

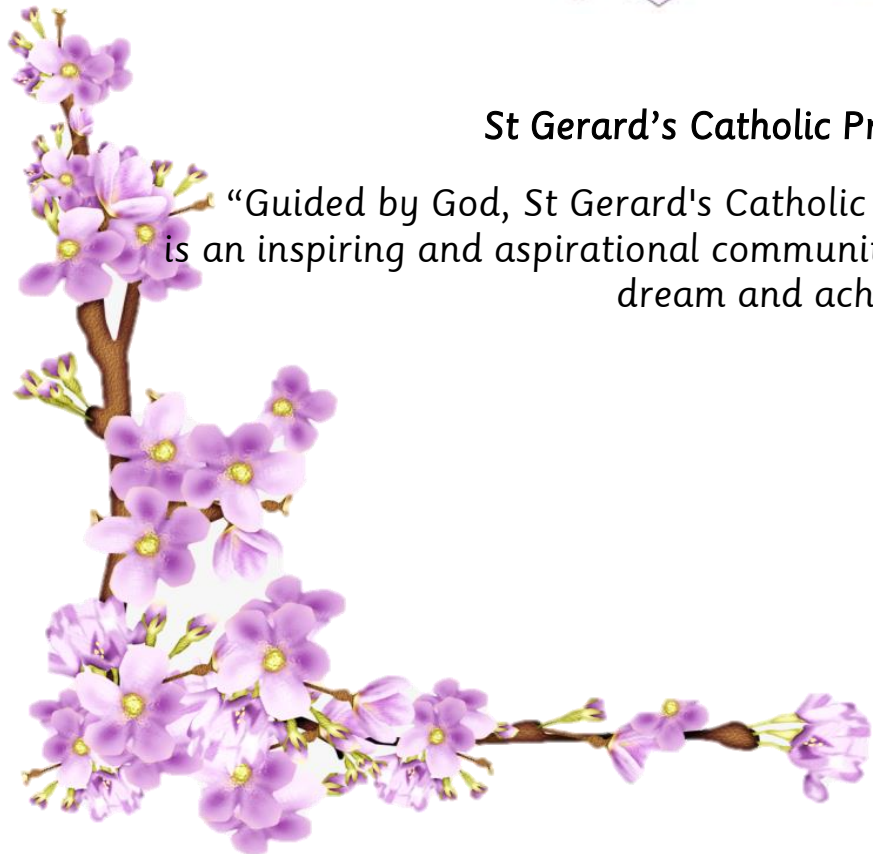


School Attendance & Punctuality Policy

2023-2024



St Gerard's Catholic Primary School



“Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve.”

Policy Details

Policy Date:	September 2023
Policy Status:	Statutory
Policy Review Cycle:	Annually (or new guidelines)
Next Review Date:	September 2024

Introduction

The Governors and staff at St. Gerard's Catholic Primary & Nursery School are united in their belief that regular school attendance is the key to enabling children to maximise the educational opportunities available to them. Helping them to become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

St. Gerard's values all children. As set out in this policy we will work with families to identify the barriers to achieving and maintaining excellent attendance and offer the right service at the right time to try to resolve any difficulties.

The Headteacher and Attendance Officer will monitor attendance and use attendance data to identify any patterns of concern, whilst also celebrating success! Attendance concerns will be raised with parents/carers if reasons are not known by the school, e.g. a long period of illness, this information may be shared with the Local Authority following concerns.

Where we have concerns, or lack of engagement from families to improve attendance, we will follow the schools escalated approach to improving attendance (Appendix 1). The schools escalated approach is child-centred and prioritises support and developing strong working relationships with families. We will use the Education Welfare Service to offer support to families prior to escalation and consider how we can work with families to enable your child to access their right to education.

Our aim is to always to work in partnership with parents/carers and any referral for consideration of a penalty notice is deemed to be a last resort at St. Gerard's. Attendance figures for each child will be reported to parents/carers as part of the annual report, we will also share a child's attendance profile if we have concerns regarding a child's attendance. Throughout the school year the Attendance Team will report on the overall attendance figures for children groups, this will be closely monitored for support and reported to the Governing Body.

To support good attendance, and safeguarding, at St. Gerard's we:

- Ensure the school is welcoming and every child feels a sense of belonging and connectedness.
- Ensure the school site is open at the stated times.
- Ensure the regular, efficient, and accurate recording of attendance is complete by every class teacher each day and followed up by the Attendance Officer. This further supports our approach to safeguarding within the school.
- Take safeguarding seriously and we will always contact you on the first day that your child is absent from school, this includes before and after-school clubs. If your child arrives late after the close of registration, we will record their arrival at reception and transition the child to class.
- Consider any requests for leave in term time individually. This will be aligned to the Local Authority code of conduct.
- Notify the Local Authority within 5 days if a new child is joining the school roll.
- Inform the Local Authority of children whose parents/carers have notified the school in writing and have opted for Elective Home Education.
- Work closely with the Education Welfare Service.
- Notify the Local Authority of Children Missing in Education – aligned to the DfE 2022 Attendance paper.

A whole school approach to supporting attendance at St. Gerard's

Securing good attendance at St. Gerard's cannot be achieved in isolation, and effective practices for improvement will involve working closely with other Leaders within the school. The Attendance Leader will work alongside the relevant school staff to facilitate a whole school approach.

St. Gerard's will always work in partnership with our parents/carers

St. Gerard's recognises that poor attendance is often an indication of difficulties in a child's life and their lived experience. This may be related to problems at home or in school. Parents/carers should inform the school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school to identify any additional early help that may be required. Safeguarding is a priority, concerns for any child at any time will be reported to the Designated Senior Lead for Child Protection. We will always follow Keeping Children Safe in Education 2022 and our Child Protection Policy.

Some children are more likely to require additional support to attain good attendance, for example, children who are vulnerable, have a medical need or EHCP plan will be monitored and supported in school. At St. Gerard's we will proactively identify and follow up on a child's non-attendance and gather information about the child. This will result in taking early action to prevent non-attendance developing and monitoring the impact of targeted support.

The Attendance Officer will initially:

- Attendance Officer to check registers daily and contact ALL parents/carers who have not made contact with the school to discuss their child's absence and complete absence register for the Headteacher (see Appendix 2).
- Check records, including any from other schools which the child has attended previously.
- Discuss with staff how the child is coping with the curriculum.
- Speak to the Special Educational Needs Coordinator to establish whether the child is on the Special Educational needs register.
- Take into account the voice of the child and understand any difficulties, e.g., curriculum or bullying and their views on the issue could be addressed.

Children whose attendance falls below 90% are Persistently Absent from school, where a child falls under 50% attendance the child will be classified as a Severely Absent child. Ultimately this will indicate that all intervention, and support, offered by St. Gerard's has not made the expected impact to improve overall attendance. Where attendance remains a concern and all other interventions and support have not made a significant impact, we will escalate with the Education Welfare Service.

First Day Contact

At St. Gerard's Catholic Primary & Nursery School we expect our parents/carers to make contact at the earliest opportunity on the first day of any absence. We will always contact you via text message or by calling you (See appendix 3) Where we have on-going concerns regarding your child's attendance, we will visit your home address and write to you. We may even invite you to meet with a member of staff to discuss any on-going concerns regarding attendance. It is important that you talk to us first; you are legally responsible under Education Act 1996 for ensuring that your child is in school every day and on time. If we cannot make contact with you, we will continue to make announced and unannounced home visits, regarding any concerns we may have surrounding attendance at St. Gerard's If your child has a Social worker or your child is a Persistent absentee pupil we will visit your home each day your child is absent to ensure the welfare of the child.

Parents/carers are responsible for securing full-time education

Parents/carers are responsible for ensuring their children receive a full-time education. Each situation will be dealt with on an individual basis, fairly and equitably always remembering the welfare and safety of the child is the paramount concern.

The term 'parent' includes those who are not a natural parent but have parental responsibility for the child as defined by the Children's Act 1989 or have care of the child as defined by the Education Act 1996.

- Absence can only be authorised by the school; parents/carers do not have this authority. All absences will be treated as unauthorised unless satisfactory evidence for the child's absence has been received. In the first instance contact from the parent/carer will be accepted as evidence. However, if a child's attendance continues to cause concern, parents/carers may be asked to provide medical evidence where absences occur repeatedly due to reported illness. This will usually be in the form of an appointment card, prescriptions etc. Advise parents/carers to register with "Care of the Chemist". Absence may be coded as unauthorised without evidence.
- Parents/carers should wherever possible make all medical and dental appointments outside of the school day. Where this is not possible, children should attend school for part of the day. Appointment cards should always be provided as evidence of medical/dental appointments.
- Unless parents/carers have provided a satisfactory explanation and it has been accepted by the school absence will not be authorised.

Examples of unsatisfactory explanations include:

- A child's/family member's birthday.
- Shopping for uniform.
- Having their hair cut.
- Closure of a sibling's school for INSET or other purposes.
- "Couldn't get up".
- Weather
- Illness where the child is considered well enough to attend school without medical authority and in the absence of a communicable disease.
- Leave during term time taken without authorisation of the school
- Head lice – once your child has been treated your child can come back to school letters will then be sent to all parents/carers in a confidential manner.

Punctuality

Gates open for children at 8.45am the class register will close at 9.15am. Children arriving after the close of registration will be recorded as an L code. The school register will officially close at 9.30am Children arriving after the register has closed U codes will be entered onto your child's registration certificate they will not be authorised and will count as an absence for the school AM session. If a child arrives late after registration for more than 10 sessions in each half term, then consideration will be given to the issue of Penalty Notice Warning Letter. This will be issued by the Local Authority.

The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment that could not be made outside of school time.

The absence will be recorded as unauthorised if a child has arrived late without justifiable cause, for example they woke up late or were waiting for their uniform to dry.

Transition following long term absence or illness

Absence can significantly interrupt the continuity of children's learning.

During any long-term absence, St. Gerard's will:

- Maintain contact with the child.
- Carefully plan the transition back to school, ensuring your child feels welcome and gains a sense of belonging.
- Ensure the child once again feels safe in school and if they experience any concerns, they will have an appointed member of staff to work with.
- The Class Teacher and Classroom Assistant will support a child when returning to class and help them with any work they may have missed.
- Complete an Individual Attendance Plan and a one page profile (Appendices 4 & 5)

Leave during Term Time

From 1st September 2013, the Government amended the England (Pupil Registration) (England) Regulations 2006. Head teachers may only grant leave in 'exceptional circumstances' only. St. Gerard's observes Halton Borough Council 'Leave in Term Time Guidance for schools and Academies'.

Parents/carers wishing to apply for leave during term time must send a written request for the attention of the Headteacher and include any evidence to support the application before making any arrangements. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. Each leave during term time request will be considered on an individual basis.

If a child fails to return and contact with the parent/carer has not been made or received, school need to contact the Education Welfare Service in the first instance and follow the CME protocol (see Appendix 5)

If the permission to take leave is not granted and the child is still absent from school, the absence will be unauthorised. In such cases the school may consider legal action.

Only in exceptional circumstances will absence be agreed. In such cases, consideration will be given to the cultural needs and the family circumstances, such as minority ethnic children returning to their country of origin. In these cases, granting leave for longer periods than normal may be considered justified. In all cases though, parents/carers will be required to justify why the leave needs to be taken during term time.

Using attendance data

Children's attendance will be monitored and shared with other agencies and the DfE.

Weekly attendance meetings will be held between the Attendance Leader and the Attendance Support Team. The term includes Attendance Officer, Family Support Worker, SENDCo, and Headteacher, class teachers with any concerns will be asked to attend the meeting to discuss this.

Meetings will focus on agreed actions for those children of concern. The purpose of each meeting will be to understand the progress the school is making when supporting identified individuals or groups of children.

Attendance data will be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

It is the responsibility of school Governors to challenge and support the school regarding overall attendance, regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

Persistent Absence

At St. Gerard's we aim to communicate the importance of attendance with parents/carers and children. We have a particular focus on reducing Persistent Absenteeism at the school. The Persistent Absence threshold for children is currently 10% and Ofsted will use this threshold in its inspection of schools.

The threshold means that any child will be classed as Persistently Absent when they have missed 38 or more sessions. This equates to 19, or more, missed days during the academic year - which is as little as 6 days over each of the three Terms. This also equates to the equivalent of 1 day of absence, or more, a fortnight across a full school year.

We will use a 19-day tracking system to make you aware of the number of days your child has missed in education. This will allow us to work together to reduce the number of days and attempt to prevent your child from reaching this number.

Once a child has reached 38 sessions, or 19 days absence, they will be classified as Persistently Absent from school and we will report this to the Local Authority and follow external legal proceedings.

Statutory Duty

Section 7 of the Education Act 1996 states that the parent/carer of every child of compulsory school age receive efficient full-time education suitable to their age, aptitude and ability and any special educational needs they may have, either by regular attendance at school or otherwise.

A child is of compulsory school age at the beginning of the term following their 5th birthday.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents/carers secure education for children of compulsory school age and where necessary, use legal enforcement.

In accordance with the regulations regarding pupils' attendance at school, (insert school name) keeps an attendance register on which at the beginning of each morning and afternoon session children are marked present or absent. The marks are electronically processed and stored on the school's central administrative system SIMS/Arbour. This information is shared with the Department for Education.

Legal Sanctions

There are several sanctions that school can take to address the issue of non-attendance. To try and identify the reason for absence we will always talk to you first to identify the reason for absence. St. Gerard's will always ensure the escalated process map is followed, focusing on the support a child needs at each stage (please access on the school website). However, for lack of engagement in attendance support there are sanctions that will be followed:

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

- A child is absent from school for the purpose of a Leave of Absence in term time and the absence has not been authorised by the school.
- A child has accumulated at least ten sessions of unauthorised absence and further absence has occurred following written warning to improve.
- Penalty Notices will be used in accordance with Halton Borough Council Code of Conduct.

Prosecution

Where intervention through the school's process fails to bring about an improvement in attendance, the local authority will be notified and legal proceedings in the Magistrates Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under section 444/4441 (a) of the Education Act 1996 school will refer to the Education Welfare Service for consideration of legal action. This is to ensure that parents/carers realise their own responsibilities in ensuring their child's attendance at school.

Section 4441 (a) of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices

Please refer to section 6 of the DFE Working together to improve school attendance 2022 for more information.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

Children at risk of Missing in Education (CME)

Children Missing Education (CME) are a vulnerable group of children. All agencies who work with children have a duty to support the Local Authority in ensuring all children are safe and looked after appropriately.

CME includes those children who are missing (family whereabouts unknown) and are children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either

- has not taken up an allocated school place as expected, or
- has 5 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown.
- Any children who have left our school to attend another school.

It is our responsibility as a school to work with the LA Education Welfare Service by making referrals.

Celebrating Success

At St. Gerard's, we feel it is important to reward children who have achieved good or improved attendance. Each half term all children who have achieved such progress will be entered into a prize draw to win a Kindle Fire. We notify parents/carers of our whole school attendance percentage in our newsletter and advise you when we have school attendance campaign weeks. The weekly 96% Attendance challenge allows classes to celebrate their collective attendance successes. When a class achieves 96% or above, they will receive a token, when they collect 6 tokens, they can enjoy a movie afternoon!

St. Gerard's will always challenge falling attendance and reward improvements. We are committed to the future of all children that attend our school and by working in partnership with the school community we believe that together we can achieve more!

We can only achieve this by working in partnership with you, if you have any concerns or anything that prevents your child from attending school or if you would like to become involved in our school please contact **Miss Gilbert school Attendance Lead**.

Roles and Responsibilities

St. Gerard's Catholic Primary and Nursery School) expectations – Parents/carers:

- I. Parents/carers are legally responsible for ensuring their children attend the School regularly and may risk prosecution if they fail in this responsibility.
- II. Parents/carers should ensure that their children arrive at school on time, with the correct equipment and in full school uniform.
- III. Parents/carers should support the School by avoiding, if possible, non-emergency medical/dental appointments for their child during School time.
- IV. Parents/carers should be aware that they do not have the automatic right to take their child out of the Academy for a holiday during term time.
- V. It is the parents/carers' responsibility to inform the School of the reason for a child's absence on the first day of absence and in line with the Schools procedures for informing of absence.
- VI. All unexplained attendances will be monitored, and parents/carers will be kept informed about any attendance concerns relating to their own child. Parents/carers are expected to attend meetings when requested and support the school in responding to ongoing attendance concerns.

St. Gerard's Catholic Primary & Nursery School expectations – Children:

- I. All children should aim to have an excellent attendance and punctuality record for which there will be appropriate rewards.
- II. All children are expected to be on the School site on time and ready to learn. Children are expected to be punctual to all lessons and registration.
- III. Children who arrive at school late must follow the correct procedures for recording their lateness and entering their lesson.
- IV. Children who need to leave school for a medical appointment must follow the correct procedures for recording that they have permission to leave and have left the building.
- V. Children must not leave the School without permission, 'truant'; this will be seen by the School as a Safeguarding concern as well as a Health and Safety concern.

St. Gerard's Catholic Primary & Nursery School expectations - Class Teacher

The Class Teacher are the key staff members in promoting regular punctual attendance. The Class Teacher will:

- I. provide a good example by always being punctual to registration and meeting children at the door – providing a welcoming environment;
- II. keep an accurate and up-to-date register of attendance;
- III. follow the Attendance Policy procedures when dealing with absences and punctuality;
- IV. maintain swift action and effective communication with year leaders, phase leaders, Assistant Head Teachers and/or School Attendance Leaders on all attendance matters concerning the tutor or class group;
- V. ensure that children and young people are aware of the importance of the school attendance target and their own individual attendance targets - where appropriate assist them in monitoring their own attendance rates;
- VI. ensure children receive rewards in relation to attendance and punctuality success – aligned to the Attendance Policy;
- VII. build a welcoming atmosphere in the classroom and provide support as necessary when children return after an absence.

St. Gerard's Catholic Primary & Nursery School expectations – Attendance Support Team

The Attendance Support team take responsibility for monitoring the attendance of children and regularly promote the importance of attendance and punctuality. They will:

- I. ensure that their team is aware of their responsibilities with respect to promoting attendance and punctuality and adherence to the attendance policy and procedures;
- II. ensure that rewards and sanctions for attendance and punctuality follow agreed procedures and align to the School Behaviour and Attendance Policy;
- III. monitor and track the attendance of vulnerable groups;
- IV. monitor the attendance of individual tutor groups and class groups, following up with irregular patterns of absenteeism that are not being effectively addressed;
- V. liaise effectively with the Attendance Leader and work together on ensuring that appropriate action is taken in the management of absenteeism and poor punctuality;
- VI. have attendance as a regular item during pastoral meetings;
- VII. ensure contact is made with parents/carers of poor attendees – always placing support before sanction.

St. Gerard's Catholic Primary & Nursery School expectations - Attendance Officer

The Attendance Officer is responsible for regularly checking attendance data and ensuring data is accurate and up to date. The Attendance Officer will:

- I. ensure that data is input daily into the attendance management system;
- II. ensure that parents/carers of absent children are contacted where notification of absence has not been received;
- III. respond to any parent seeking support on attendance concerns;
- IV. provide regular attendance and punctuality data for relevant staff and external agencies in line with the agreed procedures and timescales;
- V. be responsible for disseminating important attendance information including informing the Headteacher of which children are of concern; in-line with the agreed procedures and timescales;
- VI. be responsible for keeping a record of the interventions in place to encourage attendance and for generating all documentation including letters to parents/carers;
- VII. be responsible for liaising closely with the Local Authority's Attendance Team to ensure appropriate levels of intervention take place; referrals are made, and attendance meetings are set up;
- VIII. be responsible for managing and maintaining attendance records and systems.

St. Gerard's Catholic Primary & Nursery School expectations – Attendance Leader – Headteacher

The Senior Leader responsible for Attendance will promote good attendance and punctuality. They will:

- I. regularly meet with their Line Manager reporting on progress and next steps planning;
- II. implement the 5 Foundations of Effective Attendance Practice framework;
- III. ensure the Foundations action plan is monitored and actioned throughout the school year;
- IV. provide training and support to staff;
- V. participate in pre-legal meetings;
- VI. use attendance data to make links with attendance and academic performance;
- VII. lead attendance reward assemblies;
- VIII. ensure that reference to attendance is included in all school documentation e.g. School newsletters, letters to parents/carers, school prospectus, information for booklets;

Relevant legislation

The Education Act 1996

The Children Act 1989

The Crime and Disorder Act 1998

The Anti-social Behaviour Act 2003

The Education and Inspections Act 2006

The Sentencing Act 2020 The Education (Pupil Registration) (England) Regulations 2006

The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007

The Education (Penalty Notices) (England) Regulations 2007

Relevant government guidance

Parental responsibility measures for attendance and behaviour

Children missing education

Keeping children safe in education 2022

Working together to safeguard children

Elective home education

Alternative provision: statutory guidance for local authorities

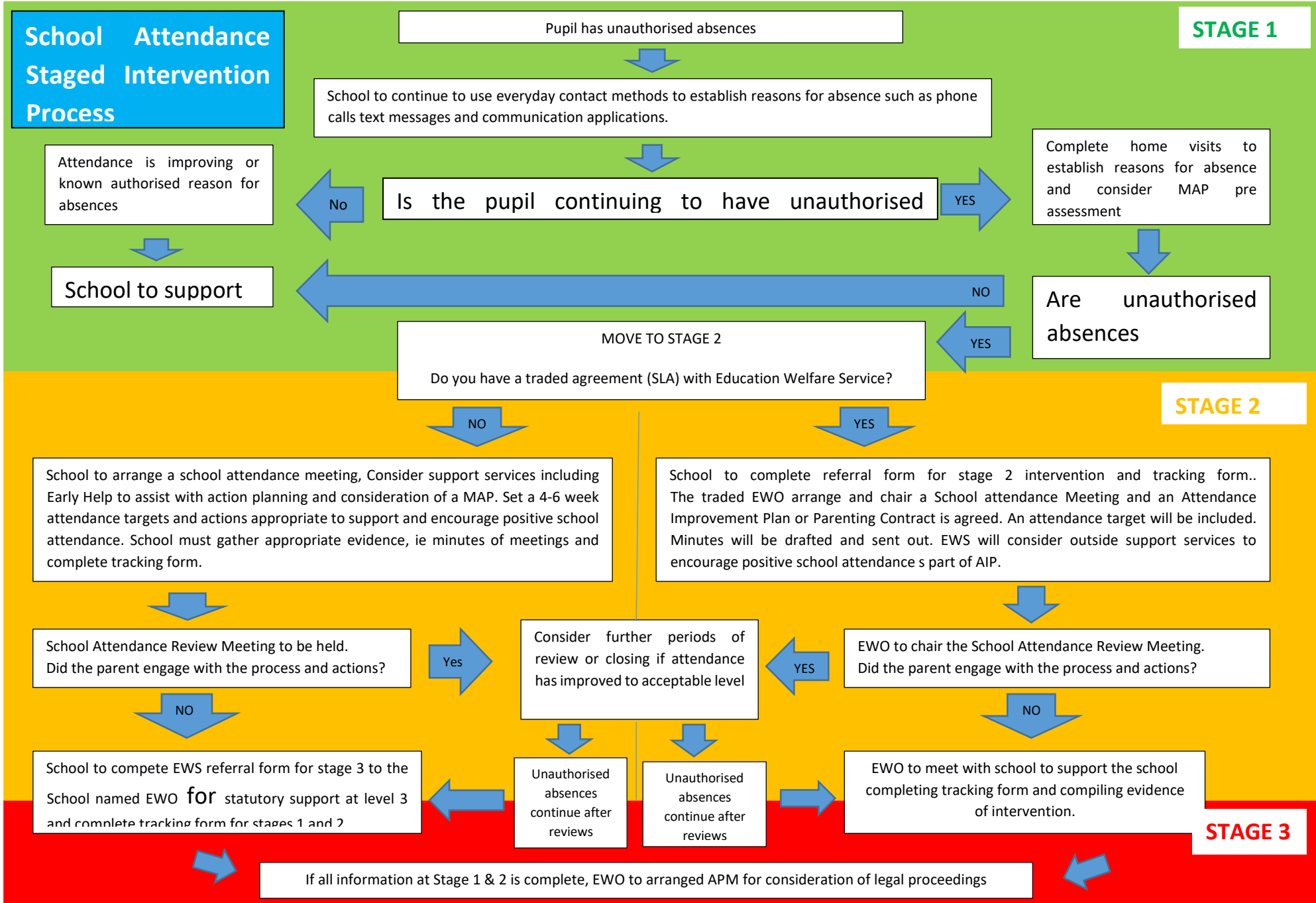
Exclusion from maintained schools, academies and pupil referral units in England

Supporting pupils at school with medical conditions

Ensuring a good education for children who cannot attend school because of health needs

Promoting and supporting mental health and wellbeing in schools and colleges

Approaches to preventing and tackling bullying



Attendance Percentage	Days Missed	Responsible	Responses	Acknowledgement / Success	Daily Actions	Weekly Actions	Termly Actions
100% - 96%	5 - 9 days	Whole School Approach	<ol style="list-style-type: none"> Class Teachers to celebrate good class attendance daily using the Attendance Matters Posters Class Teachers to celebrate 100% attenders on a weekly basis. Class Teachers to celebrate good attendance during parents' evenings Attendance certificate for every child that achieves 100% sent out by the Attendance lead 	<ol style="list-style-type: none"> Certificates for 100% attendance each Term and at the end of the academic year. 100% Termly Raffle ticket to win a Kindle Fire Tablet Weekly Certificate for any 100% class attendance & stickers for each pupil Dojo points awarded weekly for the weekly class attendance winners 	<ol style="list-style-type: none"> First day absence phone call followed by direct DOJO message Home Visit first day, priority for CP, CIC, SEN and PA Record a daily attendance log for whole school, to be emailed to the Headteacher on a daily basis 	<ol style="list-style-type: none"> Praise Assembly – to include weekly class attendance winners Update attendance notice board for the previous week Attendance sent out to parents/carers via DOJO Send out class DOJO/Twitter message to parents/carers to celebrate winning classes 	<ol style="list-style-type: none"> End of year prize for every child that achieves 100% attendance End of term attendance certificates for every child who achieves 96% or above for that term Prize for the class with the BEST attendance Termly prize draw to win a Kindle Fire Tablet for all pupils with 96% or above attendance
95% - 90%	10 – 20 days	Attendance Lead & Class Teachers	<ol style="list-style-type: none"> Attendance Lead to monitor, celebrate improvement in pupils' attendance or address pupils whose attendance is at risk of falling below 96% via parents/carers Attendance Lead send parents/carers; letters, where attendance has improved. Class Teachers to celebrate good attendance on a weekly basis using the Attendance Matters Posters. Class Teachers to recognise and inform parents of good attendance during Parents Evenings. 	<ol style="list-style-type: none"> Celebrate pupils who are on or above school target Positive letter home to parents/carers where attendance has improved. Celebrate all classes with 96% or above during Friday's Praise assembly. Weekly certificate/stickers & trophy for the winning class for attendance 	<ol style="list-style-type: none"> First day absence phone call followed by direct DOJO message MAP, CIN, CP.PA and SEN priority phone calls and home visits Record a daily attendance log for whole school, email to the Headteacher daily No absences to be authorised without medical evidence 	<ol style="list-style-type: none"> Praise Assembly – to include weekly class attendance winners Update attendance notice board for the previous week Attendance sent out to parents/carers via DOJO Send out class DOJO/Twitter message to parents/carers to celebrate winning classes 	<ol style="list-style-type: none"> End of year prize for every child that achieves 100% attendance End of term attendance certificates for every child who achieves 96% or above for that term Prize for the class with the BEST attendance Termly prize draw to win a Kindle Fire Tablet for all pupils with 96% or above attendance

Under 90%	20+ days	Attendance Lead, Senior Leadership Team & Education Welfare Officer	<ol style="list-style-type: none"> 1. Attendance Lead to monitor alongside, SLT and Education Welfare 2. Attendance lead to maintain parental 3. Contact; letters, phone calls & parent meetings 4. Attendance Lead, Family Support Worker and Education Welfare Service carry out parent contract meeting when attendance falls below 92% (Medical evidence will be required to authorise further absence) 5. EWO to offer target letters 6. Offer Early Help to support the family 7. Safeguarding Home Visits where appropriate 8. Letter to parent with intent to Fast Track to prosecution 	<ol style="list-style-type: none"> 1. Positive letter home to parents/carer where attendance has improved. 2. Acknowledgment letter for reaching 96% or above 	<ol style="list-style-type: none"> 1. First day phone call, Dojo message 2. Home visits 3. MAP, CIN, CP and SEN priority phone calls and home visits 4. No absences to be authorised without medical evidence 	<ol style="list-style-type: none"> 1. Attendance Lead to monitor and report to headteacher 2. Target Letters with 4 weekly monitoring by the Attendance Lead and EWO 3. Parents/carers meeting where necessary 	<ol style="list-style-type: none"> 1. End of year prize for every child that achieves 100% attendance 2. End of term attendance certificates for every child who achieves 96% or above for that term 3. Prize for the class with the BEST attendance 4. Termly prize draw to win a Kindle Fire Tablet for all pupils with 96% or above attendance
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Individual Attendance Plan

Name of pupil	
Year group/class	
Staff supporting with attendance plan and roles	
Date plan was agreed	
Attendance history	
Include details of attendance percentages (broken down by attendance code where appropriate), details of trends or patterns over time and any historical factors that might be relevant.	
Current risk factors/current barriers to attendance	
To help with this, it might be useful to carry out an individual attendance audit . We have provided an editable template that can be used in conjunction with this plan.	

Strategies to be implemented by the school		
Details of strategy (including date commenced)	Purpose of implementing strategy	Member of staff responsible
E.g. daily wake-up calls for two weeks, starting from 16 th October	E.g. to establish an effective morning routine	E.g. parent support worker to carry out calls

Expectations of the pupil		
Details of expectations	How this has been communicated to the pupil?	Monitoring arrangements (who by and when?)
E.g. set an alarm for 7 a.m. every day	E.g. discussion with attendance officer and ongoing reminders	E.g. attendance officer will monitor this daily

Expectations of the family		
Details of expectations	How this has been communicated to the pupil's family?	Monitoring arrangements (who by and when?)

E.g. for parents to phone school before 9 a.m. to report the reason for any absence	E.g. expectations explained during face-to-face attendance meeting and agreed by parents	E.g. attendance officer will monitor this daily
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External support		
Details of agency/partner	Support being offered	Date support commenced
E.g. social care	E.g. Early Help referral has been made as mother is reporting that she feels overwhelmed	E.g. referral made 2 nd November - currently awaiting first contact

Record of attendance reviewing meeting	
Date of review	
Individuals present	
Situation since last review	
Milestones achieved since last review	
Areas discussed	
Outcome of meeting (tick as appropriate)	<input type="checkbox"/> Continue with initial plan <input type="checkbox"/> Continue plan with new or supplementary strategies added <input type="checkbox"/> Escalate attendance plan to next stage
Date of next review	



People Directorate

**Children and Young People Missing
Education: Guidance and Procedures
For Schools**

**Produced by:
Education Welfare Service**

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1. Introduction

Definition of Children Missing from Education

The Department for Education's (DfE) definition of Children Missing Education (CME):

“Any child of statutory school age (5-16) who is not registered at any formally approved education activity (e.g. school or setting, alternative curriculum, home education), and has been out of any education provision for a substantial period of time (agreed as 4 weeks)”

It is the responsibility of the Local Authority and its Schools and Settings to safeguard all children. This document sets out the guidance and procedures for children and young people missing from education and the role of the Education Welfare Service and other Agencies in meeting all statutory responsibilities. This document should be used as a point of reference by Head Teacher/Principal, Staff in School and Settings and all other professionals who work with children and young people and their families. This guidance is shared with Schools from the Independent Sector as a model of good practice within Halton. This document provides a framework within which consistent practices and procedures can be applied, following revised statutory CME Guidance.

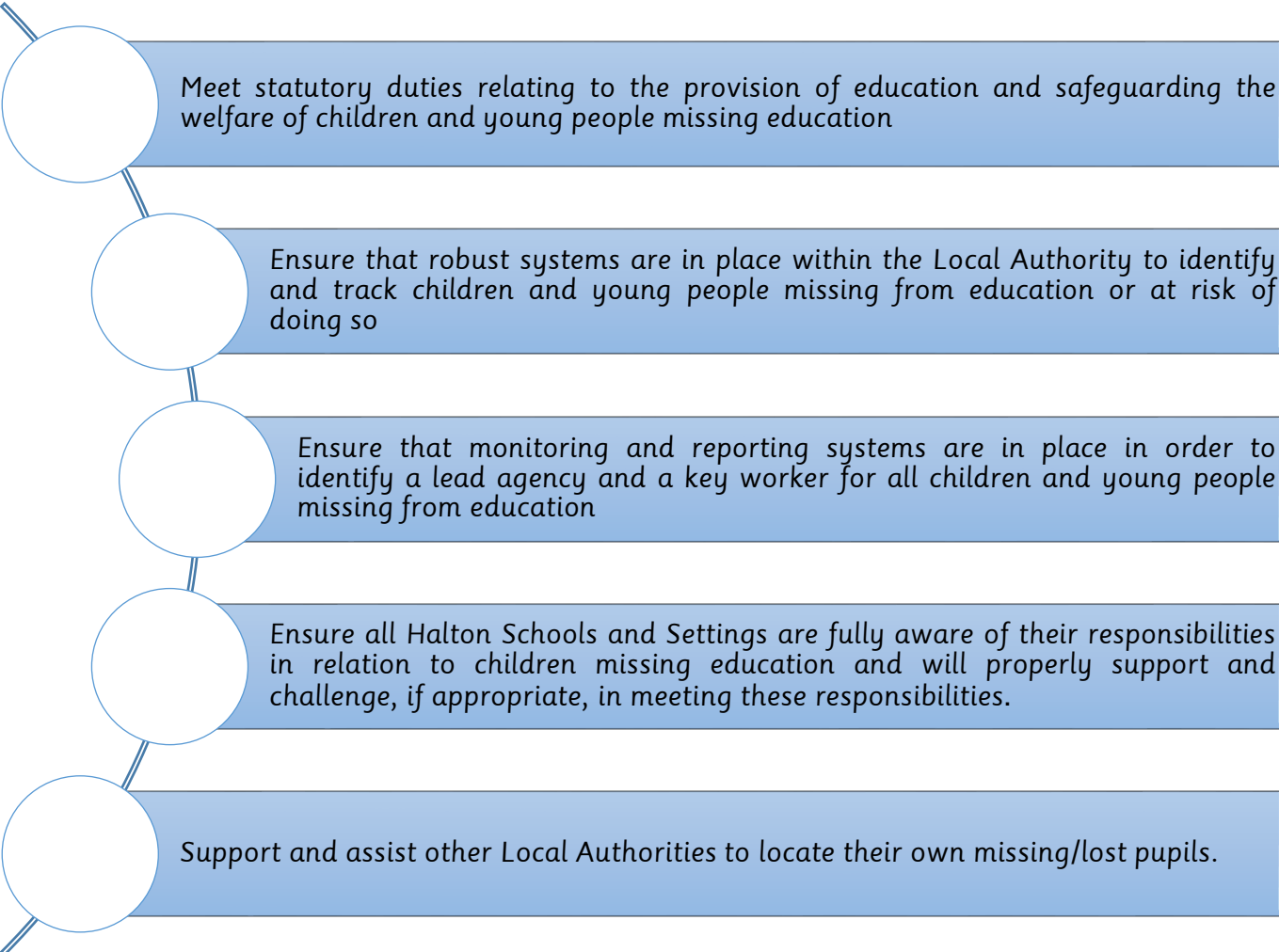
Children and young people, who are not included in education provision, are more likely to be at higher degrees of risk that could include participation in anti-social behaviour or criminal behaviour, social isolation and/or sexual exploitation/trafficking/forced marriage/FGM or at risk of radicalisation. These 'missing' children and young people are amongst the most vulnerable in Halton.

Children and young people who are missing from education may also be at risk of significant harm and every Local Authority has a Child Missing Education (CME) named point of contact. Every practitioner working with a child has a responsibility to inform their named CME contact if they know or suspect that a child is not receiving an education.

Children who are registered at a School or Setting (or some form of recognised alternative provision) but whose attendance is poor are not included in the definition of CME. The issues for these children will be dealt with by the School or Setting with the support of the Local Authority as appropriate.

Halton Education Welfare Service are committed to working with Schools and Settings and other partners to improve the monitoring and swift return of children and young people to a suitable education provision.

Adopting these procedures will also ensure high standards of safeguarding and will:



Meet statutory duties relating to the provision of education and safeguarding the welfare of children and young people missing education

Ensure that robust systems are in place within the Local Authority to identify and track children and young people missing from education or at risk of doing so

Ensure that monitoring and reporting systems are in place in order to identify a lead agency and a key worker for all children and young people missing from education

Ensure all Halton Schools and Settings are fully aware of their responsibilities in relation to children missing education and will properly support and challenge, if appropriate, in meeting these responsibilities.

Support and assist other Local Authorities to locate their own missing/lost pupils.

This Guidance does not replace any of the Safeguarding Procedures. Pan Cheshire existing safeguarding procedures and mechanisms for reporting and recording child protection concerns are to be observed at all times.

2. Groups of children and young people at risk

There are many circumstances where a child may become missing from education so it is vital that Local Authorities make judgements on a case by case basis. Although not exhaustive, the list below presents some of the circumstances that Local Authorities consider when establishing their CME policies and procedures.

Pupils at risk of harm/neglect – Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected schools should follow local child protection procedures. However, if a child is in immediate danger or at risk of harm, a referral should be made immediately to childrens' social care (and the police if appropriate). Local Authority officers responsible for CME should check that referral has been made and, if not, they should alert childrens' social care. The departments statutory guidance [Keeping Children Safe in Education](#) provides further advice for school and colleges on safeguarding children.

Children of Gypsy, Roma, Traveller families (GRT) – It is important that schools inform the Local Authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary, so that they can attempt to facilitate continuity of the child's education. The Local Authority Education Welfare Service can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils education, for example dual registration with other schools.

Children of Service Personnel – Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. The Local Authority CME and Tracking Officer will liaise with the MoD Childrens Education Advisory Service (CEAS) to ensure safeguarding and continuity of education provision.

Missing children and runaways – children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education. The CME and Pupil tracking Officer will liaise with key partners to ensure appropriate safeguarding measures are followed.

Children who cease to attend school – there are many reasons why a child stops attending school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the Local Authority will investigate the case and satisfy itself that the child is receiving suitable education. In all cases the CME and Pupil Tracking Officer will liaise with the wider Education Welfare Service or relevant Local Authority Officer, where appropriate.

Children of new migrant families – children of new migrant families may not have yet settled into a fixed address or may have arrived into a Local Authority area without that Authority becoming aware, therefor increasing the risk of the child missing education.

3. Notification of children and young people not in education, and referral routes

Notification of children missing in education can be received from internal partners, multi-agency professionals, other Local Authorities and from any other person who comes into regular contact with a child or young person.

Halton will work in partnership with key stakeholders and partner agencies and any other professional who frequently comes into contact with school aged children and young people. It is an expectation that any professional becoming aware of a school aged child will make enquiries concerning their educational status

In the event of a child not being on the roll of a School or Setting or Electively Home Educated, it is the responsibility of that professional to contact the CME Officer Julie Whitehead, cme@halton.gov.uk or tel: 0151 511 7673 to report the situation.

4. Procedures for schools and settings

Schools and Settings should promptly make reasonable enquiries to contact the parent in instances where, a child leaves or ceases to attend a Halton educational provision;

Without the school being advised by the parent which new school or setting the child is to attend.

Where the child has not returned from leave of absence from a holiday within two weeks of the expected date of return.

When a child fails to attend school after having accepted a place.

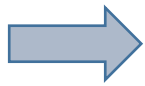
Following 10 days of non-school attendance or after the School or Setting have completed all reasonable checks, i.e. attempts to contact parents/carers, emergency contacts etc. the School or Setting should refer to the Education Welfare Service (EWS) using the Missing Child Referral Form (CME1).

The Education Welfare Service will then make reasonable efforts to identify the child's current whereabouts/destination. This will include;

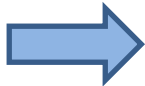
- Undertake a home visit within 5 working days of the referral, to make enquiries at home (or with known contact) and neighbours, as appropriate
- Reference to local databases within the Local Authority
- Contact with other agencies known to be involved with the family
- Checks with Housing Providers, where appropriate

If, at any point in this process, the Education Welfare Service locates the child, the EWS will refer back to the school. If the EWS establishes an actual address for the missing child in another Local Authority, the Education Welfare Service will contact the EWS or relevant Local Authority Agency, for that Local Authority to ensure the child is known.

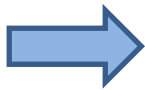
Following completion of all reasonable enquiries and where the child is still missing after 20 days of consecutive school absence;



The EWS will instruct the School or Setting to remove the pupil's name from the school register.



School or Setting will subsequently complete and submit the CME 2 form to CME Officer, cme@halton.gov.uk



School or Setting will ensure that the CTF is uploaded via s2s in accordance with the DfE guidelines.

Upon receipt of the CME 2 form, the CME Officer will investigate further with multi-agency partners, which may include;

- Health Agencies
- DfE Databases
- ESCR (Social Care) database
- Halton Council Tax records
- Relevant government agencies
- Any Local Authorities where it is suspected the child may be living or have previously been resident

If the child is still missing after all enquiries have been completed, the CME Officer will activate a national missing children alert via s2s.

Children missing education may raise potential safeguarding issues. If School or Settings believe a child or family to have gone missing, they should;



• **NOT** remove that child from their roll without following the CME Guidance and Procedures ensuring all reasonable enquiries have been made



• Follow the recommendations detailed on the School Checklist form (demonstrating the school's initial safeguarding checks)



• Referring to the Education Welfare Service using form (CME1) and subsequent completion of the CME 2 form, which **MUST** be submitted to CME Officer CME@halton.gov.uk

5. Removal from School roll

Schools and Settings must notify the Local Authority CME Officer when a pupil's name is to be removed from the admission register at a non-standard (in year) transition point under any of the fifteen grounds set out in the regulations (**Regulation 8 of the Education (Pupil Registration) (England) Regulation 2006**) as set out in Annex A and the revised DfE statutory Children Missing Education guidance (September 2016). Additional advice can be sought from the council's Education Welfare Service.

Using Pupil Tracking Notification form, Schools and Settings **must** advise the Local Authority CME Officer via email cme@halton.gov.uk each time you remove a pupil from school roll following in year transfer (or at primary transition to secondary education), to a school located in another Local Authority area, transfer to an Independent school, withdrawal to become Electively Home Educated or moves abroad (including Wales, Scotland and Ireland) or out of area.

Notification form CME 2 should only be completed and submitted to report children and young people who have been removed from the school roll when their current **whereabouts are unknown**.

The CME 2 form must only be submitted when all "reasonable enquiries" have been completed by School or Setting and the agreed CME process has been completed (i.e. CME 1 referral has already been submitted to Education Welfare Service)

REMOVAL FROM SCHOOL ROLL FOR ANY OTHER REASON OTHER THAN THOSE SPECIFIED ABOVE IS ILLEGAL.

6. Tracking and cross boundary arrangements

Agreed information sharing protocols ensure timely notification with neighbouring Local Authorities on the management of referral for children attending schools in Halton but living in another Local Authority.

If a child goes missing from a Halton school but lives in another Local Authority, the CME Officer will contact the designated lead in that Local Authority to alert them of the pupils CME status.



Similarly, if a child or young person leaves Halton, the CME Officer will alert the new/receiving Local Authority of the reported move to confirm arrival and ensure appropriate safeguarding of the child or young person.

7. Common transfer file (CTF)

There is a statutory requirement on School and Settings to send specified information about a pupil moving School to the receiving School. Since June 2001, this information has been transferred through the electronic common transfer file (CTF) via DfE's s2s secure website.

Common Transfer Form (CTF)

The law requires that CTF data is sent to a pupil's "new" maintained school by the former school within 15 days after the pupil ceases to be registered at the "old" school. The unique pupil number (UPN) needs to be included in the CTF as a unique identifier for the pupil and each UPN should only contain information regarding one pupil.

Additional pupil tracking notifications

All Schools and Settings are required to notify the Local Authority, using attached Pupil Tracking Notification Form of all in year transfers to Schools and Settings that are located in other Local Authority areas, transfer to independent Schools, withdrawal to become Electively Home Educated or moves abroad, (including Wales, Scotland and Ireland) at both **in year (non standard) transition points and at standard transfer from primary to secondary education.**

The Department for Education requires that forwarding information (new school, home address, telephone or email details) is collected, wherever possible, for children and young people moving abroad and that schools and settings should maintain contact with that family until a school place is secured for the child or young person.

Schools and Settings are no longer required to report in year transfer to other Local Authority Schools and Academies that are located within Halton local Authority as this information will be collected via other data reporting systems (i.e. school census)

What Legislation does this guidance refer to?

- Section 436A of the Education Act 1996 (added by section 4 of the Education and Inspections Act 2006)
- Education Act 1996 (section 7, 8, 14 and 19)
- Education and Inspections Act 2006 (section 4 and 38)
- Education (Pupil Registration) (England) Regulations 2006
- Education (Pupil Registration) (Amendment) (England) Regulations 2016

Documents/Information Supporting Guidance Procedures Relating to Children Missing Education as follows:

Department for Education Children Missing Education' statutory guidance
<https://www.gov.uk/government/publications/children-missing-education>

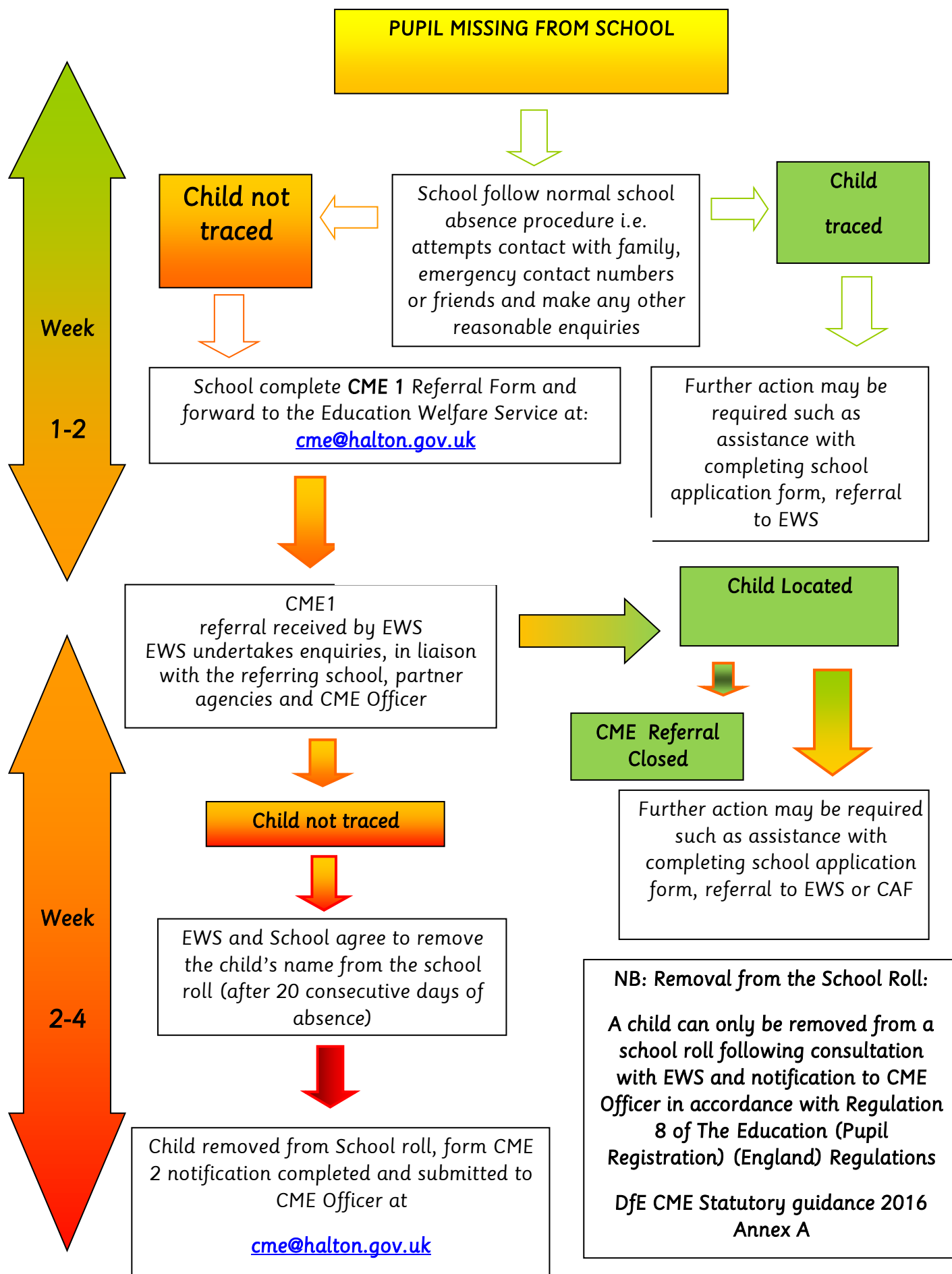
Education (Pupil Registration) (England) (Amendment) Regulations 2016
<http://www.legislation.gov.uk/uksi/2016/792/contents/made>

Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006
Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006
http://www.legislation.gov.uk/uksi/2006/1751/pdfs/uksi_20061751_en.pdf

Keeping Children Safe in Education
[Keeping Children Safe in Education'](#)

The Prevent Duty - Departmental advice for schools and childcare providers – June 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

School Inspection handbook September 2015
<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>



CME 2 notification received by CME Officer

CME Officer will

- Confirm all information received is correct
- Review all available data systems; ESCR, K2S, Council Tax & HBC internal systems etc. and liaise with appropriate Key Partners

If Child Located

- School and all relevant professionals contacted with current information
- All data systems will be updated
- Ensure school have uploaded CTF to appropriate destination
- CME referral closed

If Child Not Found

CME Officer will :

- Discuss with relevant Local Senior Leads
- Liaise with Key Partners
- Databases and previous school history
- Pursue enquiries with internal partners and Local Agencies

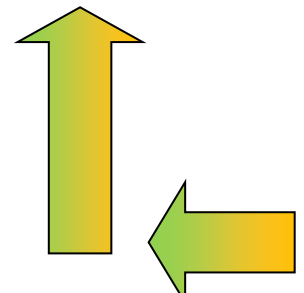
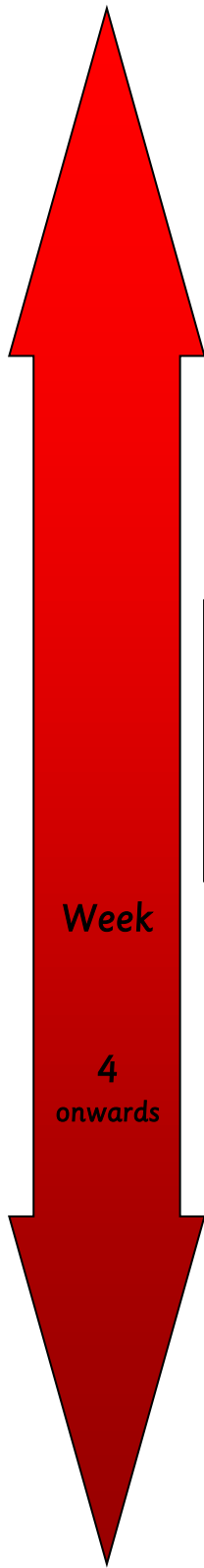
If Child Found

If Child Not Found

- Post National Missing Pupil Alert on DfE S2S
- If aware of social care concerns, liaise with Local Safeguarding Manager
- Update all data systems
- Pupil remains on CME cohort and is subject to ongoing review

Week

4 onwards



For school use only

To be used for pupils who have become 'missing' or where a forwarding school or address is not known.

Name of pupil:

SCHOOL CHECKLIST

DOB:

Address:

Tel No:

Parent/carer email address:

Name(s) of parent(s) / carer(s):

Name of sibling/s & DOB/s :

Reasonable enquiries to be undertaken by the school should include the following:

- Refer to internal school records and contact any other agencies known to pupil/family, ensuring if there are any safeguarding or social care concerns or the family are already known to Social Care, that school contacts integrated Contact and referral Team (i-CART) immediately at:

During the hours of 9am to 5pm from Monday to Thursday and 9am to 4pm on Friday, call
0151 907 8305.

If you have an urgent (safeguarding) concern outside these hours, please call the Emergency
Duty Team (EDT) on 0345 0500148.

- Make telephone checks to all emergency numbers, sending letters and emails where required/applicable and where possible, home visit by staff member
- If any siblings at another school, check with that school to gain possible information
- Check with friends and relatives of the pupil

If after 10 school days, or when all enquiries have been exhausted and the whereabouts of the pupil remains unknown, please refer to the Education Welfare Service by completing CME 1 Referral form and forwarding to

cme@halton.gov.uk

CME 1 REFERRAL FORM

To be sent to Education Welfare Service following 10 school days of absence or when school have made reasonable enquiries and their own checks have failed to locate a missing pupil or new school or home address is unknown

Name of referring School:

Date:

Name of Referrer:

Designation in School:

Child/ren's Names:

First Name	Surname	DOB	M/F

Name of Parent / Carer:

Address:

Tel No:

Email address of parent/carer:

Date child/ren last attended school:

Siblings

First Name	Surname	DOB	M/F

Please indicate if currently:

Children in Care(Looked After)		Gypsy, Roma, Traveller	
Subject to CAF/Child Protection Plan/CIN		Education, Health & Care Plan/Statement/SEN Support (please specify)	

Referral Form to be sent to Education Welfare Service at: cme@halton.gov.uk

CME 2 REFERRAL FORM

Notification of Removal from School Roll – in accordance with The Education (Pupil Registration) (Amendment) Regulations 2006

Please ensure this form is emailed securely to the CME Officer at: cme@halton.gov.uk each time you remove a pupil from school roll when reporting a child or young person missing from education where their current location is unknown and all “reasonable enquiries have been completed by the school.

Name of School	
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The name/s of the following child has been removed from the school roll:

Name(s)	
Date of Birth(s)	
Current Address	
Tel No/email	
UPN(s)	
Reason for removal	
Date of last attendance	
Date taken off School Roll (please ensure this is the same as entered on SIMMS)	
Has CME process been followed, i.e. CME1 referral submitted to EWS?	

Please indicate if currently:

Children in Care (Looked After)		Subject to Child Protection Plan	
Education, Health & Care Plan/Statement/SEN Support (please specify)		Subject to Child in Need Plan	
CAF in place		Gypsy, Roma, Traveller	

If school or education setting unknown, CME procedure and referral to Education Welfare Service **MUST** have been completed prior to removal from school roll.

Form completed by (name):

Designation:

Date:



PUPIL TRACKING NOTIFICATION FORM

This form to be completed when:

- a pupil is removed from school roll following in year transfer to a school located in another Local Authority area, or
- a pupil transfers to an Independent school, or
- a pupil is withdrawn to be become Electively Home Educated, or
- a pupil moves abroad (including to Wales, Scotland and Ireland).

Please ensure this form is submitted to the CME at: cme@halton.gov.uk

Name of School	
Child's Name	
Date of Birth	
Current Address	
New Address	
Tel No/email address	
Name of New school and L.A.	
UPN	
Reason for removal	
Date of last attendance	
Date taken off School Roll (please ensure this is the same as entered on SIMMS)	

Please indicate if child is currently:

Looked after		Subject to Child Protection Plan	
EHCP/SEND Support/Statement		Subject to Child in Need Plan	
CAF in place		From Travelling Family	

If school or educational provision is unknown, Child Missing Education (CME) procedure and referral to Education Welfare Service **MUST** have been completed prior to removal from roll.

Where a child is Elective Home Education, please send to Julia.calcasola@halton.gov.uk

Name:

Designation:

Date: