Attendance Strategy Seaton Academy November 2025

Executive summary

This attendance strategy outlines a high-performance approach to improving school attendance to over 95% at Seaton Academy through evidence-based, ethical, and financially sustainable strategies. The proposal integrates leadership structures, stakeholder collaboration, and robust data analysis to deliver a values-driven model that places pupil and family wellbeing at the centre of decision-making.

The scope of the strategic business proposal

The scope of this attendance strategy is to create a high-performance strategy with a focus on improving efficiency, changing customer demands and undertaking a trend analysis (K3, S2). This will be specifically linked to improving school attendance over 95%. I will evaluate how the proposal takes account of leadership structures within Seaton Academy and key stakeholders (K14, K16, S19). This proposal will use approaches underpinned by research with justification of methodology, with critical analysis of the outcomes generating creative solutions to areas of ambiguity (K5, S3, B3). This proposal will apply economic theories and financial modelling to develop strategies and allocate resources in line with legal, governance and procurement requirements (K8, K9, S11) and justify, with critical evaluation, negotiating strategies to collaborate with stakeholders, building brand and reputation. (K12, K15, S20). Finally, this proposal will demonstrate a clear vision which translates into operational strategies with a critical analysis of the financial strategies with justification of the recommendations made.

Objectives

The core objectives of this strategy are to:

1. Reduce persistent absence to below 10 pupils for 2025/26
2. Improve overall attendance rates to at least 95%+ across the school.
3. Strengthen parental and community engagement around the importance of good attendance.
4. Establish sustainable systems for monitoring, intervention, and support.

Attendance Strategy Proposal

Attendance has always been a key government focus. This started with the Elementary Education Act (1870) which introduced compulsory education and local by-laws to enforce attendance, and became more systematic with the Elementary Education Act (1880), which made attendance compulsory for children aged 5-10 across England and Wales. The focus intensified in the late 1990s and 2000s under the Blair government, which made reducing high absence rates a priority due to their link with poor attainment and crime. More recently, following the COVID-19 pandemic, attendance is at the forefront of government policy. Being in school has never been more valuable. Attendance is one of the most significant drivers of academic achievement, wellbeing, and long-term life chances for

pupils. Persistent absence disrupts learning, widens attainment gaps, and places additional pressures on families and staff. Nationally, post-pandemic data has highlighted a concerning rise in persistent absence. This proposal outlines a strategic approach to tackling attendance in schools, drawing on evidence-based practice, collaboration, and early intervention (Gov, 2024a).

This strategic business proposal will consider the below 5 key actions to implement:

1. Data-Driven Monitoring
2. Early Intervention and Support
3. Strengthening Parental Engagement
4. Promoting Positive School Culture
5. Multi-Agency Collaboration

1. Data-Driven Monitoring

There are many tracking systems that can be used to monitor attendance, FFT, Government Comparison, Scholar Pack. However, none of these systems provide the detailed breakdown of specific groups through specific filtering like the evaluation tool 'Insight'. The starting point for the business proposal is to have the electronic tools to specifically analyse data. Insight provides a robust data tracking system which allows daily monitoring. Daily monitoring is the starting point. Such is the importance that from the 2024 to 2025 academic year, schools have a duty to provide the attendance data to the Department for Education (DfE) on request (Gov, 2022b). As part of the tracking, it's essential that key policies are followed and it's critical to have a robust Attendance Policy. The first, and perhaps most essential part of data monitoring is to complete daily tracking. It's essential to follow the attendance policy and have a robust process to identify those children absent and also support their attendance. As part of the 'Daily check', registers are taken and children are identified if they are absent. Within any process, there must be a team approach. This is further detailed in the Summary table of responsibilities for school attendance (2024b), whereby it's highlighted that attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore, the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. A fundamental party in the school team is the Office Attendance representative. Our office Admin Officer plays a key role in daily monitoring of attendance and reporting to the Headteacher and attendance lead if children are not in school. It is imperative that everyone in the setting is clear of the role. For this reason, a Responsible, Accountable, Consulted, and Informed (RACI) model can help. Matthew (2024) highlights a RACI matrix assigns clear roles for each team member

for the duration of a project. Every member of the project team is assigned a clear role and expectations. This is an example RACI model which can be utilised for Attendance monitoring:

RACI Table – Attendance Improvement Plan

Task / Activity	Headteacher	Attendance Lead	Class Teachers	Admin Officer	Pastoral / Family Support Worker	Parents / Carers	Local Authority
Set school attendance targets	**A**	**C**	**I**	**I**	**C**	**I**	**C**
Monitor overall attendance data	**I**	**R**	**C**	**C**	**C**	**I**	**C**
Identify pupils with attendance below threshold	**I**	**R**	**C**	**C**	**C**	**I**	**C**
Contact parents regarding absences	**I**	**C**	**C**	**R**	**C**	**A**	**I**
Hold attendance review meetings	**C**	**R**	**C**	**I**	**C**	**A**	**C**
Develop and monitor individual attendance plans	**I**	**R**	**C**	**I**	**C**	**A**	**C**
Implement early intervention strategies	**I**	**R**	**C**	**I**	**R**	**A**	**C**
Escalate persistent absence cases	**C**	**R**	**I**	**I**	**C**	**I**	**A**
Report attendance to governors	**R**	**C**	**I**	**I**	**I**	**I**	**I**

Task / Activity	Headteacher	Attendance Lead	Class Teachers	Admin Officer	Pastoral / Family Support Worker	Parents / Carers	Local Authority
Communicate attendance expectations	A	R	C	C	C	A	I

The RACI table makes roles explicit, which is fundamental ensuring everyone knows their role. The Admin Officer is a key stakeholder in the Data monitoring. The Admin Officer take into account daily attendance and also has a list of 'Persistent absence' children. A pupil is identified as a persistent absentee *if they miss 10% or more of their possible sessions* (Gov, 2024a). To ensure a full understanding of data the daily attendance data should be compared to the persistent absence list. It is imperative to understand the difference in data between daily absence and persistent absence and the DfE advocates a different response for each as detailed in the tables below (Gov, 2024b).

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

- Daily monitoring and tracking help to identify short-term patterns, however, data can fluctuate in short periods, particularly at the start of the year. For this reason, it's important to conduct half-termly data reviews to identify patterns and target any relevant interventions to support pupils and families. As part of this process, it's vital to ensure transparency and keep stakeholders i.e parents, updated by using methods to keep them updated about attendance. Some methods are as follows (Gov, 2024a):

- Text attendance
- Attendance via an app
- Attendance reports e-mailed to parents
- Attendance on half termly report cards

2. <u>Early Intervention and Support</u>

Working together to improve attendance (DfE, 2024b) highlights that good attendance starts with close and productive relationships with parents and pupils. The document further highlights that schools should treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. Evans (2024) concurs highlighting that a strong sense of belonging is a key driver of student attendance, as feeling supported, respected, and included makes students more likely to attend school consistently. Research shows a direct correlation between a student's sense of belonging and their attendance rates, as well as their academic performance and overall well-being. Conversely, a lack of belonging is often linked to disengagement and higher rates of absenteeism (Evans, 2024). To support families, early intervention is essential. A key strategy is to introduce clear

thresholds for intervention. An example is close monitoring and shared information, as detailed above. Also, an early warning system for attendance 90–94% (i.e. a supportive letter or text) and targeted action for attendance below 90%. Research shows that supporting families with attendance involves effective communication, addressing underlying barriers, and building strong school-home relationships. Key strategies include personalised and positive communication such as text messages, the use of attendance officers, enrichment activities like clubs, and a whole-school approach that addresses mental health and wellbeing (Gov, 2022a). It's also important to note, these relationships start well before any 'early intervention', it's through meet and greet on the playground, at the Christmas or Summer Fair. Often, relationships are built over time. The 'support' has a direct link to understanding someone's individual situation and circumstances, and not making personal judgements; therefore, it's an important consideration as to the most appropriate person to offer the support, which may be someone outside of the 'Attendance Team'. Research highlights that it can be effective to deploy pastoral teams or attendance officers to work directly with families where absence patterns emerge. Schools may need to consider if they need to look outside of the traditional 'Attendance team' to offer that support. In addition, families may find it beneficial to receive tailored support such as breakfast clubs and uniform assistance to help to remove practical barriers to attendance (DfE, 2024b).

3. Strengthening Parental Engagement

Parental engagement is a vital factor in improving attendance and underpins all family support strategies. Education Scotland (2025) emphasises that listening to and valuing parents' expertise builds trust and mutual respect, leading to lasting positive relationships that begin in the early years. This aligns closely with early intervention approaches that prioritise partnership over enforcement.

Effective communication is central to this process. The Department for Education (DfE, 2024a) and Thinks Insight research highlight that how attendance messages are framed strongly influences family responses. Communication should be timely, regular, and personalised, addressing issues early before patterns of absence become established. Messages using a child's name, clear data, and relatable examples—such as lessons missed—are more meaningful than generic statistics. Parents respond best to information that highlights the broader benefits of school, including wellbeing, social development, and routine, not just academic progress.

A multi-channel approach is recommended (DfE, 2022a). Letters and emails are useful for detailed messages, while targeted text messages, shown to improve attendance by around four percentage points, are ideal for quick updates. Phone calls allow for empathy and problem-solving, while face-to-face or video meetings strengthen relationships.

Positively framed communication that recognises parents' circumstances, particularly for families of children with SEND or from disadvantaged backgrounds, is most effective. This

can be supported through attendance workshops, drop-in sessions, or parent awareness campaigns linking attendance to progress and future opportunities.

Education Scotland (2025) advocates that parents and families should be encouraged to be part of the process to develop and review Parental Involvement and Engagement strategy and devised the Duel Capacity Building Framework for Family-School Partnerships.

This is something that could be considered within England to improve relationships and attendance.

4. Promoting Positive School Culture

Embedding attendance within a school's values and ethos is essential for improving engagement and behaviour. Marc Rowland (2021) emphasises that a sense of belonging is central to effective learning and reducing disadvantage. Schools must move beyond purely academic interventions to create environments where every pupil feels valued, respected, and included (National Governance Association, 2023). Belonging is built through daily interactions, inclusive language, and recognition of pupils' individual backgrounds (Blinks Education, 2021).

When pupils feel safe, supported, and understood, they are more likely to attend regularly and engage confidently in learning. Conversely, feelings of exclusion or disconnection often lead to low motivation and irregular attendance. The Education Policy Institute (2023) found that absence contributes significantly to the attainment gap, particularly for disadvantaged pupils, while studies by TES (2024) show that pupils who feel less connected to school are

more likely to disengage. Attendance, therefore, reflects belonging rather than mere compliance.

St Benedict's Catholic High School demonstrates how a strong behaviour culture can improve attendance. After concerns around inconsistency, the school joined the Behaviour Hubs programme to develop a values-based, positive approach. Through staff coaching, daily pastoral briefings, and a revised rewards policy, the school fostered consistent expectations and stronger relationships. Use of praise, assemblies, and meaningful rewards, such as "hot chocolate Fridays" and attendance raffles, improved punctuality and reduced disruption. 75% percent of pupils reported understanding behavioural expectations. This example shows how clear, fair, and values-led recognition systems build belonging, strengthen culture, and improve attendance outcomes.

5. Multi-Agency Collaboration

Multi agency collaboration is essential to the success of any attendance strategy. Schools cannot address the complex causes of absence alone, as many barriers extend beyond education into health, family, and social care. The Child of the North: Absence Report (2024) highlights the importance of coordinated action across education, health, and social services to provide holistic and equitable support for children and young people. Schools are encouraged to act as hubs for early intervention, ensuring that support is joined up and not fragmented.

Local authorities play a key coordinating role by bringing together professionals from multiple sectors to share data and deliver consistent intervention. Successful cross-sector initiatives, such as those in West Sussex and Devon, demonstrate how trauma-informed and relational practices can reduce emotional and social barriers to attendance (Devon County Council, 2023). Innovative approaches, including remote learning via AV1 telepresence robots, have enabled pupils with medical or mental health needs to remain engaged in education (Fletcher, Bond and Qualter, 2024).

Community and voluntary partnerships further strengthen engagement. Collaborations with charities and youth organisations provide enrichment opportunities that build belonging, while youth work in community settings supports vulnerable pupils facing challenges such as housing insecurity or social isolation (NYA, 2023). Health-led initiatives such as the Act Locally programme (ARC Yorkshire and Humber, 2024) demonstrate how integrating education within public health frameworks improves wellbeing and reduces absenteeism.

Universities also contribute through research and innovation. The Barriers to Education Project (University of Manchester, 2024) developed the WARMTH Framework, focusing on wellbeing, affirmation, and relational practice to support neurodivergent young people experiencing emotionally based school avoidance (EBSA).

Finally, the DfE Working Together to Improve School Attendance (2024) guidance reinforces that attendance is a shared responsibility. Senior leaders provide strategic direction, staff promote daily engagement and wellbeing, and governors ensure accountability through oversight and resourcing. When schools, agencies, and communities collaborate effectively,

attendance improvement becomes part of a wider safeguarding and wellbeing culture, not a standalone initiative.

Financial budgeting and resources

The Child Poverty Action Group launched a revised Toolkit which is designed to raise awareness of the Cost of the School Day. It aims to help settings, schools and the wider learning community review and make changes to the Cost of the School Day. Every setting and school is unique and the Toolkit will help practitioners and educators develop plans that reflect. Furthermore, below is an outline of projected budgeting and resources for a primary school with approximately 250 children using a zero-based budgeting approach, where every expense must be justified:

Category	Sub-Category	Estimated Annual Cost (£)	Justification
Personnel	School Administrative Support (x1)	25,000	To handle data entry, correspondence, and scheduling.
	Data Analyst (part-time)	15,000	To analyse trends and identify root causes of absenteeism.
Training & Development	Staff Training (whole-staff)	5,000	To educate staff on new policies and best practices.
	External Training (for Attendance Officers)	2,000	To develop specialised skills in areas like motivational interviewing or solution-focused approaches.
Technology	New Attendance Software License	2,000	To automate tracking, reporting, and communication with families.
Incentives & Support	Positive Reinforcement Program	2,000	To fund incentives for improved attendance, such as rewards for students with good attendance records.
	Parent Workshops/Support Groups	1,000	To provide resources and support for families struggling with attendance.

Contingency	Unforeseen expenses	1,000	To cover unexpected costs or opportunities that may arise.
TOTAL		**£52,000**	

Proposed implementation of the strategic business

Below is a simplified implementation plan of the key actions (listed above) required in specific terms within the academic year:

- **Autumn Term:** Launch awareness campaign; embed data tracking; begin parental awareness and if required parental workshops.
- **Spring Term:** Targeted interventions with at-risk pupils and families; mid-year evaluation.
- **Summer Term:** Review impact, celebrate successes, and refine strategies for the next academic year.

Analysis of options identified in the Attendance Strategy

The above business proposal details a high-performance strategy that focuses on improving attendance, improving children's attendance, supported through a wide range of stakeholders.

The above strategy utilises the whole leadership and wider staff and representatives within school. This includes oversight of trustees namely, an attendance trustee, teachers and support staff support, Headteacher monitoring, as well as front-line attendance management within the administration team. These are vital stakeholders which are all needed to implement a successful strategy.

The strategy proposed uses the extensive cited research listed underpinning the methodologies and analysis of the most productive approaches to produce creative solutions to support children and families to ensure improved school attendance.

A summary of the key actions of the strategic business proposal can be seen here:

1. Data-Driven Monitoring

- Implement a robust attendance tracking system with daily monitoring.
- Use half-termly data reviews to identify patterns and target intervention.
- Share transparent attendance dashboards with staff, governors, and families to increase accountability.

2. Early Intervention and Support

- Introduce clear thresholds for intervention (e.g., 90–94% early warning; below 90% targeted action).
- Deploy pastoral teams or attendance officers to work directly with families where absence patterns emerge.
- Provide tailored support such as breakfast clubs and uniform assistance to help to remove practical barriers to attendance.

3. Strengthening Parental Engagement

- Launch a parent awareness campaign to reinforce the link between attendance, progress, and future opportunities.
- Deliver workshops and drop-in sessions to equip parents with strategies for establishing strong routines.
- Develop consistent communication, using text alerts, phone calls, and meetings to reinforce expectations while offering support.

4. Promoting Positive School Culture

- Embed attendance into the school's values and ethos, celebrating good and improved attendance through recognition and rewards.
- Ensure the curriculum remains engaging, relevant, and inclusive, reducing the risk of disengagement.
- Provide a safe, nurturing environment where students feel valued, supported, and motivated to attend.

5. Multi-Agency Collaboration

- Strengthen partnerships with local authorities, health services, and community organisations to address wider barriers such as mental health, safeguarding concerns, or housing instability.
- Ensure Staff and Governors approach with a supportive and collaborative

The proposal outlines financial modelling, associated with the listed strategies, allocating resources inline with all legal, governance and procurement requirements. Some of the costings i.e. attendance officer from the Local Authority are outside the remit of the costs projected for a school setting.

The proposal outlines collaboration with a wide range of stakeholders which seek to enhance relationships and build on a sense of belonging. Attendance figures aside, the well-being and relationships takes precedence, which in turn builds the organisation's reputation, delivering a clear business presentation that demonstrates a clear vision which translates into key operational strategies.

Critical analysis of brand management and reputation

Effective brand management within schools extends beyond marketing, it represents how the school's values are perceived through its policies and actions. In relation to attendance, the way a school approaches pupil absence has significant implications for its reputation and stakeholder trust. A narrow focus on data compliance risks portrays the school as punitive or insensitive, whereas a compassionate, wellbeing-centred approach strengthens credibility and community relationships. Critically, attendance should be viewed as an outcome of well-being rather than a numerical target. Parents and carers often face complex pressures outside of school such as employment instability, mental health issues, or financial hardship which can impact their child's attendance. If these external factors are not acknowledged, the school risks damaging its brand by appearing disconnected from the realities of its community. Conversely, when attendance management is framed within a culture of empathy and support, the school demonstrates social awareness and inclusivity, enhancing its brand reputation.

Prioritising pupil and family wellbeing over data-driven accountability also reduces reputational risk. A school known for listening to and supporting families, rather than penalising them, is more likely to foster trust and long-term engagement. Moreover, consistent and values-based communication reinforces the school's identity as a caring organisation, which can mitigate potential criticism or negative public perception. Improving brand management through a wellbeing-led approach to attendance is both an ethical and strategic necessity. It positions the school as a community partner rather than an authority figure, ensuring that attendance improvement efforts reflect compassion, not coercion. This alignment between values, practice, and communication strengthens stakeholder confidence and reduces risks to the school's brand integrity.

Critically evaluates the financial strategies used and justifies recommendations made

Financial strategies in schools must reconcile limited budgets with the ethical responsibility to prioritise pupil wellbeing and attendance. Traditional approaches often focus on reducing expenditure and demonstrating short-term savings, yet this can overlook the hidden costs of staff workload, inefficiency, and pupil disengagement. For attendance administrators in particular, the daily demands of monitoring data, contacting families, and coordinating interventions create significant time pressures. When administrative systems are inefficient, valuable time that could be spent supporting pupils is instead consumed by repetitive tasks, undermining both staff wellbeing and the effectiveness of attendance initiatives.

Investment in high-quality attendance programmes or digital management systems can appear costly at first, but a critical analysis reveals that these expenditures often generate long-term financial and operational benefits. Streamlined systems reduce manual workload, free administrative capacity, and improve data accuracy, allowing staff to focus on the human elements of their role, building relationships and supporting pupils at risk of persistent absence. The financial value of these time savings outweighs the initial

programme cost, as they enhance overall productivity and contribute to improved attendance outcomes, which in turn protect school funding and reputation.

Therefore, cost should be viewed as a secondary factor in decision-making, subordinate to the core purpose of education: supporting children's development and wellbeing. Financial strategies that prioritise investment in efficient systems and wellbeing-centred interventions demonstrate sound leadership and ethical stewardship of public funds. They not only save money over time but also align spending with the school's moral and strategic priorities. The justified recommendation is to adopt a value-for-impact approach, where expenditure is assessed by its contribution to pupil success and staff efficiency rather than its immediate price tag. This ensures that children remain at the heart of financial decision-making, safeguarding both educational and reputational integrity.

Conclusion

Improving school attendance is a long-standing national priority, embedded in government policy since the introduction of compulsory education in the 19th century. In the post-pandemic context, the challenge has become even more pressing, with persistent absence posing significant risks to pupils' learning, wellbeing, and future life chances.

This proposal demonstrates that effective attendance improvement relies on a balanced, evidence-based approach. Data-driven monitoring enables schools to identify concerns early and target resources efficiently. Early intervention and personalised support strengthen relationships with families and address barriers before they escalate. Genuine parental engagement, underpinned by clear and empathetic communication, builds trust and shared responsibility for attendance. Promoting a positive school culture rooted in belonging ensures pupils feel valued, respected, and motivated to attend. Finally, multi-agency collaboration connects education with health, social care, and community services, providing holistic support for children and families.

Taken together, these actions form a coherent strategy that positions attendance as part of a wider wellbeing and safeguarding framework rather than a standalone target. By embedding compassion, consistency, and collaboration into everyday practice, schools can improve attendance sustainably, close attainment gaps, and enhance both pupil outcomes and community confidence.

Recommendations

1. **Adopt a Value-for-Impact Approach**
   Prioritise investments that directly improve pupil wellbeing, attendance, and efficiency. View cost as secondary to educational impact.
2. **Invest in Digital Attendance Systems**
   Introduce automated tracking tools (e.g., *Insight*) to reduce administrative workload, improve accuracy, and free staff time for direct pupil support.
3. **Embed Wellbeing-Centred Practice**
   Frame attendance improvement through empathy and inclusion rather than compliance to build trust and strengthen the school's reputation.

4. **Enhance Parental Engagement**
   Use regular communication, workshops, and collaborative approaches to promote shared responsibility for attendance.
5. **Promote a Positive School Culture**
   Celebrate good and improving attendance, ensuring pupils feel valued, supported, and motivated to attend.
6. **Sustain Multi-Agency Collaboration**
   Continue partnerships with local authorities, health, and community services to address wider barriers to attendance.

References

Blinks, B.E. (2021). *GUEST COLUMN -February 2021 Culture: Marc Rowland*. [online] Available at: https://blinks.education/downloads/Column/2021_02_03.pdf [Accessed 28 Oct. 2025].

Child of the North (2024). *An evidence-based plan for improving school attendance*. Leeds: University of Leeds / Northern Health Science Alliance / Centre for Young Lives.

Department for Education (2023). *Celebrating Positive Behaviour in School*. [online] GOV.UK. Available at: https://www.gov.uk/government/case-studies/celebrating-positive-behaviour-in-school.

Department for Education (2024a). *Toolkit for schools: communicating with families to support attendance*. [online] GOV.UK. Available at: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance.

Department for Education (2024b). *Working together to improve school attendance*. [online] GOV.UK. Available at: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance.

Department for Education (DfE) (2023). *Summary of responsibilities where a mental health issue is affecting attendance*.

Devon County Council (2023). *Guidance for developing relational practice and policy*. Exeter: Devon County Council.

DfE (2022). *Increasing attendance with parent messages*. [online] Live.com. Available at: https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.bi.team%2Fwp-content%2Fuploads%2F2022%2F01%2FIncreasing-attendance-with-parent-messages-1.docx&wdOrigin=BROWSELINK [Accessed 28 Oct. 2025].

Education Policy Institute (2025). *School absence a key driver of widening disadvantage gap, finds report*. [online] Tes Magazine. Available at: https://www.tes.com/magazine/news/general/school-absence-key-driver-widening-disadvantage-gap [Accessed 28 Oct. 2025].

Education Scotland (2025). *Engaging parents and families to improve attendance in school*. [online] Available at: https://education.gov.scot/media/vnelnwlj/engaging-parents-and-families-in-attendance-in-school.pdf.

Evans, M. (2024). *Nurturing a sense of belonging at school: what helps pupils feel connected?* [online] National Children's Bureau. Available at: https://www.ncb.org.uk/about-us/media-centre/news-opinion/nurturing-sense-belonging-school-what-helps-pupils-feel.

Fletcher, M., Bond, C. and Qualter, P. (2024). *Using AV1 robots to support pupils with physical and emotional health needs*. Educational Psychology in Practice 40(1), pp. 74–95.

Gov (2022a). *Improving school attendance: support for schools and local authorities*. [online] GOV.UK. Available at: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities.

Gov (2022b). *Share your daily school attendance data*. [online] GOV.UK. Available at: https://www.gov.uk/guidance/share-your-daily-school-attendance-data.

Gov (2024a). *Pupil absence in schools in England, Autumn and spring term 2024/25*. [online] Service.gov.uk. Available at: https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2024-25-autumn-and-spring-term.

Gov (2024b). *Summary table of responsibilities for school attendance Statutory guidance for maintained schools, academies, independent schools, and local authorities*. [online] Available at: https://assets.publishing.service.gov.uk/media/66bf301e253aee7aafdbdfea/Summary_table_of_responsibilities_for_school_attendance_-_August_2024.pdf.

GOV.UK. (2024). *Major national drive to improve school attendance*. [online] Available at: https://www.gov.uk/government/news/major-national-drive-to-improve-school-attendance.

Klein, M., McDonald, S. & McKnight, A (2024). *Strathclyde*. [online] Available at: https://strathprints.strath.ac.uk/90427/1/Klein-etal-2024-Understanding-School-Attendance-Educational-Attainment-and-Labour-Market-Outcomes.pdf.

Matthews, B. (2024). *Understanding responsibility assignment matrix (RACI matrix)*. [online] Project Management. Available at: https://project-management.com/understanding-responsibility-assignment-matrix-raci-matrix/.

National Foundation for Educational Research (NFER) (2023). *Why a one-size-fits-all approach to attendance isn't the way forward*. [online] NFER. Available at: https://www.nfer.ac.uk/press-releases/why-a-one-size-fits-all-approach-to-attendance-isn-t-the-way-forward [Accessed 28 Oct. 2025].

National Governance Association (2023). *Widening the lens on disadvantage*. [online] Available at: https://www.nga.org.uk/media/ohabhjys/nga-widening-the-lens-20231123.pdf.

National Institute for Health and Care Research (NIHR) (2024). *Act Locally Programme*. Bradford Institute for Health Research. Applied Research Collaboration Yorkshire and Humber.

National Youth Agency (NYA) (2023). *Better together: Youth work with schools. Complementing formal education to change young lives*. Leicester: NYA.

Parliament.uk. (2025). *Elementary Education Act,1880— The Standard Of Exempti - Hansard - UK Parliament*. [online] Available at: https://hansard.parliament.uk/Commons/1881-07-08/debates/20cb03fe-8687-4b1a-a33c-9dd2af5c4110/ElementaryEducationAct1880%E2%80%94TheStandardOfExemption%E2%80%94Bye-LawsForSchoolAttendance.

Rowland, M. (2025). *The A-Z of Addressing Disadvantage*. John Catt.

Times Educational Supplement (2024). *Punishment 'won't cut' school absence*. [online] Tes Magazine. Available at: https://www.tes.com/magazine/news/general/punitive-

measures-to-cut-pupil-absence-don%27t-work-school-attendance [Accessed 28 Oct. 2025].

UK Parliament (1870). *The 1870 Education Act*. [online] UK Parliament. Available at: https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/school/overview/1870educationact/.

University of Manchester (2024a). *Barriers to Education Project: The WARMTH Framework*. Greater Manchester: Spectrum Gaming.

University of Manchester (2024b). *Doctorate in Educational and Child Psychology (DECP) attendance research strand*.