

# GCC ATTENDANCE GUIDANCE

‘From First Signs to Legal Intervention’

To provide guidance on supporting attendance from early signs to legal intervention

Education Inclusion Team  
October 2024

## Super Support

- Therapy dog
- Praise postcards
- Golden Tickets
- Extra football
- Scooter slots
- Extra playtime
- Weekly breakfasts
- Y5/Y6 Greeters/Buddies
- Weekend teddy and journal
- Art and Wellbeing clubs
- Fairground
- Art and Wellbeing clubs
- Fairground
- School Council
- Active and engaging play time
- Rosettes
- Termly Bingo
- Points/Credits/Merits
- Choco Lotto
- Reward charts
- Raffle

Incentives

## What can you do to support your pupils and their families?

Support for the child	Support for the family	Support for the school
Record missed work and offer support to catch them up on their return	Regular newsletters with a focus on attendance at the beginning of each term, and within the term as necessary	Current attendance policy following DfE and GCC guidelines and available on school website
Show them that you are happy they have returned to school without drawing unnecessary attention to their absence	Regular reminders to check that parents/carers details are accurate	Investigation into the reason for the absence
Speak to them about their absence showing warmth and understanding, and curiosity about the absence	Documents available in different formats and suitable for all parents/carers' needs, including home languages	Record of investigation with times, full names, and complete notes, avoiding acronyms
Make their presence in school appear valued by all staff	Clearly direct parents/carers to available support in the school and wider community	
Discuss the incentives available in school and how they can work towards them	Share GCC's leaflets on attendance and direct parents to access further information from the LA's website	

**N.B. This list is not exhaustive and should be used as a guide.**

**All actions should be tailored to your pupils and their families.**



**Was a similar pattern happening with this child last year?**

## Super Support

**Celebration Assembly**

**Cohort focus group praised for attendance / improvement**

**League tables**

**Form/Class motivation and praise**

**Public Praise**

## What can you do to support your pupils and their families?

<b>Support for the child</b>	<b>Support for the family</b>	<b>Support for the school</b>
Ask them about how they feel about their attendance so far, if they have any concerns or can identify any reasons for their absences from school	Contact the parents/carers to alert them to the attendance figures, inviting them to talk to you about any reasons that are impacting attendance	Current attendance policy following DfE and GCC guidelines and available on school website
Colour-code their timetable with them to identify problem areas	Discuss any reasonable measures that the school can put in place to help with mornings, travel into school, arrival times or places	Highlight any attendance concerns in meetings and map out next steps with the school Attendance Champion
Discuss their feelings about attendance with the social side of school and how this translates to the wider world	Address absences in hours and days missed, rather than percentages	Consider walking buses or minibus pickups to support families
Award for progress with attendance in conjunction with 100% attendance	Involve all parents/carers in all communication about attendance so that they are aware of support available and their responsibilities	Agree who is best to be the school-home contact to develop a rapport and to minimise multiple conversations with parents/carers
Ask the pupil to identify what would best motivate them with improving attendance	Investigate Graduated Pathway and outline a My Plan/My Pan+	
Send home praise cards to recognise improvements with attendance		

## Super Support

- Home visits
- Wrap-around care
- Welcoming with no judgement
- TLC Board
- Consideration behind asking for medical evidence
- Snack Shack and Bacon
- Butty Fridays
- Coffee mornings
- Top Tips
- Dig deeper
- Understanding families' history and dynamics
- Flexibility and modification
- Providing resources for families
- Personal touch
- Trusted adult for pupil and family
- Alternative entrances/start times/play areas
- Encourage later attendance in the day than miss out altogether
- Translator apps
- Bus passes and taxis
- Ensure children feel safe and heard

## Relationships

## What can you do to support your pupils and their families?

<b>Support for the child</b>	<b>Support for the family</b>	<b>Support for the school</b>
Welcome pupils and their families with no judgement	Offer support with wrap-around care where possible, or alternative start and end times for modified timetables	Consider requesting medical evidence for unauthorised absences
Identify recurring patterns of absence, and consider discussing this with the pupil	Reach out to previous schools and discuss patterns or previous concerns	Reach out to the school's Inclusion Officer for support and guidance
Discuss whether the pupil would like to have a Buddy/Mentor or arrange someone on their school route to walk/travel with them	Organise a home visit to discuss what support is available and plan how attendance can improve at an appropriate rate	Reach out to Professional groups e.g., Early Help, TiC+, YMM, School Nurse Team, and consider Section 19
Identify a trusted adult and/or a preferred space for break times for the child to visit	Discuss Attendance Contracts and their purpose to support attendance	
Ensure pupils feel safe and heard	Encourage parents/carers to join regular informal meetings to discuss attendance and share questions	
Take regular opportunities to capture the pupil's voice	Provide information to parents/carers about wider help in the community	
Investigate any allegations of bullying	Consider potential impact of parenting styles/home life	

## Super Support

Starter packs include attendance information

Informal Attendance

'Raise' Meetings

Updates and newsletters on attendance matters

Sharing GCC and NHS information

Information on school app

Positive emails home

Texts

Calls

Emails

Communication

## What can you do to support your pupils and their families?

Support for the child	Support for the family	Support for the school
Discuss attendance beyond school	Organise informal meetings with parents/carers and other professionals to discuss wider issues that may affect attendance	Review and collate all communication with parents/carers
Develop curriculum to include wider attendance matters in the real world	Review Attendance Contracts and the next steps	Meet with the school's Inclusion Officer to exchange updates
Invite special speakers to come into school to discuss attendance in the wider world	Ensure parents/carers are fully informed of their responsibilities with regards to attendance, including potential legal intervention	Complete referrals to professionals as necessary
Plan and advertise extra-curricular events on statistically lower attended school days	Plan communication with parents/carers about attendance ahead of popular times for term-time absences	Plan when to correspond with parents/carers about attendance concerns and outcomes of Attendance Contracts
	Increase intervention meetings and conversations	



Has Section 19 been considered?

## Super Support

Recognise and address patterns, including with siblings (including across schools)

Rigorous monitoring  
Following attendance policy

Coffee mornings with Early Help and other agencies

Data sharing and reviewing trends

Signposting to other agencies

Information

## What can you do to support your pupils and their families?

Support for the child	Support for the family	Support for the school
Maintain regular contact with the pupil and check in on their wellbeing	Organise individual meetings with parents/carers with appropriate professionals with other agencies	Consult with other professionals to ensure all support has been exhausted
Offer online support in school-set material and/or direct them to online resources not affiliated with the school so that they are encouraged to access learning	Reach out to sibling(s)'s schools to compare attendance for the family	Review GCC's Code of Conduct with issuing Notices to Improve and Penalty Notices
Encourage pupils to treat new terms as a new start and maintain encouragement for all progress made	Introduce AIMs as the beginning of the legal process, warning parents/carers of the potential legal ramifications	Collate necessary material for legal intervention
	Discuss from when absences will not be authorised without medical evidence, if that is the agreed necessity	



Could a Parents/Carers Evening include outside professionals?

## What can you do to support your pupils and their families?

Support for the child	Support for the family	Support for the school
Welcome and praise the pupil for all improvement they can make	Focus on a 'Support First' ethos and show how you are exploring all avenues to help the pupil and family improve attendance	Ensure the main person working with the family has a good support system in their team and their lead
Encourage the pupil to find a medium to communicate what they are feeling about attendance, school, and their wider world	Review improvements, tailoring the information for the family and acknowledging what they have done over the academic year	Frequently review and plan next steps for attendance with all staff
Personally invite the pupil to attend extra-curricular events and show how they will be tailored to them		

### Super Support

- Welcoming
- Curious
- Caring
- Clear notes
- PSHE Toolkit
- Adaptive teaching
- Attractive curriculum
- Collaborate with feeder schools

### Staffing and Training



**How do you record all involvements/communication centrally?**

## Super Support

**Robust discussions with family**

**ELSA Plan support**

**Family Support**

**Workers**

**My Plans**

**Graduated Response**

**Early Help**

**Welfare checks**

**Attendance Contracts**

**AIMs**

**Notices to Improve**

**Education Supervision**

**Orders**

**Penalty Notices**

**Legal Intervention**

**Response**

## What can you do to support your pupils and their families?

<b>Support for the child</b>	<b>Support for the family</b>	<b>Support for the school</b>
Ensure that the child is aware of the potential legal consequences at an appropriate level for them	Ensure that all parents/carers are informed of the legal intervention route, its consequences and how it can be halted with improved attendance	Update the school's Inclusion Officer as required on the progress of the support implemented
Conduct daily/weekly Welfare checks	Book and hold regular review AIMs to maintain the school's support and intervention with the parent alongside any legal intervention	Request a Notice to Improve for parents/carers, completing all sections as set on the portal
Take every opportunity to capture the child's voice	Work with other professional bodies and carefully examine who is best placed to take the lead with support for the family	Closely monitor the improvement period
		As necessary, request a Penalty Notice, supplying evidence of the supportive measures implemented as set on the portal
		Consider whether a further Notice to Improve is required, or a Penalty Notice request
		Consult with the school's Inclusion Officer and Lead Officer for Legal Intervention in Education (Attendance) should a third Penalty Notice be considered within a rolling three-year period