

[Home](#) ▾ [Education, training and skills](#) ▾ [Pupil wellbeing, behaviour and attendance](#)
▾ [RISE attendance and behaviour hubs: guidance for partner schools](#)



[Department
for Education](#)

Guidance

Attendance and behaviour hubs: guidance for partner schools

Published 12 May 2026

Applies to England

Contents

[Support available](#)

[Regional support](#)

[Enhanced support](#)

[Time commitment](#)

[CPD events for partner schools](#)

This guidance is intended for partner schools who are confirmed participants on the programme. It sets out how they should engage and the level of support they will receive.

Support available

The regional improvement for standards and excellence (RISE) attendance and behaviour hubs programme supports schools in improving pupil attendance and behaviour.

Partner schools on the programme will engage with either regional or enhanced support, depending on their level of need.

Regional support

This is light touch support for partner schools, provided through access to:

- open days
- online continuing professional development
- shared practice amongst a group of 30 to 40 other schools

Partner schools will be expected to complete an attendance and behaviour self-assessment.

Enhanced support

Enhanced support includes the benefits of regional support plus 10 days of tailored intensive one-to-one support from your lead school. This will:

- review attendance and behaviour practice
- support the development and implementation of an action plan

Regional support

This is for the majority of schools who want light touch support to help them make

changes to their practice.

As a partner school you will have access to:

- a structured attendance and behaviour continuing professional development offer
- opportunities to visit the allocated lead school as part of a series of termly open day events
- opportunities to discuss and share effective practice with other schools in your hub

Each lead school will facilitate a network of 30 to 40 partner schools as part of this regional support pathway.

What is expected of participants

As a partner school on this pathway you will be expected to:

- complete an attendance and behaviour self-assessment
- attend all scheduled regional hub activities across the academic year, including:
 - all the open days hosted by your lead school
 - the attendance and behaviour online continuing professional development (CPD) offer

You will need to:

- ensure representation from senior leadership at events to support implementation at your school
- engage actively in all sessions, contributing to discussions, sharing practice, and reflecting on challenges and successes
- commit to make changes between sessions and be prepared to share progress or learning with the wider cohort
- respond to communications from the lead school in a timely and professional manner
- complete all feedback and evaluation activities, including surveys, to support programme improvement and accountability
- maintain a commitment to peer support, collaboration and a willingness to learn

from others

Initial actions for partner schools

Watch the [introduction to the regional offer](#).

Complete the [attendance and behaviour self-assessment](#) to identify your school's strengths and areas for development.

Attend the online CPD sessions to reflect on your practice and consider changes you will make.

Complete your [action plan](#).

Review your [education data attendance reports](#).

Attend open day events with other schools in your hub to discuss and share practice and progress.

Enhanced support

This is aimed at schools that want and need more intensive support to improve their attendance and behaviour.

Eligible partner schools will receive 10 days of leadership support over 3 terms from their allocated lead school. This support will be aimed at helping the partner school:

- understand their attendance and behaviour strengths and their areas for development
- develop and implement an improvement plan

What is expected of participants

As a partner school on this pathway you will be expected to:

- engage fully in the self-assessment process, providing relevant data and participating in open, constructive discussions about your current challenges and priorities
- host the lead school for a visit where they will discuss attendance and behaviour practice with you at your school
- co-develop an action plan with your lead school, outlining clear steps to improve attendance and behaviour

You will need to:

- allocate senior leadership time to work with the lead school across the full 10 days of support, ensuring continuity and strategic oversight
- run perceptions of school behaviour surveys with pupils and staff to identify areas for improvement and focus
- implement agreed actions between visits and be prepared to discuss progress, barriers and adaptations
- maintain regular communication with your lead school
- participate in a final review session, reflecting on progress made and identifying next steps for sustaining improvement
- complete evaluation activities, including feedback surveys and data submissions, with the Department for Education (DfE) and external evaluators to support programme learning

What we need from you

As a partner school receiving enhanced support you will need to share the following with your allocated lead school:

- a completed behaviour and attendance self-assessment
- relevant sections of your school improvement plan and attendance and behaviour improvement strategies
- results from your perceptions of behaviour survey for pupils and staff

DfE will also collect and share the following documents and data with your allocated

lead school:

- your attendance and behaviour policies
- your DfE similar schools report and attendance summary report
- your most recent Ofsted report
- published exclusions data

Initial actions for partner schools

Watch the [introduction to the enhanced offer](#).

Complete the [attendance and behaviour self-assessment](#) to identify your school's strengths and areas for development.

Get relevant documentation and data to share with your lead school.

Engage with your lead school to agree a date for a visit.

Attend the online CPD sessions to reflect on your practice, and consider changes you will make.

Review your [education data attendance reports](#).

Consider what changes or outcomes you would like to work with your lead school to achieve as part of your participation in the attendance and behaviour hubs programme.

Time commitment

Regional support

Senior leaders from the partner school will need to:

- attend one open day per term
- participate in 6 two-hour online CPD sessions, and complete the attendance and behaviour self-assessment to guide their engagement

This will involve around 5 to 10 days of leadership time.

Enhanced support

Senior leaders from the partner school will need to:

- be available and able to engage with their lead school across 10 days of support: 5 in term 1, 3 in term 2, 2 in term 3
- complete the self-assessment
- host the lead school for a deep-dive visit
- develop and implement an improvement plan
- attend open days at the lead school

This will involve around 10 to 20 days of leadership time.

CPD events for partner schools

These dates are available for CPD events for partner schools on the programme. DfE will contact partner schools directly with information on how to join these sessions.

Sessions available

Sessions will also be available on YouTube after the date has passed.

Thursday 29 January

[CPD1: leadership and vision](#)

Monday 9 February

[CPD 2: using data to target action](#)

Friday 24 April

[CPD 3: day to day systems and procedures](#)

Thursday 21 May

CPD 4: staff induction and development

Thursday 24 September

CPD 5: relationships

Monday 5 October

CPD 6: targeted support for pupil needs

[↑ Back to top](#)

Help us improve GOV.UK

To help us improve GOV.UK, we'd like to know more about your visit today. [Please fill in this survey \(opens in a new tab\)](#).

Cancel



Services and information

[Benefits](#)

[Births, death, marriages and care](#)

[Business and self-employed](#)

Government activity

[Departments](#)

[News](#)

[Childcare and parenting](#)

[Citizenship and living in the UK](#)

[Crime, justice and the law](#)

[Disabled people](#)

[Driving and transport](#)

[Education and learning](#)

[Employing people](#)

[Environment and countryside](#)

[Housing and local services](#)

[Money and tax](#)

[Passports, travel and living abroad](#)

[Visas and immigration](#)

[Working, jobs and pensions](#)

[Guidance and regulation](#)

[Research and statistics](#)

[Policy papers and consultations](#)

[Transparency](#)

[How government works](#)

[Get involved](#)

[Help](#) [Privacy](#) [Cookies](#) [Accessibility statement](#) [Contact](#)

[Terms and conditions](#) [Rhestr o Wasanaethau Cymraeg](#)

[Government Digital Service](#)

OGI

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated



[© Crown copyright](#)

