

## ATTENDANCE POLICY

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<b>Responsible sub-committee:</b>	Inclusion
<b>Linked policies:</b>	Safeguarding & Child Protection Data Protection/GDPR Data Retention Admissions Relationships & Behaviour Supporting pupils with medical conditions
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<b>Target audience:</b>	Parents, teachers; governors, the local authority; trust representatives
<b>Dissemination via:</b>	School website

Version	Section	Amendments	Date	Author
I	All	None	26/09/2024	D Mountford

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### I. Important contacts

Role/organisation	Name	Contact details
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Designated Safeguarding Lead	Emmeline Scott	<<01142322338>> <<escott@chaucer.sheffield.sch.uk>>
Special Educational Needs Coordinator	Ashlea Jackson	<<01142322338>> <<ajackson@chaucer.sheffield.sch.uk>>
Local Authority Designated Officer (LADO)	Andrew Adedoyin	0114 273 4850 <a href="mailto:LADO@sheffield.gcsx.gov.uk">LADO@sheffield.gcsx.gov.uk</a>
Chair of Governors	Laura Bawden	<<lbawden@taptonttrust.org.uk>>
Local Authority Attendance Team		<a href="mailto:sheffieldinclusion&amp;attendance@sheffield.gov.uk">sheffieldinclusion&amp;attendance@sheffield.gov.uk</a>
Advice around general illness		<a href="http://sybhealthiertogether.nhs.uk/">http://sybhealthiertogether.nhs.uk/</a>
Sheffield Safeguarding Hub		0114 273 4855
West FIS Team		0114 250 6865
North FIS Team		0114 233 1189
East FIS Team		0114 205 3635

### 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

We will also promote and support punctuality in attending lessons.

### 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 School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

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 local authority

The local authority is responsible for:

- Rigorously tracking 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.
- Having a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
- Communication and advice: regularly bringing 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: holding 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: providing 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 absence 50% plus).
- Legal intervention: Where voluntary support measures have been unsuccessful or 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.

- Monitoring and improving the attendance of children with a social worker through their Virtual School. Providing training for the lead teacher for Looked after or Previously Looked After children.
- Ensuring that all children in need or those with a Child Protection have a formal plan of support for their attendance.

#### 4.2 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- 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
- The trust has an Attendance Network Committee in order to facilitate improvements in attendance and ensure staff are kept up to date with best practice. by Academy trust local governing boards only: Sharing effective practice on attendance management and improvement across schools

- Holding the headteacher to account for the implementation of this policy

The school's attendance governor is Jenny Sutton. She meets at least termly with SLT Attendance Lead, prior to Inclusion sub-committee so she can report back to other governors.

#### 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
- Issuing fixed-penalty notices, where necessary, and/or authorising [Attendance Lead, Tim Edge] to be able to do so
- Working with the parents 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
- 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 parents through all available channels

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

The designated senior leader 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, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is [Dave Mountford] and can be contacted via [01142322338 and/or [dmountford@chaucer.sheffield.sch.uk](mailto:dmountford@chaucer.sheffield.sch.uk)].

#### 4.4 The school 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 designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/[Attendance Lead: Tim Edge] (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is [Dawn Ripley] and can be contacted via [01142322338 or dripley@chaucer.sheffield.sch.uk].

#### 4.5 [Class teachers/form tutors]

[Class teachers/form tutors] are responsible 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. This should be completed for the morning session no later than 8.50, and for the afternoon session, no later than 1pm.

#### 4.6 School [admin/office] staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the attendance team where appropriate, in order to provide them with more detailed support on attendance. The attendance team will inform pastoral staff such as year leaders and engagement leaders where necessary.

#### 4.7 Parents

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

- All natural parents, 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)

Parents are expected to:

- Make sure their child attends every day on time
- Call or email the school to report their child's absence before [8.15 am] on the day of the absence and advise when they are expected to return. If the absence goes on longer than was originally stated, it is expected that the parent will inform the school of this.
- 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
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting [Tim Edge: Attendance Lead], who can be contacted via [0114 232 2338 and/or tedge@chaucer.sheffield.sch.uk]

#### 4.8 Pupils

Pupils are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time

## 5. Recording attendance

### 5.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this 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

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 I for the DfE attendance codes.

We will also record:

- 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 6 years after the date on which the entry was made.

The school day starts at **8.30am** and ends at **3.00pm**.

Pupils must arrive in school by **8.30am** on each school day.

The register for the first session will be taken at **8.30am** and will be kept open until **9am**.

### 5.2 Unplanned and unauthorised absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by **8.15am**, or as soon as practically possible, by calling the school **admin/office** staff of the Attendance Team, who can be contacted via **[ 01142322338 or [enquiries@chaucer.sheffield.sch.uk](mailto:enquiries@chaucer.sheffield.sch.uk) ; [attendance@chaucer.sheffield.sch.uk](mailto:attendance@chaucer.sheffield.sch.uk)].**

**Parents can telephone and speak to a colleague, leave a voicemail or email details of the absence.**

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 parents will be notified of this in advance.

### 5.3 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

#### 5.4 Planned absence

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

The parent or child should bring the appointment card or letter detailing the date and time of the appointment to the main school office. An emailed photograph is also acceptable and should be sent to [attendance@chaucer.sheffield.sch.uk](mailto:attendance@chaucer.sheffield.sch.uk).

However, we encourage parents 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 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.

#### 5.5 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed, between the times of 8.35 and 9.00, will be marked as late, using the appropriate code (L)
- After the register has closed will be marked as absent, using the appropriate code (U).

The school analyses attendance data on a daily basis and any students with 2 late marks or U codes in a week will receive a detention. Ongoing issues with punctuality will be dealt with by the Attendance Team who will set up a meeting with parents to discuss the steps that need to be taken to ensure their child attends on time. This also applies when repeated U codes are entered as the school has statutory requirement to put next steps in place if 10 sessions of unauthorised absence occur within a 10-week period.

#### 5.6 Following up unexplained absence

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

- Call or message the pupil's parent 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 may for example: conduct home visits, alert the local authority attendance and / or safeguarding team or contact police
- 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 or message the parent 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 consider involving an education welfare officers, who will conduct home visits following 3 days of non-attendance with no contact
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance. An offer of support will be made if a child has 3 separate absences in a 10-week period or has two absences that total six sessions missed.



- 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 school will work with the local authority to issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]

## 5.7 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. Parents can check attendance daily if parents have signed up to MCAS. The school will report attendance to parents on a minimum of 4 occasions per a year at intervals no longer than a 10-week period.

## 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

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as a serious family emergency, such as bereavement.

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 [2 weeks] before the absence, and in accordance with any leave of absence request form, accessible via the school website or main office. The headteacher may require evidence to support any request for leave of absence. Any request will be on a case by case basis and will be communicated to the parent after the initial request is made.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 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(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

- Parent(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 Reducing persistent and severe absence

A pupil is classified as a 'persistent absentee' if their attendance drops 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 or severely absent will be monitored. The school will:

- Be contacted by the Attendance Team to discuss the concerns regarding the absences
- Receive a letter home with a registration certificate informing the parent/carer of the current attendance
- Be requested to attend a meeting with either the Head of Year; Attendance & Behaviour Manager; member of the Senior Leadership Team
- Be informed of the procedures and next steps if attendance does not improve
- Receive a home visit from our Community Engagement and Family Support Officer who will complete our Attendance Response Action form
- Work with the LEA to formulate a plan to overcome the barriers to attending school

A pupil is **severely** absent if their attendance is 50% or less. **As these pupils face more barriers to being in school, the child and parents/carers 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.

## 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.

### Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents 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 penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, 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, a notice to improve 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

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents 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 must pay £80 within 21 days, or £160 within 28 days.

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

A **third** penalty notice cannot be issued to the same parent 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.

A penalty notice may also be issued where parents 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 parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

### **Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents 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 parents 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 good attendance**

### **7.1 Identifying barriers and celebrating good attendance**

Students are made aware of the importance of good attendance through a weekly registration session that shares individual, form and year group attendance. Assemblies regularly reinforce this message by looking at the impact attendance has on attainment and progress, using both school and national data. Parents are also informed of this via letter on at least 4 occasions per year. The letters have useful, easy to understand graphics that show how attendance at various levels affects achievement. Form and year group rewards are linked to attendance and there are regular competitions and spot prizes given for good or improving attendance. Students are also given attendance certificates for outstanding, good or improving attendance at 4 points across the year. There are attendance posters on display throughout the school. When attendance causes a concern, informal monitoring will take place initially, with a step up to formal if the desired improvements are not made. In conjunction with the local authority, the school may use attendance contracts for a period of 4-6 six weeks as a maximum before moving to legal sanction should this fail

## **7.2 Strategies we will use to promote whole school attendance**

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

#### **8.1/ 8.2 Identifying the barriers and pupils absent due to complex barriers to attendance**

We are committed to working with all families to remove barriers to attendance, no matter how complex. We have a highly skilled attendance lead with a pastoral background who fosters excellent relationships with families, and he will initially meet with families whose child has attendance issues to identify barriers and look to overcome them. With complex cases, he will leverage in support from colleagues within school to support as necessary. The school works closely with external agencies such as FIS, the local authority and social care to provide wrap around support for the families who need it. We co-construct plans with clear goals and milestones that clearly show a route to better attendance for the child. We make sure rewards are issued when the milestones are met. All pastoral staff are trained in the identification of EBSA and we have such as time out passes, time with connected adults and timetable changes to reduce anxiety. These strategies are regularly monitored to evaluate their success.

#### **8.3 Pupils absent due to mental or physical ill health or SEND**

Once we are in receipt of medical evidence that states that a child is unfit to attend school for a period in excess of 15 days, we will contact the local authority for them to undertake their statutory duty to provide an alternative provision. For students with suspected EBSA, we will use our trained staff to support a return to school by identifying and addressing issues that are causing specific anxiety. We will put in reasonable adjustments to accommodate any child with specific health needs, including risk assessments and care plans, in order to facilitate a swift return to school. All students with SEND have engagement plans which are shared with staff and updated regularly to ensure needs are met. If a student on an EHCP is failing to attend school regularly enough, we will call emergency reviews and amend the plan as necessary in discussion with parents and other professionals. 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.

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

During the period of absence up to 15 days, providing it is authorised and an exceptional circumstance e.g the child is recovering from a medical procedure, we will look to provide the child with work so they do not fall behind, if the parent requests it. Any return to school will be facilitated by the child's year team, in consultation with the

Attendance Team and SLT. Discussions with parents and the child will take place and we will look to address any concerns. If the return needs to be facilitated through the creation of a risk assessment or care plan, we will ensure this is done in a timely manner. We will consider, where appropriate, the use of reduced timetables and /or internal AP in order to facilitate a successful phased return for the child. Where these are used, they will be reviewed every 2 weeks.

## **9. Attendance monitoring**

The Attendance Officer ensures all registers are taken and all absence coding is accurate. Attendance is monitored on a daily basis by the Attendance Lead and SLT lead for attendance. We analyse whole cohort, year group, sub group and attendance at an individual student level to identify patterns of concerning attendance. Comparisons against national data are made on a weekly basis. Analyses of attendance at cohort, year group and sub-group, are presented to Progress Board on a monthly basis and the Inclusion Sub-Committee on a termly basis. Plans are currently in place to improve the attendance of PP and SEND students and the Y11 cohort as a whole. Form tutors receive weekly updated attendance for their form with an individual breakdown. This is shared with students themselves and concerning patterns are discussed, with students informed when a further absence is likely to trigger a SAM meeting.

### **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.

[The school has granted the DfE access to its management information system so the 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 severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to **form tutors**, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium 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 parents 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 5.2, above)
- **Add anything else that is part of your strategy**

Chaucer School monitors unauthorised absence on a daily basis. To encourage good attendance, the school has a strong staff presence in the community up until the morning register closes at 9am, with staff shepherding children into school before this time. The Attendance Team is now using A Star Education and is calendaring regular meetings to discuss absence, with a particular focus on that which is unauthorised, to decide who is sent stage 1; stage 2; stage 3 and stage 4 letters. SAM (School Attendance Meetings) are scheduled for students who are potentially at risk of breaching the '10 in 10' so that steps may be taken to support them to attend well moving forward. Students with concerning levels of absence, including those who are SA, are a focus of fortnightly Referral Meetings where pastoral staff meet to discuss, evaluate and amend strategies put in place to support better attendance.

Explain any other procedures your school has for targeting unauthorised absence – for example, meetings, lett.

## 10. Being notified that a child has a medical condition

## 11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum [one year] by [Dave Mountford: Assistant Headteacher for Attendance]. At every review, the policy will be approved by the full governing board.

### Appendix 1: Attendance codes **Please check**

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>		

<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	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>		
<b>Q</b>	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

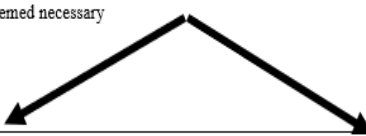


<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	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
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	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>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Administrative codes		
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

## Appendix 2: Escalation of support

### Appendix 2: Escalation of Support

Chaucer School will follow the Escalation of support as outlined by the DFE 2022 – <a href="#">Working together to improve school attendance</a>		
PREVENTION of poor attendance through good whole school attendance management	effective whole school approach to attendance (including leadership, ethos and systems and processes) 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	Helping parents to access services of their own accord and/or a <b>Voluntary early help plan</b> to tackle the barriers to attendance. This could follow the Assess, Plan, Do, Review model.  <b>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.</b>
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 <b>Parenting contract (3-12 months)</b> 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 <b>MUST</b> be completed in the parents' presence. <b>AND/OR Fixed Penalty Notices</b> - 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 <del>refused or fails to have impact on the child's attendance.</del>
TARGETED reengagement of persistent and severely absent pupils	PERSISTENTLY 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  
ALL PUPILS Developing good attendance patterns through	VOLUNTARY SUPPORT	STATUTORY CHILDREN'S SOCIAL CARE INVOLVEMENT SEE APPENDIX 4 Where there are safeguarding concerns and an <b>Education Supervision Order (1-3 years)</b> 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 4-6 weeks months)

A formal **Parenting contra** 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 an 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 fine may be issued.

### Appendix 3: Formal and Statutory support of poor attendance

## 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 6: Parenting 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.

Agreeing to the contract:

**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 4: 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 <u>results</u> , 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 of 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 ( <u>community</u> 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 <u>take action</u> when they think a student may be truant. Form tutors see students every day and are ideally placed to notice <u>students</u> 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	
--	--

2

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	<p><u>Form Tutor / Year Leader</u></p> <ul style="list-style-type: none"> <li>• Communication / Meetings with Parents (add this to the communications log), Tutor Report,</li> <li>• 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.),</li> <li>• Form Tutor to meet with Year Leader to discuss any unsuccessful outcomes and decide next steps including escalation to a higher level of support.</li> </ul>	<p><u>Letter 1: Attendance Initial Concerns Letter</u></p> <p><u>Meeting 1: Attendance Initial Concerns Meeting</u></p>
2	<p><u>Year Leader/Attendance Leader</u></p> <ul style="list-style-type: none"> <li>• Behaviour Contract/Parenting Contract</li> <li>• Face to face meetings with parents (add this to the communications log and meetings must be <del>documented</del> TE will support if necessary)</li> <li>• Establish and support strong links between parent, child and Form Tutor (Move form groups if needed)</li> <li>• Discuss the accuracy and indeed the need for a Pupil Profile (Alyson Tolley)</li> <li>• Create a Hot Spot list/Observe Lessons – this MUST be shared with SLT and with ON-CALL</li> <li>• Consider a group change (Not just form group but teaching groups)</li> <li>• Involve the PCSO</li> <li>• Year Leader to meet with Attendance Leader to discuss any unsuccessful outcomes and decide next steps including escalation to a higher level of support.</li> </ul>	<p><u>Letter 2: Invitation to School Attendance Meeting (SAM)</u></p> <p><u>Meeting 2: School Attendance Meeting (SAM)</u></p> <p><u>Letter 2a: DNA SAM</u></p> <p><u>Letter 2b: SAM targets confirmation</u></p> <p><u>Letter 2c: SAM targets met</u></p>
3	<p><u>Attendance Leader/Assistant Headteacher</u></p> <ul style="list-style-type: none"> <li>• Complete an FCAF – Family Genogram to analyse the support mechanisms / protective factors</li> <li>• Revisit the Behaviour contract</li> <li>• Consider SEN Testing – see <del>SENCO</del></li> <li>• Referral to the NEST, Oasis or Sanctuary hub</li> <li>• MAST Advice session</li> <li>• Consider external agencies - MAST, CYT, The Corner, Door 43 etc – Present Early Help Gateway form to Locality Lead</li> <li>• Face to face meetings with parents (add this to the communications log and meetings must be <del>documented</del> TE will support if necessary)</li> <li>• Communication / Meetings with SLT</li> <li>• Managed move, placement at another secondary school (for a defined period of time) – SLT will take all referrals to the Fair Access Panel meeting</li> <li>• Alternative provision</li> <li>• Communication / meetings with Head</li> <li>• Fair Access panel to meet to discuss any unsuccessful outcomes and decide next steps including step up to specialist support.</li> </ul>	<p><u>Letter 3: Invitation to School Attendance Panel SAP (Sam targets not met)</u></p> <p><u>Meeting 3: School Attendance Panel</u></p> <p><u>Letter 3a: DNA SAM</u></p> <p><u>Letter 3b: SAM targets confirmation</u></p> <p><u>Letter 3c: SAM targets met</u></p>

## 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

Child's name:	Date of Birth:	Class/Year group:
Attendance:	SEN code:	SSG:
One page support plan/Myplan/EHCP <u>D</u> ate 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):  
Appendix 7: Pupil Voice

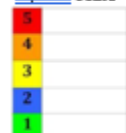
Signature of School:

#### 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/>

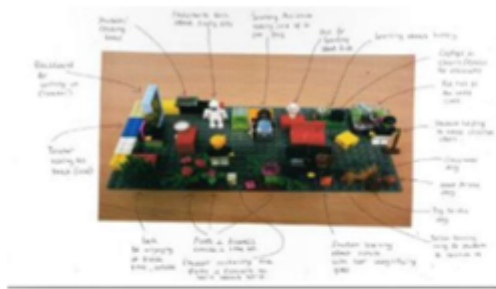


#### Children's exploratory drawings

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/>

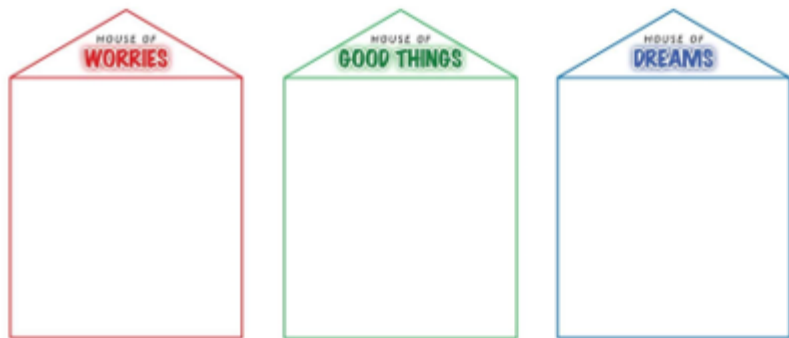


Ideal Classroom/School



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.drawingtheidealschool.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 enables 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? When 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?

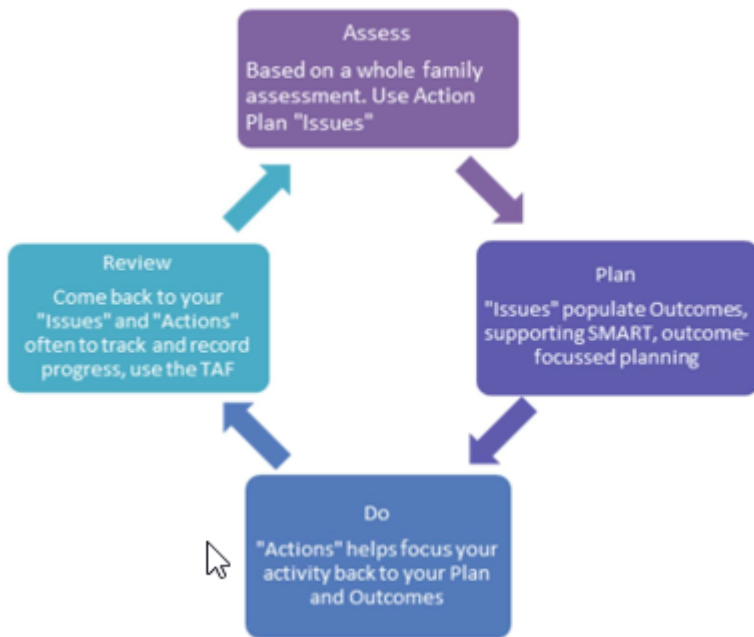
### Timely

- 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.





Page Break

### 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

Action

Review  
date

end  
date

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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]

X

Family Member(s) this action applies to

<input type="checkbox"/> Laura	<input type="checkbox"/>
Ch02	
<input type="checkbox"/> Ad01	
<input type="checkbox"/> Ad02	

Outcome(s) to be achieved by this action

<input type="checkbox"/> Better Parenting	
<input checked="" type="checkbox"/> Better behaviour at home	
<input type="checkbox"/> Improved family functioning/communication	
<input type="checkbox"/> Child's level of social/emotional/behavioural needs reduced	

Action Start date

Next

Action

Review

date

end

date

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What will we do to achieve Child to attend 4 x 1:1 sessions fortnightly if? 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

<input type="checkbox"/> Laura	
<input checked="" type="checkbox"/> Ch02	
<input checked="" type="checkbox"/> Ad01	
<input type="checkbox"/> Ad02	

X

Outcome(s) to be achieved by this action

<input type="checkbox"/> Access Universal Services	
<input type="checkbox"/> Improved adult mental well being	
<input type="checkbox"/> Improved maternal health, particularly maternal self-esteem	

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Action Start date	Next Review date	Action end date

What will we do to achieve it?

Who will do it?

Type of intervention

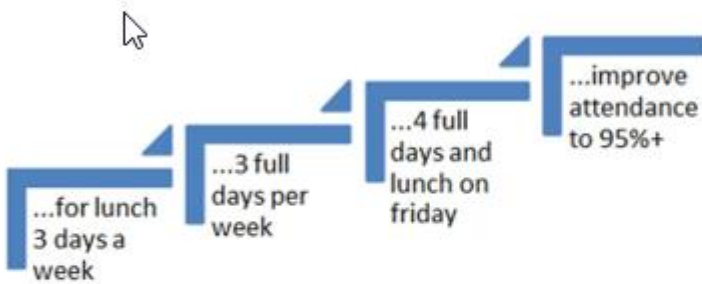
Comments

Did we achieve it?

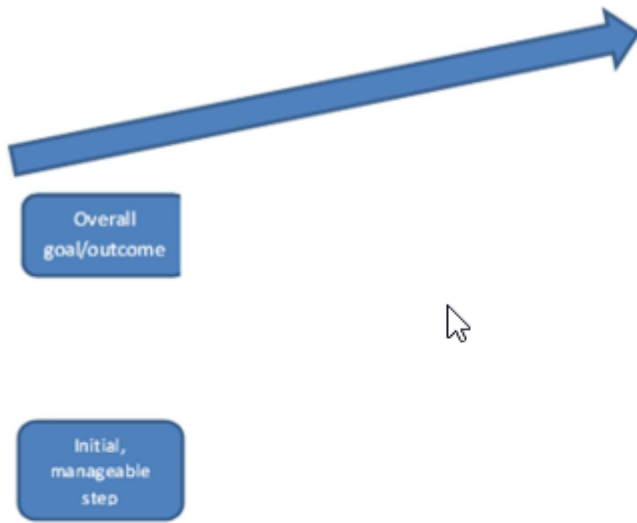
## Steps to Success

Writing truly SMART targets can really help a family achieve their overall goals. Taking steps towards these overall goals helps 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%+



Child to stay in school...



### 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.

