MacIntyre Academies
Discovery Academy

Attendance Policy

Version:	Changes/Updates		Responsibility:	Date:
V1	Section /Page	Change	Principal	Sep 2025
		New policy to reflect substantial changes in legislation		

Person Responsible: Principal
Type of policy   Statutory
Date of first draft: Sep 2025
Date of staff consultation:
Date adopted by the Trust Board:
Date of implementation:
Date reviewed: Sep 2025
Date of next review: Sep 2028

Introduction

Discovery Academy is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centers around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

We are committed to providing an education of the highest quality for all of our learners and recognise this can only be achieved by supporting and promoting excellent school attendance. This is based on the belief that only by attending the academy regularly and punctually will children and young people be able to take full advantage of the educational opportunities available to them.

The whole academy community has a responsibility for promoting excellent attendance: parents, carers, pupils and all school staff. As well as other professionals involved in pupils' lives.

Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.
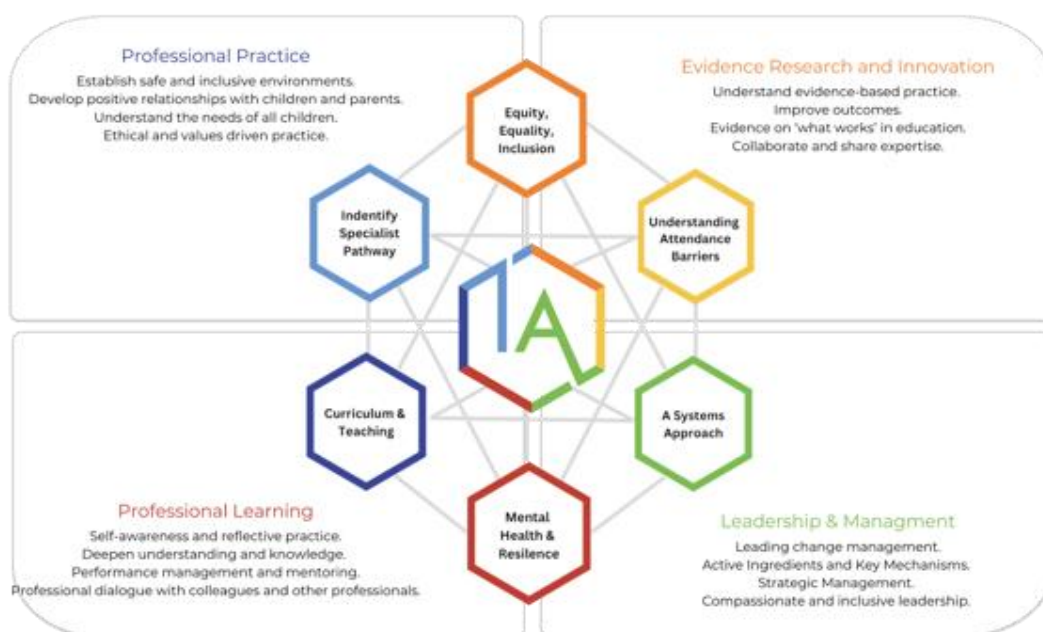
Annual Inclusive Attendance 7-Month Development Programme

Each year, Discovery Academy review and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.

A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Discovery Academy implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.
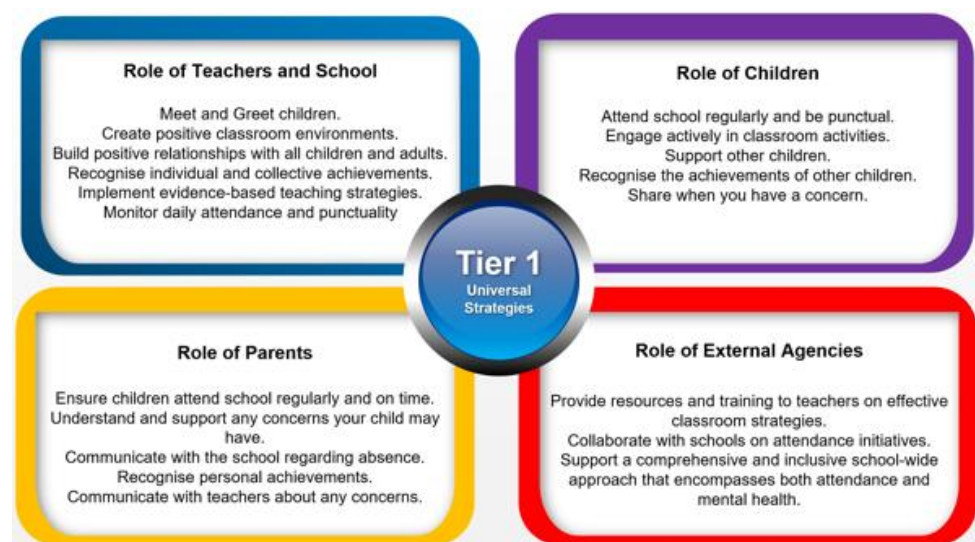
Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.
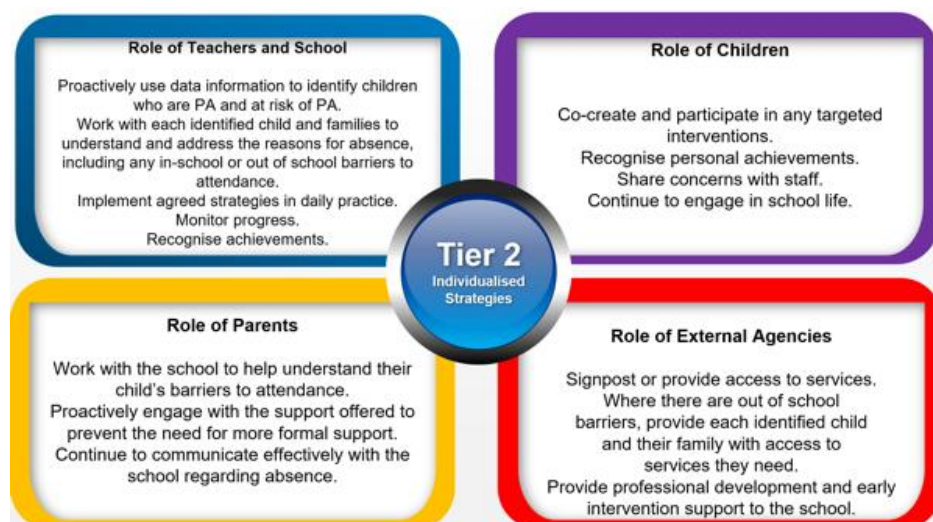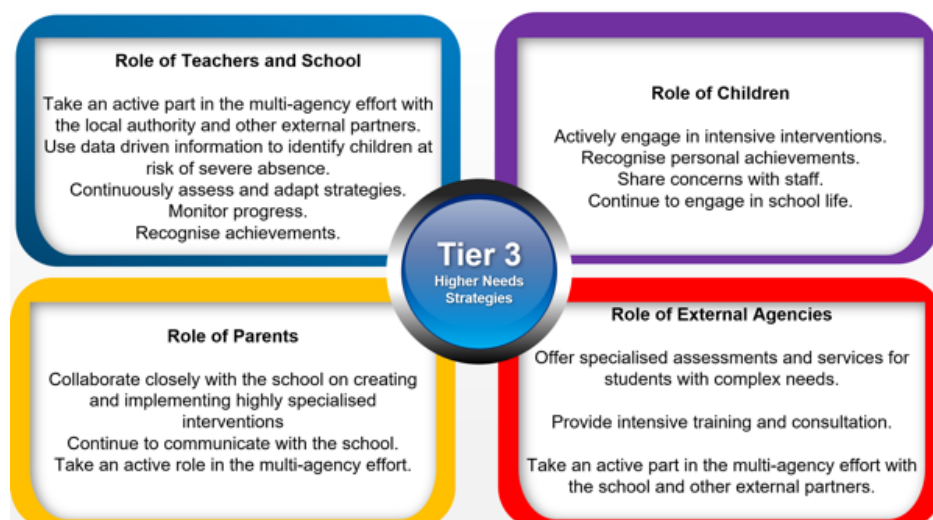

Tier 3 – Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.

Academy's Roles and Responsibilities

All staff at Discovery have a key role to play in supporting and promoting excellent school attendance and will work to provide an environment in which all pupils are able to learn and feel valued members of the learning community. Staff also have a responsibility to set a good example with their own attendance and punctuality.

For a detailed breakdown of responsibilities for school staff, students, governors and parents/carers, please see Appendix B at the end of this document.

Registration

The school is required to mark the attendance register twice each day: at the start of the day and at the start of the afternoon session. The attendance registers using the prescribed codes (shown below).

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
L	Late (before registers close)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
K	LA arranged provision at a place other than a school	Approved Education Activity
P	Approved sporting activity	Approved Education Activity
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
C1	Absent due to participating in a regulated performance or regulated employment abroad	Authorised absence
C2	Part-time timetable	Authorised absence
E	Excluded (no alternative provision made)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J1	Interview	Authorised absence
M	Medical/Dental appointments	Authorised absence
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveler absence	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement) Unauthorised absence	Unauthorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
U	Late (after registers closed) Unauthorised absence	Unauthorised absence
D	Dual registration (i.e. pupil attending other establishment)	Not counted in possible attendances
Q	Lack of transport or boarding access arrangements arranged by LA	Not counted in possible attendances

X	Non-compulsory school age absence	Not counted in possible attendances
Y1	Transport normally provided by LA or school not available	Not counted in possible attendances
Y2	Widespread disruption to travel due to local, national or international emergency	Not counted in possible attendances
Y3	School partially closed	Not counted in possible attendances
Y4	Whole school site unexpectedly closed	Not counted in possible attendances
Y5	Pupil in criminal justice detention	Not counted in possible attendances
Y6	Travel or attendance contrary to public health guidance or law on transmission of disease	Not counted in possible attendances
Y7	Unable to attend due to unavoidable cause	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

Registers are completed at **9.00am** and either 12:45 (lower school) or **1.00pm** (upper school).

Registers will "close" at **9.30am** and **1.15pm** (lower school) **/ 1.30pm** (upper school).

Categorising Absence

A mark will be made in respect of each pupil during registration. Any pupil who is not present at this time will be marked unauthorised absent <u>unless</u> leave has been granted by the school <u>in advance</u> or the reason for absence is already known and accepted by the school as legitimate. Where a reason for absence is given and accepted by the school at a later stage, the register will be amended in such a way that the original entry and the amendment / correction are distinguishable.

Under extreme circumstances, and as decided by the school, students may be placed on a temporary part time timetable. This will have an agreed start and end date lasting no more than 6 weeks. The school will inform the local authority of the adjustments made and will mark the student with a C2 code as appropriate.

Discovery administrative staff will amend the registers to indicate lateness if a pupil arrives after the register closes.

The academy recognises the clear links between attendance and progress, and attendance and safeguarding. If absence is frequent or continuous, and except where a pupil is clearly unwell, staff at Discovery will challenge parents about the need and reasons for their child's absence and will encourage them to keep absences to a minimum.

Absences may be authorised in the following circumstances:

- where leave has been granted by the school in advance, for example – a pupil is involved in an **exceptional** special occasion e.g. family wedding;

- where the school is satisfied that the child is too ill to attend;
- where there is an unavoidable cause for the absence which is beyond the family's control, e.g. extreme weather conditions;
- in other **exceptional circumstances** (e.g. a family bereavement) and **for a very limited period**.

Except in the circumstances described above, absences will be unauthorised. Some examples of reasons for **not** authorising absence would be:

- no explanation has been given by the parent or carer;
- the academy is not satisfied with the explanation;
- the pupil is shopping during school hours;
- the pupil is absent for **unexceptional** reasons, e.g. waiting for the gas man;
- the pupil is absent from school on a family holiday.

Safeguarding Children and Attendance

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow Keeping Children Safe In Education guidance to ensure safe practices.

Learners out of school for long periods of time due to ill health or injury

Our Family Footings Team will work closely with families to support them find the most appropriate solution and work with other agencies to ensure that the learner receives an appropriate education during a long period of illness and/ or injury. (Please refer to the school's supporting children with medical needs policy for further information on how the school supports learners with medical needs).

Child Protection Concerns

If there are any child protection concerns these will be discussed with the Designated Safeguarding Lead (DSL) on the first day of absence. The DSL will decide on the appropriate steps which may include sharing information with external agencies as appropriate.

Approved Educational Activity

Where a pupil is engaged in off-site approved educational activities, the school will check his/her attendance on a daily basis before entering the appropriate code in the register.

Why attendance matters

Across one school year:

Less than 5 days absence	97.3% attendance	Good attendance
14 days absence (approx.)	92.6% attendance	Risk of PA
20 days absence (approx.)	89.4% attendance	Persistently Absent
95 days absence (approx.)	50% attendance	Severely Absent

If a child achieves 80% attendance this means that they have missed approximately 39 days of education over the academic year, averaging 1 day per week.

When a learner's attendance falls below 90% they will be classed as Persistently Absent and may be placed on an Attendance Action Plan unless their absence is related to a serious one-off illness or an ongoing illness which requires them to attend regular medical appointments and /or hospitalization. The Warwickshire Attendance Team will be informed of this. This may include the initiation of Early Help, however could extend up to legal action and a court summons.

When a learner's attendance falls below 50% they will be placed on an Attendance Action Plan and may have direct input from the Warwickshire Attendance Team. This may include the initiation of Early Help, however could extend up to legal action and a court summons.

Definitions

Category	Definition	Threshold
Persistent Absence (PA)	Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.	In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.
Risk of Persistent Absence	The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.	While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.
Severe Absence (or Severe Persistent Absence)	The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.	Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils 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 across a range of external agency partners.

Collection and Analysis of Data

A member of the school senior leadership team will ensure that attendance data is complete, accurate, analysed and reported to the Principal who ensures that appropriate action is taken to improve attendance.

Accurate attendance returns are made to external agencies within the stipulated time frame. The Principal reports on attendance every term to the Local Advisory Board.

Parents' and Carers' Responsibilities

The prime responsibility for ensuring children receive an appropriate and full-time education rests with parents and carers (defined by the Education Act 1996 as those with parental responsibility and those who have the care of a child), who will be supported and encouraged by Discovery Academy.

The Education Act 1996 states that all children should attend school regularly and punctually. Section 444 of the Act states that: "If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence". (NB: Where the Education Act refers to "he", it also means "she".)

For a more detailed breakdown of roles and responsibilities please see Appendix B.

Conclusion

Regular school attendance is a necessary contributor to ensuring positive outcomes for all children. These include:

- good school attendance supports children in reaching their maximum potential and enjoying the fulfilment this brings;
- the best way to safeguard children is to ensure they attend school regularly;
- regular attendance at school supports children's emotional and social health and development;
- the school curriculum teaches children to be healthy;
- schools and academies have a statutory duty to promote the safety and welfare of children;
- membership of a school community builds confidence, gives children a sense of belonging and teaches them to contribute to and be responsible for the well-being of others;
- good school attendance supports engagement in further education, employment or training in the future, which in turn helps to support a prosperous and fulfilling life-style.

Reviewing the Policy

The academy will review this policy each year.

Equality Impact Assessment

This policy has been screened for potential adverse impact on specific groups within the school community. It is not believed that this policy will have any such adverse impact.

Appendix A

A GUIDE FOR PARENTS and CARERS

1.   When does my child need to be in school?

School opens for pupils at 8.40 a.m. Your child should be ready in good time for the school transport to ensure that they arrive on time.

2.   Does the school need letters explaining my child's absence or will a phone call do?

We would expect a parent/carer to contact the school in one of the ways listed below on the first day of absence before 9.30am:

- A message left on the school's main answerphone by dialing 024 7710 3370 and pressing Option 1
- A message via the ClassCharts app
- A message via the StudyBugs App

Please expect a phone call back from a Phase Leader or Senior Leader to discuss the reported absence in more detail if this is deemed appropriate.

If we do not receive an explanation, or if the explanation is unsatisfactory, we will not authorise the absence, and this will be shown on your child's end of year attendance report.

3.   What reasons will the school accept for absences?

- Illness
- Unavoidable dental/medical appointment (Please make routine appointments after school or during the holidays, wherever possible)
- **Exceptional** special occasions, eg a family wedding, where permission has been granted in advance using a Leave of Absence Request form
- in other **exceptional circumstances** (e.g. a family bereavement) and **for a very limited period**.

Except in the case of illness, you should ask for permission for your child to miss school well in advance, giving full details. In cases of recurring absences through illness you may be asked to produce a medical certificate.

4.   Will the academy contact me if my child is absent?

We would expect a parent or carer to telephone the school before 9.30am on the first day of absence. If you do not phone us, we will try to contact you. This is to ensure your child's safety as well as their regular school attendance. If we do not receive an explanation, or if the explanation is unsatisfactory, we will not authorise the absence, and this will be shown on your child's end of year attendance report.

If we are concerned about aspects of your child's attendance or punctuality we will contact you to discuss the best way forward.

5. **What can I do to encourage my child to attend school?**

Try to make sure your child gets enough sleep and gets up in plenty of time each morning. Ensure that he/she leaves home in the correct clothes and properly equipped. Show your child, by your interest, that you value his/her education.

6. **My child is reluctant to come to school. What should I do?**

Contact your child's teacher and openly discuss your worries. It is important that we identify the reason for your child's reluctance to attend school and work together to resolve the problem. In some cases you may find it helpful to discuss the circumstances of your child's difficulties with our Family Footings Team.

The school may also offer Early Support or additional support mechanisms from an agency / support network that works with staff and families if difficulties with attendance arise.

Appendix B

Roles and Responsibilities

1. **Teachers:**
   In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

Role	Responsibility
Monitoring Attendance	Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.
Promoting Punctuality	Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
Taking Immediate Action	When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
Early Intervention	Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.
Maintaining Communication	Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
Providing Support	Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
Setting Expectations	Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
Creating a Welcoming Classroom Environment	Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

2. **Teaching Assistants and Higher Level Teaching Assistants:**
   Teaching assistants (TAs) and Higher Level Teaching Assistants Learning Mentors (HLTAs) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

Role	Responsibility
Monitoring Attendance	TAs/HLTAs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.
Positive Relationships	TAs/HLTAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
Attendance Support	TAs/HLTAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
Reinforcing Expectations	TAs/HLTAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.
Communication	TAs/HLTAs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.
Attendance Interventions	TAs/HLTAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.
Supporting Students with Special Needs	TAs/HLTAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
Identifying Patterns	TAs/HLTAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.
Promoting Engagement	TAs/HLTAs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.
Professional Development	Continuous professional development can enhance TAs/HLTAs skills in addressing attendance issues and supporting children effectively.
Safeguarding	TAs/HLTAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
Collaboration	Collaborating with teachers and other school staff is essential. TAs/HLTAs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.
Role Modelling	TAs/HLTAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.
Recognition of Attendance	TAs/HLTAs can participate in recognising children's attendance.

3. **Parents***:*

Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Role	Responsibility
Establish a Routine	Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
Communicate with the School	Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
Ensure a Healthy Lifestyle	Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
Positive Attitude Towards Education	Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future
Set Expectations	Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.
Attend Parent-Teacher Conferences	Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
Monitor Progress	Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
Address Bullying or Safety Concerns	If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
Promote a Love for Learning	Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
Lead by Example	Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
Stay Informed	Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
Seek Support if Needed	If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
Encourage Peer Relationships	Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements	Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.
Collaborate with the School	Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

4. **Learners:**

Learners also play a significant role in attending school regularly and ensuring their educational success.

Role	Responsibility
Commitment to Learning	Learners should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
Punctuality	Learners should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
Positive Attitude	Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Learners should be open to new experiences and willing to engage in classroom activities.
Responsibility	Learners can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.
Communication	If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.
Peer Relationships	Building positive relationships with peers can make school a more welcoming place. Learners should be friendly, respectful, and inclusive in their interactions with classmates.
Participation	Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
Safety Awareness	Learners should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
Respect for Teachers and Staff	Respecting teachers and school staff fosters a positive school environment. Learners should follow instructions, be courteous, and seek help or clarification when needed.
Problem-Solving	Encourage learners to develop problem-solving skills to address any challenges they may encounter at school. This

	includes seeking help with academic difficulties or addressing issues with classmates.
Goal Setting	Learners can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
Healthy Lifestyle	Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
Attendance Awareness	Learners can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
Ownership of Learning	Encourage learners to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
Seeking Support	If a child is facing challenges that affect attendance, they should seek support from teachers, school counsellors, or trusted adults.

5. **Attendance Champion:**
The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

The School Attendance Champion at Discovery Academy is **Matt Clark** (Assistant Principal).

Role	Responsibility
Developing and Implementing Attendance Policies	Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
Data Analysis	Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
Early Intervention	Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
Supporting Families	Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
Mentoring and Coaching	Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand

	the importance of attending school regularly and provide strategies for overcoming barriers.
Providing Resources	Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
Monitoring and Reporting	Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
Interventions and Incentives	Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
Staff Training	Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
Legal Compliance	Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
Safeguarding	Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
Community Engagement	Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
Continuous Improvement	Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
Promoting a Positive School Culture	Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

6. **Governors/Trustees:**

School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Role	Responsibility
Policy Development	Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
Statutory Compliance	Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are

	responsible for monitoring the school's adherence to attendance regulations.
Strategic Oversight	Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
Monitoring Attendance Data	Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.
Accountability	Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
Policy Implementation	Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.
Setting Targets	Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.
Reviewing Interventions	Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.
Parental Engagement	Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.
Training and Development	Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.
Safeguarding	Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.
Community Links	Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.
Challenge and Support	While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
Continuous Improvement	Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.