- Write to you if your child’s attendance is below 90% or causing concern with patterns and trends and/or where punctuality is a concern
- Arrange a meeting so that you may discuss the situation with our SLT Attendance Lead SLT or Key Stage Lead
- Consider and offer reasonable adjustments
- Offer support via our Family & Adolescent Practitioner and explore Family Help Assessment to ensure appropriate support is considered
- Create a personalised robust support plan, such as an attendance contract, to address any barriers to attendance and make clear each person’s role in improving the attendance patterns of your child
- Offer signposting support to other agencies or services, if appropriate
- Seek advice, guidance and support from the Local Authority Statutory Attendance Support Team and consider appropriate legal sanctions, if attendance deteriorates following the above actions

Lateness

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Learners who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for learners at DESC are:

	Tenzing road site / Hub Provisions		Barncroft Site / Full time provision
	Morning Hub	Afternoon Hub	
Doors Open	8:30am	1:00pm	8:45am
Registration starts	8:45am	1:15pm	9:00am
Registration closes	9:15am	1:45pm	9:30am
End of school day	11:45am	3:30pm	2:30pm

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If your child has a persistent lateness record, you may be asked to meet with SLT Attendance Lead, but you can approach us at any time if you are having difficulties getting your child to Centre on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a Centre, we celebrate good class and individual punctuality. Unauthorised lateness could result in the Centre seeking advice and guidance from the Local Authority.

Understanding Barriers to Attendance (Support-First)

We work jointly with families to understand and address barriers to attendance. Reasonable adjustments will be considered, and personalised robust support plans (e.g., attendance contracts) may be created clarifying responsibilities. DESC may offer a Family Help Assessment and coordinate multi-agency support (e.g., School Nursing, mental health and wellbeing services).

Persistent absence, severe absence and repeated lateness may be indicators of safeguarding concerns, including exploitation, neglect, mental health difficulties, domestic abuse or child criminal exploitation.

Learners with SEND or long-term medical needs will be supported with high expectations and appropriate adjustments.

DESC recognises that attendance challenges can disproportionately affect learners with SEND, social workers, young carers, mental health needs and other vulnerabilities. Attendance data for these groups will be monitored and reviewed regularly to ensure timely support and intervention.

Local Authority Attendance Support Team

Local Authority Attendance Support Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/Carers are expected to work with DESC and the local authority to address any attendance concerns. Parent/Carers should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, DESC may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken which may be in the form of a Penalty Notice (see Annex C for the Hertfordshire Code of Conduct) or other legal options available to the Local Authority such as prosecution in the Magistrates Court. Where a child is dual registered this will always be done in conjunction with the main school.

Reduced Timetables

Reduced timetables will only be considered where they are in the best interests of a learner's physical or mental health. DESC will consult relevant agencies, obtain written parental consent, clarify duty of care arrangements for off-site sessions, review at least

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every six weeks, notify the Local Authority of any reduced timetable and changes, and use appropriate register codes (e.g., 'C' for authorised absence when not scheduled to attend).

Leave of Absence During Term Time

There is no entitlement in law to take term-time leave for holidays or leisure. The Co-Headteachers may not grant leave during term time unless there are exceptional circumstances—events that are rare, significant, unavoidable and short (i.e., could not reasonably be scheduled outside term time). Requests must be made in advance on DESC's Leave of Absence form. Where leave is taken without authorisation, absences will be recorded as unauthorised and legal sanctions may be considered.

Child Missing Education (CME) and Deletion from Roll

Children missing education are at increased risk of harm and poor outcomes. DESC will comply with statutory duties to notify the Local Authority of deletions from roll and new admissions, and will only consider removing a learner from roll in line with legal grounds after reasonable enquiries to establish the learner's whereabouts have been made, and in collaboration with the Local Authority CME Officer. Where a child is dual registered, regular communication and dialogue will be in place between the two schools to determine next steps and appropriate actions.

School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parent/Carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parent/Carers may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

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.

Prior to A Fixed Penalty Notice being issued, DESC will issue a Notice to Improve which gives a monitoring period of 6 weeks for the student and parent to show improvement in school attendance.

If this does not improve the attendance a Penalty Notice will be issued.

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/carer may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction.

See Annex C for the Hertfordshire Code of Conduct.

Data, Monitoring and Reporting

DESC uses attendance data to monitor and support individuals and groups, submits daily returns to the DfE, and reports regularly to the Management Committee. Persistently and severely absent learners are tracked, with attendance considered alongside academic progress. DESC will share information and work collaboratively with other schools, the Local Authority and partners where absence risks becoming persistent or severe.

Appendices

Appendix A: DESC Application for Learner Leave of Absence (form).

Appendix B: Summary table of responsibilities for school attendance (DfE).

Appendix C: Hertfordshire Code of Conduct (Penalty Notices).

Appendix D: Illness absence guidance (NHS/UKHSA).

Appendix A: Application for Learner Leave of Absence from School

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Application for Learner Leave of Absence from School

Full name of Learner	
Address	
Explanation of exceptional circumstances:	
Absence dates required:	
Signature of parent / carer	
Date	

FOR OFFICE USE ONLY	
Current attendance of learner:	
Present:	
Authorised absence:	
Unauthorised absence:	
Response to request for leave of absence	
Number of requested sessions authorised	
Number of requested sessions unauthorised:	
Date learner expected to return to Centre	
Head of Centre Signature	
Head of Centre Name	
Date	

Centre will copy and return copies of the Application for Leave of Absence

Annex B: 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

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All pupils

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

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. 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.

Persistently absent pupils

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 formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. 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. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

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Severely absent pupils

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 formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: 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. 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.

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: • 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:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. 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. 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.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	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. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever 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:
Schools regularly update parents on their child's attendance. (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.)	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. 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. 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. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. 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. 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.

Annex C

HERTFORDSHIRE CODE OF CONDUCT: PENALTY NOTICES FOR PARENTS OF TRUANTS AND PARENTS OF PUPILS EXCLUDED FROM SCHOOL ANTI-SOCIAL BEHAVIOUR ACT 2003 SECTION 23

[Penalty notices for unauthorised absence | Hertfordshire County Council](#)

Annex D – Illness Absence Guidance

[Should I keep my child off school?](#)

([Working together to improve school attendance - Childrens Comissioner.](#)

[Wellbeing Resources](#)

Illness and [your child's education](#) - GOV.UK (www.gov.uk)

[Is my child too ill for school?](#) - NHS (www.nhs.uk)

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