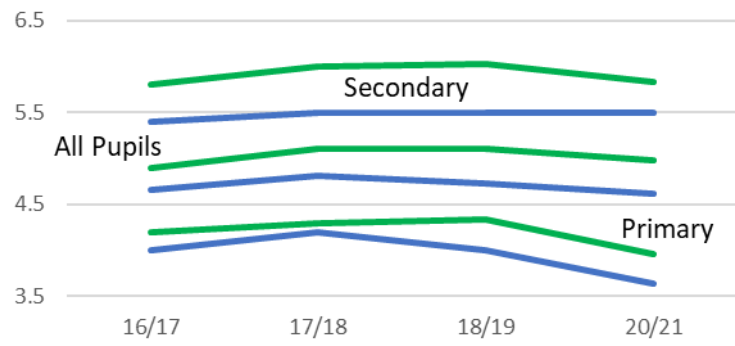


School Attendance & Safeguarding: NGN Governor Conversation

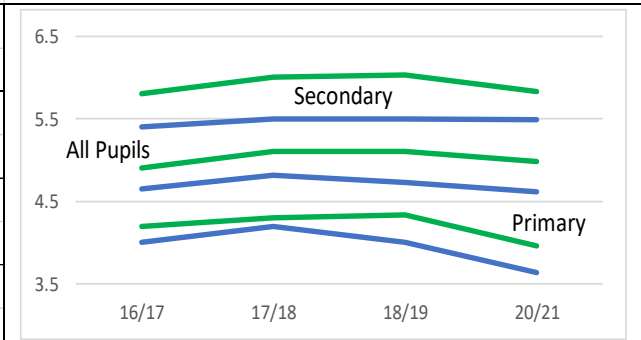




	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	LA v National - 2020/21	Trend 2016/17 - 2020/21	Trend 2018/19 - 2020/21	Trend 2016/17 - 2018/19 & 2020/21 (All Pupils, Primary & Secondary)
--	-------------	-------------	-------------	-------------	-------------	-------------------------	-------------------------	-------------------------	---

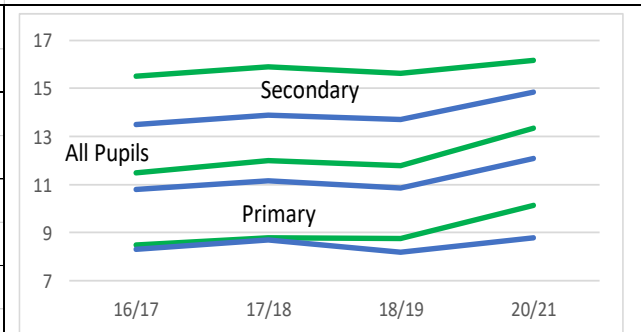
Total Absence - Whole year

Total Absence - All Schools	Norfolk	4.9	5.1	5.1	N/A	5.0	0.4	0.1	-0.1
	National	4.7	4.8	4.7	N/A	4.6		0.0	-0.1
Total Absence - Primary	Norfolk	4.2	4.3	4.3	N/A	4.0	0.3	-0.2	-0.4
	National	4.0	4.2	4.0	N/A	3.6		-0.4	-0.4
Total Absence - Secondary	Norfolk	5.8	6	6.0	N/A	5.8	0.3	0.0	-0.2
	National	5.4	5.5	5.5	N/A	5.5		0.1	0.0
Total Absence - Special Schools	Norfolk	7.7	8.1	8.8	N/A	17.3	2.1	9.6	8.5
	National	9.7	10.2	10.1	N/A	15.2		5.5	5.1



Persistent Absence (10% possible sessions) - whole year

Total Absence - All Schools	Norfolk	11.5	12.0	11.8	N/A	13.3	1.3	1.8	1.5
	National	10.8	11.2	10.9	N/A	12.1		1.3	1.2
Persistent Absence - Primary (10% possible sessions)	Norfolk	8.5	8.8	8.8	N/A	10.1	1.4	1.6	1.4
	National	8.3	8.7	8.2	N/A	8.8		0.5	0.6
Persistent Absence - Secondary (10% possible sessions)	Norfolk	15.5	15.9	15.6	N/A	16.2	1.3	0.7	0.5
	National	13.5	13.9	13.7	N/A	14.8		1.3	1.1
Persistent Absence - Special Schools (10% possible sessions)	Norfolk	22.7	23.3	25.2	N/A	55.7	6.7	33.0	30.5
	National	28.5	29.6	28.8	N/A	48.9		20.4	20.1





Department
for Education

Working together to improve school attendance

**Guidance for maintained schools,
academies, independent schools, and
local authorities**

Published: May 2022

Applies from: September 2022

Section 1: The importance of school attendance

- Improving attendance is everyone's business; a holistic approach is required by all staff in school, trust or GB and LA including other partners.
- At all stages of improving attendance work should be undertaken to remove barriers, building strong relationships with parents and carer, work collaboratively to provide the right support at the right time.
- Work in relation to school attendance cannot be seen in isolation.
- Effective practice will include close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.

A photograph of a classroom with several students' hands raised in the air, indicating an interactive learning environment. The background is slightly blurred, focusing on the hands in the foreground.

Section 2: Expectations of schools

Develop and maintain a **whole school culture** that promotes the benefits of high attendance.

Have a **clear school attendance policy** which all staff, pupils and parents understand.

Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence.

Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.

Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Section 3: Expectations of academy trust boards and governing bodies of maintained schools



All trusts and governing bodies are expected to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies.
- Ensure school leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure school staff receive adequate training on attendance.

Multi-academy trust boards and governing bodies of federations are also expected to:

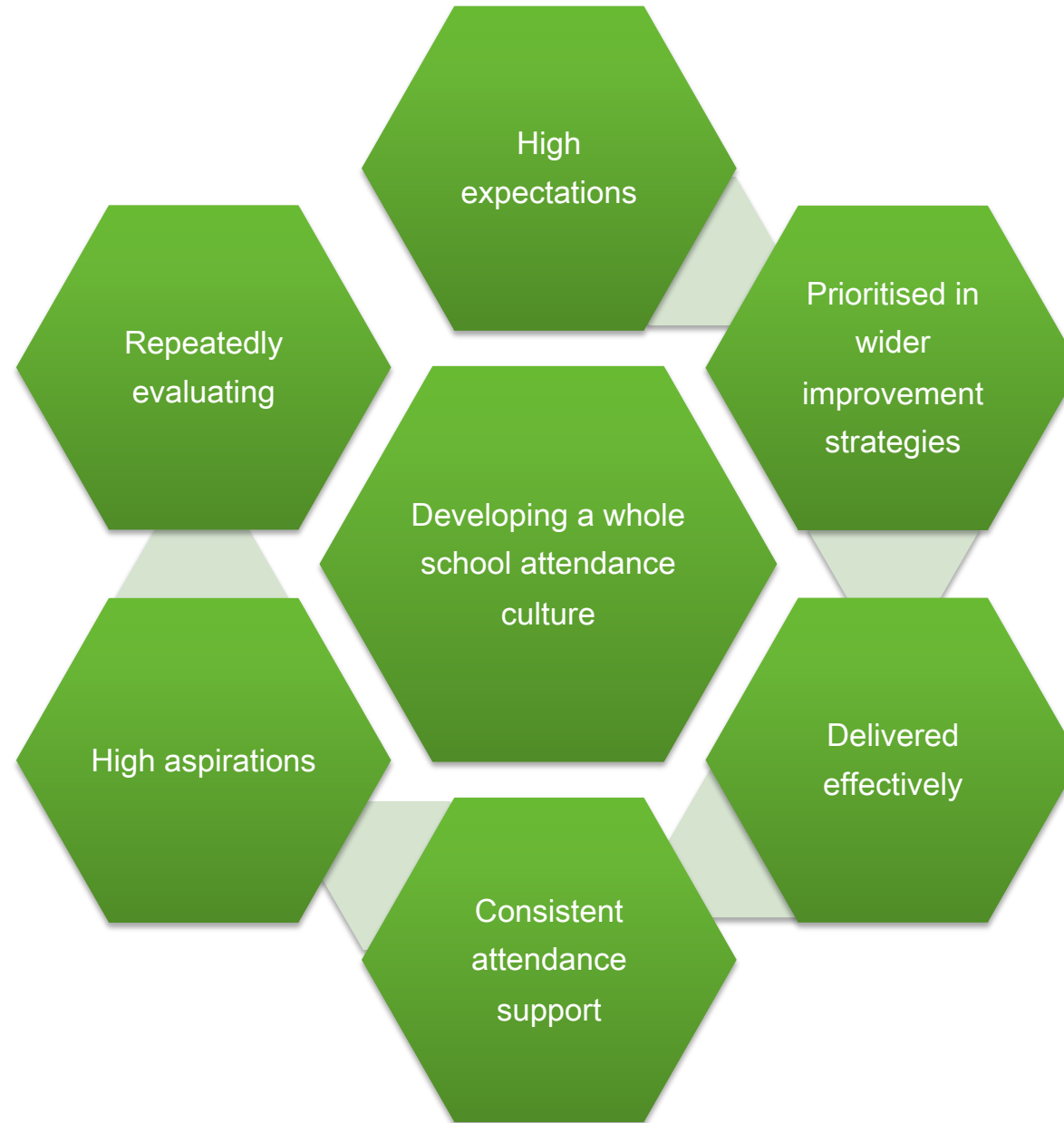
- Share effective practice on attendance management and improvement across schools.

Key Questions for Governance



1. Data: Does the school have accurate self-knowledge about specific attendance issues?
2. Systems: What is the school doing well to promote attendance and what can it do better?
3. Whole-school approach: Is attendance a constant feature of all aspects of school-life?

An [attendance practice checklist](#) has been devised to support Headteachers, Attendance Leads and Governors to review attendance practices.



Attendance Toolkit

[About this Toolkit](#)

[School attendance guidance and legislation](#)

Links to key guidance and legislation to support school to understand the implications for school policy and practice.

[Fixed Penalty Notices](#)

Guidance, resources, and templates to support schools with the Fixed Penalty Notice process.

[Fast Track to attendance](#)

The Fast-Track framework is a time-focused model of case management and, where appropriate, prosecution. The Fast-Track model promotes early intervention by both schools, the LA, and parents in cases of persistent and severe absence. In this section you will find guidance, resources, and templates to support schools with the Fast-Track process.

[Reduced timetables](#)

Guidance and clarification about the use of reduced timetables including Norfolk County Council's notification requirements.

[Key elements of effective attendance practice](#)

This section identifies the key features of robust attendance practice. School attendance leads should review the school's current practices using this information to identify areas of strength as well as those requiring further development.

[Maintaining pupil registers](#)

This section provides guidance on maintaining the admissions and attendance registers in line with legislation and DfE guidance.

[Data: Including target setting and analysis](#)

Guidance on how to use your data to monitor and use the analysis to target intervention and support and inform whole school practice.

[Rewards and Interventions](#)

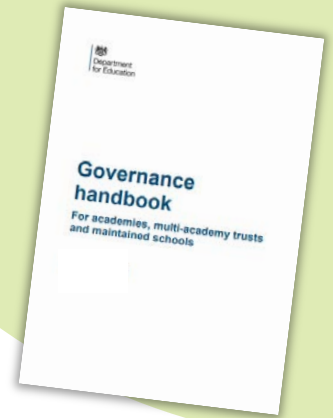
The key to tackling poor school attendance is in the creative intervention strategies that a school uses. In this section we discuss ways to approach irregular school attendance and how to effectively engage with families. We outline procedures for good working practices within school and how to promote good school attendance.



Further support and guidance:

- [Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/improving-attendance-good-practice-for-schools-and-multi-academy-trusts)
- [School attendance - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/school-attendance)

Role and responsibilities in relation to safeguarding



198. Governing bodies have a **strategic leadership responsibility** for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to Keeping Children Safe in Education ensuring policies, procedures and training in their schools **are effective and comply with the law** at all times. Boards should ensure they read and have regard to this guidance.

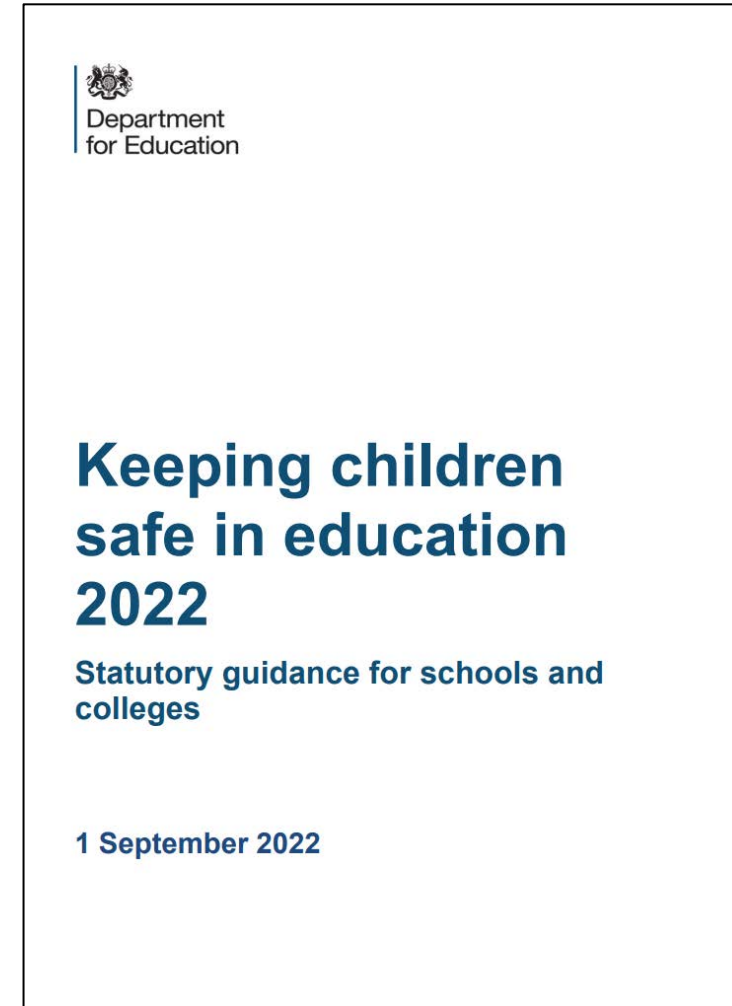
Governance Handbook 2020

Legislative Framework

Education Act 2002

Section 175 of the 2002 Education Act requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This includes **every single pupil registered** at the school **including those educated off-site**



Key Changes for 2022



Safeguarding and child protection training expectations for governing boards



The role of governing boards in ensuring effective IT monitoring and filtering



An expectation for online searches to be carried out when recruiting school staff



Guidance on sexual violence and sexual harassment (previously standalone guidance)

Discussion



How has the school implemented the changes for 2022?

How do you know about the impact of any changes on safeguarding practice?

Feedback in the chat

Safeguarding SEF – Emerging Findings

- **472** Norfolk schools and colleges were contacted via MI Sheets [241/21](#), [28/22](#) and [75/22](#).
- In total **384** settings completed an assessment; **81%** of all settings in Norfolk.
- The majority of educational settings provided comprehensive evidence in the commentary section of the self-assessment tool to demonstrate and support the associated grades that they have submitted.
- In the best examples, schools identified specific actions required to get to good or better with clear time scales.
- A small minority of educational settings provided very limited information to support the self-assessment grades submitted. These settings were contacted by the Education Safeguarding Team and were asked to add further details to their submission.
- Spot checks to validate the evidence are on-going at present

Common themes for development

- DSL and Named Governor Roles
- Safeguarding Policy
- Training & Induction
- Understanding and managing disclosures of sexual violence and harassment
- Understanding Child Abuse: signs, symptoms and categories



Feedback activity



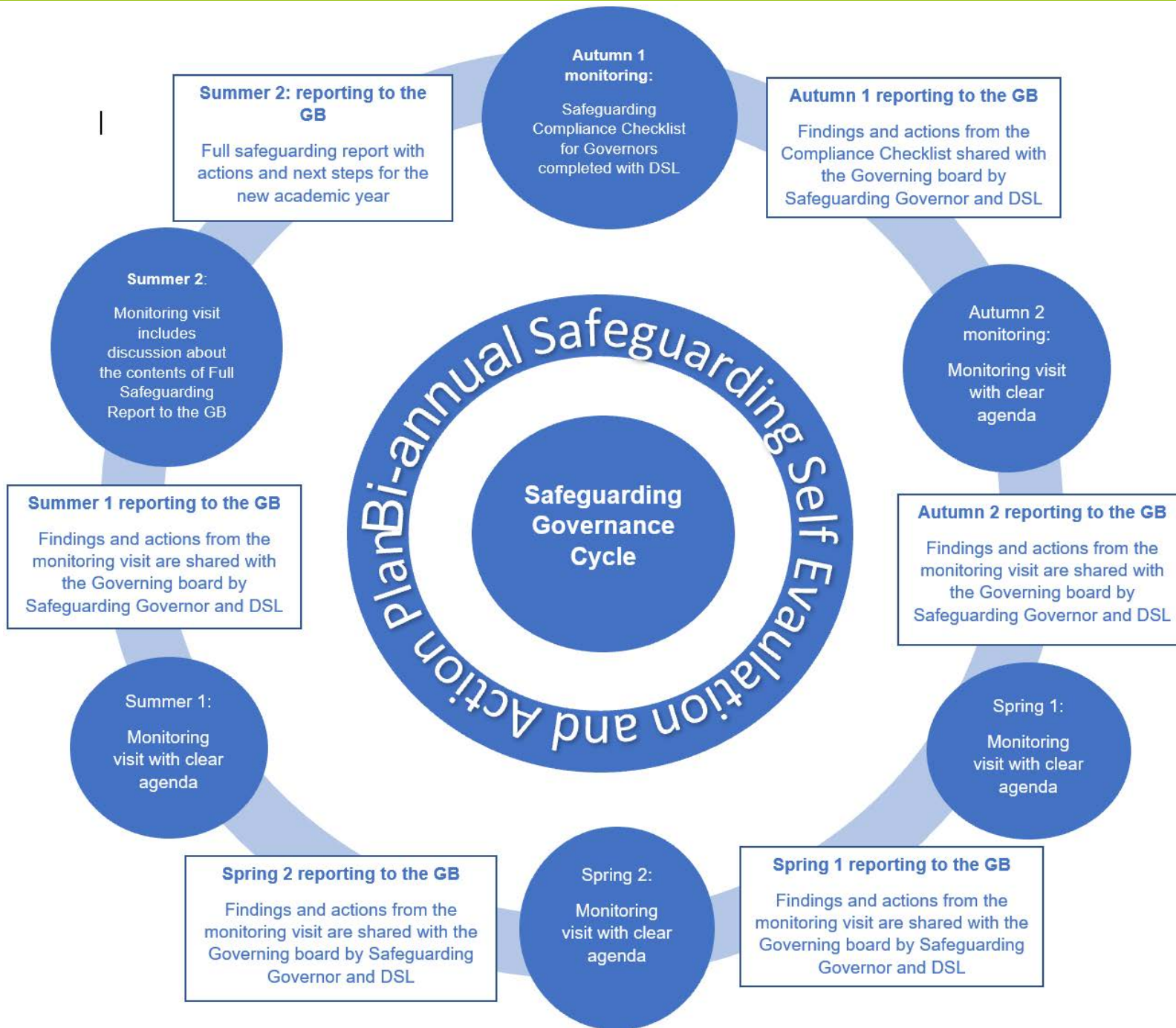
What does the completed safeguarding self-assessment tell you about practice?

What are the areas for development and what support is required to make these changes?

Feedback in the chat

Some key questions for practice

- What does the safeguarding self-assessment tell you about the safeguarding strengths and areas for development in your school? How is this reflected in your strategy/development plan?
- How do you 'test'/evidence the safeguarding culture in your setting? What would children tell you about the arrangements in place? Are your responses to tackling sexual harm, violence and harassment integrated into your safeguarding culture? How do you know?
- What does data tell you about the school's safeguarding procedures and the overall context? What does it tell you about any trends or patterns?
- Does your approach to online safety needs revision? Is it sufficiently embedded in a whole school-safeguarding approach, relevant policies, staff training and the curriculum?
- Is effective staff training evident? What does the evaluation of training tell you and what are the next steps?



Suggested annual monitoring and review cycle