



# Halton Model School Attendance Policy

## St. Gerard's Catholic Primary & Nursery School

*"Guided by God, we learn to love, hope, dream and achieve."*



**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

**ATTENDANCE MATTERS**

IF YOUR CHILD'S ATTENDANCE DURING THE SCHOOL YEAR...	YOUR CHILD WOULD HAVE LOST APPROXIMATELY...	OR THEY WOULD HAVE MISSED APPROXIMATELY...
WAS 95%	9 DAYS FROM SCHOOL	50 LESSONS
WAS 90%	18 DAYS FROM SCHOOL	100 LESSONS
WAS 85%	27 DAYS FROM SCHOOL	150 LESSONS
WAS 80%	36 DAYS FROM SCHOOL	200 LESSONS
WAS 75%	45 DAYS FROM SCHOOL	250 LESSONS

PLEASE ENCOURAGE PUNCTUALITY TO MAINTAIN SCHOOL ATTENDANCE

**MAKE SURE YOUR CHILD DOESN'T MISS OUT**

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

# Working together to improve attendance

## Expect

Aspire to high standards of attendance from all pupils and parent/carers and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

## Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

## Listen and understand

When a pattern is spotted, discuss with pupils and parent/carers to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

## Facilitate support

Remove barriers in school and help pupils and parent/carers to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

## Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

## Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

## 1. 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. Gerards** 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 Attendance Leader 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 parent/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. The schools escalated

approach is child-centred and prioritises support and developing strong working relationships with families. Our aim is to always to work in partnership with parent/carers and any referral for consideration of a legal action is deemed to be a last resort at **St. Gerard's**.

## 2. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Ensure the school is welcoming and every child feels a sense of belonging and connectedness.
- Work closely with the local authority Education Welfare Service.

## 3. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#).

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parent/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority;
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate;
- Recognising and promoting the importance of school attendance across the school's policies and ethos;
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources;

- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy
- Link governor for attendance, is Christine Godwin. This is monitored alongside the Attendance Officer termly.

## 4.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Referring to the local authority Education Welfare Service when appropriate for consideration of legal intervention. Legal sanctions include Parenting contracts, Education supervision orders, Attendance prosecution under S441(1A) of the 1996 Education Act, Parenting orders and Fixed penalty notices
- Referring to the *Local Authority Education Welfare Service within 5 days if a new child is joining the school roll (outside of the usual transition points).*
- Inform the Local Authority Education Welfare Service of children whose parent/carers have notified the school in writing and have opted for Elective Home Education.
- Notify the Local Authority Education Welfare Service of Children Missing in Education
- Notify the Local Authority Education Welfare Service of all suspensions and permanent exclusions.
- Notify the Local Authority Education Welfare Service of all children on part time timetables not accessing a full-time education offer to which they are entitled.
- Notify the Local Authority Education Welfare Service of any child who has missed or is likely to miss 15 days or more of education due to health reasons.
- Work together with the local authority Education Welfare Service to discuss attendance at Targeted Support meetings in particular children who are persistently or severely absent from school.
- Working with the parent/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

- Work together with other agencies including the local Authority Early Help Team to access support for families to help address the barriers to poor attendance where appropriate.
- Communicating with the local authority when a pupil with an Education, Health and Care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parent/carers through all available channels

#### **4.3 The designated senior leader responsible for attendance**

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parent/carers/carers and external agencies, where needed
- Building close and productive relationships with parent/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parent/carers/carers
- Delivering targeted intervention and support to pupils and families
- The designated senior leader responsible for attendance is Mr K. Landrum and can be contacted via 0151242879 [head@st-gerards.halton.sch.uk](mailto:head@st-gerards.halton.sch.uk)

#### **4.4 The attendance Officer**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Headteacher who is the designated senior leader responsible for attendance.
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher who is the designated senior leader responsible for attendance when it might be appropriate to consider legal intervention and refer to the local authority Education Welfare Service.

The attendance officer is Miss J. Gilbert and can be contacted via 01514242879 [admin@st-gerards.halton.sch.uk](mailto:admin@st-gerards.halton.sch.uk)

#### **4.5 Class Teachers**

Class teachers have a legal responsibility for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office before 9.15am and 1.15pm.

#### **4.6 School Office staff**

School office staff will:

- Take calls from parent/carers about absence on a day-to-day basis and record it on the school system
- Inform the Attendance officer of patterns emerging from the registers on a weekly basis
- Keep a record of daily attendance and email it to the Headteacher

## 4.7 Parent/carers

Where this policy refers to a parent/carers, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parent/carers, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parent/carers are expected to:

- Make sure their child attends everyday on time
- Call the school to report their child's absence before 9.00am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- School and the Local Authority to Keep to any attendance contracts that they make
- Seek support, where necessary, for maintaining good attendance, by contacting Miss J. Gilbert who can be contacted via 01514242879 [admin@st-gerards.halton.sch.uk](mailto:admin@st-gerards.halton.sch.uk)

## 4.8 Pupils

Pupils are expected to:

- All children should aim to have an excellent attendance and punctuality record for which there will be appropriate rewards.
- 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.
- Children who arrive at school late must follow the correct procedures for recording their lateness and entering their lesson.
- 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.
- 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.

# 5. Recording attendance

## 5.1 Attendance register

- We will keep an electronic attendance register.
- We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:
  - Present
  - Attending an approved off-site educational activity
  - Absent
  - Unable to attend due to exceptional circumstances
  - See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 7 years after the date on which the entry was made.
- The school day starts at 8.50 am and ends at 3.20pm
- Pupils must arrive in school by 8.50am on each school day.
- The register for the first session will be taken at 8.55am and will be kept open until 9.05am. The register for the second session will be taken at 1.05pm.

## **5.2 Unplanned absence**

The pupil's parent/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00am or as soon as practically possible, by calling the school office staff, who can be contacted via 01514242879 or on school DOJO if the lines are busy.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parent/carers will be notified of this in advance.

## **5.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carers notify the school in advance and has evidence of the appointment.

However, we encourage parent/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carers must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 6 to find out which term-time absences the school can authorise.

## **5.4 Lateness and punctuality**

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Office staff keep a daily record of lateness, letters are sent regularly to remind parents/carers of school times and the expectation of punctuality in school.
- Parents/carers are also asked to sign their child/ren in on the entry sign system

## **5.5 Following up unexplained absence**

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carers on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will call out to the home address.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent



- Call the parent/carers on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will involve the education welfare officer
- Where appropriate, offer support to the pupil and/or their parent/carers to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: the Education Welfare Service will issue a notice to improve, penalty notice or other legal intervention (see section 6.4 below), as appropriate

## 5.6 Reporting to parent/carers

The school will regularly inform parent/carers (see definition of 'parent/carers', as used in this policy, in section 4.7 above) about their child's attendance and absence levels via half-termly letters.

# 6. Authorised and unauthorised absence

## 6.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

Only in 'Exceptional circumstances' will absence be agreed by the Headteacher. In such cases, consideration will be given to the cultural needs and the family circumstances. 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.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school.

The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 5.2 and 5.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent/carers(s) belong(s). If necessary, the school will seek advice from the parent/carers' religious body to confirm whether the day is set apart
- Parent/carers(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)



Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 6.2 Part-time timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes.

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. **A part-time timetable should not be used to manage a pupil's behaviour.**

A part-time timetable should:

- Have the agreement of both the school and the parent/carers the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parent/carers to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that considers the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period.
- Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.
- If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.
- In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2).

## 6.3 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

## 6.4 Penalty Notices

The local authority can fine parent/carers for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a Penalty Notice.

If the school issues a Notice to Improve, it will check with the local authority before doing so and send a copy to them so they can issue the Penalty Notice as appropriate.

Before issuing a Notice to Improve, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a Penalty Notice is the best available tool to improve attendance for that pupil
- Whether further support or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a Penalty Notice inappropriate

A Penalty Notice may also be issued where parent/carers allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parent/carers that the pupil must not be present in a public place on that day).

Each parent/carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/carer who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** Penalty Notice, the parent/carers must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent/carers in respect of the same pupil, the parent/carers must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent/carers in respect of the same child within 3 years of the date of the issue of the first Penalty Notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

## 6.5 Notices to improve

If the national threshold for a Penalty Notice has been met and support is appropriate, but parent/carers do not engage with offers of support, the school may offer a notice to improve to give parent/carers a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parent/carers under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a Penalty Notice may be issued before the end of the improvement period

## 7. Strategies for promoting attendance

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 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 parents/carers, 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**.

## 8. Supporting pupils who are absent or returning to school

### 8.1 Pupils absent due to complex barriers to attendance

St. Gerard's Catholic Primary & Nursery School 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, and safeguarding concerns will always be reported to the Designated Safeguarding Lead. We will always follow the current version of Keeping Children Safe in Education and our Child Protection Policy.

### 8.2 Pupils absent due to mental or physical ill health or SEND

Some children may require additional support to attain good attendance, for example children who are vulnerable, have a medical need or an EHC Plan. These children will be monitored and supported in line with need.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

### 8.3 Pupils returning to school after a lengthy or unavoidable period of absence

During any long-term unavoidable period of absence and on return we will:

- Maintain contact with the child and parent/carer.
- Follow our Remote Education Policy considering the reasons for absence.
- Carefully plan the transition back to school ensuring they feel secure and safe and benefit from an ethos of welcome and belonging.
- If need is identified a member of staff will work closely with and support the child.
- The class teacher and teaching assistant will always support a child when returning to school to ensure that they receive any academic, physical or emotional support.

## 9. Attendance monitoring

### 9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

It is a legal requirement that all schools grant the DfE access to its management information system so the attendance data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

## 9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## 9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parent/carers of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available

- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 6.3, above)
- If your child's attendance falls below 90% parent/carer will receive a school target letter in the first instance requiring the child to achieve 96% attendance across a given time period. Any absence during this period will be unauthorised unless medical evidence is provided. If the target is not achieved and there is no improvement, we will refer to the Education Welfare Service and legal proceedings may be considered.

## 9.5 Targeting Support Meetings

As patterns of attendance are habitual, early identification and support is essential for individual pupils in need of help. Where barriers go beyond the classroom, this requires schools, local authorities, and other partners to work together to put joint support in place as quickly as possible. To enable this to happen, all local authorities are expected to organise regularly Targeting Support Meetings with each school in their area so the school's attendance leads and their point of contact in the local authority's Education Welfare Service can:

- Build strong relationships and work collaboratively.
- Identify, discuss, and agree action plans and joint approaches for severely absent pupils (where they do not already have a plan in place).
- Discuss and agree approaches for persistently absent where they have barriers to attendance that require a multi-agency response to overcome.
- Agree which agency will act as lead practitioner, which will be the school in most cases, but can be a local authority or partner team where there are multiple needs are the most appropriate service.
- Where schools seek it, conduct data analysis, including comparisons to other schools in the geographical area or identify areas to focus attendance efforts on.

The meeting is not an exhaustive discussion of attendance of all pupils on roll or an audit of the attendance register. Meetings should be short virtual or in person conversations and are likely to be different lengths of time for different schools depending on the levels of need and number of pupils or pupil cohorts to be discussed. They should be focussed, with the allocated time prioritised in a way that benefits both the school and local authority. Meetings should not usually cover cases where joint action is not needed because support is already in place. The time together should be prioritised to discuss:

- Cases where there are out of school barriers to attendance, no existing plan in place and joint action from school, local authority and partners is needed.
- (Where time allows and the school would value the local authority's advice), cases where there are not out of school barriers and schools are expected to put an action plan in place.
- (By exception), cases that are already being discussed at other multi-agency meetings but where additional action is deemed necessary.

Halton has agreed a Targeted Support Meeting structure with headteachers and these will be attended by the Education Welfare Service, Headteachers and attendance leads. The Targeted Support Meetings will be chaired by the Council's School Improvement Team.

## 10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum [insert frequency] by [name/job title of individual]. At every review, the policy will be approved by the full governing board.

## 11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy;
- Behaviour policy.

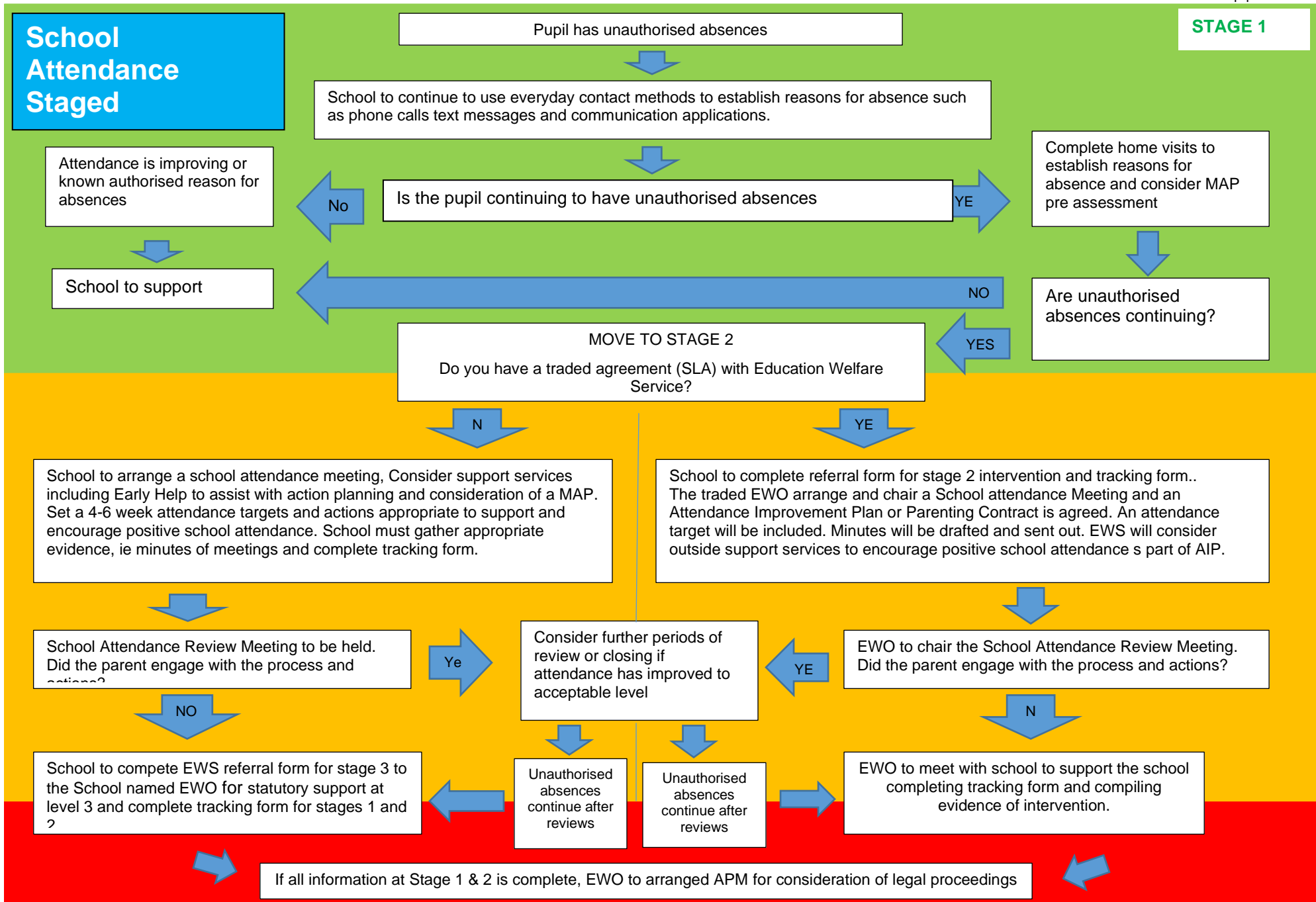
The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable



Code	Definition	Scenario
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
T	Parent/carers travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent/carers(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>

Code	Definition	Scenario
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays



Returned

Left

# St. Gerard's Catholic Primary & Nursery School



Childs Name	Year	Sibling Y/N	First day of absence	Reasons	Return to school date

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

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

<b>Name of pupil</b>	
<b>Year group/class</b>	
<b>Staff supporting with attendance plan and roles</b>	
<b>Date plan was agreed</b>	
<b>Attendance history</b>	
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.	
<b>Current risk factors/current barriers to attendance</b>	
To help with this, it might be useful to carry out an <a href="#">individual attendance audit</a> . We have provided an editable template that can be used in conjunction with this plan.	

<b>Expectations of the pupil</b>		
<b>Details of expectations</b>	<b>How this has been communicated to the pupil?</b>	<b>Monitoring arrangements (who by and when?)</b>
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

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



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

<b>External support</b>		
<b>Details of agency/partner</b>	<b>Support being offered</b>	<b>Date support commenced</b>
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 <sup>nd</sup> November - currently awaiting first contact

<b>Record of attendance reviewing meeting</b>	
<b>Date of review</b>	
<b>Individuals present</b>	
<b>Situation since last review</b>	
<b>Milestones achieved since last review</b>	
<b>Areas discussed</b>	
<b>Outcome of meeting (tick as appropriate)</b>	<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
<b>Date of next review</b>	



People Directorate

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

**Produced by:  
Education Welfare Service**

## Table of Contents

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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.

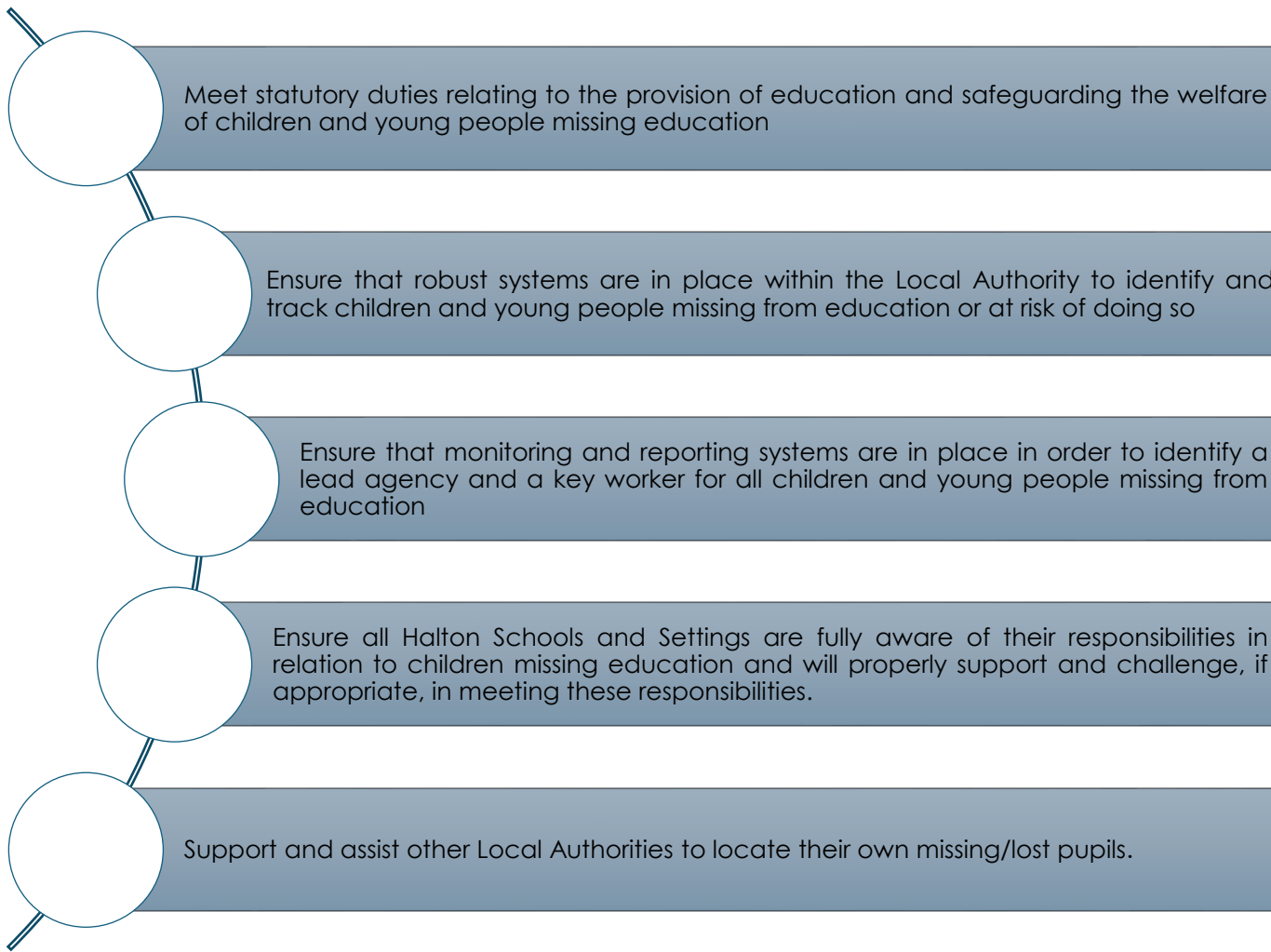
Children and young people, who are not included in education provision, are more likely to be at higher degrees of risk that could include participation in anti-social behaviour or criminal behaviour, social isolation and/or sexual exploitation/trafficking/forced marriage/FGM or at risk of radicalisation.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



**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](mailto: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](mailto:cme@halton.gov.uk)



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

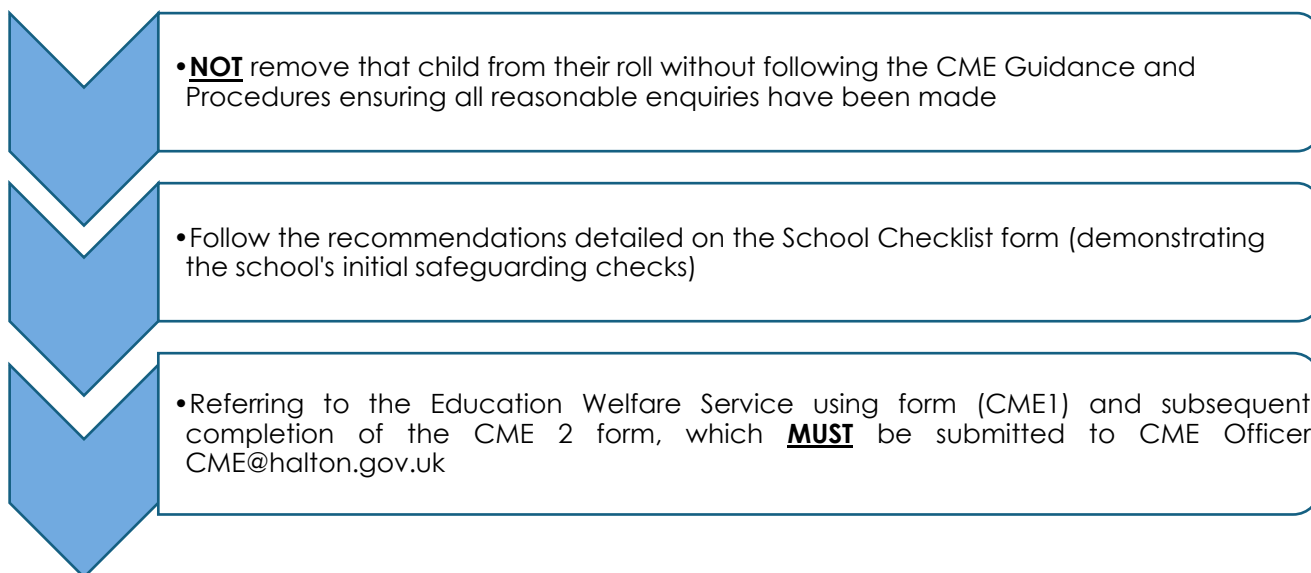
Upon receipt of the CME 2 form, the CME Officer will investigate further with multi-agency partners, which may include;

- 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;





## 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](mailto: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>

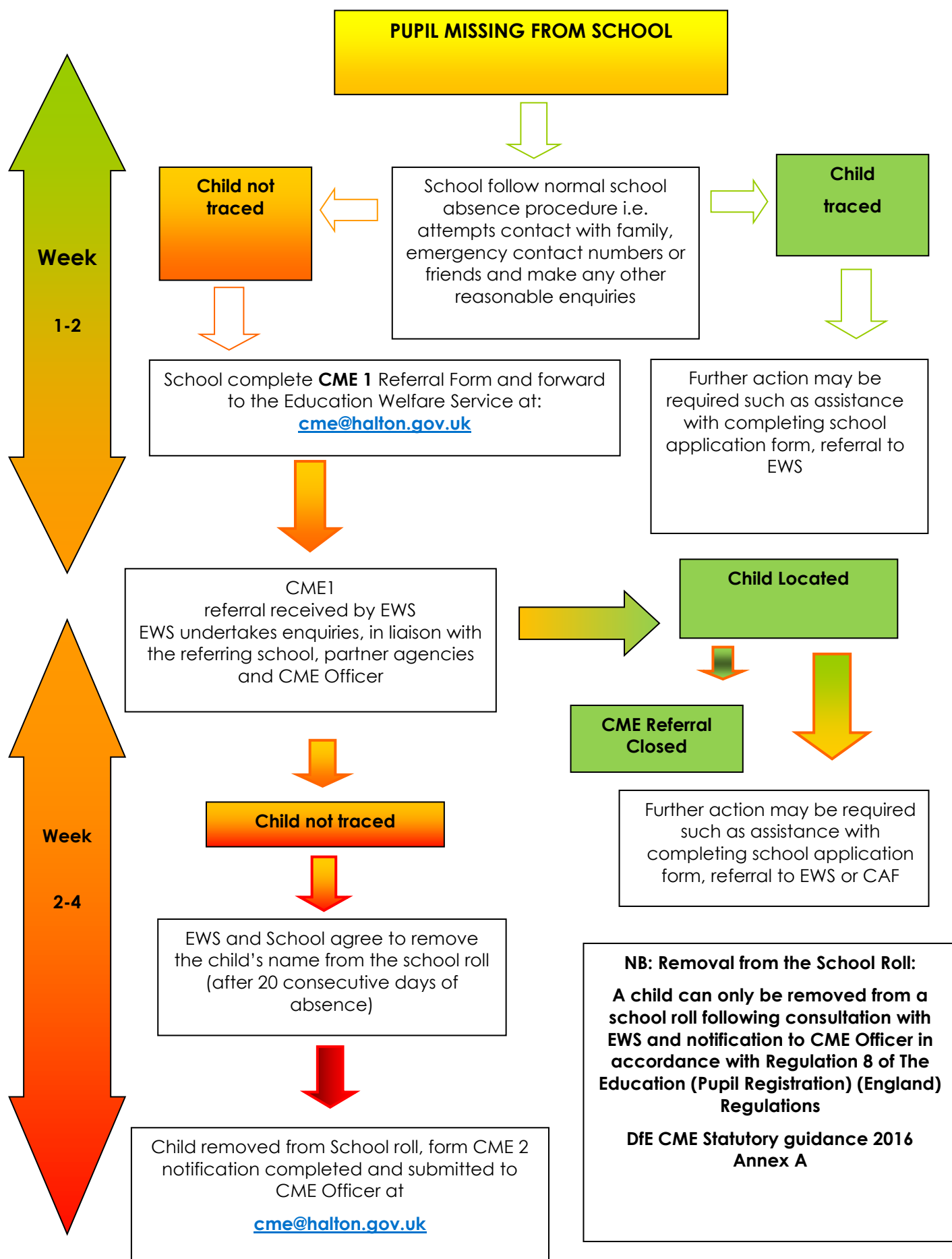
Education (Pupil Registration) (England) (Amendment) Regulations 2016  
<http://www.legislation.gov.uk/uksi/2016/792/contents/made>

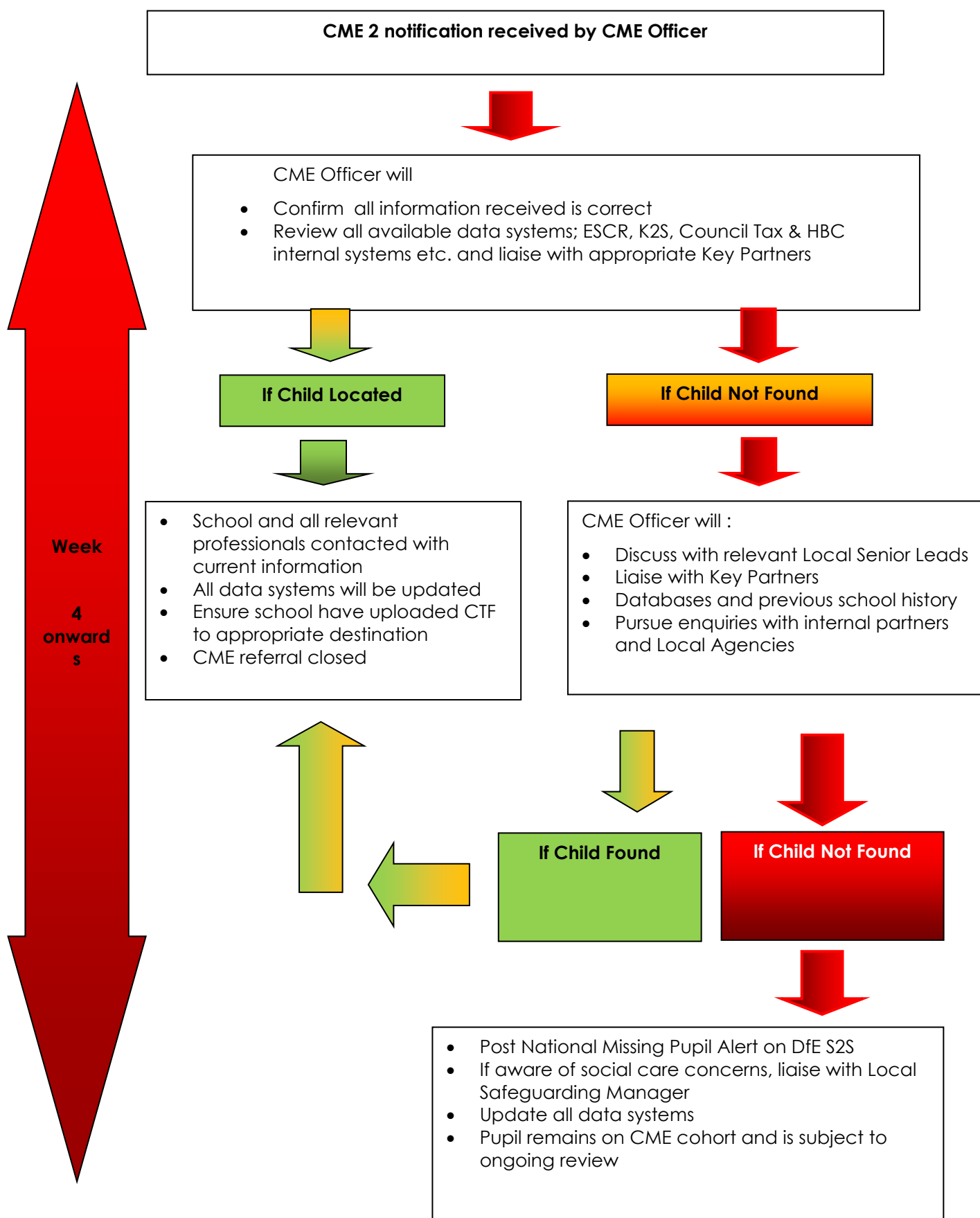
Regulation 4 of the Education (Pupil Registration)(England)Regulations 2006  
Regulation 12(3) of the Education (Pupil Registration)(England)Regulations 2006  
[http://www.legislation.gov.uk/uksi/2006/1751/pdfs/uksi\\_20061751\\_en.pdf](http://www.legislation.gov.uk/uksi/2006/1751/pdfs/uksi_20061751_en.pdf)

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](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>







**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](mailto:cme@halton.gov.uk)

CME 1

**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](mailto:cme@halton.gov.uk)





CME

**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](mailto: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](mailto:cme@halton.gov.uk)

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

Please indicate if child is currently:

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

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](mailto:Julia.calcasola@halton.gov.uk)

**Name:**

**Designation:**

**Date:**