

Locality Contact Information

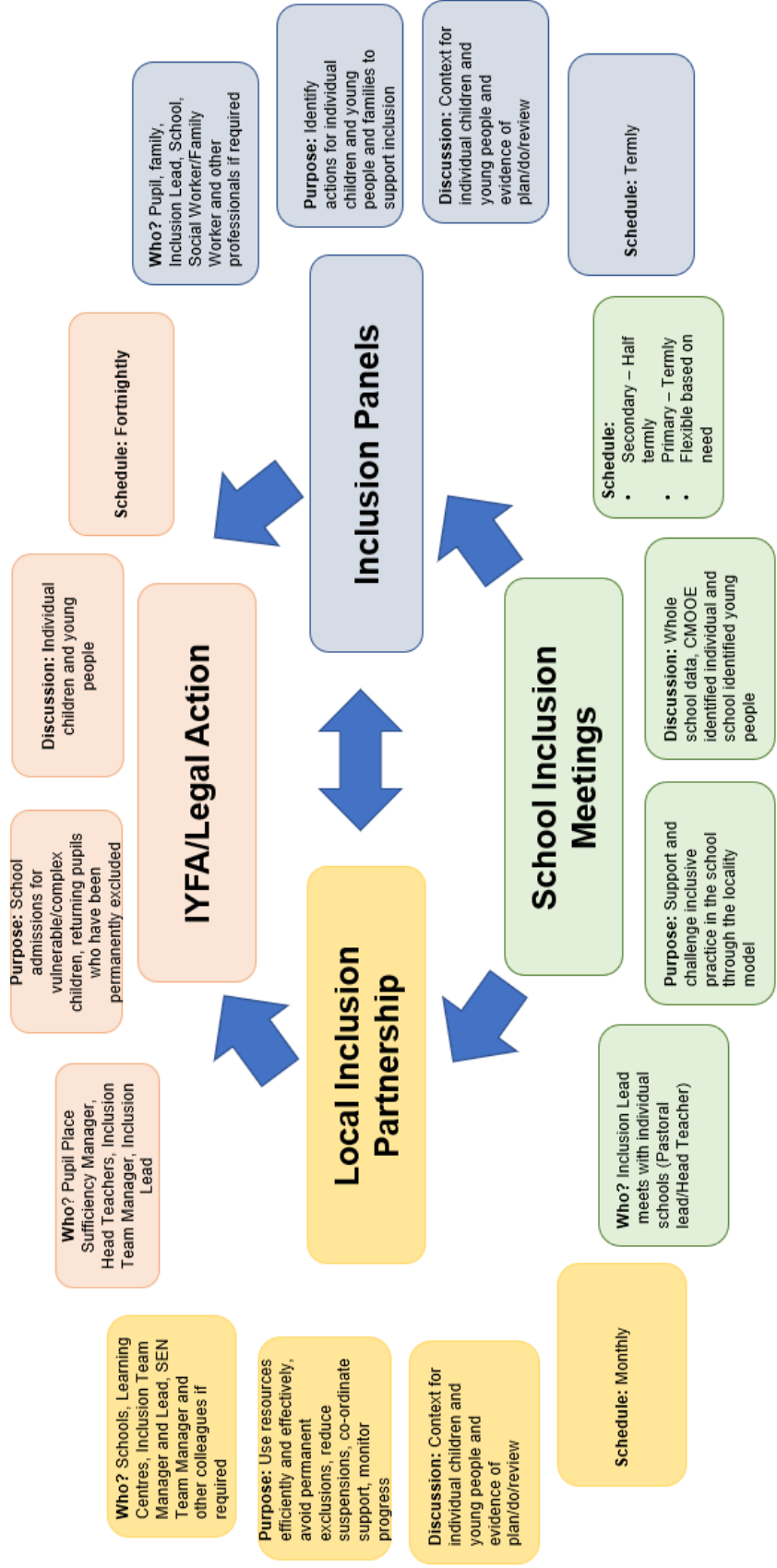
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Guidance and Legislation

Helpful Links

- CME Statutory Guidance for Schools
[Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Supporting Pupils at School with Medical Conditions
[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- School Attendance – Including Codes
[School attendance: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Education Act
[Education Act 2011 \(legislation.gov.uk\)](https://legislation.gov.uk)
- Removing from Roll
[The Education \(Pupil Registration\) \(England\) Regulations 2006 \(legislation.gov.uk\)](https://legislation.gov.uk)
- Improving attendance: good practice for schools and multi-academy trusts
<https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts>
- Securing Good Attendance and Tackling Persistent Absence
<https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence>
- Improving School Attendance: Support for Schools and Local Authorities
<https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>
- Attendance Interventions and Rapid Evidence Assessment
[Attendance interventions rapid evidence assessment | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)
- Working with parents to support children's learning
[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)
- Remote education
[Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Inclusion Flow Chart



School Attendance Flow Chart

Step 1 – Wider School Context

- School leaders understand that good attendance doesn't happen in isolation – there is an inter-relationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity (Securing Good Attendance and Tackling Persistent Absence, OFSTED, February 2022)
- Schools build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. They make sure there is a welcoming and positive culture across the school (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- Schools are mindful that communicating with parents without paying equal attention to communicating with pupils is unlikely to be successful in securing good attendance at school. This is particularly the case at secondary schools (Securing Good Attendance and Tackling Persistent Absence, OFSTED, February 2022)
- School leaders regularly communicate expectations for attendance and punctuality and school performance through their regular channels of communication with staff, pupils and parents (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)



Step 2 – Prior to the start of the Academic Year

- Schools engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- Schools deliver clear messages about the benefits of regular attendance on educational and well being outcomes to new pupils and families through prospectus and transition events



Step 3– Start of the Academic Year

- At the start of the academic year schools send **Attendance Letter 1 - Attendance – New School Year** together with the school's Attendance Policy to parents/carers
- Ensure the policy is up to date and on the school's website



Step 4 – Monitor Attendance

- Schools ensure robust systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as: children who have a social worker, children in care, young carers, children who are eligible for free school meals, children who speak English as a second language and children who have special educational needs and disabilities (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)



Step 5 – Initial Attendance Concerns

- Identify any pupil whose attendance or engagement with school is a cause for concern (below 95% including lates) - Early identification is essential to support them back into school
- **ACTION:** Send out **Attendance Letter 2 - Initial Attendance Concern**
- Listen to pupils and parents carefully to find out why they are not attending well enough. Listen, understand, empathise and support – but do not tolerate (Securing Good Attendance and Tackling Persistent Absence, OFSTED, February 2022)
- Ensure appropriate support which considers individual needs is put in place for pupils who are experiencing difficulties attending school – take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- Liaise with other agencies working with pupils and families (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- Liaise with the schools that the pupils’ siblings attend - ‘Primary and secondary school leaders working together can be powerful in finding out why issues are arising when pupils from the same family have poor attendance.’ (Securing Good Attendance and Tackling Persistent Absence, OFSTED, February 2022)
- Record any contact with pupil/parent/carers and log details of communication
- Agree review period - The school should determine the review period at the start of the process (recommendation is 15 days)
- Speak to your allocated Inclusion Lead for advice if required



Step 6 – Improvement

- Carefully manage the return of a pupil, particularly if they have been absent for a long period of time, provide good catch-up support to build confidence and bridge gaps (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- Provide tailored praise and encouragement when pupils attend (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- If there is improvement send parents **Attendance Letter 3 – Attendance Improvement**



Step 6 – No Improvement (Attendance Meeting)

- School to arrange a meeting with parents/carers and pupil to discuss attendance concerns/needs (school staff only). Send parents **Attendance Letter 4 – Attendance Meeting**
- Challenge parents who do not make sure that their children attend, but also offer support where needed (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- Where interventions fail to address attendance issues, identify the reasons why and where appropriate, change or adjust the intervention (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- Pupil, parent and school agree on appropriate support or intervention at the meeting
- School could use an attendance action plan (see example)
- School take minutes at the meeting
- Agree review period with pupil and parents - The school should determine the review period at the start of the process (recommended review period is 15 school days but the school should monitor at least weekly)
- School to follow up with parents if they fail to attend
- School make a record of all contact with parents/interventions
- School bring the information about the child/young person for discussion at the half termly (upper/secondary and middle schools) termly (first and primary schools) **Inclusion Meeting** that takes place with the Inclusion Lead



Step 7 – Improvement

- Carefully manage the return of a pupil, particularly if they have been absent for a long period of time, provide good catch-up support to build confidence and bridge gaps (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- Provide tailored praise and encouragement when pupils attend (Improving School Attendance: Support for Schools and Local Authorities, DfE, March 2022)
- If there is improvement send parents **Attendance Letter 3 – Attendance Improvement**

Schools are responsible for arranging, chairing, minute/note taking for all meetings

Step 7 – No Improvement – Inclusion Panel

- School to arrange an Inclusion Panel (held at school) including the following attendees: school staff, Inclusion Lead, parents, pupil, other professionals if relevant
- School to inform the Inclusion Lead of the children and young people they wish to bring to Inclusion Panel (1 week before the date of the panel)
- School need to complete the Inclusion Panel Checklist (included in this guidance)
- Send parents **Attendance Letter 5 – Invite to Inclusion Panel**
- Depending on previous meetings/ discussions/ support outlined there are three possible routes for the panel:
 - Discussion about any new information and any additional support that will be put in place, giving a time frame for improvement and schedule a further Inclusion Panel if necessary
 - Recommend further action such as a penalty warning notice or other legal action including prosecution through the magistrate's court
 - Recommend further discussion at the Locality Inclusion Partnership (LIP) meeting and/or In Year Fair Access (IYFA) in order to access further support
- NB. If parents/carers fail to attend the Inclusion Panel, the discussion and decisions on next steps will still take place. Outcomes will be communicated to parents/carers by letter. Send **Attendance Letter 6 – Failure to Attend Inclusion Panel**
- School to take minutes and distribute them to all panel members including parents/carers
- Agree review period with pupil and parents - (recommended review period is 15 school days but the school should monitor at least weekly)

Issuing Warning of a Penalty Notice Flow Chart

Schools should take all reasonable steps to ensure good attendance without the use of Penalty Notices.
All Penalty Notices must be issued following the Dorset Council protocol set out here.

Issuing of Warning agreed at Inclusion Panel



School complete penalty notice warning request form and send to Dorset Council Business Support Team (e-mail address on form) and Inclusion Lead



Dorset Council's Business Support Team send the notice to the adult's indicated on the form, outlining the 15-day review period (copies will be sent to schools)



School monitor the child's attendance for 15-days whilst continuing to encourage regular school attendance



At the end of the 15-day period, Dorset Council's Business Support Team contact the school for a copy of the child's registration certificate (attendance record)



Inclusion Lead reviews attendance and decides whether to issue penalty notice/s



If the decision is to issue a penalty notice, Dorset Council's Business Support Team sends a penalty notice to all adults who received warnings



If the decision is not to issue a penalty notice, Dorset Council's Business Support Team will send a no Further Action letter



If the decision is to issue further warnings, Dorset Council's Business Team will send these out



Parents have 21 days from issue in which to pay £60 penalty. They then have a further 7 days in which they can pay a higher penalty of £120



If paid, no further action



If not paid, Inclusion Lead to begin legal process.

AV1's Available for Your School



St Ives Primary School, Dorset

Dorset has a number of AV1's available for your school to help improve attendance.

AV1's are distance learning robots. Children and young people can partake in the vital education and social aspects of school from home or even a hospital bed.

They have been used successfully in a range of Dorset schools, including first, primary, middle and secondary provision.

AV1's sit in the classroom in place of the child, and the child can then join in lessons by listening, watching the teacher, asking questions, and participating in discussions. The child or young person can operate the AV1 from a phone or tablet, wherever they might be. It also officially counts as attendance. Increasingly schools are using them with children who are suffering with anxiety and looking for a way of enabling them to return to classroom. The AV1 can provide a step towards this.

Live streaming

AV1 transmits a live stream, from the AV1 to the AV1 users' tablet. This means that no data is recorded. The live stream is end-to-end encrypted, meaning it is impossible for any external party to access the video/audio sent from the AV1. It is not possible to record or screenshot when using the AV1 app on an Android device.

Knowing who is accessing AV1

Only one user can be connected to the AV1 at any time. You'll know the user is connected when the eyes light up. The AV1 user must enter this 4-digit code each time they wish to use their AV1. In addition, the AV1 user/their guardian are required to digitally accept terms and conditions, which state that only the AV1 user will be using the AV1.

Want to know more?

All the information on how to book one out for your school can be found [here](#) We can also offer a free trial. Any queries please contact us at AV1@dorsetcouncil.gov.uk