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**Key Contacts:**

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**Safeguarding Advisor for Education:** 0161 770 8868 or 07753715566  
**Virtual School:** [csw@oldham.gov.uk](mailto:csw@oldham.gov.uk)

[Welcome to the Attendance Support Service | Oldham Connect | Support Services](#)

**School Attendance – boundaries and description**

Boundary	Description	Days missed
96-100%	As expected	Up to 10 days absent
91 – 95%	At risk of Persistent Absence	Up to 19 days absent
80-90%	Persistent Absence (PA)	Up to 38 days absent
51-79%	At risk of Severe Absence	Up to 76 days absent
<=50%	Severe Absence (SA)	95 days or more absent

\*\* More information is provided in the Education Neglect Guidance document for schools

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**Definition – What is Educational Neglect?**

The Department for Education (DfE) has stated, 'persistent failure to send children to school is a clear sign of neglect'. This is expanded further in Working Together to Safeguard Children (2023) and Working Together to Improve School Attendance (2024) where it provides a neglect description, 'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development'. and explicitly includes 'a parent or carer failing to provide suitable education'.

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**Educational Neglect is everyone's responsibility**

Educational Neglect is everyone's responsibility, so all partners and agencies should work together to address Educational Neglect. Educational Neglect is everyone's responsibility, so all partners and agencies should work together to address Educational Neglect. All Practitioners should:

- Consider the significance of educational neglect if they become aware of persistent and/or severe absence from school.
- Demonstrate Professional curiosity in relation to children not in school including those who are Electively home educated / not on roll.
- Challenge parents and carers as to why children are not in / attending school.
- Consider how they and others might resolve the absence from school. E.g. Seek advice from the child's school, Inclusion team if they are concerned about a child's attendance.



**Educational Neglect**

**7-minute briefing**

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**Why is it important to highlight Educational Neglect?**

Educational neglect, persistent and severe absence are recurring themes in Safeguarding Practice Reviews. In contrast, regular school attendance is a protective factor for the most vulnerable children and young people, providing opportunities for support whilst giving them the best possible start in life.

There is also a demonstrable link between absence and attainment at the end of KS2 and KS4. Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared with those with lower attainment.

**Where can I find more information?**

School Inclusion and Attendance Team, Social Care, Virtual School and the Safeguarding Advisor for Education have produced guidance for schools with supporting documents to support the identification of educational neglect and the processes in place within Oldham to help support and improve school attendance, including interventions and statutory pathways.

[Oldham-Educational-Neglect.pdf](#)

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**What do we do about Persistent/Severe Absence?**

Combined with safeguarding/child protection concerns, Educational Neglect is included in Oldham's [Continuum of Need](#). The Partnership are committed to integrated and multi-agency working at all levels. The levels of need shown within Oldham's Continuum of Need demonstrates how we will respond to the requirements of children and families across all levels of need and risk.

Educational Neglect of a child (<75% attendance over 3 terms) which significantly impacts their welfare and/or educational outcomes is likely to result in the serious impairment of the child's health; well-being, development and/or life chances. Schools should consider all early interventions (single agency) including, school nursing, inclusion support and developing an attendance plan. Where attendance concerns remain, multi-agency/targeted support may be considered following the completion of an [Early Help Assessment](#) to access more intensive support across a range of partners to overcome the barriers to being in school. [Early Help for families | Early Help for families | Oldham Council](#)

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**What do we do if we have concerns about attendance?**

All schools should adopt a universal whole school approach (school, parent, child, and community) to attendance: Ensuring that internal policies and processes are applied to promote good attendance and/or challenge where concerns arise. It is important that we work in partnership with pupils and parents to improve attendance, helping parents to access services of their own accord and/or a voluntary whole family plan to tackle barriers to attendance.