

# Expect, Monitor, Listening & Understanding, Facilitating and Formalising. Framework to Improve School Attendance



# DFE FRAMEWORK

**EXPECT:** Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

**MONITOR** Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

**LISTEN AND UNDERSTAND** When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

**FACILITATE SUPPORT** Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

**FORMALISE SUPPORT** Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

**ENFORCE** Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

# FACILITATE STAGE 1 OF 3 STAGE APPROACH

TAF has been convened with the family, other professionals including health, SEN and other agencies where appropriate.

Identification of the likely reasons for poor attendance.

Actions to be taken by family, school and professionals to improve attendance, including referrals to other agencies for support and actions to address unmet SEN needs.

The target for improvement and the period in which attendance will be monitored and reviewed.

The consequences if attendance does not improve, including the possibility of prosecution where a parent/carer is deemed culpable for persistent non-attendance.



# FORMALISE: STAGE TWO

## **Attendance and Inclusion Consultation:**

Review the initial attendance plan, considering in partnership with parents the reasons that the stage one plan has not had the desired impact.

Update the analysis of patterns of absence and review the factors underpinning poor attendance (mapping), considering whether current support is sufficient and appropriate. And if not, what other action is needed to address these needs, who will take this action and what timescales may need to be changed?

Would an Attendance Contract be helpful?

Should a Notice to Improve be issued?

Clearly record how progress is to be monitored and contact with the parent maintained during the duration of the contract.

Set out the action to be taken if any party does not adhere to the contract

inform parents of the consequences of non-compliance with the contract including statutory enforcement action, and the legal implications of this for the parent.

Specify when and how the contract will be reviewed.

# Three Stage Approach

