

Welcome!

Please put your camera on.

We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.

Please be considerate to others - together we want to create a safe, open and reflective space to learn.

You can turn on live captions by clicking on the 3 dots at the top of your screen if you need this.

The link to the feedback form will be put in the chat. Please do take the time to complete it after the session.

Thank you!





Norfolk County Council

Attendance is Everyone's Business

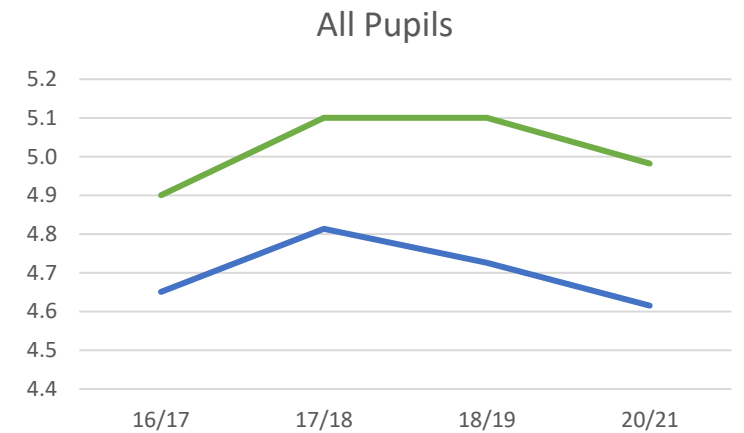
Katie Griffiths
Attendance and Entitlement Manager



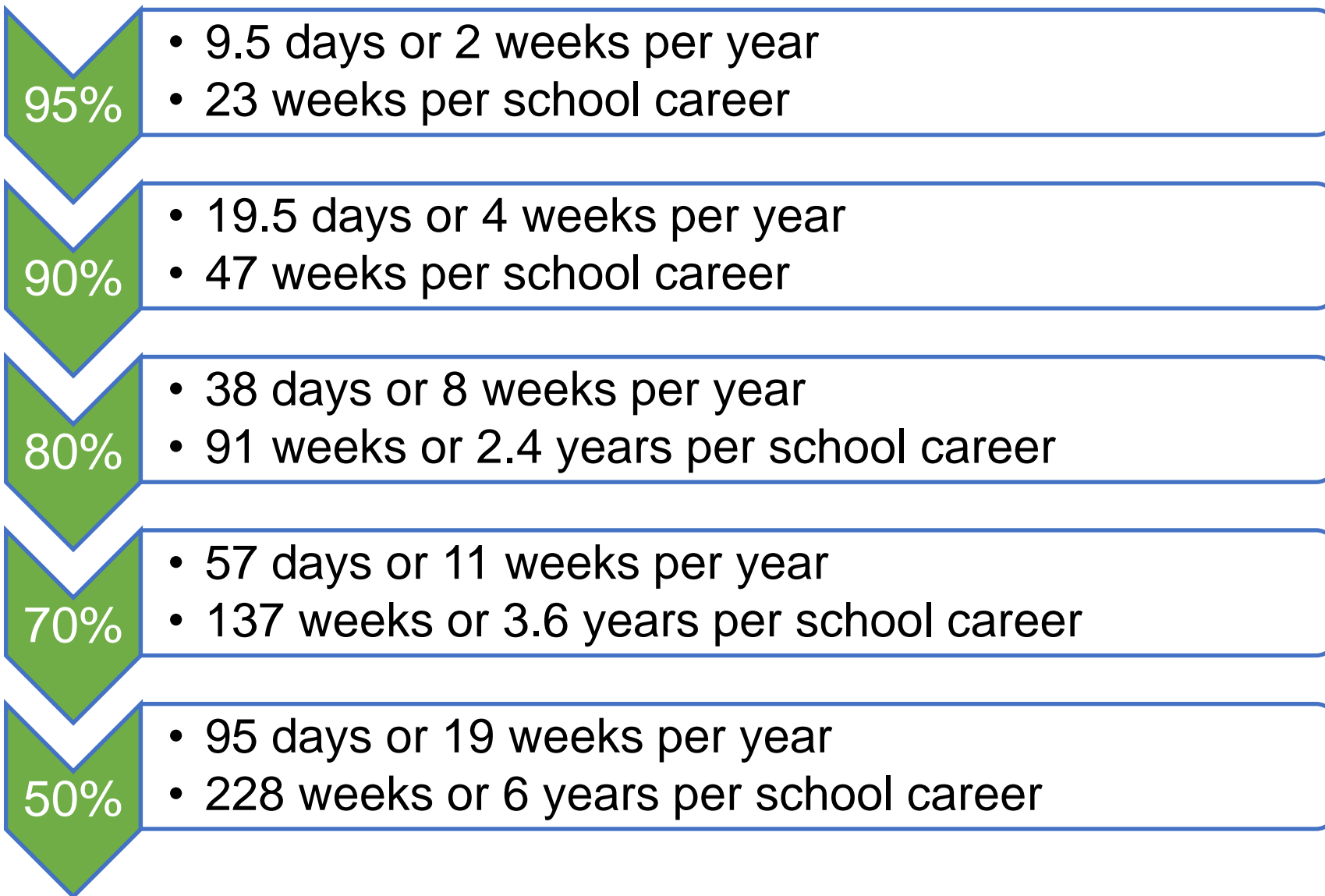
**Let's begin with a fun
quiz...**



	2016/17	2017/18	2018/19	2019/20	2020/21
Norfolk	4.9	5.1	5.1	N/A	5.0
National	4.7	4.8	4.7	N/A	4.6



Trend 2016/17 - 2018/19 & 2020/21 (All Pupils)
Norfolk
National



Education Act 1996

“The Parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise”

Safeguarding

Pupil Attainment: It is well documented that students with poor attendance do not reach their potential and achieve below their target grades.

Early Intervention: Through monitoring we will notice patterns earlier and can intervene early by offering support as soon as it is needed.

Social Development: If students are not in school, they are not interacting with their peers, and this can affect their friendships, emotional wellbeing and confidence.

Preparation for Adult Life: Refusing school in early life can set a precedent within young persons expectations which is very much removed from the reality of adult life.

Definitions

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Pupils missing from education are children who are on a school roll but due to their circumstances, they are not receiving a suitable, full-time education.

Councils have a duty to make arrangements for the provision of suitable full-time education at a school or elsewhere for children of compulsory school age who, “by reason of illness, exclusion from school or otherwise may not for any period receive suitable education unless arrangements are made for them” (Education Act 1996, section 19). This applies to all children of compulsory school age resident in the local authority area, whether or not they are on the roll of a school, and whatever type of school they attend.

School Attendance

School and local authorities are expected to:

- Promote good attendance and reduce absence, including persistent absence;
- Ensure every pupil has access to full-time education to which they are entitled; and,
- act early to address patterns of absence.

Parents are expected to:

- Perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.
- All pupils to be punctual to their lessons.

Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities

- On 6 May 2022, the Department for Education (DfE) published new guidance along with a Summary table of responsibilities for school attendance
- The new guidance is now in effect.
- This guidance follows the government's response to the recent consultation on school attendance and includes the new expectations of local authority attendance services that formed a central part of that.
- The guidance is currently not statutory, but the DfE is committed to it becoming statutory (likely to be September 2023)



Working together to improve school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

Applies from: September 2022



The importance of school attendance

- Improving attendance is everyone's business; a holistic approach is required by all staff in school, trust or GB and LA including other partners.
- At all stages of improving attendance, work should be undertaken to remove barriers, building strong relationships with parents and carer, working collaboratively to provide the right support at the right time.
- Work in relation to school attendance cannot be seen in isolation.
- Effective practice will include close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.



Section 4: Expectations of LAs

Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance. .

Have a **School Attendance Support Team** which provides the following core functions free of charge to all schools (regardless of type):

Communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.

Targeting Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils.

Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.

Legal intervention: take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with

Monitor and improve the attendance of children with a social worker.

What are the current strengths of the system?



The new requirements are aligned to the 4 priorities outlined in the final draft attendance strategy.



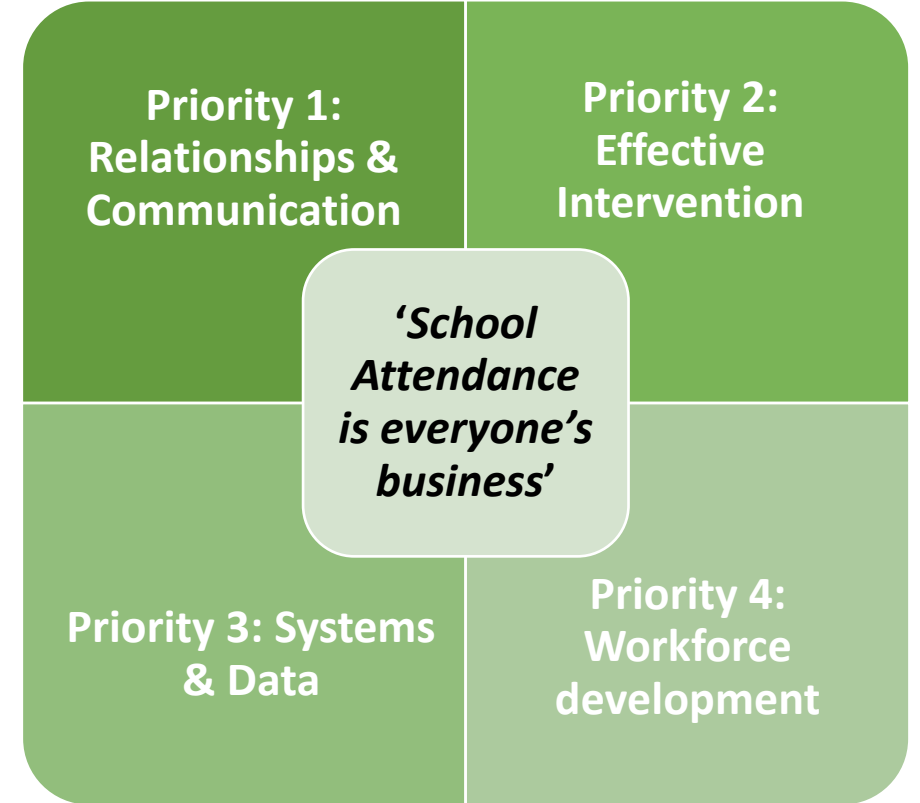
Live data feed is progressing well.



We already have systems to track the attendance of children with a social worker which will be further supported by live data.



In response to Covid-19 we have already moved back to offering some universal services such as consultation.



'It's about working out what is needed to break down the barriers'



In schools that are systematically removing barriers to attendance, pupils' anxieties are not dismissed but are sensitively analysed.

Recognise parental anxieties but sensitively challenge them - 'listen, understand, empathise and support – but do not tolerate'

Research and analysis

Securing good attendance and tackling persistent absence

Published 7 February 2022

The most effective schools go out of their way to make sure that they notice the pupils who are often not there and persist with them.

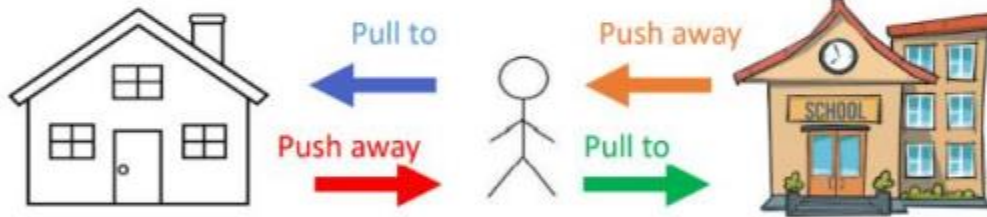
'Hard to reach' families become reconceptualised as 'too easy to ignore', and therefore the ones who need the most attention.

Push and Pull Factors

- Parental illness
- Separation anxiety

- Bullying/difficult peer relationships
- Difficulty accessing learning

Risk factors



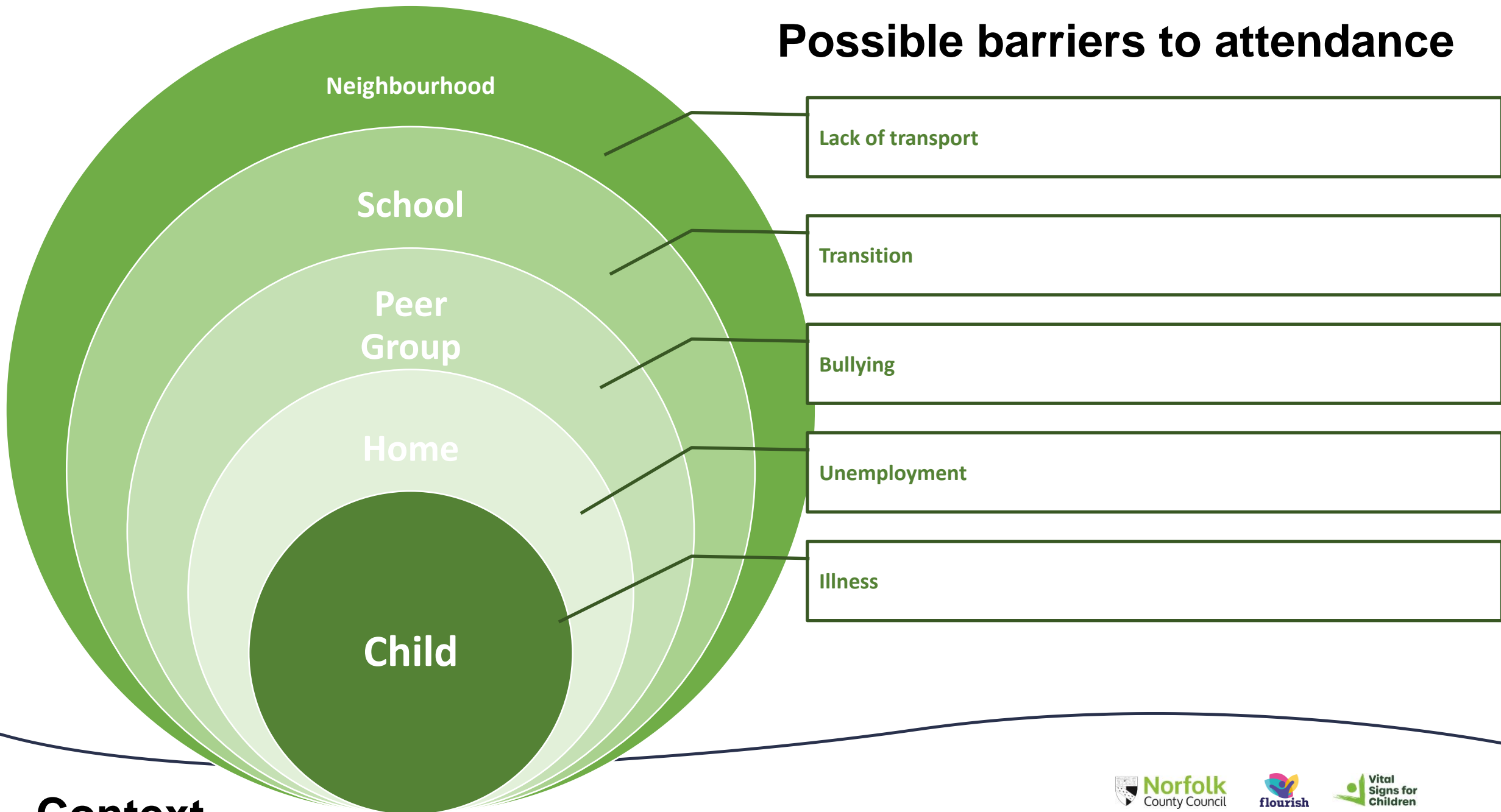
What push and pull factors do you see?

- Parent/carer wants child to attend school

- Good relationship with Head of Year

Resilience factors

Possible barriers to attendance



Context



Think attendance in every professional conversation about a child

- What is the child's current attendance?
- Try to identify the barriers to low level attendance

- ✓ Ensure you draw on the voice of the child, making sure everyone understands what it is like for the child and make sure that adults needs don't dominate

- Is the child on track for age related expectations?

- ✓ Are they eligible for pupil premium funding
- ✓ What additional support or interventions are they receiving, how effective have they been?
- ✓ Do they have a special or additional need or disability or an EHCP?

- Is behaviour/suspension impacting on their educational outcomes?

- Is mental health or wellbeing impacting on attendance?

How to incorporate attendance support in your practice

- Get curious about why a child is not attending school
- Draw on the support of those with whom the child has a strong, supportive, and healthy relationship
- Provide space to listen and, provide additional and individualised support
- Ask, what is the child doing instead of attending school?
- How can you support the family to think through how best they can support the child to attend school regularly?
- Do you contact the school before visiting or contacting the family to find out how things are going at school?
- Have you linked in with the NCC Attendance Team?



Make attendance everyone's business

Final thought to take away with you...

Do you know how all professionals and partners who work with children in our Local Authority deliver on their responsibility to support attendance and in particular the attendance of children with a social worker?



Further support and guidance can be found at:

[School attendance - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk)

If you have any further questions that have not been answered today, then please contact the Attendance Team on 01603 233681 or at csattendance@norfolk.gov.uk

Please could I ask you to spend just a few minutes and complete the [Practice Week feedback form](#)