Chaucer School

A member of Tapton School Academy Trust

Attendance Policy 2024

Contents

Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Assistant Headteacher with responsibility for attendance	David Mountford	TEL: 0114 2322338
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Educational Welfare Officer (EWO)	Lois Whitfield	TEL: 0114 2322338
Attendance Officer	Dawn Ripley	TEL: 0114 2322338
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1. Aims

Chaucer School believes that attendance and punctuality is the key to enabling our pupils to maximise the educational opportunities available to them in school.

Chaucer School is committed to becoming First Class in attendance and punctuality, always providing high challenge alongside high support to ensure all pupils are able to meet our expectations.

Chaucer School recognises that school attendance is multi-faceted and will work with our pupils and their families to provide support to overcome any barriers to attendance wherever possible.

Non-regular attendance is a safeguarding concern.

Chaucer School acknowledges the stress and pressure that is potentially put on young people's mental health when the goal is perfection and for that reason expects every pupil to achieve at least 95% attendance during an academic year and not 100%. This aligns with the target set by the Local Authority for the academic year 2023-24, which coincides with a 1.5% overall attendance target for improvement.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there may be an impact on a child's education if attendance is not consistently above 95% throughout a pupil's schooling. This is corroborated by analysis of outcomes for Chaucer students which are close to national when students' attendance it at or above this figure.

We strive to make Chaucer School is a welcoming environment where children are happy and feel safe; We endeavour to ensure their health and emotional wellbeing needs are met. For our pupils to gain the greatest benefit from their education, it is vital that they attend regularly. Each child should be at school, on time every day, unless the reason for the absence is unavoidable.

This policy sets out how together we will achieve this.

Pupils should arrive in school before 8.30am on each school day. The register for the first session will be taken at 8.30am and will be kept open until 9:00am. Any student arriving after 8.35 will be marked as late. Students arriving after 9.00 will be marked with a U code. The register for the second session will be taken at the start of period four. Registers will be taken at the start of every lesson and show if a pupil has arrived late. Any late marks will be recorded as an L on the register.

<u>We are committed to meeting our obligations with regards to school attendance by:</u>
- Building strong relationships with families, listening to and understanding the barriers to attendance
- Promoting good attendance and reducing absence, including persistent and severe absence
- Ensuring every pupil has access to full-time education to which they are entitled.
- Acting early to address patterns of absence.

- Supporting parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality.
- Discussing the link between attendance and educational outcomes and pupil wellbeing and challenging parents' views where they have misconceptions as to what good attendance looks like.
- Treating all pupils and parents with dignity and model respectful relationships to build positive relationships between home and school which are a foundation of good attendance.

Core principles as directed by DfE Working together to improve school attendance.

- We have high standards of attendance which are **Expected** from all pupils
- We Monitor all pupils by rigorously using attendance data to identify patterns of poor attendance as soon as possible so that all parties work together to resolve issues before they become entrenched.
- We will not tolerate low attendance, but we will **Listen, Understand, Empathise** and **Support** our pupils.
- We are relentless in our pursuit of identifying the root causes of absence and removing barriers to attendance.
- We will facilitate support of pupils through, the deployment of key staff so that strong relationships can be built and maintained.
- We have clear processes as to when attendance should be unauthorised, and we have a keen focus on such absence.
- Where barriers to attendance are due to external reasons beyond our control, the school we facilitate support by working with external agencies getting in the right support at the right time.
- We may choose to formalise support through the use of attendance contracts agreed by pupils, parents and school. These will set out the consequences clearly and ensure support is in place.
- We will work with the Local Authority to Enforce where necessary. Where all other avenues have been exhausted and support has not been successful or families do not engage, we will work with the LEA to enforce attendance through statutory intervention or prosecution to protect pupils' right to an education.
- We will share information and work in collaboration with other schools in the area and other partners when absence becomes a concern.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. Our work reflects the principles of the Equality Act 2010.

2. Roles and responsibilities

2.1 The Local Authority

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Have a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
- Communication and advice: regularly bring schools and multi agencies together to communicate messages, provide advice and share best practice between schools and trusts within the area. Clarity around what the school should have already offered at the point at which the LEA will become involved. Provide a named point of contact.
- Targeting Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions (possibly involving LEA) and access to services for those pupils.
- Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance. Schools and LEAs are also specifically expected to have agreed a joint approach for all severely absent pupils (Those with attendance at 50% or below).
- Legal intervention: where voluntary support measures have been unsuccessful or not engaged with., the LEA Attendance Support Team should liaise with the school and the early help lead practitioner to take forward attendance legal intervention (using the full range of parental responsibility measures). This may be in the form of an Education Supervision order, Fixed Penalty fine or court action.
- Monitor and improve the attendance of children with a social worker through their Virtual School.
- Provide training for the lead teacher for Looked after or Previously Looked After children.
- To ensure that all children in need or those with a Child Protection have a formal plan of support for their attendance.

2.2 The governing board

The governing board is responsible for monitoring attendance figures for the whole school on at least a termly basis. Figures are also shared with trustees at Core Improvement Group meetings. It also holds the headteacher to account for the implementation of this policy.

2.3 The headteacher

- The headteacher is responsible for:
- 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
- Issuing fixed-penalty notices, where necessary Making decisions regarding 'exceptional circumstances' leave of absence requests should be authorised, with the support of the attendance team.

2.4 The Chaucer School Attendance team
The school attendance team must:

- Monitor attendance data daily across the school and at an individual pupil level.
- Monitor patterns of persistently absent (PA) and severely absent pupils (SA), which is a key focus of the regular data monitoring and identify pupils and cohorts that need targeted attendance support as quickly as possible.
- Benchmark school attendance with Local and National data
- When a child is severely absent (below 50%), the school and the Local Authority will work together and put additional support in place to remove any barriers. This involves more intensive support across a range of partners. A concerted effort is needed across all partners to make this group a top priority for support.
- Endeavour to understand the causes of poor attendance and identify appropriate multiagency support to ensure that the pupil can engage with education full time.
- Our Attendance Team and the Local authority's Attendance Support Team, Attendance and Inclusion Officers work together to tackle persistent absence.
- The team arranges calls and meetings with parents to discuss attendance issues.
- The Attendance Leader advises the headteacher when to issue parenting Contracts and fixed penalty notices.

The school will escalate support using the model of Prevention, Early Intervention and Targeted Support which move from Voluntary support, Formal support to Statutory enforcement. See Appendix 2.

2.5 Schools, Tapton School Academy Trust and the Local Authority Attendance Support Team

Chaucer School, Tapton School Academy Trust and the Local Authority's Attendance Support Teams will work together and make use of a full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. The school and the LA will decide on whether to use them in an individual case after considering the individual circumstances of a family. These are: parenting contracts, education supervision orders (ESOs), attendance prosecution, parenting orders and fixed penalty fines. We will also collate chronologies that show poor attendance patterns, strategies implemented to improve attendance and impact when a move to educational neglect is being considered. Where any of the listed strategies are used, it should be clear that it is designed to change parental behaviour. In making the decision to use an intervention, headteachers and the LA will have regard to their safeguarding duties outlined in Keeping Children Safe in Education.

2.6 Class Teachers and Form Tutors
Class teachers and form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office and on Bromcom. They have access to data so they can facilitate support for their pupils.

2.7 School Reception staff
School Reception staff are expected to take calls from parents about absence and inform the school's Attendance Officer.

2.8 Equality, Inclusion and Accessibility

When communicating with parent/carers we will ensure that:

- Parent/carers are fully informed of the actions school will take at each stage of the process and have the opportunity to ask questions or challenge any assumptions made by the school.
- Parent/carers are entitled to attend meetings accompanied by a supportive adult.
- Reasonable adjustments will be made to support any access requirements.
- We will endeavour to support single parents with younger siblings to attend all meetings.
- Where required school will employ the services of a translator to ensure that parent/carers can fully participate in the meetings, the school will not rely on the child to translate between the school and the parent/carer.
- Where possible, this policy will be made available in languages other than English on request.

3. Recording attendance

3.1 Attendance register
We will keep an attendance register and place all pupils onto this register. In the case of new admissions, we will do so from their agreed start date, following parental attendance at an admission meeting.

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 whether every pupil is:
- Present
- Absent and the relevant code for absence
- Attending an approved off-site educational activity - Unable to attend due to exceptional circumstances - Any amendment to the attendance register will include:
  - The original entry
  - The amended entry
  - The reason for the amendment
  - The date on which the amendment was made
  - The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made. Any pupil who has not arrived in a lesson will be recorded as truanting and a call will be made home informing parents/carers.

3.2 Unplanned & Unauthorised absence
The pupil's parent/carer must notify the school on the first day of an unplanned absence by 8.30am or as soon as practically possible (see also section 7), through the agreed channels.

Parents/ carers must contact school on Tel: 0114 2322338, email the attendance team of send a message through MCAS and continue to correspond each day that their child remains absent.

We will mark absence due to illness as authorised unless the child's attendance is causing concern, or the school has significant questions about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a prescription, appointment card or other appropriate forms of evidence. We will not ask for medical evidence unnecessarily, and we understand that parents are not obligated to provide it.

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

Unauthorised absences are those which are not evidenced and for which no "leave of absence" has been granted by the school.

Unauthorised absence includes (but not limited to):
- Non-evidenced illness absences when a child's attendance is a cause for concern.
- Parents/Carers keeping children off school unnecessarily.
- Truancy before or during the school day
- Absences which have never been properly explained or no reason has been given

- Children who arrive at school after the morning registers are closed (9:30)
- Shopping, looking after other children or birthdays
- Day trips and holidays in term-time

Unauthorised absence can lead to the issuing of fixed penalty notices and/or prosecution.

Parent/Carers Contact Details:
It is imperative that the school has up to date contact details for all parent/carers. It is the parent/carers responsibility to keep the school informed of current contact details.

3.3 Historical Non-attendance
The school will continue to work with families where a child's historical attendance has been below expectations. In deciding this, the school will consider the following;

- The reasons for historical non-attendance
- The previous actions taken by the school and the resulting engagement from the pupil and family

3.4 Planned absence
Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

Parents must inform the Attendance Officer of known absences in advance (appointment card or letter)

Pupils must sign in /out at the school office if they arrive after 8:30 am and leave before 3.00pm. Pupils are only authorised to leave with authorisation from the Attendance Leader

We encourage parents/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. If the medical appointment is in the morning, we expect the child to return to school for the afternoon periods, and if the appointment is in the afternoon, we would expect your child to attend school for the morning periods.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

3.5 Lateness and punctuality
A school day is split into two sessions AM & PM

Lates - If a pupil arrives after 8.35am, they will be marked as late for the am session. If a pupil arrives late for their period 4 session they will be marked as late for the PM session. If a pupil does not arrive before 9.00am they will be marked as U which is treated as absent for the am session for attendance purposes.

Absence - If a child is not present during the period four register and does not arrive late, they will be marked as absent for the pm session.

Form tutors and Year Leaders may call or arrange a meeting with parents to discuss a pupil who is regularly marked as late at the start of school day or to their lessons. We will endeavour to work with pupils and parents/carers where genuine reasons for lateness are identified, such as being a young carer, and support pupils to access their education.

3.6 Following up absence.

Where any pupil we expect to attend school, does not attend, or stops attending, the school will:

On the first day of absence:

- Call all of the contact numbers we hold for parent/carers until a response is obtained.
- Send a text message to ask the parent/carer to request that they contact school if there is no answer to the phone calls.
- Follow up on their absence with their parent/carer to ascertain the reasons. This will be done on a daily basis.

If no contact has been made for a period of 5 days, we will conduct a home visit to ascertain the reason of absence.

- The school will ensure any safeguarding action is taken where necessary.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use.
- If there is nobody at home, when we visit the home, we will leave a postcard with the school's contact details.
- If we are worried about a child's safety, we may request that the police visit the home for a safe and wellness check.
- The school will report your child as missing to the Local Authority CME (Children Missing from Education) team if no contact has been made after a period 15 school days. This may result in the child being removed from the school roll.

Children Missing from Education:
The Attendance Leader and Educational Welfare Officer (EWO) along with the schools Designated Safeguarding Lead (DSL) are the nominated members of school staff to liaise with the CME Team. Pupils who cannot be located will be considered missing. The CME Team will be informed and will pursue the matter in accordance with Local Authority procedures.

3.7 Reporting to parents

Parents/carers will be able to monitor their child's attendance by:

- Speaking to their child's Form Tutor or Year Leader
- Receiving letters from the school raising concerns around attendance and punctuality
- Using the MCAS application issued to all parents once on role with Chaucer school -

  Checking their child's attendance and behaviour tracker.

- Parent/carers can request a copy of their child's attendance certificate at any time by contacting the attendance team
- A child attendance is also included on their yearly academic report
- All pupils will receive a letter outlining their attendance and what it means on between 1 and 4 occasions each academic year.

4. Authorised and unauthorised absence

4.1 Approval for term-time absence

The headteacher will only grant a leave of absence to pupils during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion.

All applications for leave of absence must be made in advance. In deciding, the school will consider the circumstances of each application individually. Parents/carers who do not request term time leave and take their child on 'unauthorised leave' could be liable for a fixed penalty notice and/or prosecution and even potentially lose their place at the school.

Requests for exceptional term time leave must be made at least 20 school days in advance of any arrangement being made. This will allow sufficient time for the request to be considered by the school. The request must be made in writing (letter or email) by the parent/carer using a Request for Exceptional Leave form.

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

Valid reasons for authorised absence include:

- Illness and medical/dental appointments (see sections 3.2 and 3.4 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils 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
- Pupils attending on a reduced timetable

4.2 Reducing persistent and severe absence

A pupil is classified as a 'persistent absentee' if their attendance is at or below 90.%. Absence at this level can cause considerable damage to a pupil's educational prospects and we want to ensure that by working together with parents/carers, good attendance can be maintained. The school will monitor all absence thoroughly and any pupils who have dropped to become persistently (PA) or severely absent (SA). Steps taken to ensure PA students' attendance improves may include
The parent/carer will;

- Parents being contacted by the Attendance Team to discuss the concerns regarding the absences
- Students receiving a letter home with a registration certificate informing the parent/carer of the current attendance
- Parents requested to attend a meeting with either the Year Leader; Attendance Leader; Assistant Headteacher.

- Parents and pupils being informed of the procedures and next steps if attendance does not improve
- Receipt of a home visit from our Educational Welfare Officer who will complete our Attendance Response Action form.
- To work with the LA to formulate a plan to overcome the barriers to attending school
- Pupils being placed on a six-week attendance monitoring period led by form tutors, year and engagement leaders or the attendance team.

A pupil is severely absent if their attendance is 50% or lower. As these pupils face more barriers to being in school, the child and parents will be supported by the Local Authority's Attendance Support Team. This will ensure more intensive support across a range of partners. A concerted effort is needed across all partners to make this group a top priority for support. We will sensitively consider the reasons for absence and ensure all parties understand school is a place of safety and support for children who may be facing difficulties.

4.3 Legal sanctions

It is an offence for a parent to fail to ensure their child attends school regularly under Section 4 of the Education Act 1996. Parents who fail to ensure their child attends school regularly could face a Penalty Notice Fine and/or a court summons.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the Local Authority.

Penalty notices can be issued by a Headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason
- If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.
- If all avenues of support have been facilitated and persistent or server absence has shown no improvement

5. Strategies for promoting good attendance

5.1 Identifying the barriers

When meeting with pupils and family members, we will do the following:

- Capture what is going well, what we are worried about, what are the next steps.

For each of these three areas, we will think about the child's education, health and care needs. By breaking it down into these areas are able to:

- See the dominant factors which prevent this child from being in school every day on time.
- Identify the most appropriate next steps.
- Involve the most appropriate agents which may include Early Help, Attendance & Inclusion or parental support programs.

For children with identified health issues, the school will consult with the local authority and consider using the GP protocol.

5.2 Strategies we will use to promote whole school attendance

When we have a concern about the amount of absence or the pattern absence, our first action will either to use in school monitoring or to arrange a meeting between the school, child and family. If it is the latter, the purpose of the meeting will be to:

- Share a clear vision for attendance underpinned by high expectations
- Ensure good internal communication/meetings encompassing safeguarding, SEND, behaviour, attendance to facilitate robust APDR (Assess, Plan, Do, Review response)
- Ensure that the pupil and their family feel that they have been supported by the school and continue to be supported by our Educational Welfare Officer
- Create a plan to support improvement in attendance. To implement this plan and review it to assess if improvements have been made.

Other strategies we will use to promote good attendance will include:

- Following a graduated approach for our irregular attenders to ensure we assess why they are not attending regularly
- Beginning potential work with the Local Authority Attendance & Inclusion Team SheffieldInclusion&attendance@sheffield.gov.uk
- Routinely apply a robust system that includes incentives, rewards, and consequences ensuring that all the systems are inclusive and appropriate for all pupils.
- Support pupils who may attend sessions not on the school site at an approved provider or with an educational professional.
- Celebrating attendance in form time, recognition assembly, rewards postcards, letters home and entry into prize draws. We will also rewards parents when their children attend well through entrance into prize draws.
- Issuing of spot prizes
- Keeping students and parents regularly informed about the importance of good attendance in an easily digestible format.

- Making sure attendance is high profile in school and that all staff understand that they have a role to play in promoting good attendance.
- Ensuring that attendance percentages are shared on a weekly basis with students.
- Arranging different events to encourage good attendance.
- Ensuring that decisions made at leadership level are done so with potential impacts on attendance in mind, and that every effort is made to mitigate against negative impacts.

6. Attendance monitoring

The Attendance Officer and SLT lead monitors pupil absence on a daily basis.

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics release. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the governing board and trustees at Core Improvement Group.

Chaucer School collects and stores attendance data, and it may be used for the following internal purposes:

- Track the attendance of individual pupils.
- Track the attendance of particular cohorts and year groups.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern.
- Monitor and evaluate those children identified as needing intervention and support.
- To assess the impact of strategies to boost attendance.

7. Being notified that a child has a medical condition

Some pupils have medical conditions which may prevent them from attending school. When the school is notified that a pupil has a medical condition, the process outlined below will be followed to decide whether the pupil requires an IHP (Individual Health Plan). If a pupil does not have an IHP then the school will consult with the Local Authority and consider using the GP protocol.

If an IHP is in place, the school will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for pupils who are new to our school.

Parents will:

- Provide the school with sufficient and up-to-date information about their child's medical needs.
- Be involved in the development and review of their child's IHP and may be involved in its drafting.

- Carry out any action they have agreed to as part of the implementation of the IHP, e.g. provide medicines and equipment, and ensure they or another nominated adult are contactable at all times.

Pupils

Pupils with medical conditions will often be best placed to provide information about how their condition affects them. Pupils should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IHPs. They are also expected to comply with their IHPs.

8. Policy Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Assistant Headteacher with responsibility for attendance. At every review, the policy will be approved by the full governing board.

9. Links with other policies

- This policy links to the following policies:
- Child Protection and Safeguarding Policy
- Data Protection/GDPR
- Admissions Policy
- Health and Well Being Policy
- Behaviour and Relationships Policy
- Supporting Pupils at school with Medical Conditions Policy
- SEND Policy
- Anti-bullying Policy

10. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting 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, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.
- The Equality Act 2010

Appendix 1: Attendance Codes

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	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
Unauthorised absence		

G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half term/bank holiday/INSET day
Q	Student is placed in internal exclusion	This code is used to record lesson marks when a student is in Reflection. It is for the school's purposes only and does not affect AM or PM marks
K	Students is accessing an intervention	This code is used to record lesson marks when a student is in a planned intervention with, for example, the SEN team. It is for the school's purposes only and does not affect AM or PM marks

Appendix 2: Escalation of Support

Chaucer School will follow the Escalation of support as outlined by the DFE 2022 – <u>Working together to improve school attendance</u>

PREVENTION of poor attendance through good whole school attendance management	ALL PUPILS Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)	Helping parents to access services of their own accord and/or a **Voluntary early help plan** to tackle the barriers to attendance. **This could follow the Assess, Plan, Do, Review model.**
	PUPILS AT RISK OF POOR ATTENDANCE Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern.	**Severely absent (50% or less). As these pupils face more barriers to being in school, the child and parents will be supported by the Local Authority's Attendance Support Team.**
EARLY INTERVENTION to reduce absence before it becomes habitual.	PUPILS WITH POOR ATTENDANCE Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school	**FORMAL SUPPORT (Voluntary) – Not statutory but should be explored.** A formal **Parenting contract (3-12 months) SEE APPENDIX 3** agreed by the pupil, parent, school and/or local authority. Parenting contracts are voluntary and not legally binding. They are to be used when a voluntary early help plan has not worked or is not deemed appropriate. This is not a punitive tool and is intended to offer support and offer an alternative to prosecution. They MUST be completed in the parents' presence.

		AND/OR Fixed Penalty Notices - A Fixed Penalty Warning Notice and then a Fixed Penalty Fine (£60 per parent) may be issued to each parent for irregular attendance. This will be served if a parenting contract is refused or fails to have impact on the child's attendance
TARGETED reengagement of persistent and severely absent pupils	PERSISTANTLY AND SEVERELY ABSENT PUPILS Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils. Effective school attendance improvement and management	**FORMAL SUPPORT (Involving the Local Authority)** Progressing to a legally binding Education Supervision Order in the Family Court if there is nonengagement and deemed necessary.
		STATUTORY CHILDREN'S SOCIAL CARE INVOLVEMENT SEE APPENDIX 4 Where there are safeguarding concerns and an **Education Supervision Order (1-3 years) reviewed every 3 months** is not appropriate or has not been successful the case should be considered for s.17 or s.47 statutory social care involvement

Appendix 3: Formal/Voluntary support of poor attendance

The below section outlines the formal (Voluntary) and Statutory attendance Support processes.

Parenting contract (voluntary 3 – 12 months)

A formal Parenting contract (3-12 months) agreed by the pupil, parent, school and/or local authority. Parenting contracts are voluntary and not legally binding. They are to be used when a voluntary early help plan has not worked or is not deemed appropriate. This is not a punitive tool and is intended to offer support and offer an alternative to prosecution. They MUST be completed in the parents' presence. The school will make all reasonable attempts to arrange a meeting for a parenting contract.

School identified lead practitioner: Timothy Edge

All parenting contracts should contain:
- Details of the requirements the parent(s) is expected to comply with.
- A statement from the school and/or local authority agreeing to provide support to the parent(s) to meet the requirements and setting out details of the support.
- A statement by the parent that they agree to comply with the requirements for the period of time specified by the contract.

The requirements specified, and the support provided, will depend on the individual case, and should be tailored to the needs of the individual parent and family. There is not, therefore, a prescribed list, but requirements may include:
- Measures to ensure the pupil attends school or alternative provision punctually and regularly
- Requiring the parent to attend meetings with the school and/or local authority
- Accessing or partaking in the support or programmes offered
- Working with or accessing other separate support provided to the pupil at school level (e.g. being on report)

The support provided to help the parent satisfy those requirements may include:
- Provision of a lead practitioner to support the family
- Signposting or referrals to wider local authority or health services that might support the family (e.g. housing needs, drug and alcohol support)
- Signposting or referrals to voluntary and community sector programmes or support (e.g. food banks or community support groups)
- Formal interventions such as family group conferencing, peer mentoring or literacy classes
- Support and advisory services (e.g. benefit support)
- Formal parenting programmes (e.g. a course with a specified number of sessions)

Parenting contracts do not have a minimum or maximum duration. Each individual contract should set out the duration it will be in place, and most are for between 3 and 12 months but can be longer if needed.

Once the requirements and support elements of the contract have been agreed, the school and/or local authority and the parent should write up the contract together and sign it. The contract should be written in language that the parent can easily understand (including a translation where necessary). All parties, including other partners working with the family, should be given a copy.

When a parenting contract is not working:
- The school/LEA should work with the parent to gain their cooperation
- When parents do not comply the Lead Practitioner should contact the parent and seek and explanation and decide whether or not it is reasonable.
- Consider amending the contract if parents are willing to cooperate
- Serve the parent with a warning letter if the contract is not working and may be terminated.
- Consider whether non-compliance is undermining the contract and consider with the LA an alternative course of action. Decisions and reasons should be recorded as failure or non-compliance should be considered in court.
- Should a parent refuse a voluntary Parenting Contract or should it fail, the school will work with the local authority and a Fixed Penalty fine may be issued.

Education Supervision Orders Purpose of ESOs and when they may be appropriate
Where a Voluntary early help plan, or formal parenting contract has not been successful, an Education Supervision Order (ESO) can be a useful alternative to provide formal legal intervention without criminal prosecution.

In deciding whether to progress to an ESO, the school and local authority should have exhausted voluntary support and be clear that making the order would be beneficial for the pupil and parent. Where safeguarding concerns exist, the lead practitioner should also discuss with the school's designated safeguarding lead and children's social care services and agree an ESO would be a more suitable option than a s.17 (Children in Need) or s.47 (Child Protection) plan. In all cases, local authorities must fully consider using an ESO before moving forward to prosecution.

ESOs are made through the Family or High Court, rather than Magistrates Court. They give the local authority a formal role in advising, helping and directing the pupil and parent(s) to ensure the pupil receives an efficient, full-time, suitable education. For the duration of the ESO, the parent's duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO.

The order initially lasts for one year, but extensions can be secured within the last 3 months for a period of up to 3 years at a time.

Contents of the ESO

The LEA will notify parents in writing if an ESO is being considered and set up a meeting with the parent (and child if they are old enough). The LEA will then take this ESO to court and allocate an LEA Designated Officer. Schools should provide support and supervision where appropriate. Review meetings will take place every three months. The LEA Designated Officer will make clear the terms to which parents must comply to.

Persistent non-compliance to the order can be taken to the magistrates court and parents may be fined up to £1000. The LEA Lead Officer will also decide whether further action should be taken, including statutory social care involvement.

Attendance Prosecution
Purpose of prosecution and when it may be appropriate.

If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the Local Authority.

Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case. Where it is decided to pursue prosecution, only Local Authorities can prosecute parents and they must fund all associated costs, including in the preparation of court documentation.

Prosecution
- Up to Level 3 of £1000 for failed ESO
- 2 separate offences – Level 3 £1000 plus a possible Level 4 fine of £2500 and/or community order or imprisonment for up to 3 months.
- Parenting order – this is an ancillary order that can be imposed by the court following a conviction for nonattendance. Parental agreement is not required for a Parenting Order.
- The decision to prosecute lies with the Local Authority alone.

Appendix 4: Escalation Procedures

Tier 1: Universal Offer

The Chaucer Universal Offer to all students	Who?
1. Make students and parents/carers feel welcome. Make a point to say "hello" to every parent/carer or student you see in the corridor and outside, make it your business to know his/her name	ALL
2. Create an environment that enables students to feel successful in something—no matter how small it may seem. Award and celebrate attendance as we do for exam results , letters, prizes, trips out with parents, etc, and this can quickly become the norm.	ALL
3. When a student is absent, immediately talk to the parent/carer — not their answering machine if possible. Make a personal phone call during the day, sending a text is easily ignored. Be professionally curious. Does the student need any support to return to school?	Attendance Officer
4. When a student is absent, on their return to form time, immediately talk with them about why they were gone—let them know you are aware or their absence, they were missed by their form, and that you care that they are at school achieving.	Form tutor
5. Forge a relationship with local businesses where students may congregate when truant—encourage them to keep students in school during school hours. Create information or posters/signs that states "We support students in school and will not serve anyone under 16 during school hours."	Attendance/SLT
6. Forge greater relationship with local police PCSO (community officers)—make them your allies in showing the community, families, and students that school is the place to be. Empower community police officers to return student to school if they find the truanting.	Attendance/SLT
7. Don't provide the temptation for students to be truant. Stick to your duties at break and at lunch times and alert attendance or SFS if YOU see anyone truant ASAP. Challenge students out of lesson to be supervised so that we can keep them safe.	ALL
8. Expect classroom teachers to take action when they think a student may be truant. Form tutors see students every day and are ideally placed to notice students' mood changes in the first instance, and should liaise with Year Managers/student engagement leaders/ attendance team if they need help, guidance and support. all these meetings, calls, talks, support need to be logged on Bromcom as agreed to provide support for the attendance team when prosecutions from local authority is imminent.	ALL

Tier 2: Challenge and Support

Challenging and Improving low/declining attendance	Date	Name	Action
Completed first day telephone calls/home visits			
Letters sent to share attendance concern and has the assess/plan/do review process been started			
Have you spoken to the form tutor/head of year/pastoral manager?			
Have they spoken to the child during registration times?			
Has the absence, and/or lateness been highlighted in the child's planner?			
Have you or any other staff member met the child outside of form/tutor time to capture the child's voice to establish a reason and put support in place			
Have you met with the parents/carers and asked why the child isn't attending school? Do these reasons match with the reason the child provided?			
Have family circumstances been considered and have you considered with the family what support may help them at this time? Have any referrals to other agencies been offered?			
If regularly late, has the school start time been shared with parents. Have you provided them with an alarm clock/used a sticker chart etc			
Would the child benefit from attending breakfast club to ensure they are on school site on time each day?			
Checked to see if siblings are having the same absences. Have you contacted the school the siblings attend? If unsure which schools, ask your linked I&A Specialist.			
Have you spoken to other staff members to ascertain any other reasons for absence? Look at the patterns on 'by-lesson attendance', and if patterns are evident speak to those teachers.			
Is the child a Young Carer, and is this having an impact on their attendance?			
Have ACES/Trauma been considered?			
Consider if there are any unmet learning needs, does a one-page profile/MyPlan need to be put in place?			
If a MyPlan/EHCP in place are the outcomes being supported, when was this last reviewed?			

Has the child's health been considered, have you received any medical evidence			
If external services are involved has a meeting taken place? E.g., TAF, CIN, PEP, Transition Pathway meetings			
Where appropriate have you consulted with the linked I&A Specialist for support and advice			
Has a good attendance improvement plan been drawn up, and are the pupil and family aware of the plan?			

Tier 3: Enforcing Support

Attendance Legal Process Checklist to be completed PRIOR to considering legal prosecution for attendance	Date
School to have referred to the Ideas for challenging and improving attendance Checklist and completed the identified actions relevant to the situation	
Child to be discussed at whole school inclusion meeting this may include wider school staff, safeguarding, SEN, Pastoral, Attendance, and any other relevant staff to ensure any barriers are discussed at a whole school level regarding attendance, well-being, behaviour and learning	
School to ensure they have spoken to all services involved with the child or young person	
Schools to establish any siblings and liaise with those schools	
Mapping across education, health, and care to identify need and barriers	
A plan that demonstrates APDR with SMART targets (see attached doc)	
Parents to be given the opportunity to attend at least two meetings within the APDR process	
Any meetings recorded and parents provided with a copy whether they are present or not setting out expectations/plan	
Where appropriate ensure evidence of the impact irregular attendance has on child's learning is discussed with parent/carer	
Schools to formalise support by way of a parenting contract, if not appropriate school must provide their rationale	
Parent voice captured and recorded	
Child voice captured and recorded	
School to ensure all parents/carers with day-to-day care have been informed of any attendance issues and the legal duties placed upon them to provide a full-time education	
School to ensure all parent/carer details are up to date (who is in the household? Do both parents have parental responsibility/day to day care and responsibility for education? If so, on which days?)	
School to demonstrate how they have considered where the family live in relation to school and show what support has been offered if this is a barrier	

Suggested Actions

Level	Overcoming Barriers Highlight all those implemented at the time of the meeting	
1	Form Tutor / Year Leader • Communication / Meetings with Parents (add this to the communications log), Tutor Report, • Pupil 1: 1's, change seating plan, negotiate a change in class group, Time out pass, Pupil indicators to show requires help/Support, Fiddle Toys, Incentives (early lunch pass, vouchers etc,). • Form Tutor to meet with Year Leader to discuss any unsuccessful outcomes and decide next steps including escalation to a higher level of support.	Letter 1 : Attendance Initial Concerns Letter Meeting 1: Attendance Initial Concerns Meeting
2	Year Leader/Attendance Leader • Behaviour Contract/Parenting Contract • Face to face meetings with parents (add this to the communications log and meetings must be minuted. TE will support if necessary) • Establish and support strong links between parent, child and Form Tutor (Move form groups if needed) • Discuss the accuracy and indeed the need for a Pupil Profile (Alyson Tolley) • Create a Hot Spot list/Observe Lessons – this MUST be shared with SLT and with ON-CALL • Consider a group change (Not just form group but teaching groups) • Involve the PCSO • Year Leader to meet with Attendance Leader to discuss any unsuccessful outcomes and decide next steps including escalation to a higher level of support.	Letter 2: Invitation to School Attendance Meeting (SAM) Meeting 2: School Attendance Meeting (SAM) Letter 2a: DNA SAM Letter 2b: SAM targets confirmation Letter 2c: SAM targets met

3	Attendance Leader/Assistant Headteacher • Complete an FCAF – Family Genogram to analyse the support mechanisms / protective factors • Revisit the Behaviour contract • Consider SEN Testing – see SENCo • Referral to the NEST, Oasis or Sanctuary hub • MAST Advice session • Consider external agencies - MAST, CYT, The Corner, Door 43 etc – Present Early Help Gateway form to Locality Lead • Face to face meetings with parents (add this to the communications log and meetings must be minuted. TE will support if necessary) • Communication / Meetings with SLT • Managed move, placement at another secondary school (for a defined period of time) – SLT will take all referrals to the Fair Access Panel meeting • Alternative provision • Communication / meetings with Head • Fair Access panel to meet to discuss any unsuccessful outcomes and decide next steps including step up to specialist support.	Letter 3: Invitation to School Attendance Panel SAP (Sam targets not met) Meeting 3: School Attendance Panel Letter 3a: DNA SAM Letter 3b: SAM targets confirmation Letter 3c: SAM targets met

Appendix 5: Attendance Meeting Record

Meeting 1: Attendance Initial Concerns Meeting

Childs name:	Date of Birth:	Class/Year group:
Attendance:	SEN code:	SSG:
One page support plan/Myplan/EHCP Date last reviewed:	Date of plan:	Review date:
Present:		

Thank you for attending the meeting at school today to discuss the attendance of
_____.

Outlined below are the main issues or concerns and points agreed at the meeting:

Services Involved:		
What are we worried about	**What is going well**	**Next Steps**
Education		

Health		
Care		
Additional Information		

Other points outlined at the meeting were:

- A parent commits an offence if they fail to ensure that their child, who is a registered pupil at a school, fails to attend regularly and where absence continues fines could be issued against you.

- School may not authorise any further absence unless medical evidence is provided to support the absence or the local authority instructs them to do so. Therefore, in the case of medical appointments you will need to show an appointment card to school for all medical appointments.

- The attendance will be closely monitored and reviewed by school. If there is no significant improvement in attendance, then further action may need to be considered and school will need to inform the Local Authority.

The Department for Education has published data on their website that clearly shows the link between attendance and attainment. This shows that there will be an impact on your child's education if attendance is not consistently above 95% throughout a pupil's schooling.

I confirm that I understand the points agreed as outlined above.

Signature of Parent(s):   Signature of School:

Meeting 2 & 3: SAM & SAP

Childs name:	Date of Birth:	Class/Year group:
Attendance:	SEN code:	SSG:
One page support plan/Myplan/EHCP Date Last Reviewed:	Date of plan:	Review date:
Present:		

Thank you for attending the meeting at school today to discuss the attendance of the above-named pupil.

Outlined below are the actions agreed at the meeting including time scales:

Services Involved:		
What are we worried about	**What is going well**	**Next Steps**
Education		
Health		

Care		
Additional Information		

Other points outlined at the meeting were:

- A parent commits an offence if they fail to ensure that their child, who is a registered pupil at a school, fails to attend regularly.

- School will not authorise any further absence unless medical evidence is provided to support the absence, or the local authority advises us to do so. In the case of medical appointments, you will need to show some proof of appointment for this to be recorded.

- The attendance will be closely monitored by the school and local authority and reviewed accordingly. If there is no significant improvement in your child/ren's attendance, you may be at risk of receiving a fixed penalty notice and/or prosecution.

I confirm that I understand the points agreed as outlined above.

Signature of Parent(s):   Signature of School:

Appendix 6: Parental Contract

Parenting contract for attendance – An agreement between the school and parents

Parenting Contract for Attendance

Date:

Child's name:		Child's DOB:	
School/NCY:			
Parents/carers' name(s):		Parents/carers' DOB:	
Address(es):			
Tel:			

Senior staff member with overall responsibility:
Member of staff responsible day-to-day:
Contact number for the school to inform if the child is too unwell to attend:
Linked Inclusion and Attendance Officer:

It is important that we work together to improve your child's school attendance to give them the opportunity to attain and progress. We are going to work together to ensure the above-named child improves their attendance at school with immediate effect.

Your child's current attendance is:

This means they have missed   sessions/days so far this year.

So far   of these absences have been authorised by us.

So far   of these absences have been unauthorised by us.

This means they have missed   lessons so far this year.

Your child has been late to school on   occasions.

This equates to them missing   minutes of their learning.

The reasons you have given for these absences have been:

| |
| |

We have listened to your child and discussed with them the reasons for their absence. They have shared with us that:

| |
| |

The specific targets of our plan. What we aim to do by (date):

SMART Targets:	Date:

To achieve these targets we will:
Parents/carers agree to:

[ ]

Chaucer School agrees to:

[ ]

Pupil agrees to:

[ ]

Reviews
This contract will be reviewed regularly.

Review 1:_____ Review 2:_____ Review 3:_____

If the contract is being adhered to the school will ensure the child receives recognition of the improvement and will continue to monitor and support.

If the contract is not being adhered to the school will notify the Local Authority, where next steps will be considered including progression to attendance legal processes.

<u>Agreeing to the contract:</u>

Consent by parent(s)
 I/we have agreed to this Parenting Contract and will
      a.   work with the school (and council) as detailed above, to improve my/our
     child's school attendance, and
      b.   carry out what we have promised to do.

I/we also agree to information being shared with other professionals and agencies as required to help us.

I/we understand that if my child has any further unauthorised absences from school, a Penalty Notice or prosecution may follow without further warning. This agreement may be given as part of the evidence.

Signed (Parent/s):

 ………………………………………………………………………

………………………………………………………………………

Signed by the Child (age appropriate)

………………………………………………………………….

Signed (on behalf of the school/governing body/local authority)

 …………………………………………………………………

 …………………………………………………………………

Appendix 7: Pupil Voice

Scaling Thermometer
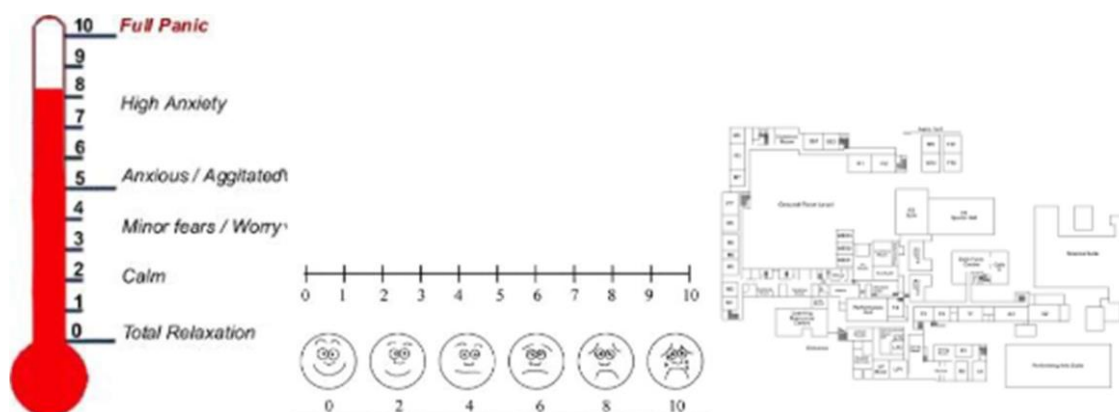
Using an anxiety thermometer or scale can help the young person to start to make links between their emotions and environmental/contextual triggers. Consider the physical environment (toilets, hall, corridors, changing rooms, outside), times of day (arrival, home time, break and dinner times) and specific lessons and activities (reading aloud, group work, writing, tests). Using a map of the school building can be helpful when exploring the impact of the physical environment on their anxiety.

5 point scale

The 5 point scale already used in many schools can be used as a way of supporting CYP to understand and manage overwhelming feelings. It can be used with CYP of all ages and begins with an exploration of emotions. CYP can then use the scale to describe how they are feeling, and what these feelings may look or sound like; they can explore situations that may make them feel a certain way and move to describing how to reduce overwhelming or difficult emotions. The scales that the CYP makes can be used as a communication tool for example, making into a keyring or using different coloured cards or bracelets to let adults know that they feel a certain way.

There are free downloadable resources available at https://www.5pointscale.com/
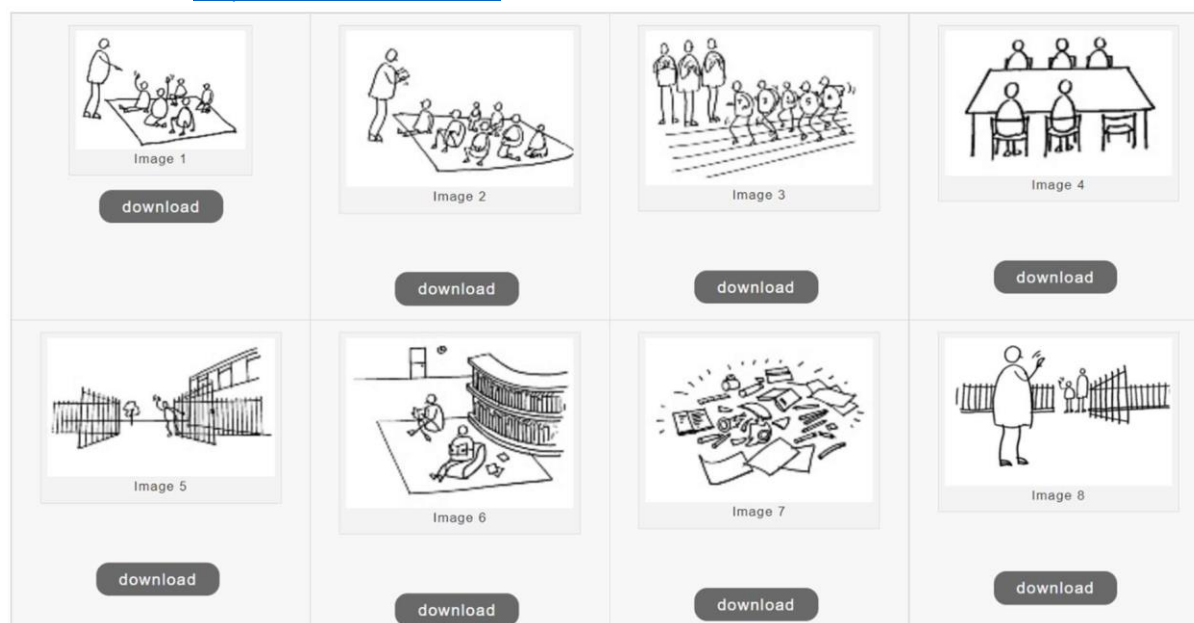
School well-being cards

The School Wellbeing Cards have been designed to provide a platform for discussion, in which invaluable insight into how the young person views and makes sense of their experience of school can be sought and places the child's voice at the centre of any planning.
https://www.schoolwellbeingcards.co.uk/

Children's exploratory drawings

The Children's Exploratory Drawings are a set of simple drawings of common school scenes which can be used for exploring how a young person thinks about their life at school, themselves as a member of the school community and the other members of that community through careful and well-timed questioning, conversation, and storytelling. There is a range of pictures to choose from and the CEDs can be used with a wide range of ages and development stages. Explore the website for more information and other useful documents. http://theceds.co.uk/

Ideal Classroom/School

This tool developed by Williams and Hanke (2007) can be used to gain an insight into which features of the school (people, environment, lessons etc.) young people would like to change and why. This activity can be undertaken using Lego, play equipment and/or drawing. There is a tutorial video for the Ideal self here https://www.drawingtheidealself.co.uk/ alongside a manual with instructions and questions. Guidance and a script for using the Ideal School with a CYP can be found in Appendix 5b.

Three Houses

Three Islands

'Three islands' is a fun direct work activity which enabels social workers and other practitioners to establish what and who children they work with like and what or who they don't like or are worried about.

The child is asked to draw a picture of 3 islands and draw people, animals, objects and activities according to specific instructions:

- The Island of Always: Children are asked to draw themselves and anything else they want to be on this island with them.
- The Island of Sometimes: Children are asked to draw anything they want to see but not all the time.
- The Island of Far Away: Children are asked to draw anything that they want to be far away from them or never see again.
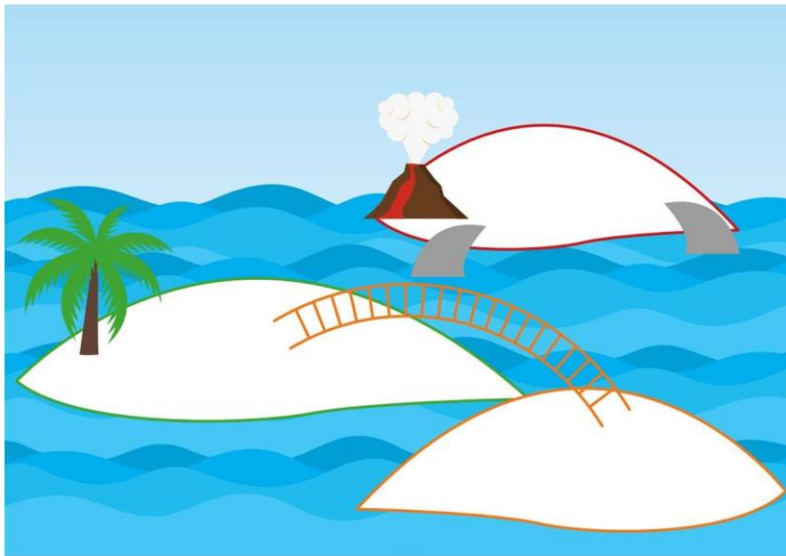
Appendix 9: SMART Targets.

SMART stands for Specific, Measurable, Attainable, Relevant and Timely. Meyer (2003) describes these as follows:

Specific – In order to be specific, an objective must spell out what is expected, why, who should be involved, where it should happen and what the requirements and constraints might be. An example of a non-specific objective might be.

Mr. and Mrs. Smith to ensure Johnny attends school regularly.

This objective lacks specificity because it does not define what 'regularly' means and it leaves it unclear as to what the constraints might be for Mr. and Mrs. Smith in ensuring this happens. A more specific goal might be.

Mr. and Mrs. Smith to take Johnny to school every day, arriving by 8.55 am – if Johnny is unable to attend school or is running late, Mr. or Mrs. Smith to contact the school office by 8.45 am on the day of the absence / lateness and inform school staff of the reason. Regular attendance is important to ensure Johnny can catch up with the work he has missed so far this year. Setting out the objective in a more specific way makes the expectation clearer, as well as recognizing that for any parent there may be times when it is difficult to get to school on time or when the child might have a genuine need to be absent. It also includes a brief explanation as to why the objective is needed.

Measurable – Without measurable objectives, it is difficult to assess whether sufficient progress has been made. A measurable objective should make it relatively easy to answer questions such as how much? how many" and how will we know if it is achieved? It is not possible to measure whether Mr. and Mrs. Smith have taken Johnny to school 'regularly' unless we define what 'regularly' means. However, with a more specific example – Mr. and Mrs. Smith to take Johnny to school every day, arriving by 8.55am – we can measure:

- How many times has Johnny arrived at school on time?
- How many times has Johnny been late for school?
- How many times has Johnny been absent from school for the whole day?

   We can then make the objective even more measurable by defining an acceptable minimum level of attendance. For most children, this would be around 95%. We can then define over what time period the measurement should take place. For example:

During the next half term, Mr. and Mrs. Smith to ensure Johnny attends school regularly, arriving by 8.55 am and achieving a minimum of 95% attendance.

Attainable – Objectives must be attainable. Unattainable objectives should not be included on care plans. This means that when setting objectives, parents, children and professionals need to think how can this be achieved? If Johnny's current school attendance were around 25%, it may be unhelpful to set an attendance target of 95% immediately, at least not without setting interim targets along the way to achieving the higher figure. However, if Johnny's attendance were currently around 80%, then setting an immediate target of 95% may well be attainable.

Relevant – The objectives of a care plan must be relevant to the overall goals. There should be a clear and reasonable link between achieving the objectives of the plan and achieving one or more of the goals. This does not mean that if the objectives are achieved and the goals are not met, that the plan was wrong from the outset but there should be at least a reasonable expectation that meeting the objectives will help meet the goals.

For example, if the concerns about Johnny relate to neglect and the impact of neglect on his school attendance, then an objective related to this school attendance would seem relevant. However, if the concerns related domestic violence, then whilst school attendance may still be an important element of the child's well-being, it does not relate as clearly to the cessation of domestic violence as it might to educational neglect.

Timely – Finally, objectives should include a sense of timeliness. Open-ended objectives may lead to a sense of drift. Setting a date by when the objective should be completed makes it easier to review it at a meaningful point in time, to avoid drift but also to avoid any impression that the parents are expected to achieve every objective on the care plan before the next meeting in six weeks' time.
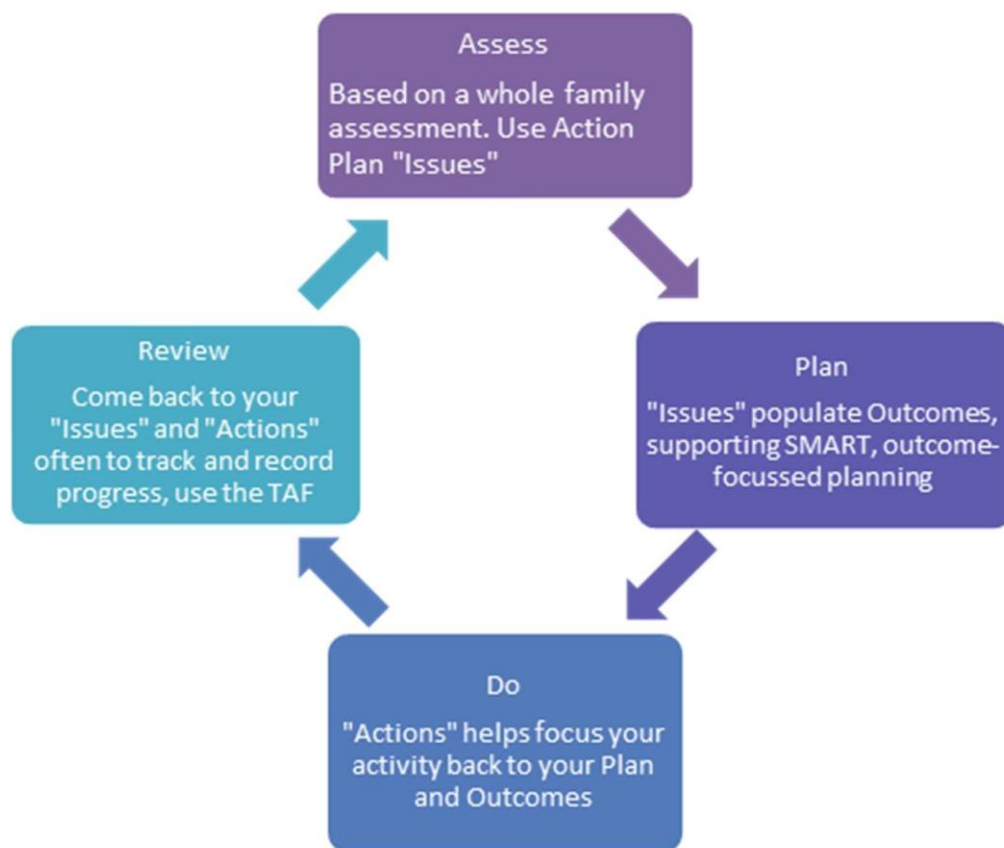
SMART Targets

The purpose of this booklet is to give you a quick reference guide to effective, SMART target action plans. It covers what SMART Targets are and how they can be used in your Family Action Plan.

Specific
- What is the overall aim?
- Who will do what? Where will the action take place?

Measurable
- How / what will we measure?
- How will we know it has been achieved?

Achievable
- Does it need to be broken down into smaller steps?
- What support is needed to make it happen? Can the family make this change?

Relevant
- Do the family agree that this action is important? Are they motivated?
- What outcomes will this action support / achieve?

Timely
- Very few actions should have a timescale of longer than a term / half term / 12 weeks. If an action is not achievable in this timescale then it should be broken down into smaller, more achievable steps

Effective Action Plans

Use the SMART target approach within the Family Action Plan tool to effectively deliver against the family's Outcomes.

Assess
Based on a whole family assessment. Use Action Plan "Issues"

Plan
"Issues" populate Outcomes, supporting SMART, outcome-focussed planning

Do
"Actions" helps focus your activity back to your Plan and Outcomes

Review
Come back to your "Issues" and "Actions" often to track and record progress, use the TAF

Examples of SMART Targets

The below are intended only as examples. Always ensure that your Actions are tailored to the needs of the family and write Actions with the family in mind: the plan needs to be meaningful for the family when you're not there to explain it

What do we want to achieve?	Laura to be in school by 9am every day by the end of term
Family Member(s) this action applies to	Laura ☒ Ch02 ☐ Ad01 ☒ Ad02 ☐
Outcome(s) to be achieved by this action	☐ Improved school attendance • Better behaviour at school • Stable School placement achieved • Appropriate EHC plan/SEND Statement

Action Start Date	Next Review Date	Action End Date

What will we do to achieve it?	Parents to ensure that Laura has left the house by 8.20am, Worker to inform parents of their legal obligations around attendance, Parents to inform school of any absences and reasons for this.
Who will do it?	Worker, Parents and Laura
Type of intervention	Support parent/carer re attendance of children/ young person
Comments	
Did we achieve it?	
What do we want to achieve?	Parents to have strategies in place to manage Laura's behaviour by [date]
Family Member(s) this action applies to	Laura ☒ Ch02 ☐ Ad01 ☒ Ad02 ☐
Outcome(s) to be achieved by this action	☐ Better Parenting • Better behaviour at home • Improved family functioning / communication • Child's level of social / emotional / behavioural needs reduced.

| Action Start Date	Next Review Date	Action End Date

What will we do to achieve it?	Worker to complete 4 step parenting with both parents, in weekly home visits.
Who will do it?	Worker, Parents
Type of intervention	Non structured parenting intervention – to develop parenting skills / boundaries / routines
Comments	
Did we achieve it?	
What do we want to achieve?	Laura to have developed strategies to regulate emotions more appropriately by [date]
Family Member(s)this action applies to	Laura ☒ Ch02 ☐ Ad01 ☒ Ad02 ☐
Outcome(s) to be achieved by this action	☐ Better Parenting • Better behaviour at home • Improved family functioning / communication • Child's level of social / emotional / behavioural needs reduced.

Action Start date	Next Review date		Action end date

What will we do to achieve it?	Child to attend 4 x 1:1 sessions fortnightly around emotional regulation with worker
Who will do it?	Worker, child
Type of intervention	Behaviour management / modification / anger management for children and young people
Comments	
Did we achieve it?	
What do we want to achieve?	Parent to access support to reduce the impact of anxiety by [date]
Family Member(s) this action applies to	Laura ☒ Ch02 ☐ Ad01 ☒ Ad02 ☐
Outcome(s) to be achieved by this action	☐ Access Universal Services • Improved adult mental well being • Improved maternal health, particularly maternal self-esteem

Action Start date	Next Review date		Action end date

What will we do to achieve it?	Worker to support parent to book a GP

	appointment. Parent to attend the GP appointment and discuss anxiety.
Who will do it?	Worker, Parent, GP
Type of intervention	Access universal services / community resources
Comments	
Did we achieve it?	

Steps to Success

Writing truly SMART targets can really help a family achieve their overall goals.

Taking steps towards these overall goals help embed change, making regression less likely and encouraging sustainable success.

For example: Child's attendance is 50% (mornings only), overall goal is to improve child's attendance to 95%+
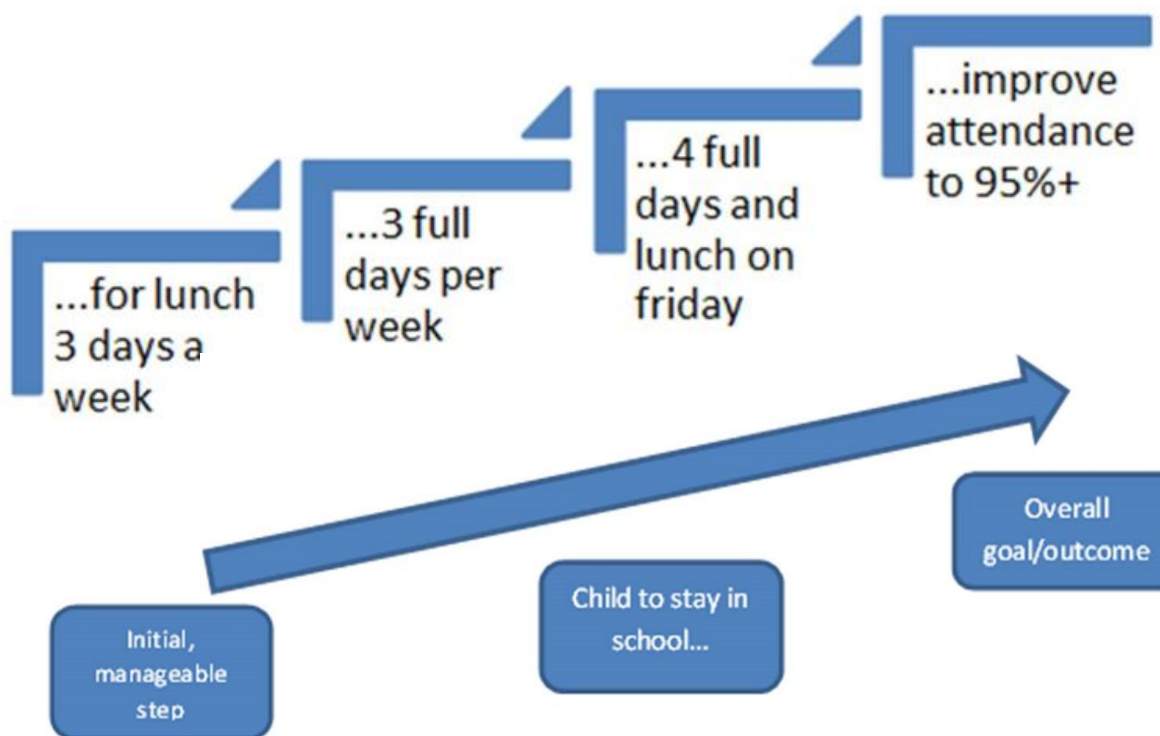
Goal Setting

The key to significant and sustained success is setting the scene from the outset: Promoting independence; setting meaningful; relevant actions; not us 'doing to' the family but us supporting them to make the changes that they want.

Ask from the outset and throughout the intervention:

1. What is your family's shared vision?
2. What would you like to change?
3. What will change look like for you?
4. What are your strengths?
5. How can I help you to become independent / self-reliant?

It's about a collaborative approach that empowers the family from the outset.