Charlton Park Academy

Attendance Policy

Policy Date:	October 2026
Date due for review:	October 2027

Communicate Persevere Achieve

Rationale

- Charlton Park Academy seeks to ensure that all our students receive a full- time education which maximises opportunities for each student to realise his/her true potential.
- The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure.
- All school staff will work with students and their families to ensure each student attends school regularly and punctually.
- The school will establish an effective system of incentives and rewards which acknowledges the efforts of students to improve their attendance and timekeeping whilst challenging the behaviour of those students and parents who give low priority to attendance and punctuality.
- To meet these objectives Charlton Park Academy will use an effective and efficient system of communication with students, parents and appropriate agencies to provide mutual information, advice and support.

Aims

This policy aims to:

- Improve the attendance and punctuality of students (in particular increasing the number of students attending 95% and above)
- To make attendance and punctuality a priority for all those associated with the school including students, parents, teachers, class staff and governors
- To have clearly defined staff roles and responsibilities and promote consistency in carrying out designated tasks
- To provide support, advice and guidance to parents and students
- To gather and analyse attendance data regularly
- To further develop positive and consistent communication between home and school
- To implement an effective system of rewards that support the attendance policy
- To promote effective partnerships with the Attendance and Advisory Officer and other services/agencies
- To recognise the needs of the individual student when planning reintegration following significant periods of absence
- To recognise, understand and support the social, emotional and mental health needs of students to prevent them becoming a barrier for regular attendance

Promoting Regular Attendance

At CPA, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Report to parents/carers regularly on their child's attendance and the impact
  on their progress;

Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence
or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or an injury that would not affect their ability to learn;
- absences which have never been properly explained;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time, not approved by the Principal or SVP, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a **'persistent absentee'** when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee. A pupil who has missed 50% or more schooling is defined by the Government as **'severely absent'**. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support

Implementation

Student absence

Parents are asked to contact the school when their child is absent giving an indication of the problem and when they expect him/her to return. **This can be via the absence hotline or if a planned absence via the student's communication book**. Messages regarding absence should not be shared via student transport (driver or escort).

If via the absence hotline, a member of the administration team will forward the message to form tutor and safeguarding team who will ensure the comment is recorded on SIMS and coded appropriately (when illness or medical). Should the Form Tutor be informed they will record the reason on SIMS and code appropriately (where illness or medical).

If the code is not I (illness) or M (medical appointment), code to be marked as N, and determined during the weekly safeguarding meeting.

Any student unaccounted for after the register closes (10:00am) is to be followed up by initially by Class Teams. This should be via a telephone call to ascertain reason for absence. If parent/carer is uncontactable the class teacher should inform Pathway Leads, Inclusion Lead or VP. The registration of students always remains the responsibility of the Class Teacher

Absences of two or more days without clear explanation are referred to Pathway Lead and Safeguarding Team who will contact home if necessary, to get further details.

Holidays

- The school makes it clear that term-time holidays should be avoided at all costs and will only be authorised in exceptional circumstances.
- Any parents wishing to take their child on holiday in term time needs to request to do so in writing to the Principal or DSL, who will make a decision as to whether it is authorised or not.

Registers and Punctuality

Registers & Morning Timeline

All registers are taken electronically using SIMS. Class Teachers or designated Level 4 teaching assistants will open registers at the start of the morning and afternoon sessions. Staff must refer to statutory DfE coding guidelines to ensure marks are input accurately.

To maintain legal clarity and ensure a safe, coordinated response to unaccounted absences, the academy operates on a strict morning registration timeline:

- **09:00 AM – Morning Registers Open:** The formal morning session begins. Students arriving on time are marked as present (**/**).
- **09:30 AM – Morning Registers Close:** Any student arriving after this time, but before 10:00 AM, must report to the school office and will be marked as Late (**L**), with the exact number of minutes late recorded on SIMS.
- **10:00 AM – Close of Registration Window:**
  - Any student unaccounted for by 10:00 AM must be immediately followed up by Class Teams via a direct telephone call to the parent/carer to ascertain the reason for absence.
  - If a parent/carer is entirely uncontactable, the class teacher must escalate the case to the Pathway Leads, Inclusion Lead, or Vice Principal (VP) by 10:15 AM to initiate wider safeguarding checks.
  - If a student arrives at school **after 10:00 AM** (more than 30 minutes after registers close), they will legally receive an Unauthorised Absence mark (**U**). This counts as a full session of unauthorised absence and heavily contributes to legal penalty thresholds, even though the student is physically on-site for the remainder of the day.

Transport Notification Rule
Messages regarding a student's absence **must not** be shared via local authority student transport drivers or escorts.

If a transport team attempts to relay a verbal message regarding an absent child to school staff, the Class Team **must immediately trigger the first-day calling protocol**. They must speak directly with the parent/carer to verify the information. No absence will be legally coded or accepted based on transport staff hearsay.

Staff Punctuality & Transport Management
All staff are role models, and it is vital that teachers and teaching assistants are punctual to all lessons.

Persistent issues regarding student lateness due to Local Authority transport delays will be systematically recorded by the Senior Attendance Champion and addressed with transport managers and SEND departments. This tracking data is monitored closely by governors.

Interventions & Support Tiers

Attendance data is monitored on a weekly basis, with detailed reports generated for the Senior Leadership Team and reviewed by the Standards Governing Committee (Safeguarding).

The Attendance Administration Officer and the Senior Leadership Team will routinely analyse data with particular regard to:

- Students with distinct patterns of lateness or non-attendance
- Students with less than 90% attendance (Persistent Absence)
- Students with attendance at or below 50% (Severe Absence)
- Students with high volumes of persistent lateness

Tiered Attendance Intervention Framework

When a student's attendance data falls below established thresholds, the school's statutory support mechanisms are systematically triggered:

1. Attendance Level Drops Below 90% (Statutory Persistent Absence - PA)

- The Attendance Administration Officer and the Senior Attendance Champion will immediately review data patterns and speak with parents/carers to establish the underlying cause of non-attendance.
- An initial Stage 1 formal warning letter is sent to the parent/carer outlining the educational and social impact of the missed sessions.
- If attendance trajectories do not improve, a Stage 2 formal letter is issued, inviting the parents/carers to a multi-agency panel meeting with the Inclusion Lead or Vice Principal (VP) to establish a formal Attendance Contract.
- If parents/carers fail to attend or fail to engage with the agreed targets, the case is formally escalated to the Local Authority's School Attendance Support Team, which may result in Penalty Notices or court prosecution.
- All parent communications, contract targets, and evidence of engagement are

permanently logged on MyConcern.

2. Attendance Level Hits or Falls Below 50% (Statutory Severe Absence - SA)

- In absolute accordance with Department for Education (DfE) regulations, any student whose attendance reaches or falls below 50% is classified as Severely Absent. This cohort represents the school's highest priority for safeguarding and pastoral support.
- The school will immediately move past standard school-level interventions and initiate an intensive, joint multi-agency approach directly with the Local Authority's School Attendance Support Team.
- A comprehensive Whole-Family Plan will be drafted in partnership with social care services, target family workers, and external partners to identify and dismantle deep-rooted out-of-school barriers.
- For students with an existing Education, Health and Care Plan (EHCP) or long-term medical needs, an urgent, localized multi-agency review of the EHCP provisions will be triggered. This is designed to confirm whether additional adjustments, specialized therapeutic input, or a temporary, legally-compliant alternative educational provision must be deployed.

Where severe absence triggers underlying child welfare or neglect indicators, school leaders will immediately escalate support through a formal referral to statutory Children's Social Care services.

Reintegration

If a student has been off for a long time, it may be deemed appropriate to have a reintegration meeting. This is chaired by a Senior Leader and may also include other key professionals. The aim is to support the student's return to school and ensure that they have the best opportunity to improve their attendance and achievement. One of the outcomes may be a reduced timetable for a minority of students. The timings of the school day will be individualised but where possible students will be registered for 2 hours am/session and 2 hours pm/session.

Understanding barriers to attendance

Whilst any student may have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the student. If a parent thinks their young person is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or other

vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See **Appendix 1** for summary tables of responsibilities for school attendance.

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 young people of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents 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.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the

Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

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

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

A leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the Principal or Vice Principal, irrespective of the young person’s overall attendance. Only the Principal or Vice Principal (not the Local Authority) may authorise suggest a request and all applications for a leave of absence must be made in writing, in advance. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a young person after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. At Charlton Park Academy exceptional circumstances' will be interpreted as:

- being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the Principal or Vice Principal). The fundamental principles for defining ‘exceptional’ are events that are “rare, significant, unavoidable and short”. By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The Principal/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children

to do during their absence. Parents are however advised to read with their children and encourage them to write a diary while they are away.

Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with local authorities, and other partners, when absence is at risk of becoming persistent or severe.

Monitoring And Evaluation

- A member of the Senior Leadership team is responsible for overseeing the
- school's attendance procedures
- Regular line management meetings ensure effective communication and consistent monitoring of attendance and punctuality
- The Principal oversees all aspects of attendance related concerns and will include information in his annual report to the Governing Body

Appendix 1: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance___applies_from_19_August_2024_.pdf

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
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 !heir child's barriers to attendance. Proa actively engage with the formal support offered - including any parenting contract or voluntary yearly help plan to prevent the need for legal intervention..	Continue support as for pupils at risk of becoming persistently absent and.: When absence becomes persistent, put additional targeted support in pl0ce lo remove any barriers.. Where necessary this includes working with partners. When there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need tor legal involvement in future. When support is not working or appropriate, work with the local authority on legal intervention. When there are safeguarding concerns, identify support through a referral to children's social care. Work with other schools in the local area, such as schools previously attended and the schools of siblings.	Regularly review attendance data and help school leaders focus support on the pupils w ho need it.	Continue support for pupils at risk of becoming persistently absent 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).

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** aulho11ity to help them understand !heir child's barriers **to** attendance. Proactively engage with the formal support offered - including any parenting contract or voluntary help plan lo prevent Ille need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint a:pproach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on tile pupils Who need **ii.**	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, ensure 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 plains.

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 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 prioritize 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 !heir 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 health, care 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 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 land nake reasonable adjustments to help hem, recognizing that even when statutory social care intervention has ended, there can lle 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 !here are any unexplained absences and if their name is to be deleted from !he 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 pupils educational progress, for their welfare and their wider development and understand their role in improving it.

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- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not 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.

[DfE external document template (childrenscommissioner.gov.uk)]