



School Attendance Network Meeting 15th March 2024

**WIFI: Name: MMTower
Password: TimeTable**

John Leese

Education Safeguarding Service Manager

**Education Safeguarding Team | Attendance, Licensing, & Prosecution
Service**



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Booking onto Training and future dates

<u>Date</u>	<u>Venue</u>	<u>Time</u>	<u>School Phase</u>
Friday 10th November 2023	Margaret McMillan Tower OR Online -	10:00am – 1pm	All Schools
Friday 15th March 2024	Margaret McMillan Tower OR Online	10:30am – 1.30pm	All
Tuesday 25th June	Margaret McMillan Tower OR Online	Mid-day – 2pm	All





Programme

Welcome / housekeeping / Introductions
John Leese – Education Safeguarding Service Manager

10:30

Adolescent Childhood Experiences – Jenny Fox (Training, Compliance and Curriculum Manager)

10:45

Attendance Reforms – Summary and Overview

11:05

Break

11:20

Revised Working together to improve school attendance guidance

11:50

Regulations to mandate attendance data-sharing by all schools

12:05

Regulations to modernise school attendance and admission registers

12:20

The new National Framework for Penalty Notices for absence

12:35

Task – Identifying the challenges to full implementation.

12:50





Bradford Schools Online (BSO)



Bradford Schools Online

+ Education Partnerships Team

- Education Safeguarding

+ Attendance

+ Child Licensing

+ Education Access

Elective Home Education

+ Educational Psychology

+ Emergencies

- Attendance

Attendance Resources and Network Information

Attendance Traded Offer

Education Safeguarding - Attendance services

Modified / Part-Time Timetables

Penalty Notices

Pupil Registration

Staged Intervention Approach to Poor Attendance

<https://bso.bradford.gov.uk/section/education-safeguarding/attendance/53>



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DfE Attendance Dashboard

- Published every fortnight available here: <https://department-for-education.shinyapps.io/pupil-attendance-in-schools/> .
- I have provided Bradford and England data for Primary and Secondary for comparison in the next 4 slides.
- Roughly Primary Attendance in Bradford is 0.8% (↑) below the national average, and secondary is 2.5%(↑) below the national average.
- Primary PA in Bradford is 3.7% above national, and Secondary PA is 6.2% above national.



Headline figures for the year to date - 2023-09-11 to 2024-02-23: primary state-funded school attendance at national level

For this breakdown, in the latest week 61% of schools submitted data, though this has varied throughout the year-to-date.

Data was last updated on 2024-03-07 and is next expected to be updated on 2024-03-21. The latest full week of data was the week commencing 2024-02-19.

Attendance and absence across year to date

Attendance and absence rates presented here are calculated across all sessions in the year to date.

- 94.6% of sessions were recorded as attending
- 5.4% of sessions were recorded as absence
- 3.3% of sessions were recorded as illness

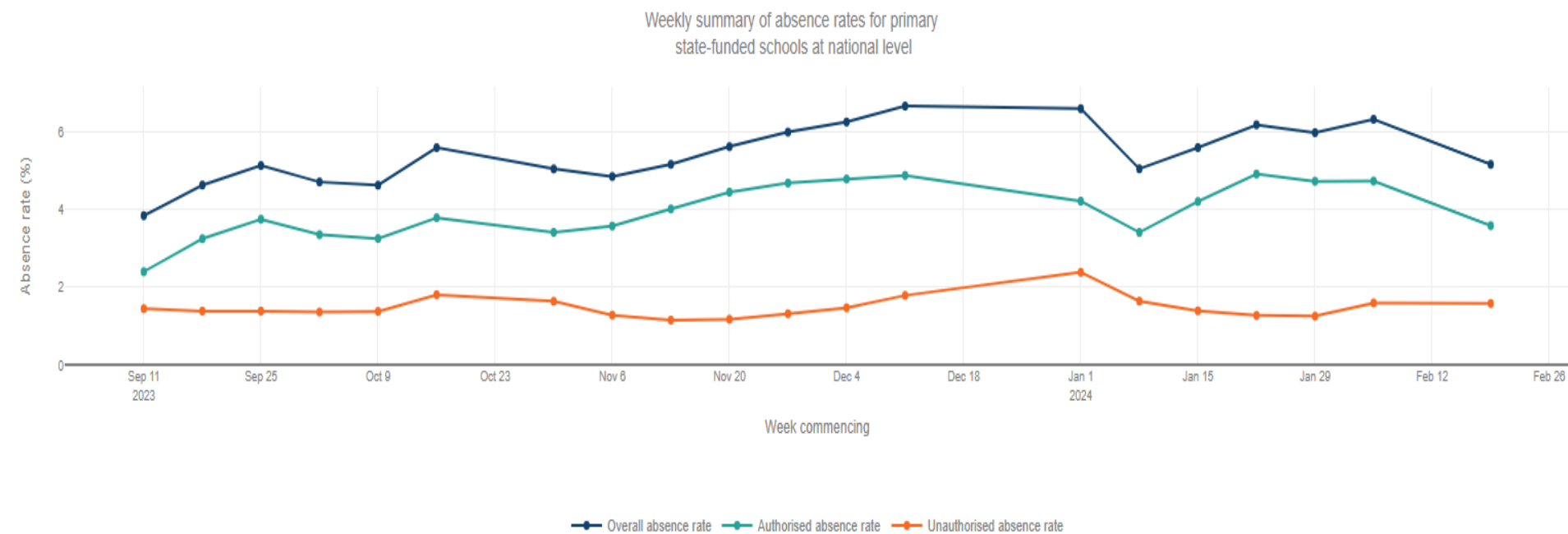
Persistent absence across year to date

A pupil enrolment is identified as persistently absent if they have missed 10% or more of their possible sessions in the year to date.

- 16.3% of pupils were recorded as persistently absent

Overall, authorised and unauthorised absence rates across the year to date - 2023-09-11 to 2024-02-23

Absence rates presented here are calculated on a weekly basis. Each point on the chart shows an absence rate calculated across all sessions in the given week.



Headline figures for the year to date - 2023-09-11 to 2024-02-23: primary state-funded school attendance at local authority level (Yorkshire and The Humber, Bradford)

For this breakdown, in the latest week 93% of schools submitted data, though this has varied throughout the year-to-date.

Data was last updated on 2024-03-07 and is next expected to be updated on 2024-03-21. The latest full week of data was the week commencing 2024-02-19.

Attendance and absence across year to date

Attendance and absence rates presented here are calculated across all sessions in the year to date.

- 93.8% of sessions were recorded as attending in Bradford (compared to 94.5% of sessions in Yorkshire and The Humber)
- 6.2% of sessions were recorded as absence in Bradford (compared to 5.5% of sessions in Yorkshire and The Humber)
- 3.4% of sessions were recorded as illness in Bradford (compared to 3.1% of sessions in Yorkshire and The Humber)

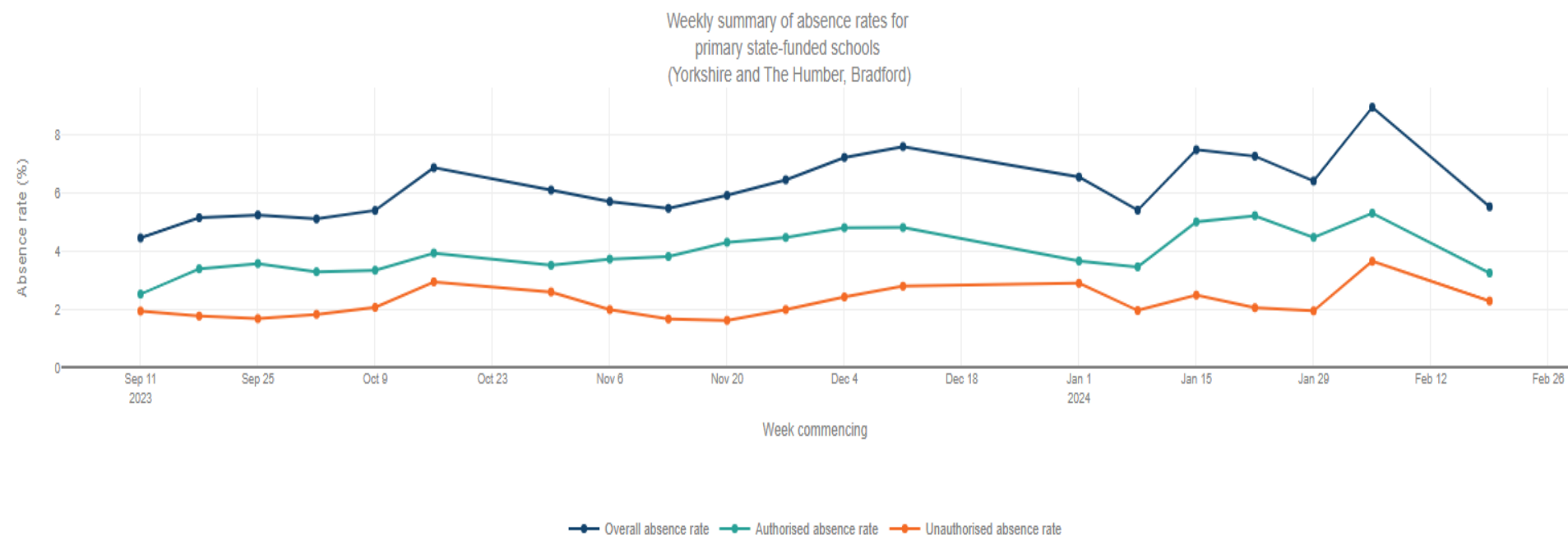
Persistent absence across year to date

A pupil enrolment is identified as persistently absent if they have missed 10% or more of their possible sessions in the year to date.

- 20% of pupils were recorded as persistently absent in Bradford (compared to 17% of pupils in Yorkshire and The Humber)

Overall, authorised and unauthorised absence rates across the year to date - 2023-09-11 to 2024-02-23

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Headline figures for the year to date - 2023-09-11 to 2024-02-23: secondary state-funded school attendance at national level

For this breakdown, in the latest week 60% of schools submitted data, though this has varied throughout the year-to-date.

Data was last updated on 2024-03-07 and is next expected to be updated on 2024-03-21. The latest full week of data was the week commencing 2024-02-19.

Attendance and absence across year to date

Attendance and absence rates presented here are calculated across all sessions in the year to date.

- 91.3% of sessions were recorded as attending
- 8.7% of sessions were recorded as absence
- 4.1% of sessions were recorded as illness

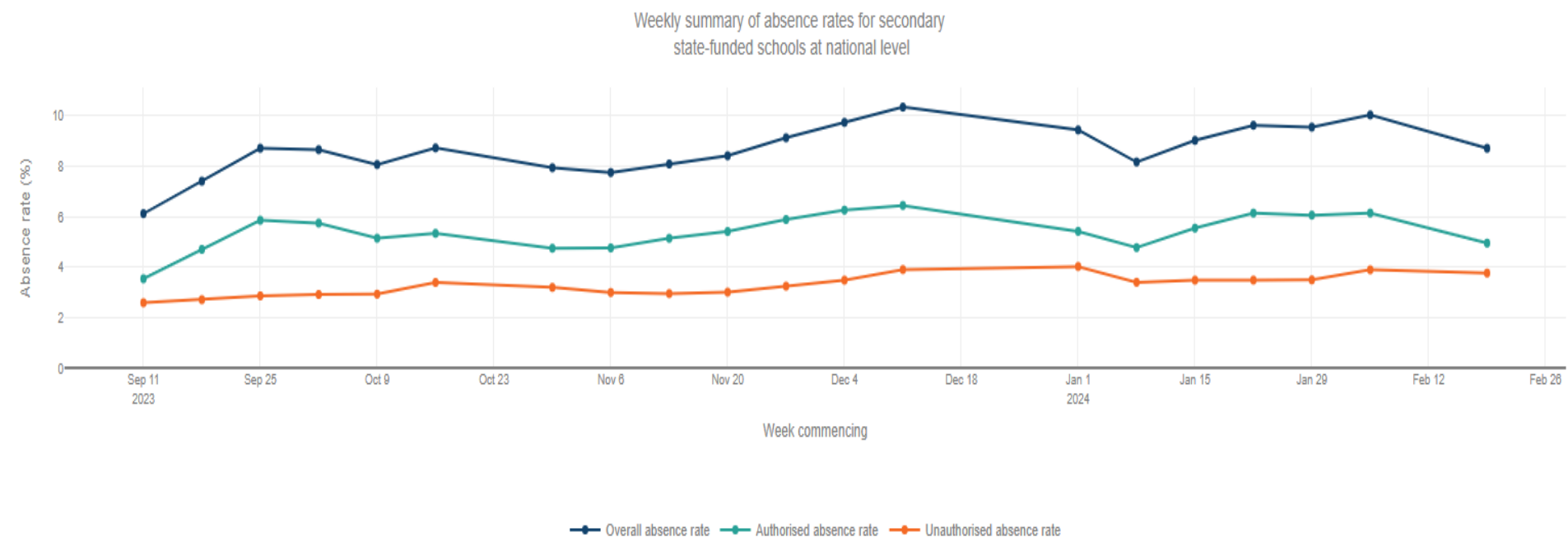
Persistent absence across year to date

A pupil enrolment is identified as persistently absent if they have missed 10% or more of their possible sessions in the year to date.

- 25.5% of pupils were recorded as persistently absent

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Attendance and absence across year to date

Attendance and absence rates presented here are calculated across all sessions in the year to date.

- 88.8% of sessions were recorded as attending in Bradford (compared to 90.6% of sessions in Yorkshire and The Humber)
- 11.2% of sessions were recorded as absence in Bradford (compared to 9.4% of sessions in Yorkshire and The Humber)
- 3.6% of sessions were recorded as illness in Bradford (compared to 3.6% of sessions in Yorkshire and The Humber)

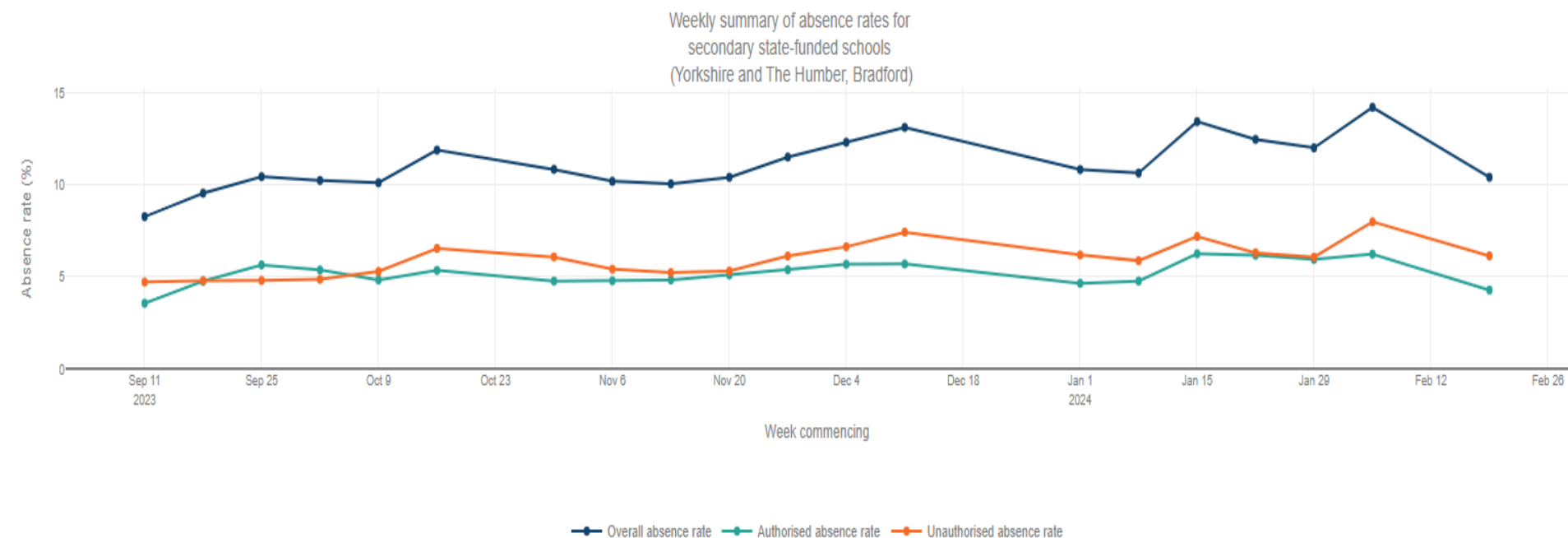
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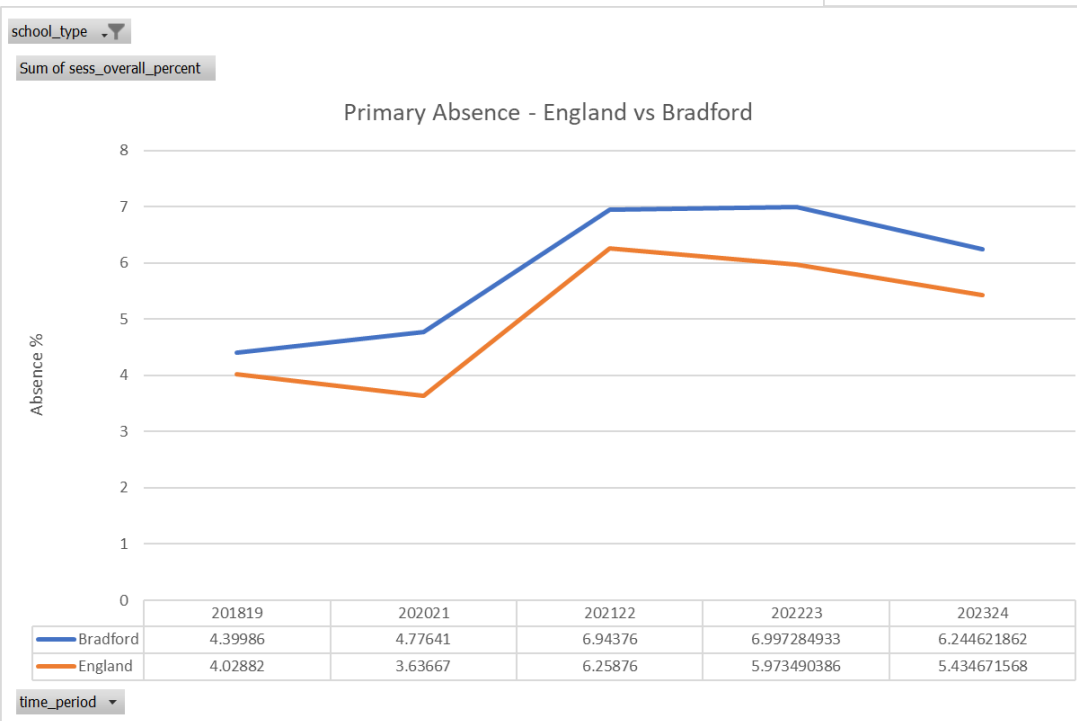
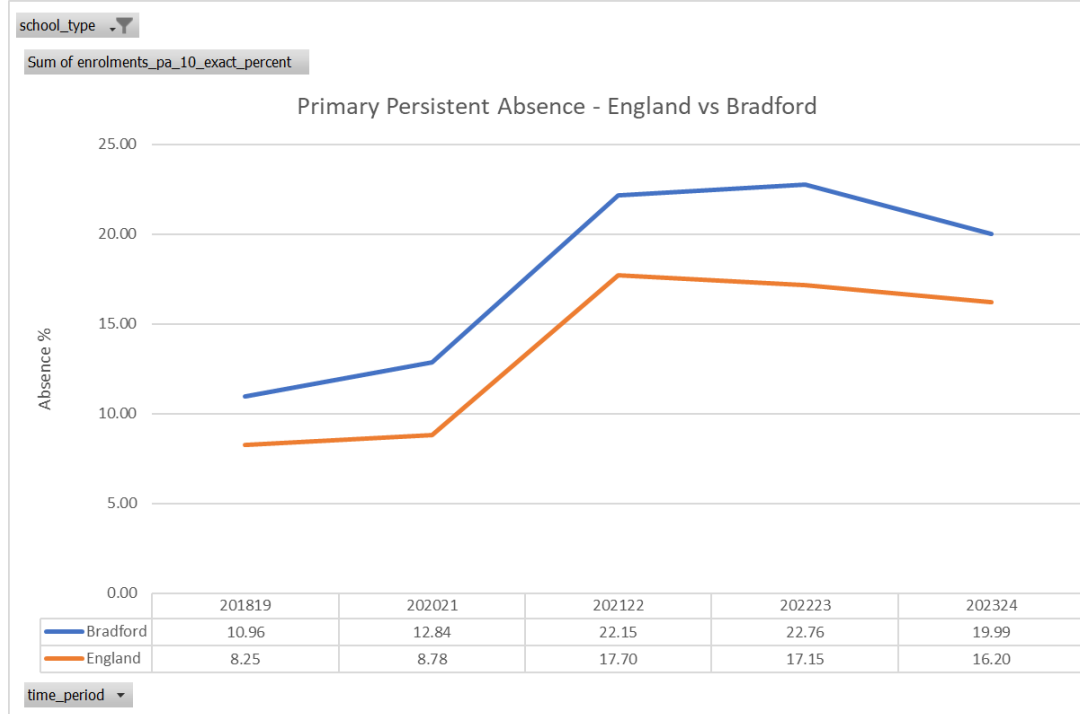
- 31.7% of pupils were recorded as persistently absent in Bradford (compared to 27.5% of pupils in Yorkshire and The Humber)

Overall, authorised and unauthorised absence rates across the year to date - 2023-09-11 to 2024-02-23

Absence rates presented here are calculated on a weekly basis. Each point on the chart shows an absence rate calculated across all sessions in the given week.



The data collected by the DfE appears to show that progress is being made in relation to Primary School Attendance, with the gap in absence and persistent absence between Bradford and England narrowing slightly.



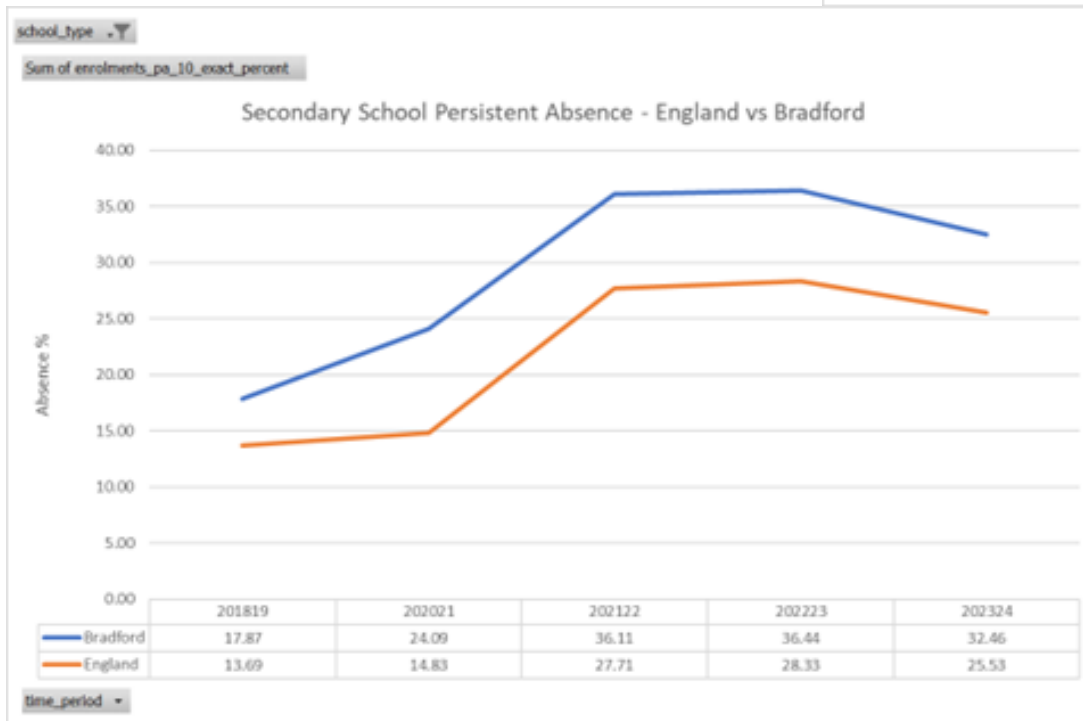
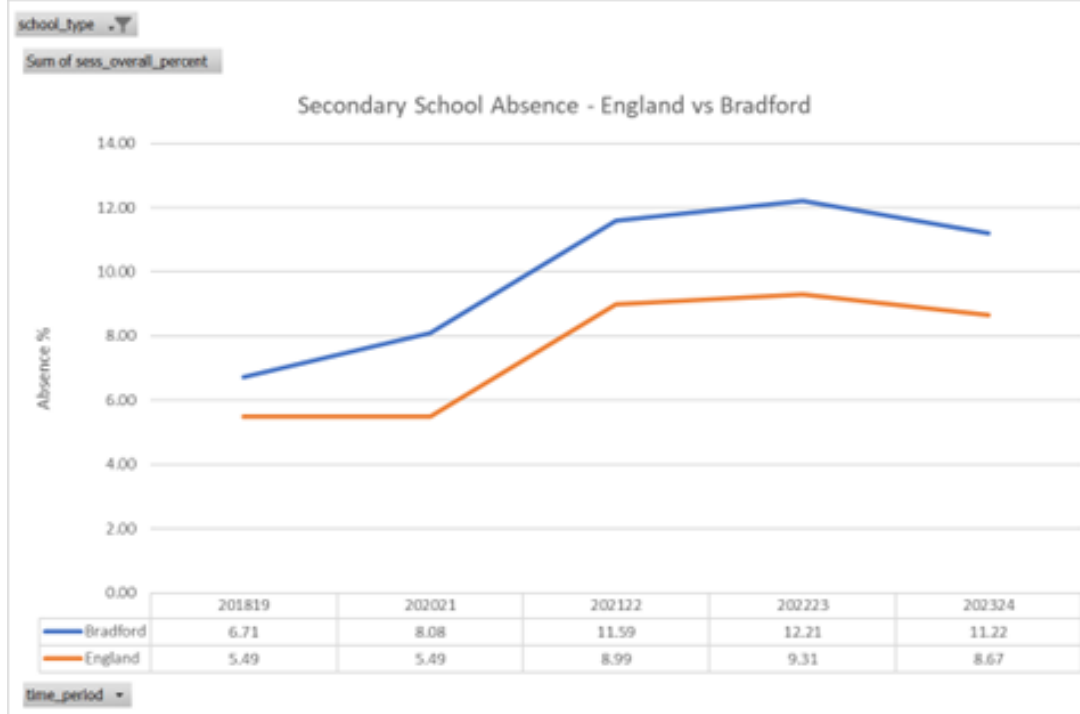
Latest Attendance Data



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The gap in Secondary School Absence is also narrowing, but at a slower rate, and remains wider than for Primary and Special School Absence.

NB attendance data for 2023-24 for all three school types is for the period 11/09/2023 to 23/02/2024



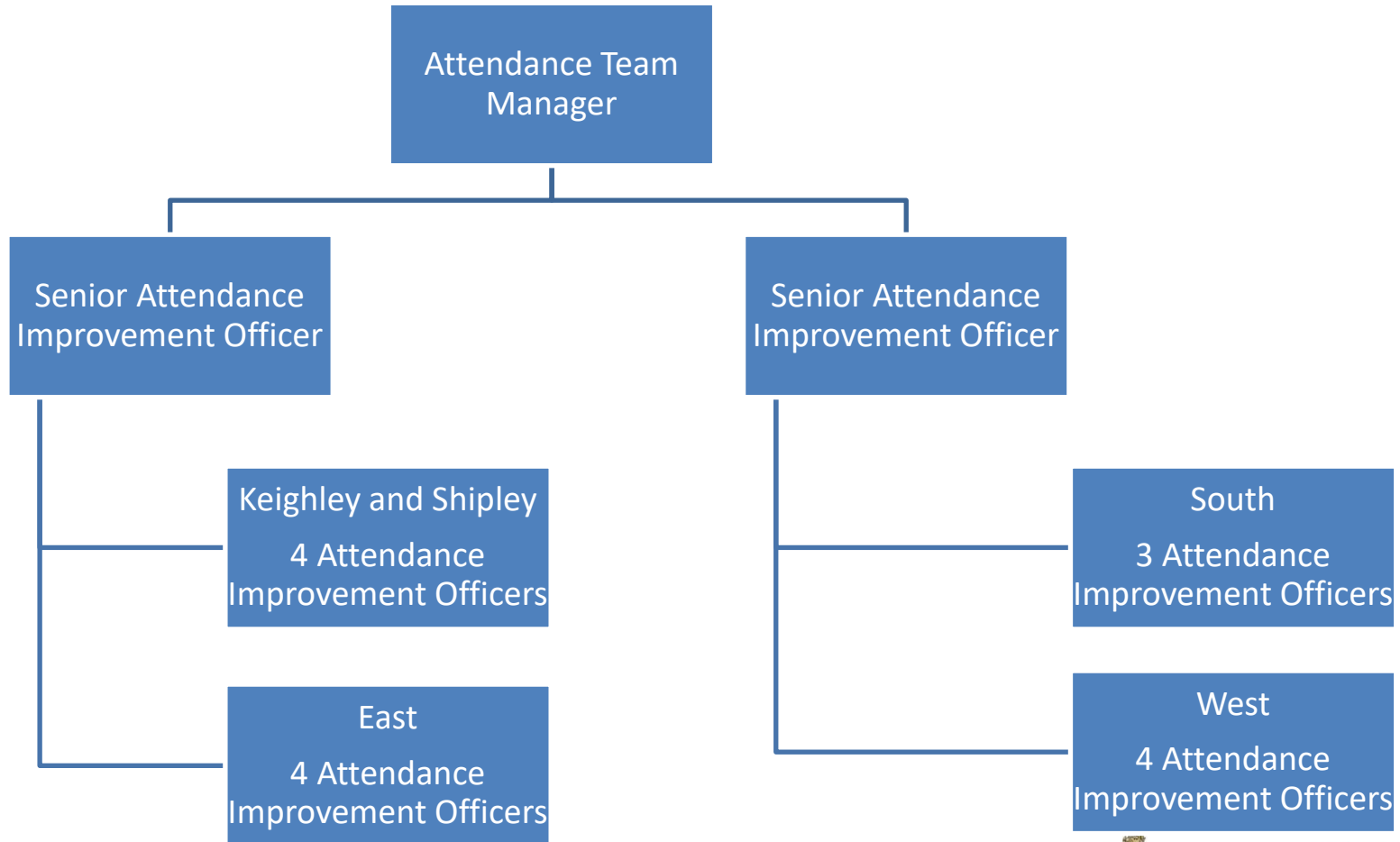
Latest Attendance Data



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Attendance Support Team Structure (April)





City Wide Attendance Charter

**EVERY DAY
AT SCHOOL**

Counts



Bradford Schools Attendance Charter

We believe that every day at school matters and that school attendance is everyone's responsibility.

Our school agrees to:

- Have a Senior Attendance Champion and a governor or trust leader overseeing attendance.
- Train attendance staff appropriately.
- Have a clear attendance policy that is regularly reviewed and reported to governors or trust leaders.
- Have a member of staff responsible for day-to-day management of attendance and liaising with safeguarding leads.
- Track and monitor attendance so swift action can be taken for students whose attendance is concerning.
- Inspire children to attend with an engaging curriculum and enrichment programme.
- Prevent and intervene early with pupils and families at risk of poor attendance.
- Work with families and the community to develop and maintain good attendance habits.
- Work with partners to improve attendance across the district.
- Share and apply best practice around good and improving attendance.
- Review guidance on Bradford Schools Online.

- Thank you to the 85 schools who have signed up to adopt the Charter.
- We have our sign-up forms here together with posters and packs for you to take away today.
- Our aim is for all schools to adopt the charter to ensure a consistent approach to attendance across Bradford.





City-Wide Attendance Charter – Thank You!

All Saints Primary School	Clayton Village Primary School	Hollingwood Primary School	St Columbas Catholic Primary School
Appleton Academy	Co-op Academy Delius	Holybrook Primary School	St John's C E Primary School
Atlas Community Primary School	Co-op Academy Grange	Horton Grange Primary Academy	St Matthew's Catholic Primary School
Baildon Church of England Primary School	Copthorne Primary Academy	Horton Park Primary School	St Oswalds Primary School (BDAT)
Beckfoot Allerton Primary School	Cottingley Village Primary School	Idle C.E. (A) Primary School	St Pauls CE Primary School
Beckfoot Thornton	Crossley Hall Primary School	Iqra Academy	St Stephens C of E Primary School
Belle Vue Girls Academy	Cullingworth Village	Laisterdyke Leadership Academy	Stocks Lane Primary School
Ben Rhydding Primary School	Dixons City Academy	Lapage Primary School	The Academy At St. James
Bingley Grammar School	Dixons Cottingley	Lidget Green Primary School	Thornbury Leadership Academy
Brackenhill Primary	Dixons Kings Academy	Long Lee Primary School	Thornton Primary School
Bradford AP Academy	Dixons Marchbank Academy	Low Ash Primary School	Titus Salt School
Bradford Forster Academy	Dixons Trinity Academy	Newby Primary	Trinity All Saints Primary School
Bradford Girls Grammar School	East Morton CE Primary School	Oastlers School	Wellington Primary School
Bradford Girls Grammar School	Eastwood Community school	Our Lady and St Brendan's Primary School	Whetley Academy
Burley & Woodhead CE Primary School	Eldwick Primary School	Parkwood Primary School	Wibsey Primary School
Burley Oaks Primary School	Farfield Primary and Nursery School	Peel Park Primary	Wilsden Primary School
Buttershaw Business and Enterprise College	Feversham Girls' Academy	Rainbow Primary Leadership Academy	Woodside Academy
Carlton Academy Trust	Feversham Primary Academy	Reevy Hill Primary	Worth Valley Primary School
Carlton Boiling	Frizinghall Primary School	Saltaire Primary School	Wycliffe CE Primary School
Carlton Mills	Girlington Primary School	Shibden Head Primary Academy	
Carrwood Primary School	Harden Primary	Southfield Coop Academy	
Christ Church Academy	Hill Top C of E Primary School	St Clare's Catholic Primary School	

ACES and Trauma-Informed Practice



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<https://www.youtube.com/watch?v=wCB97KKnpeg>



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ACEs

Adverse Childhood Experiences

ACEs are “*highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.*” (Young Minds, 2018).

Examples of ACEs

- Parental separation or divorce
- Abuse or neglect
- Bereavement
- Exposure to domestic violence
- Living in a household where there is:
 - drug or alcohol abuse
 - serious mental illness
 - someone in prison

A 2014 UK study* found that 47% of people experienced at least one ACE with 9% having 4 ACEs or more



The Impact of ACEs

ACEs increase the risk of physical and mental health problems, not only during childhood but into adulthood as well. The longer someone experiences an ACE, and the more ACEs they experience, the greater the impact will be.

Some of areas of child development affected by exposure to ACEs are:

- Recognising and managing emotions
- Making and keeping healthy friendships and relationships
- The ability to manage behaviour in school settings



ACES, Attendance and Safeguarding

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation.

It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

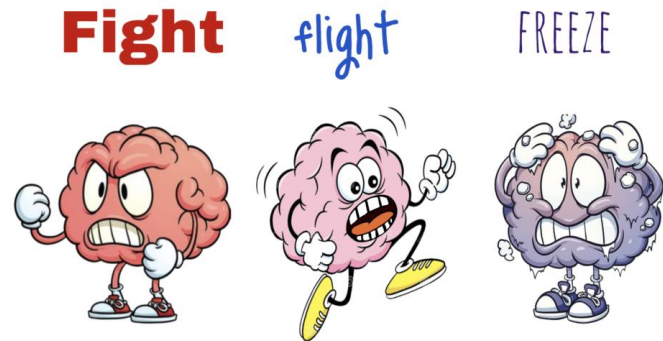
(KCSiE 2023)



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Trauma-informed practice

- When children feel threatened, their brain can revert to flight, fight or freeze. They are less able to control their response than an adult might be in the same situation.
- A safe and nurturing environment helps children to manage their emotions and promotes connection and empathy.
- Trauma-informed practices in school can help all children to flourish.



Key principles of trauma-informed practice

Guidance: Working definition of trauma-informed practice 2 November 2022

Safety.

Strong safeguarding arrangements exist. Children are asked what they need to feel safe.

Trust.

Staff explain what they are doing and why, keep their word, and don't over-promise.

Choice.

The needs and wishes of children and families are heard. Choices are clearly explained.

Collaboration.

Families are actively involved in the delivery of services.

Empowerment.

Efforts are made to give children and families a strong voice in decision-making.

Cultural consideration.

Policies and processes are responsive to individual needs.



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Training



- Trauma-Informed and Relationship-Based Practice
- Tier 1 Trauma-Informed Practice Bradford
- Missing Children
- and lots more

Emotionally-Based School Avoidance Conference

Thu 25 Apr 2024 08:30-12:15 | **Venue:** Margaret McMillan Tower.

This conference will shine a light on the experiences of young people who struggle with school attendance due to emotion-based factors.

Delegates will hear from the local professionals leading on this project, a national speaker driving forward the well-being agenda within education and, most importantly, from those who have experienced EBSA personally.

[Book your FREE place on Skills4Bradford.](#)



Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

From 16th August 2024:

Attendance Reforms:

- 1) Working together to improve school attendance becomes statutory guidance
- 2) Mandating attendance data sharing by all state funded schools, provided to LAs
- 3) Modernising school attendance and admission registers
- 4) Publishing details of the new National Framework of Penalty Notices

See Letter from Damian Hinds MP (Minister for Schools) to LAs dated 29th February 2024.



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Working together to improve school attendance becomes statutory guidance

- The new statutory guidance published 29 February 2024 will replace the existing version, from 19 August 2024. Local authorities and schools should continue to follow the existing version of the guidance until this point, but the new version is also available for review at the same link: [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-together-to-improve-school-attendance)
- Clarifies:
 - where the school's role starts and ends where physical or mental ill health prevents pupils from attending school and further clarification around medical evidence
 - additional support for pupils with SEND, and part-time timetables
 - expectations of schools' senior attendance champions, and details of effective Targeting Support Meetings.
- Statutory Guidance – **Compliance is Mandatory**
- More detail – now 92 pages, up from 66 pages





Mandating attendance data sharing by all state funded schools, provided to LAs

- It is clear that robust data, used well, is critical to improving attendance outcomes.
- To support schools, DfE are mandating the provision of pupil level attendance data from all state funded schools from the beginning of school year 2024-25.
- For schools with a compatible management information system (MIS), the easiest way to meet this duty is to [share your daily school attendance data](#) with the Department.
- This should not place additional burdens on schools. In doing so, you will get access to secure attendance reports to support with identifying absence patterns relating to pupil cohorts in school and be able to compare your attendance outcomes locally and nationally.
- 89% of schools have already signed up but if you haven't done so we encourage you to take action as soon as possible ahead of the duty coming into force on August 19 2024.
- **Tuesday 19 March:** [Sign up](#) to a DfE webinar at 2pm for schools who are not currently sharing their attendance data with the DfE. They will discuss how to sign up to share your attendance data and how the attendance tools can benefit you.





Modernising school attendance and admission registers

- The Department has laid regulations to revoke and replace the Education (Pupil Registration) (England) Regulations 2006.
- The are designed to be as simple as possible, and to improve consistency and accuracy of attendance recording.
- We have also been working closely with schools Management Information System suppliers to ensure that they are aware of and ready to make the necessary adjustments to systems in good time.
- From next school year:
 - Admission and attendance registers must both be kept electronically in line with the new School Attendance (Pupil Registration) (England) Regulations 2024).
 - For each session one of the new list of attendance and absence codes must be recorded for every pupil.
 - Schools must inform their local authority when a pupil has, or will, miss 15 days due to illness.





Publishing details of the new National Framework of Penalty Notices

- The Department has laid regulations to amend the Education (Penalty Notices) (England) Regulations 2007 to introduce a National Framework for Penalty Notices from September 2024.
- The framework embeds the ‘support first’ approach to managing attendance, ensuring that penalty notices are considered on a case-by-case basis, and only used where attendance support has already been provided and has not worked or been engaged with or where support is not appropriate (e.g. an unauthorised holiday in term time).
- It sets a single national threshold for considering a penalty notice of 10 sessions (typically, 5 days) within 10 weeks, replacing area by area thresholds.
- We are increasing the fine amount to £160 if paid within 28 days, reduced to £80 when paid within 21 days.
- Finally, we are supporting schools and local authorities to tackle repeated offences by introducing a flat rate of £160 for a second penalty notice within a three-year period and not allowing more than 2 penalty notices, after which an alternative route (e.g. prosecution) should be considered instead as the penalty is clearly not working.
- Further details on the National Framework for penalty notices – including schools’ role - are provided in the updated *Working together to improve school attendance* guidance (see point 1 above).





Break Time

Will start back at 11:40



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Working together to improve school attendance becomes statutory guidance





Working together to improve school attendance becomes statutory guidance

Following feedback the guidance has been updated to:

- Be clearer on the link between improving attendance and wider school culture, including the importance of working in partnership with families to find supportive routes to improve attendance.
- Reflect changes to the law on keeping school attendance and admission registers including a revised set of codes, granting leaves of absence and access to, and sharing of, attendance information introduced through the School Attendance (Pupil Registration) (England) Regulations 2024.
- Set out the new National Framework for issuing penalty notices and reflect changes to the law introduced through the Education (Penalty Notices) (England) (Amendment) Regulations 2024.
- Change ‘parenting contracts’ for attendance to ‘attendance contracts’ to better reflect the agreement between parents, schools and/or local authorities.





Working together to improve school attendance becomes statutory guidance

The expectations of schools have been updated to:

- Update the section on pupils who are prevented from attending school due to physical or mental ill health to be clear where schools' role starts and ends, provide further clarification around medical evidence, additional support for pupils with special educational needs and disabilities and part-time timetables.
- Explain the new requirements for schools on data sharing introduced through the Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024.
- Provide clarification of the expectations of schools' senior attendance champions.
- Expect schools to inform a pupil's youth offending team worker of any unexplained absences.





Working together to improve school attendance becomes statutory guidance

The expectations of local authorities have been updated to:

- Provide further detail to clarify additional attendance services that may be traded with schools, local authority responsibilities in relation to cross-border pupils and how to hold effective Targeting Support Meetings.
- Allow flexibility in how local authorities work with independent schools to better suit the needs of different local independent schools.
- Provide further detail on cross partnership ownership of attendance improvement.





Attendance Contracts

- In this guidance “attendance contract” means a parenting contract entered into under section 19(2) of the Anti-social Behaviour Act 2003.
- The aim from the outset should be for the parent(s), and the pupil where they are old enough, the school and the local authority to work in partnership.
- An **attendance contract** is a formal written agreement between a parent and either the school or local authority to address irregular attendance at school or alternative provision.
- An attendance contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate.
- An attendance contract should always be explored before moving forward to legal intervention.
- We will be amending the Parenting Contract Template to reflect the new wording - <https://bso.bradford.gov.uk/content/education-safeguarding/attendance/poor-attendance-interventions>





Pupils who are prevented from attending school due to physical or mental ill health

- Many children will experience normal but difficult emotions that make them nervous about attending school.
- It is important to note that these pupils are still expected to attend school regularly.
- In many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.
- School staff play a critical role in communicating this expectation to parents. They should also work alongside families to ensure that such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in school as much as possible.





Pupils who are prevented from attending school due to physical or mental ill health

- Some pupils face more complex barriers to attendance.
- This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND).
- Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as it is for any other pupil, but additional support may need to be provided.
- In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil.
- Medical evidence for recording absences should only be needed in a minority of cases (see code I). Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in [supporting pupils at school with medical conditions](#) or [arranging education for children who cannot attend school because of health needs](#)





Part-time (Modified) Timetables

- All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have.
- In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.
- A part-time timetable should:
 - Have the agreement of both the school and the parent the pupil normally lives with.
 - Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
 - Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
 - Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time
- Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.
- If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority





School Attendance Champion

- Attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as everyone's responsibility in school. That starts with the senior attendance champion...
- All schools are expected to recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school and liaising with pupils, parents and external agencies where needed.
- The Senior Attendance Champion is expected to set a clear vision for improving and maintaining good attendance, establish and maintain effective systems for tackling absence and make sure they are followed by all staff and have a strong grasp of absence data to focus the collective efforts of the school.
- It is an ongoing responsibility, and the Senior Attendance Champion is also expected to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes.
- Where engagement in support is proving challenging, schools should hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the school's senior attendance champion...





Expect schools to inform a pupil's youth offending team worker of any unexplained absences.

- All schools should identify any absences that are not explained for each session and contact parents (***and where appropriate foster carers and/or social workers/ youth offending team workers***) to understand why and when the pupil will return.
- To facilitate effective working across the local authority area, schools are expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school.
- Schools are expected to communicate with the pupil's Youth Offending Team worker while the pupil is in custody and remains on the school roll to discuss the pupil's educational needs, progress and return to the school upon their release where appropriate.





Mandating attendance data sharing by all state funded schools, provided to LAs

- It is clear that robust data, used well, is critical to improving attendance outcomes.
- To support schools, DfE are mandating the provision of pupil level attendance data from all state funded schools from the beginning of school year 2024-25.
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Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024

- Schools must provide specific pupil information on request to the Secretary of State.
- The easiest way to meet this requirement is having an electronic management information system containing the required information that can be accessed by DfE.
- Once a school has granted permission the flow of data is completely automated and does not place any further burden on schools or local authorities.
- Schools that meet their requirement by sharing their school attendance data directly from their management information system receive access to the secure View Your Education Data tool.
- This tool allows schools to monitor pupil level attendance and have access to near real time data to understand trends in attendance patterns.
- Sign up for [Monitor your school attendance Webinar for Schools and Trusts not yet sharing attendance data – 19th March 2024](#)





Modernising school attendance and admission registers





Changes to Admissions Register Guidance

- Schools must enter pupils' names on the admission register on the first day that the school and a person with control of the pupil's attendance have agreed that the pupil will attend the school.
- If no date has been agreed or notified, the pupil's name must be entered on the first day they attend the school.
- Names must be added before or at the beginning of the first session on that day.
- Most school admissions involve the school or admission authority offering a place to the parent of the prospective pupil or, in the case of admission to sixth form, the prospective pupil.
- **An offer of a place is not an agreement.**
- Before a pupil can be registered at a school the parent (or prospective pupil) must have accepted the offer, either by agreeing the starting day in advance or the pupil attending the school on that day.





Off-rolling

- The **School Attendance (Pupil Registration) (Regulations) (England) Regulations 2024** will come into force from August 2024, replacing the existing Education (Pupil Registration) (England) Regulations 2006 (and subsequent amendments).
- Regulation 9 sets out the legal parameters for when a child may be deleted from the admissions register.
- A full list is provided on the next few slides.





Compulsory School Age Children Mainstream Provision

Deletions from the Admissions Register



City of
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Ground	Description	Requirements	Exceptions
A 9 (1) (a)	Registered at another School.	<ul style="list-style-type: none"> Delete as soon as entered on admissions register of new school 	<p>Unless :</p> <ul style="list-style-type: none"> School Attendance Order Pupil is a mobile child. Pupil is Dual Registered
B 9 (1)(b)	The Pupil has not continued at the school following completion of Nursery Education		
C 9 (1)9c)	The Pupil is also registered at one or more other schools and the other schools have agreed the deletion.	<ul style="list-style-type: none"> the school does not have reasonable grounds to believe that the pupil will attend the school again, each school where the pupil is registered has given consent to the deletion, there is no school attendance order naming the school in force in relation to the pupil (see further information below), and the pupil is not a mobile child, or if they are, the school is not their main school (see further information below 	<p>Unless:</p> <p>School Attendance Order names current school pupil cannot be deleted even when criteria met.</p> <p>Mobile child</p>



Ground	Description	Requirements	Exceptions
D 9 (1) (d)	The pupil has a school attendance order which has been changed to name another school.	SAO changed	
E 9(1) (e)	E- The pupil had a school attendance order which has been revoked.	SAO revoked	
F 9 (1) (f)	F – The Parents of the pupil has notified the school in writing that the pupil will be leaving school to educated otherwise than at school	Notified in writing	<p>Unless:</p> <p>School Attendance Order:</p> <p>If LA are satisfied that the arrangements made are suitable and the order has been revoked the child’s name may be removed</p>



Ground	Description	Requirements	Exceptions
G 9 (1)(g)	G- The pupil no longer normally lives a reasonable distance from the school.	<p>Where a pupil no longer normally lives a reasonable distance from the school, the school does not have reasonable grounds to believe the pupil will attend the school again, and the pupil is not a boarder at the school</p> <p>DfE does not define reasonable distance because each case depends on the family situation and the geography of the area for example, the parent's ability to get the child to the school, a safe walking route or the accessibility of local transportation</p>	<p>Temporary or occasional absence Relevant regulation 9(5)(a) 244.</p> <p>Whether a pupil normally lives a reasonable distance from the school is not affected by a temporary or occasional absence. A judgement should be made in an individual case as to whether an absence is temporary or occasional, but a prolonged absence is not generally considered as temporary.</p>



Ground	Description	Requirements	Exceptions
H 9 (1)(h)	The pupil has not returned following a leave of absence	<p>Where a pupil has been granted a leave of absence and:</p> <ul style="list-style-type: none"> • the pupil has not attended school within the ten school days immediately after the end of the period that the leave was granted for, • the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause, and • the school and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances, but: <ul style="list-style-type: none"> ➤ they have not succeeded, or ➤ they have succeeded but they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps that could be taken (either jointly or separately) to secure the pupil's attendance. 	<p>Pupils who have been located but have not returned to school</p> <p>Where a pupil has been located and their circumstances discovered but they have not returned to school, a joint decision is required between the school and the local authority before this ground is used. Both must agree that there are no reasonable grounds to believe the child will return to the school, even with reasonable support and/or enforcement to try to cause their return to school. This means the final criterion will be met very rarely, usually when a pupil has been out of the country for a prolonged period and there are no signs of the pupil returning.</p> <p>This ground cannot be used in any case where the pupil could reasonably be supported to return to school regardless of whether that support has been provided. It cannot be used where a pupil is absent because of a health reason. It also cannot be used in cases where attendance legal action to cause the pupil to return to school could reasonably be taken instead. In such cases, the appropriate support or enforcement should be taken rather than the pupil's name being deleted from roll.</p>



Ground	Description	Requirements	Exceptions
I 9 (1) (i)	I – The pupil has been continually absent from the school	<p>Where a pupil has been continuously absent from the school for a period of 20 school days or more and:</p> <ul style="list-style-type: none"> • Pupil absence recorded as G, N, or O . • The school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause, and • The school and the local authority have jointly made reasonable efforts to find out the pupil’s location and circumstances, but: <ul style="list-style-type: none"> ➤ they have not succeeded, or ➤ they have succeeded but they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps they could take (either jointly or separately) to secure the pupil’s attendance. 	<p>Pupils who have been located but have not returned to school</p> <p>Where a pupil has been located and their circumstances discovered but they have not returned to school, a joint decision is required between the school and the local authority before this ground is used. Both must agree that there are no reasonable grounds to believe the child will return to the school, even with reasonable support and/or enforcement to try to cause their return to school. This means the final criterion will be met very rarely, usually when a pupil has been out of the country for a prolonged period and there are no signs of the pupil returning.</p> <p>This ground cannot be used in any case where the pupil could reasonably be supported to return to school regardless of whether that support has been provided. It cannot be used where a pupil is absent because of a health reason. It also cannot be used in cases where attendance legal action to cause the pupil to return to school could reasonably be taken instead. In these cases, the appropriate support or enforcement should be taken rather than the pupil’s name being deleted from roll.</p>



Ground	Description	Requirements	Exceptions
J 9 (1) (j)	J-The pupil is detained under a sentence of detention	<p>Where a pupil is found guilty of a crime and detained under a sentence of detention (as defined in regulation 3) before the pupil's name can be deleted from the admission register the school must have reasonable grounds to believe the pupil will not return to the school once they are released.</p> <p>This must be decided on a case by case basis after considering whether the pupil will return at the end, or part way through their sentence (e.g. where part is served on licence in the community). In determining whether there are reasonable grounds to believe the pupil will return to the school following their detention, it is expected that schools will discuss this with the pupil's youth offending team worker.</p>	Pupils who are remanded to custody awaiting trial or sentencing cannot be removed under this ground.
K 9 (1) (k)	The pupil has died.	A pupil's name should only be deleted from the admission register when the school is informed of the death. This would normally come from the pupil's parent but it is possible that notification comes from another source, such as relatives or the police.	K 9 (1) (k)



Ground	Description	Requirements	Exceptions
L 9 (1) (l)	The pupil will be over compulsory school age and will not continue into the 6 th form.	Where a pupil will be over compulsory school age by the school next meets, and: <ul style="list-style-type: none"> ➤ the school does not have reasonable grounds to believe the pupil will attend the school again, or ➤ the pupil does not meet the academic entry requirements to be transferred to the school's sixth form 	
M 9 (1) (m)	The pupil is a boarded at a school maintained by a Local Authority or academy and their boarding fees have not been paid.	Where a pupil is a boarder at the school and: <ul style="list-style-type: none"> • the school is maintained by a local authority or is an academy, • charges for the pupil's board and lodgings are payable by the pupil's parent, and • those charges remain unpaid by the pupil's parent at the end of the school term to which they relate. 	
N 9 (1) (n)	The pupil has ceased to be a pupil at an independent School or non-maintained special school		



Ground	Description	Requirements	Exceptions
O 9 (1)(o)	The pupil has been permanently excluded from the school	<ul style="list-style-type: none"> Where a pupil has been permanently excluded from the school. 	A pupil's name cannot be deleted from the admission register until the outcome of any consideration of reinstatement and independent review (in the case of a disciplinary exclusion from a maintained school, pupil referral unit, or academy) or appeal (in the case of a city technology college or city college for the technology of the arts) is known.





Compulsory School Age Children Special School Provision

Deletions from the Admissions Register



City of
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Ground	Description	Requirements	Exceptions
9 (2)	Deleting the name of a pupil of compulsory school age from the register of a special school	<p>Where a pupil of compulsory school age is registered at a special school under arrangements made by a local authority, the pupil's name cannot be deleted without the consent of the local authority, or if the local authority refuses to give consent, without a direction from the Secretary of State unless:</p> <ul style="list-style-type: none"> • The pupil is registered at the school as result of a school attendance order, but the school is not now named on that order or the order has been revoked because arrangements have been made for the child to receive suitable full-time education for their age, ability and aptitude somewhere other than at a school, and the pupil's name is deleted under regulation 9(1)(d) or (e); or • The pupil has died, and the pupil's name is deleted under regulation 9(1)(k); or • The pupil has been permanently excluded from the school, and the pupil's name is deleted under regulation 9(1)(o). 	





Non-Compulsory School Age Children

Deletions from the Admissions Register



City of
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Ground	Description	Requirements	Exceptions
A 9(3)(a)	The pupil is not a boarder and will not attend the school again		
B 9(3)b	The pupil is a boarder and has ceased to be a pupil at the school		
C 9(3)(c)	The pupil has been continually absent from school for 20 days	<p>Where a pupil has been continuously absent from the school for a period of 20 school days or more and:</p> <ul style="list-style-type: none"> • the pupil was not absent with leave during the period, • the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause, and • the school has made reasonable efforts to find out the pupil's location and circumstances but: <ul style="list-style-type: none"> • has not succeeded, or • has succeeded and has no reasonable grounds to believe the pupil will attend the school again 	



Ground	Description	Requirements	Exceptions
D 9(3)(d)	The pupil has died.	A pupil's name should only be deleted from the admission register when the school is informed of the death. This would normally come from the pupil's parent, but it is possible that notification comes from another source, such as relatives or the police.	
E 9(3)(e)	The pupil has been permanently excluded from the school	Where a pupil has been permanently excluded from the school.	A pupil's name cannot be deleted from the admission register until the outcome of any consideration of reinstatement and independent review (in the case of a disciplinary exclusion from a maintained school, pupil referral unit, or academy) or appeal (in the case of a city technology college or city college for the technology of the arts) is known.





Attendance and Absence Codes

Regulation 10 of the **School Attendance (Pupil Registration) (Regulations) (England) Regulations** introduces a number of changes and clarifications, together with a uniform list of attendance and absence codes that must be used by all state-funded and independent schools.

(7) If, at the time the attendance register is taken, a registered pupil's absence is recorded in that register using the code N, the proprietor must ensure that reasonable steps are taken to establish the circumstances of the pupil's absence and that the register is amended within five school days with the correct code.

(8) If it is established that the pupil attended the school after the taking of the register ended but before the end of the session—

- (a) if the circumstances of their absence during the taking of the register are established...the code N is to be replaced with the appropriate absence code;
- (b) otherwise, the code N is to be replaced with the code U.





Attendance and Absence Codes from school year 2024-25

new codes shown in green



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New Guidance - Chapter 8	Code	Description	Statistical Meaning	Pupil Registration Regulations 2024 Reference
Attending the school	/	Present at the school - morning session	Attending	Regulation 10(2) Table 1
	\	Present at the school - afternoon session	Attending	Regulation 10(2) Table 1
	L	Late arrival before the register is closed	Attending	
Attending a place other than the school	K	Attending education provision arranged by the local authority <i>Schools must also record the nature of the educational activity</i>	Attending approved education activity	Regulation 10(3) Table 2, 10(5) and 11(9)(b)
	V	Attending an educational visit or trip	Attending approved educational activity	Regulation 10(3) Table 2 and 11(9)(c)
	P	Participating in a sporting activity	Attending approved educational activity	Regulation 10(3) Table 2, 10(11) and 11(10)
	W	Attending work experience	Attending approved education activity	Regulation 10(2) Table 2, 10(11) and 11(10)
	B	Attending any other approved educational activity <i>Schools must also record the nature of the educational activity</i>	Attending approved educational activity	Regulation 10(3) Table 2, 10(5), 10(11) and 11(10)
	D	Dual registered at another school	Not counted as a possible session	Regulation 10(4) Table 3 and 11(9)(a)

New Guidance - Chapter 8	Code	Description	Statistical Meaning	Pupil Registration Regulations 2024 Reference
Absent – leave of absence	C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	Authorised absence	Regulation 10(4) Table 3 and 11(2)
	M	Leave of absence for the purpose of attending a medical or dental appointment	Authorised absence	Regulation 10(4) Table 3 and 11(11)
	J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Authorised absence	Regulation 10(4) Table 3 and 11(4)
	S	Leave of absence for the purpose of studying for a public examination	Authorised absence	Regulation 10(4) Table 3 and 11(5)
	X	Non-compulsory school age pupil not required to attend	Not counted as a possible attendance	Regulation 10(4) Table 3 and 11(7) or (8)
	C2	Leave of absence for compulsory school age pupil subject to a part-time timetable	Authorised absence	Regulation 10(4) Table 3 and 11(6)
	C	Leave of absence for exceptional circumstances	Authorised absence	Regulation 10(4) Table 3 and 11(11)
	Administrative codes	Z	Pupil's name entered in advance of start date	N/A
#		Planned whole school closure – no session to take place	N/A	N/A



New Guidance - Chapter 8	Code	Description	Statistical Meaning	Pupil Registration Regulations 2024 Reference
Absent – other authorised reasons	T	Parent travelling for occupational purposes	Authorised absence	Regulation 10(4) Table 3
	R	Religious observance	Authorised absence	Regulation 10(4) Table 3
	I	Illness	Authorised absence	Regulation 10(4) Table 3
	E	Suspended or permanently excluded and no alternative provision made	Authorised absence	Regulation 10(4) Table 3
Absent – unauthorised absence	G	Holiday not granted by the school	Unauthorised absence	Regulation 10(4) Table 3
	N	Reason for absence not yet established	Unauthorised absence	Regulation 10(4) Table 3, 10(7), (8) and (9)
	O	Absent in other or unknown circumstances	Unauthorised absence	Regulation 10(4) Table 3 and 10(9)(b)
	U	Arrived in school after registration closed	Unauthorised absence	Regulation 10(8)(b)



New Guidance - Chapter 8	Code	Description	Statistical Meaning	Pupil Registration Regulations 2024 Reference
Absent – unable to attend school because of unavoidable cause	Q	Unable to attend the school because of lack of access arrangements	Not counted as a possible attendance	Regulation 10(4) Table 3, 10(12) and (13)
	Y1	Unable to attend due to transport normally provided not being available	Not counted as a possible attendance	Regulation 10(4) Table 3
	Y2	Unable to attend due to widespread disruption to travel	Not counted as a possible attendance	Regulation 10(4) Table 3
	Y3	Unable to attend due to part of the school premises being closed	Not counted as a possible attendance	Regulation 10(4) Table 3
	Y4	Unable to attend due to the whole school sit being unexpectedly closed	Not counted as a possible attendance	Regulation 10(10)
	Y5	Unable to attend as pupil is in criminal justice detention	Not counted as a possible attendance	Regulation 10(4) Table 3 and 10(14)
	Y6	Unable to attend in accordance with public health guidance or law	Not counted as a possible attendance	Regulation 10(4) Table 3
	Y7	Unable to attend because of any other unavoidable cause Schools <i>must also record the nature of the unavoidable cause</i>	Not counted as a possible attendance	Regulation 10(4) Table 3 and 10(6)





Sickness Returns

(9) The proprietor of a school must make a return to the local authority (a “sickness return”) giving the full name and address of a registered pupil of compulsory school age if—

(a) the pupil is recorded in the attendance register as absent using the code I (unable to attend because of sickness) as set out in [regulation 10](#); and

(b) the proprietor has reasonable grounds to believe that the pupil—

- (i) will be unable to attend because of sickness for at least 15 consecutive school days; or
- (ii) will be, or will have been, unable to attend because of sickness for a total of at least 15 school days during the school year, whether consecutive or not.

(10) The proprietor must make a sickness return as soon as possible after the conditions in [paragraph \(9\)](#) are satisfied.

(11) The proprietor is not required to make a sickness return for a pupil if it has already made a sickness return for that pupil in the same school year and relating to the same continuous period of absence.





The Plan

- Schools are already sharing attendance and absence data with the Local Authority on a daily basis.
- We will look at an automated alert system that will notify us of children who have been absent for 15 school days during the school year.
- Schools will be able to contact their Attendance Support Team Officer for any child who the school foresees will be absent for 15 school days or more due to illness.





National Framework for Penalty Notices



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Aims

- **Make penalty notices more effective** by ensuring they are only used in cases where they are the most appropriate tool to change parental behaviour and improve attendance.
- **Prioritise the support first approach** by expecting support to be used in cases where it is appropriate and using penalty notices in cases where support is not appropriate (e.g. a term time holiday) has not worked or has not been engaged with.
- **Improve consistency in the use of penalty notices across England** by introducing a new national threshold at which they are considered.
- **Improve the deterrent effect of a penalty notice** by increasing the amount and introducing a new national limit of 2 penalty notices within a 3 year period to break cycles of repeat offending.





The Framework introduces...

- A single consistent national threshold for when a penalty notice must be considered of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.
- A requirement that when the national threshold is met, schools make an assessment on a case-by-case basis whether a penalty notice can and should be issued.
- An additional rung to the ladder of escalation, with any second penalty notice issued to the same parent for the same child within a rolling 3-year period being charged at a higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80.
- A national limit of 2 penalty notices that can be issued to a parent for the same child within a rolling 3-year period.





How the changes will work in practice (DfE)

- The National Framework will introduce a national threshold for when a penalty notice must be considered from the 19th August 2024.
- The 10 school week period may span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).
- In all cases, before a penalty notice is issued, the following questions should also be considered:
 1. Is a penalty notice the best available improvement tool that is most likely to change behaviour and improve attendance for this particular family, or would further support or one of the other legal tools be more appropriate? If legal action is most appropriate, is a penalty notice the most appropriate legal intervention for this individual case?
 2. Is issuing a penalty notice appropriate in this case after considering any obligations under the Equality Act 2010, such as where a pupil has a disability?
 3. (For the local authority) Is it in the public interest to issue a penalty notice, bearing in the mind that the local authority as an independent prosecutor would be responsible for deciding whether to prosecute for the original case in cases of non-payment?
- If the answer is yes to i-iii) above, a penalty notice should be issued. If not, another tool should be used to improve attendance. Examples are provided in an appendix to support decision making.





Providing support

- In cases where the national threshold is met and support is appropriate, that support should be continued or provided straightaway. In most cases this support is provided at school level and should start early when absence issues are first detected.
- In deciding whether support is appropriate or not, the school and local authority should consider whether the cause of the absence is something for which support could be provided.
- If support could be provided, the school and the local authority should then consider what suitable forms of support are currently available in school and where necessary by other services and agencies in the local area.
- They should then decide whether any or all of those things are appropriate in the individual case and for those that are appropriate, whether they have been provided previously or could be provided or continued now instead of taking legal action.
- An example of where support would not be appropriate is in cases where the absence is clearly condoned by the parent with no mitigating factors, such as a holiday taken in term time.





FAQs

1. Do we have to issue a penalty notice every time the threshold is met?

No, when a school becomes aware that the national threshold has been met a penalty notice must be considered. A penalty notice should only be issued if it is the best tool for the individual circumstances of the case. Even then, it should only be used when support is not appropriate or where support is appropriate, has been provided and has not worked or not been engaged with.

2. What happens with existing cases and when do the new thresholds and escalation processes apply from?

The new rules only apply to offences committed from 19 August 2024-25. This means that any penalty notice issued for an offence prior to that date must follow the existing rules in rules in the local authority's current code of conduct.

The 3 year rolling period can only be counted from 19 August 2024, therefore, only penalty notices issued from that date will be counted in the escalation process. I.e. a penalty notice issued in the Summer Term 2024 would not count regardless of the fact it was issued within the last 3 years.

Similarly, the 10 school week period can only be counted from 19 August 2024 i.e. offences committed at the end of Summer Term 2024 will not count regardless of the fact they are in the last 10 school weeks.





FAQs (2)

3. If a pupil misses 10 sessions in a short timeframe, do we have to wait until 10 school weeks have passed to issue a penalty notice?

No, it is a rolling period so a penalty must be considered as soon as the threshold is met. For example, a week of unauthorised holiday will itself normally meet the national threshold and there is no reason to wait to see if any further offences are committed.

However, we will not consider a penalty notice if there are more than 20 sessions in the previous 10 weeks (100 Sessions).

4. Who makes the decision about whether sufficient support has been provided?

Bradford Council, who will be issuing the penalty notice, must make a decision as to whether proportionate support has been provided, and whether that support has worked or not. Where there is dispute, schools are expected to defer to the local authority's judgement about whether sufficient support has been provided before issuing a penalty notice.

5. Does the penalty notice escalation and limit on number that can be issued to a parent apply when the offences are in relation to different children?

No. The escalation and limit on penalty notices applies to a parent in respect of offences relating to an individual child. This means that a parent could receive a penalty notice for one child, and then one for a different child within 3 years without the penalty notice amount increasing or the 2 penalty notice limit being reached.





How will this impact Bradford

- We will implement the 10 unauthorised absence sessions in 10 rolling weeks and the increase in PN fines from 19th August 2024.
- Apart from this, the process for requesting a Penalty notice for Unauthorised Leave will remain the same.
- We will continue to consider legal proceedings instead of issuing a PN for 20 + days of leave from school and for 2+ periods of unauthorised leave in a 12-month period.
- The process prior to requesting a penalty notice for attendance will change...





PNs for Poor Attendance

- Schools must consider a penalty notice each time the 10 unauthorised absence sessions/10 weeks criteria is met.
- Pre-request actions must now include as a minimum:
 1. First day absence calls in all situations
 2. Attendance Overview Letter Sent (Same)
 3. Attendance Support Meeting (New)
- We suggest that the above takes place prior to 10 unauthorised sessions in 10 weeks has occurred, so that a PN request can be made as soon as the criteria is met.
- The Penalty Notice Request form will request more information about the child/family's situation to help ascertain if appropriate support has been considered.





Identifying the challenges to full implementation

We have covered a great deal during today's network meeting, which reflects the many changes the DfE's latest Attendance Reforms has introduced.

We now have a great opportunity to identify what challenges we may experience between now and August in implementing these changes.

In your groups, consider the four main areas of change and the challenges you may face implementing change in your school / setting:

- 1) Working together to improve school attendance becomes statutory guidance**
- 2) Mandating attendance data sharing by all state funded schools, provided to LAs**
- 3) Modernising school attendance and admission registers**
- 4) Publishing details of the new National Framework of Penalty Notices**

Please capture your discussions / opinions using the Slido App. We have included a set of QR codes on your table which will take you to the relevant webpage where you can share these.





Questions?



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