

# Effectively Managing Attendance and Punctuality and Developing a School Attendance Policy

November 2021

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Education Welfare Service

## Introduction

This document aims to provide guidance to schools on managing and developing effective systems and policies to promote and ensure attendance and punctuality. Promoting good attendance is a priority for all schools. Good attendance at school ensures that children are able to develop both academically and socially, improving their future life chances, but it also has a significant welfare role in safeguarding children and young people. Many issues related to non-attendance will highlight children with particular health or social needs.

An effective policy will form part of the school strategies for managing pupil welfare and relates to policies on behaviour, pastoral care and special educational needs. Sensitive awareness of pupils' home backgrounds and community values, good communication with parents, coupled with high expectations of pupils to achieve and an effective curriculum offer, need to be considered when developing a school policy on attendance. Thus, any policy and systems developed by the school should enable children to learn, stay healthy and safe and progress successfully from the school having built up good working habits. There is a direct link between poor attendance and poor attainment for a child or young person.

In Merton in 2019 for Key Stage 1 there was a 14% difference in reading, 20% difference in writing and 16% difference in mathematics between those passing the assessment at the expected level where their attendance was between 95-100% and where attendance was 90% (PA level) or below. There is no national data for the same period.

In Merton in 2019 Key Stage 2 Reading, Writing and Maths are assessed in combination (RWM) there was a 29% difference in RWM between those passing the assessment at the expected level where their attendance was between 95-100% and where attendance was 90% (PA level) or below. There is no national data for the same period.

The pupils' perception and experience of school are important in any approach for promoting good attendance. The involvement of pupils and the attitudes of teachers are important in developing school ethos and relationships as aspects of school policy. As in other areas of school life, the expectations of teachers and how those expectations are communicated to pupils are critical for improving attendance. Poor attendance seriously affects pupil achievement. The curriculum offers continuity and progression in pupil learning and any absence from school will adversely affect the pupils' ability to participate and benefit from the learning programme. Absenteeism by some pupils is also disruptive for the progress of others. Non-attendance is linked to poor health as well as the risk of child protection issues and the potential to develop criminal behaviour.

School attendance in Merton has significantly improved and persistent absence (10% of actual sessions regardless of the reason for absence) has reduced across both phases. The focus for the government is on early intervention and improving school attendance in the early years. There has been a large increase in the number of primary aged

children being educated in the borough, which is feeding through into the secondary phase due to the increase in the birth rate. Many of our schools have expanded and continue to expand to meet this need. The raising of the participation age in education to their 18<sup>th</sup> birthday means that our young people must engage in education or training for a further period of time.

Improvement in attendance has been achieved in schools with a high attending ethos and good administrative systems for all children as well as targeted care for individuals. This document outlines what should go into an attendance policy and system as well as providing guidance on effective case work that schools can undertake to help parents meet their obligations to ensure that their child(ren) attend school regularly and punctually.

We recognise that the pandemic has had a lasting impact on school attendance. Children have not had full school years and learning and family life have benefit significantly interrupted. This may be due to heightened levels of anxiety, impact on families or medical needs. Schools and services will need to work with families to address the specific concerns that may be a barrier to attendance, however returning to school and strong attendance is the basis for catch up and recovery.

# Effectively managing attendance and punctuality and developing a whole school attendance policy

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# **Part 1**

## **Sections 1 – 4**

### **Law Policy and Practice**

## **Section 1: Legislation**

The legislative framework that relates to school attendance is extensive. The following is a summary of the principal legislation and statutory instruments. For further information, please refer to the appropriate document.

### **Education Act 1996**

#### **Parental Duty (Section 7)**

The parent of every child of compulsory school age (see footnotes) shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence. The term 'parent' includes those who have parental responsibility for, or care of, a child (which includes the local authority in the case of looked-after children). Magistrates may impose a parenting order if this would help prevent further pupil absence. The order will require parents to attend counselling or guidance sessions for up to three months. It may specify other requirements, for example ensuring the child is escorted to and from school for up to twelve months.

#### **School Attendance Orders (Sections 437–443)**

A school attendance order (SAO) gives a LEA powers to help it ensure that children attend school. A LEA must serve a SAO on the parent of a child of compulsory school age who fails to prove the child is receiving suitable education, and where the authority believes the child should attend school. The attendance order specifies the school (or pupil referral unit) that the child should attend. Failure to comply with a SAO is an offence, unless the parent can prove the child is receiving suitable education outside school.

#### **Prosecution for irregular attendance (Section 444)**

If a pupil of compulsory school age fails to attend school regularly, the LEA can prosecute a parent unless the parent can prove that one of the statutory defences<sup>1</sup> apply. LEAs must judge whether and when to prosecute on a case-by-

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<sup>1</sup> In law compulsory school age is the term after the child reaches their 5<sup>th</sup> birthday until the last Friday in June in the academic school year that the child reaches 16.

The child shall not be taken to have failed to attend regularly at the school by reason of his absence from the school (a) with leave, (b) at any time when he was prevented from attending by reason of sickness or any unavoidable cause, or (c) on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

The child shall not be taken to have failed to attend regularly at the school if the parent proves (a) that the school at which the child is a registered pupil is not within walking distance of the child's home, and (b) that no suitable arrangements have been made by the local education authority for any of the following (i) his transport to and from the school, (ii) boarding accommodation for him at or near the school, or (iii) enabling him to become a registered pupil at a school nearer to his home. Walking distance means (a) in relation to a child who is under the age of eight, means 3.218688 kilometres (two miles), and (b) in relation

case basis. Sometimes prosecution will be a last resort; in other cases, it may be right to begin prosecution at a much earlier stage to prevent problems worsening. Continuity of learning is critical to educational progress, so LEAs should adopt a vigorous stance to truancy. A block of prosecutions could help prove to parents how seriously the LEA regards truancy and condoned unjustified absence. LEAs should make sure local magistrates are aware of truancy problems, including problems with parentally condoned unjustified absence. Parents may be prosecuted for the non attendance of their child/ren. On conviction of a Section 444 section 1 offence the parent of each child may be fined up to £1,000. In order to prove the higher offence the LEA, as the prosecutor, must show that the parent had knowledge of the child's absence and that there was no justifiable reason. On conviction of a Section 444 1A offence each parent may be fined up to £2,500 and or imprisoned for up to 3 months. If they fail to attend court a warrant for their arrest may be issued.

### **The Education (Penalty Notices) (England) (Amendment) Regulations 2013**

These will apply to any parent who fails to ensure the regular attendance of their child of compulsory school age (5-16) who is registered at a school or fails to ensure that their excluded child is not found in a public place during school hours without a justifiable reason.

The amounts stated on the Penalty Notices will be £60 for those who pay within 21 days; and £120 for those who pay within 28 days

(1) The Education (Penalty Notices) (England) Regulations 2007(1) is amended as follows. (2) In regulations 3(e), 4(a) and 4(b), for "28 days" substitute "21 days" and for "42 days" substitute "28 days". (3) In regulations 5 and 7, for "42 days" substitute "28 days".

## **Children Act 1989**

### **Education Supervision Orders (Section 36)**

An Education Supervision Order (ESO) makes the LEA responsible for educating a child of compulsory school age. LEAs may apply for an ESO instead of, or as well as, prosecuting parents for poor attendance or failure to obey a school attendance order. ESOs should ensure that such a child receives full-time education suited to their age, ability, aptitude and any special educational needs, and that both parent and child are given sufficient support and guidance. A supervising officer is appointed to work with the child and family. ESO proceedings are 'family proceedings' as defined by the Children Act; this means the child's welfare is the main consideration. An ESO normally lasts one year or until the young person reaches 16 years of age. ESOs may be extended for up to

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to a child who has attained the age of eight, means 4.828032 kilometres (three miles), in each case measured by the nearest available route.

If it is proved that the child has no fixed abode, the parent shall be acquitted if he proves (a) that he is engaged in a trade or business of such a nature as to require him to travel from place to place, (b) that the child has attended at a school as a registered pupil as regularly as the nature of that trade or business permits, and (c) if the child has attained the age of six, that he has made at least 200 attendances during the period of 12 months ending with the date on which the proceedings were instituted.

three years if an LEA applies within three months of the expiry date, and may be extended more than once.

### **Parental Responsibility (Section 3 (1))**

Parents married to each other at the time of a child's birth have shared parental responsibility.

Fathers who are unmarried at the time of a child's birth prior to 2003, even if their name is on the birth certificate, do not have parental responsibility unless (a) they have a parental responsibility order, (b) have a residency order or (c) become the legal guardian of the child. From 2003, Fathers that are unmarried at the time of birth but are named on the birth certificate do have parental responsibility.

### **The Education (Pupil Registration) (England) (Amendment) Regulations 2016**

All schools (Schools, Academies, Free schools, private and independent schools and alternative education establishments) must notify the Local Authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. The admission register must contain the personal details of every pupil in the school, along with the date of admission or re-admission to the school, information regarding parents and carers and details of the school last attended.

The guidance also places a statutory duty on schools to make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A form the statutory guidance).

The school must tell the local authority when a child comes off roll by or before the date on which they are taken off roll. This is a duty on all types of schools. The school must collect key data and agree (if applicable) if the child can come off roll and the code under which this is agreed.

When removing a pupil's name, the notification to the local authority must include:

- (a) the full name of the pupil,
- (b) the full name and address of any parent with whom the pupil normally resides,
- (c) at least one telephone number of the parent,
- (d) the pupil's future address and destination school, if applicable, and
- (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).

Under the guidance Keeping Children Safe in Education there is a statutory duty that schools will collect and share this information with the LA.

## **The Education (Pupil Registration) (England) (Amendment) September 2013**

This amendment removes the right of a parent to request a holiday of up to 10 days in term time. The amendments make clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

(1) The Education (Pupil Registration) (England) Regulations 2006(1) are amended as follows. (2) In regulation 7—

“(1A) Subject to paragraph (2), leave of absence shall not be granted unless— (a)an application has been made in advance to the proprietor by a parent with whom the pupil normally resides; and

(b)the proprietor, or a person authorised by the proprietor in accordance with paragraph (1), considers that leave of absence should be granted due to the exceptional circumstances relating to that application.”;

## **The Education (Pupil Registration) (England) (Amendment) Regulations 2011**

This amendment adds a new ground for deletion which will require maintained and academy boarding schools to delete, from the admissions register, the names of pupils of compulsory school age from the school register where their boarding fees are due to be paid by the parent and these remain outstanding by the end of the term to which the fees applied. This amendment came into force on 1 September 2011.

## **The Education (Pupil Registration) (England) (Amendment) Regulations 2010**

This amendment adds a new exceptional circumstance in which a pupil may be marked as unable to attend on the school attendance register. The amendment is intended to capture circumstances where a local or national emergency has resulted in widespread disruption to travel that has prevented the pupil from attending school. This amendment came into force on 1 September 2010.

## **The Education (Pupil Registration) Regulations 2006**

These regulations govern the creation and administration of admission and attendance registers. The regulations apply to the maintained sector, independent schools, Academies, Special Schools and PRUs. They contain details relating to:

Putting pupils on the admission and attendance register on the expected/agreed date the pupil should start on.

The information that must be obtained and recorded about a pupil and their parents/carers.

When schools should take the register and that they should record the students as present, absent, present at an educational activity or unable to attend due to exceptional circumstances.

The criteria that permit a school to remove a registered pupil from their roll (Appendix).

The procedures for register inspections.

The circumstances in which a school must notify the LA of non attendance or the removal of a pupil from roll. (see appendix 2)

The preservation of registers (2).

(2)

(13) Every entry in the admission or attendance register shall be made in ink and any amendments shall include (a) the original entry, (b) the amended entry, (c) the reason for the amendment, (d) the date of the amendment, and (e) the name or title of who made the amendment.

(14) All admission and attendance register should be preserved for a period of three years from the date of entry or change.

(15) If the registers are kept by means of a computer a copy of the admission register and attendance register with a record of change should be made not less than once a month and should be printed regularly.

## **The Education Inspection Bill 2006 (Section 103,104 and 105)**

The new DfE Guidance to schools and Local Authorities that came into effect in September 2007 for pupils excluded from school states that any parent of any child found in a public place whilst excluded from school in the first five days of any exclusion may be issued with a PN or be prosecuted. Likewise, where a child does not attend an alternative education provision or PRU provision and the arrangements have been confirmed in writing to the parent the parent may be issued with a PN or prosecuted to ensure good attendance.

## **Anti Social Behaviour Act 2003 introduced in April 2004**

Section 19 relates to the making of Parenting Contracts for exclusion from school or truancy.

Section 20 refers to the opportunity to apply for a Parenting Order in relation to exclusion from school or truancy.

Section 23 deals with the authority for the issue of Penalty Notices for truancy.

This Act requires that the local authority draw up a code of conduct in respect of the issue of Fixed Penalty Notices, for consultation with Head Teachers and Police. Included, though not legally required, will be included a code of conduct in relation to both Parenting Contracts and Parenting Orders.

## **Crime & Disorder Act 1998**

Introduced Anti Social Behaviour Orders. As part of obtaining an ASBO Acceptable Behaviour Contracts were evolved as a source of evidence. These have now been used for poor attendance and behaviour in school. They have also been incorporated with ABAs being sought by other agencies such as Police and Housing.

## **Children & Young Persons Act 1933 and Merton's local bylaws relating to child employment**

Deals with Child Employment and child health and safety. Any employer of a child of compulsory school age must ensure that they have a work permit that legally entitles them to work. An employer may be prosecuted for employing children and young people illegally.

## **Children and Young Persons Act 1963, S.37 The Children (Performances) Regulations 2014**

Covers licensing for children employed in entertainment and the licensing of Matrons/Chaperones. Any child from birth until they cease to be of compulsory school age who is employed in entertainment including modelling, filming, television work, sports or music must be licensed to do so. The law states the hours that children may work and when they may do this. The production company should apply for the licence for the child to perform at least 21 days in advance. Those wishing to become matrons or chaperones require a DBS check, references, passport photos, proof of identification and address and will need to complete an application form.

Merton also allows organisations that meet the criteria to apply for a Body of Persons Approval. Information on this process can be found on our website. <http://www.merton.gov.uk/learning/schools/changingschool/educationwelfare/children-in-entertainment.htm>

## Section 2 Guidance

In addition to the legislative framework, a considerable amount of guidance some of which is statutory is available. For full details, please refer to the appropriate documents.

### **Ofsted Education Inspection Framework (EIF) updated July 2021**

How well schools manage and promote attendance and punctuality will be evaluated under the Behaviour and Attitudes judgement. The Inspectors will observe how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on behaviour and attitudes.

Inspectors looking at attendance will look to observe and see evidence of:

- A calm and orderly environment enabling pupils to learn.
- Clear routines and expectations.
- Strong focus on attendance and punctuality so that disruption to learning is minimised.
- Clear and effective behaviour and attendance policies which include rewards and consequences. How policies are applied and if they are consistent and applied by all staff.
- Pupils' motivation and positive attitudes to learning.
- Observe pupils' punctuality in arriving to school and at lessons.
- The school maybe working with pupils with particular needs in order to improve their behaviour and/or their attendance and can explain what strategies they have tried and what they are doing to improve an individual student's behaviour/attendance taking into account the individual circumstances of the school.
- They will look at the pupils who are not present on the day of inspection and what education they are receiving, should they believe that not having student on site on the day of inspection is an attempt to have an impact on the inspection the school are likely to judge criteria 2 and 4 as inadequate.
- How the school analyses absence and PA rates for all pupils' and for different groups compared to national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low.
- Inspectors will not make judgements solely based on attendance figures from March 20 – July 22. They will consider the specific context and how the school ensured the best possible attendance for those pupils eligible to attend in person and the rates of attendance since the school opened to all pupils in March 2021 and how pupils at risk of disengagement have plans in place to re-engage them.
- Ofsted will be looking at plans for the current and previous year 11 and 13 students during Inspections so you should be clear about your offer and take up right up until the end of June 21 and going forward to June 22.

## **Merton's Children Missing from Education Policy December 21**

This Guidance addresses the statutory duty placed on LA's in the DfE Children Missing Education statutory guidance for Local Authorities (September 2016). The duty is to make sure that any children not receiving, or at risk of not receiving, suitable education are identified quickly, and effective tracking systems and support arrangements are put in place. For further detail please see Merton's CME Policy.

## **Keeping Children Safe in Education 2021**

This is statutory guidance from the DfE issued under section 175 of the education Act 2002, the Education (Independent School Standards) regulations 2014 and Education (non-maintained Special Schools) (England) Regulations 2011 and should be read alongside the statutory guidance of Working Together to Safeguard Children 2015.

This includes safeguarding information on children missing from education, child sexual exploitation, female genital mutilation, preventing radicalisation, safer recruitment, managing allegations of abuse against staff and what knowledge all staff should have around the safeguarding agenda.

## **Educational Setting Status form 2021**

The Secretary of State for Education has requested that all educational establishments continue to submit their attendance data daily by 2pm. Further guidance on completing the educational setting status form can be found in the [guidance on recording attendance during the coronavirus \(COVID-19\) outbreak](#) and the form can be accessed using the link [educational setting status form](#). It is hoped that this will move to weekly submission during the 20-21 academic year but this is dependent on Covid numbers reducing.

## **Merton's Part time Attendance guidance January 2019**

Schools have a statutory duty to provide full time education for all pupils. It is illegal for schools to discriminate against pupils on the basis of their SEN and/or disability or to coerce a parent/carer in to agreeing their child will attend part time in order to avoid exclusion. A reduced timetable may be considered as part of their reintegration approach for pupils who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, etc. it is accepted that a reduced timetable may be appropriate as part of a planned reintegration for pupils who have not attended school for a period of time. The setting must be able to demonstrate that the recommendations in this guidance

have been followed or as a method of assisting the child to manage their behaviour to enable them to access learning and if after other strategies have been implemented and exhausted and the recommendations in this guidance have been followed.

A reduced timetable means by agreement with the pupil, parent/carer and school, the number of hours spent in education are reduced for a time limited period. Once a reduced timetable has been agreed, the pupil should be marked as an authorised absence for the part of the day that they are not in school and this should be reviewed regularly with the aim being to increase the hours to full time when the pupil is able.

The Local Authority collects information on part-time education to monitor the practise as this is part of the LA's responsibility under CME.

### **Advice on School Attendance DfE November 2016**

New responsibilities for schools to:

- Ensure that each school has an accurate admission register
- Tell the local authority within 5 days of all admissions
- If taking a child off roll record consult with the LA in specific circumstances (joint decision)
- Tell the local authority before or on the day of taking any pupil off roll and record the code under which the child has come off roll.
- Collect data from the parents about where that child is going, what school, address, contact details
- Use the school to school (s2s) database to log all missing children
- Share this information safely with LA
- The guidance brings together a number of previous publications in to one smaller publication and clarifies advice on:
  - Pupil registers and attendance codes
  - The school day and year

### **The DfE Children Missing Education statutory guidance for Local Authorities (September 2016)**

Local Authorities under section 436A of the Education Act 1996 had to make arrangements to identify, as far as it is possible to do so, children missing education (CME). There were concerns about children going missing between schools and those leaving the country, between schools and the LA. The new guidance places a statutory duty on schools to collect information during the admissions procedure and again when the child is leaving the school. It is the

schools responsibility to make reasonable enquiries to ascertain this information and that investigations as to the whereabouts of children is a shared responsibility.

### **PA calculations from September 2015**

Persistent absence will be calculated at 10% of each individual child's available sessions. This will include any child who leaves for any reason who had below 90% attendance on the day they were removed from roll and those whose attendance is at 90% or below at each point the calculation is made. This may be without good reason or for truancy, but it may also be due to a medical or social issue. Schools and central services must focus on those children missing the most education to ensure that they have access to services that help them attend.

### **Attendance advice on the use of B and D codes including alternative education November 2019 (Secondary and Special) and December 2019 (Primary)**

It is the schools responsibility to monitor the attendance of children who are being educated with alternative providers. (See Appendix 5)

### **School Census**

The DfE will include the attendance rates of reception aged children but not their persistent absence figures in the School Census count. For children in year 1 – 10 three full terms attendance and persistent absence will be calculated and for those in year 11 two and a half terms (excluding from May half term to the end of July) will be included in the count and published in the national figures. PA figures will be published on all schools showing the percentage at 10%. Data on the number of sessions lost under each reportable code is also collected and published.

### **LA Revised Code of Conduct Penalty Notices April 2014**

Merton revised its Code of Conduct to include being able to issue Penalty Notices where attendance has fallen below 85% and for leave taken in term time providing the schools have included this in their School Attendance Policy.

### **The Education (School Leaving Date) Order 1997**

The school leaving date for 1998 and for successive years shall be the last Friday in June in the academic year in which they are 16 years old.

## **1997 Education No3181 (School Day and School year) England regulations**

Regulation states that schools must be open for 380 sessions each school year.

## **DfEE circular 11/99 (Social Inclusion: Pupil Support)**

“Schools should keep their attendance registers secure and retain them for three years from the last date of entry. EWOs should check registers regularly to ensure that they are being completed in accordance with the school's policy and to identify any patterns of absence which have not already been notified”.

“LEAs need to co-operate about any attendance problems, and where many children attend school in neighbouring authority areas, they should have standing arrangements for co-ordination to prevent truancy. Early warning of attendance problems will normally be to the LEA where the pupil attends school, but any necessary legal action is the responsibility of the LEA where the child lives”.

## **Children Missing Education**

Merton tracks all children missing education via the off rolling notifications from schools at our monthly panel. Merton's Children Missing Education Guidance highlights the responsibilities of schools and other agencies in this process. The Authorities CME Officers are the EWS Manager and School Admissions Co-ordinator. Merton's Policy may be found on the Internet. Merton tracks it's pupils with 20% or less attendance as vulnerable to CME and schools/academies should bring all pupils who meet this criteria to the attention of the CME Officers.

## **Children Not Collected From School**

Merton's policy on children not collected from school on time can be found on the internet and extranet.

## **Guidance and Support**

Further Guidance is available from the DfE schools attendance website  
<https://www.gov.uk/government/publications/school-attendance>

The Education Welfare Service can provide training to whole staff teams on registration systems, categorisation of absences, whole school attendance policies and other training around attendance matters. Schools should discuss their requirements with their EWO's.

Child Protection and designated safeguarding lead Training for school staff may be provided by a multi agency delivery group. Further information may be obtained from the LA.

Inclusion and exclusion advice can be provided by the Schools Inclusion Co-ordinator in the Virtual Behaviour Service.

## **Section3: What Improves Attendance**

Before you can consider developing an attendance policy you need to look at what improves attendance and why some young people do not attend school.

The DfE have issued updated Guidance (September 21) which supplements the information below [Improving school attendance: support for schools and local authorities - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Work between schools**

- Setting up expectations and patterns in primary school
- Support for transitions of vulnerable pupils
- Sharing relevant information to support attendance

### **School policies and procedures**

Whole school approach – clear policy with daily routines providing consistency in registration procedure and follow up to all staff. This creates an attendance culture. Policy clearly makes the link between performance and attendance. “Action to improve attendance and behaviour is most effective when it is linked to well designed efforts to improve attitudes to learning and attainment” OFSTED.

Policy focuses on punctuality and attendance, getting the 95%’s to 100% as well as 80%’s to 85%’s.

Use of IT – use of administration staff to support teachers and senior managers to analyse trends in data.

Senior managers use data to generate action. Is the non attendance class based, subject based, related to lunchtimes, lack of pre / post school provision, supply teachers – what training do they get

Attendance data is linked to performance data and used for target setting.

First day contact made by a known and respected individual.

Schools follow the latest guidance around on and off rolling pupils and report to the LA at times as defined by legislation or statutory guidance.

### **Welcoming school**

- A positive welcoming school environment
- Curriculum that motivates
- Rewards system that values academic and non academic progress
- Young people given positions of responsibility
- Low levels of fixed term exclusion – less disruption

### **Support for children**

- Anti bullying policy
- Anti bullying action by all staff
- Anti bullying curriculum in PSHE
- Collect and analyse data on bullying and implement strategies using this information
- Behaviour support
- Identified pastoral staff

## Counselling

Structured pre/lunchtime and post school activities targeting vulnerable children

Creating quiet and safe places around the school

Potentially threatening areas of the school supervised, corridors supervised at lesson change over, pupils kept on school site at lunch

Peer support processes set up

Specific work targeted at vulnerable groups: young carers, travellers.

Health Care Plans that identify need and support young people to attend to the best of their ability and catch up on work missed

Systems to help non-attendees/ excludees catch up missed work – this can be via in school centres, on line learning or other support resources.

Reintegration processes that welcome children back in

Induction processes for in year admissions that help them catch up missed work

Use of Alternative education projects for KS4 long term non-attendees to re-engage.

Use of youth workers to mentor young people and help them cope emotionally and socially with school

1:1 support for parents

## Support for parents

Clear expectations (home school agreement) and consistent follow up to counter casual attitudes

Parents who are new to the UK and others benefit from understanding the importance of education and what a good level of attendance is (Children's Attendance Project research July 2015)

Home school relationships set up and maintained

Building schools' links with parents who are hostile/ defensive about school

Complaints dealt with promptly and fairly

Helping parents with support to manage their children: including parenting programmes and early intervention services and their own and their children's health needs (Children's Attendance Project research July 2015)

Support for language

Peer support processes set up.

## Support for teachers

Clear written daily routines, especially for supply staff

Use of administration staff to support tutors/ pastoral staff

Non contact time for pastoral staff/ tutors

Use of youth workers to mentor young people and help them cope emotionally with school / parents close 1:1 support

Training in use of IT systems, safeguarding and school systems

Behaviour training

Clear role as tutor, planned programme to start each day and planned PHSE curriculum. "Form tutors have a significant influence on pupil's attitudes and progress" [OFSTED].

## **Working with Education Welfare**

- Clear criteria regarding which students schools are dealing with and which require EWO help
- Education Welfare Officers used to support whole school policy not just hard cases
- Focus on attendance issues
- Truancy patrols
- Targeting work at vulnerable pupils prior to non attendance becoming entrenched
- Good practice is shared across LA/ nationally
- Legal enforcement

## **Roles and Responsibilities**

### **Involvement of the senior management team**

- Identify a senior member of staff with oversight and responsibility for attendance
- Establish clear lines of responsibility
- Ensure good communication within the school
- Ensure the attendance policy is updated frequently and adopted as an integral part of the pastoral policy of the school
- Use every public forum to comment on attendance and punctuality (parents' meetings, new starters, assemblies, etc)
- Regularly monitor the effective use of the school's registration system.

### **Involvement of parents**

- Communicate frequently with parents about positive achievements and improvements and in ways that emphasise the responsibility and role of parents in partnership with the school
- Ensure parents are welcomed into the school and can gain easy access to staff
- Create a parents' room
- Create a warm and inviting entrance area
- Ensure parents understand their role in promoting good attendance by including attendance and punctuality as part of the home school agreement.

### **Involvement of the pupils**

- Seek the views of pupils through questionnaires, discussion, and school council meetings.
- Consider and implement, when appropriate, pupil suggestions for school improvements.
- Give pupils responsibilities and encourage them to take an active part in the life of the school.
- Invite feedback from pupils with varying levels of attendance.
- Develop social areas and facilities for pupils.
- Provide a range of planned games, leisure and play facilities during breaks.

## **Involvement of the school staff**

Provide frequent feedback to pupils on their progress, referring to attendance when appropriate

Ensure the curriculum is differentiated to meet the needs of the pupils

Enable pupils to make some choices when applicable to encourage a reduction in absenteeism

Ensure school staff are aware of, and plan for, cultural and religious events and occasions when particular pupils are likely to be absent

Staff frequently welcome pupils into the school at the beginning of the day and there is a formal conclusion or summing up of the pupils' experience at the end of the day.

Bullying is identified and tackled by school staff, sometimes using confidential and anonymous means for pupils to identify problems. *(Some schools have used a worry box for anonymous complaints and a video camera to record incidents that are then discussed by teachers and pupils, and sometimes resolved by pupils themselves).*

There is a good level of adult supervision and presence around the school at all times, with positive interaction, which has a powerful influence on pupils, especially as they enter and leave the school

School staff lead by example, are punctual and have good attendance

Visit homes, in conjunction with the EWO, when that will improve communication and help to improve pupils' achievement and attendance.

## **The role of the EWO in the school**

EWOs should work closely with schools and families to resolve attendance issues, arranging home visits where necessary. The key to success is an effective working relationship between schools and the EWS including:

- Shared policies and operational practices between the EWS and the schools
- Clearly defined roles of school staff and EWOs
- How much time the EWO will devote to the school
- Expectation of the quality of EWO service
- Arrangements for referral, regular review, monitoring and evaluation
- Procedures for resolving enquiries.

To achieve this, each school maintained by the LEA should have a named EWO responsible for the attendance of all the pupils in the school. If a child lives in a neighbouring LEA, follow-up action will require co-operative working with the relevant EWS. Any necessary legal action is the responsibility of the LA where the child lives.

To provide an effective service, an EWO will need to demonstrate the following:  
The ability to communicate and engage with children and young people, their families, schools, educational services and establishments and other statutory and voluntary agencies, and to promote education by regular and worthwhile attendance at school or otherwise.

To develop the values, knowledge and skills that enable members of the service to respond effectively to absence from school in an organised and considered way.

The ability to promote regular school attendance and help parents in meeting their responsibilities to secure the education of children and young people.

The ability to assess and review children and young people and family circumstances, plan appropriate responses and intervention within the statutory framework, and evaluate outcomes.

The ability to contribute to the evaluation of the effectiveness and efficiency of the Education Welfare Service within an LA.

To take personal responsibility in managing, evaluating and further developing professional competences through effective use of supervision, appraisal and management of workload.

To have the knowledge and skills that will promote the protection of children and young people from abuse and exploitation.

### **Procedures for registration**

Ensure all staff are aware of their role within the registration process

Ensure registers are returned to the central collection point as soon as possible after each registration period if using manual registers or ensure IT is working where electronic registration takes place.

### **Collection and use of attendance data**

Collect and analyse attendance data regularly

Identify attendance patterns and the needs and characteristics of individuals and groups of pupils

Publish attendance figures and focus on pupil achievements

Encourage competition between year groups and class groups

Provide detailed information to parents as part of the pupil's annual report and at other appropriate times

Inform the attendance managers of developing patterns and trends

Submit external returns on time.

### **Authorised and unauthorised absence**

Ensure all staff are aware of the current guidance on the categorisation of absence taking into consideration national guidance and local arrangements

Inform parents that the school decides if an absence is authorised and not the parent

Inform parents that unauthorised holidays/leave of absence in term time are not acceptable and that holidays are not a right  
Ensure that parents understand that unauthorised absence is not acceptable.

### **Following up non-attendance**

Make contact with a pupil's parent on the first day of absence  
Ensure that you have current telephone numbers and contact details for each pupil's parents  
Develop a structured series of contact letters to challenge any lack of parental response  
Ensure that all staff are aware of their own responsibilities for following up absent pupils and for referring them to senior colleague.  
Discuss with your EWO pupils who are developing patterns of non attendance or poor punctuality.

### **Induction of new pupils and staff**

The school has developed procedures for welcoming and inducting new parents and pupils, and using constructively any information on the needs and backgrounds of pupils  
Introduce new members of staff to their responsibilities for attendance management  
Brief new staff on the school's philosophy on attendance.

### **Re-entry strategies for absentees**

Pupils who are late or have been absent are positively welcomed into the class on their return  
Ensure absent pupils will have work adapted to help them to catch up and to minimise problems on return to school  
Offer extended day, extra tutorial and homework provisions so that pupils can catch up and have more individual or small group attention from teachers.

### **Rewards and sanctions**

Have a structured approach to rewards and sanctions  
Recognise and praise good attendance and punctuality  
Recognise and praise improving attendees (Children's Attendance Project)  
Frequently use merits, stickers, certificates, golden time or similar systems to reward good attendance and punctuality  
Clear criteria for the use of Penalty Notices in your policy

### Moving From Satisfactory – Good Attendance

The school attendance leader is a senior manager supported by the management team of the school who models expected practice to improve attendance.

The school's attendance targets are met and in line with national/authority levels and plans for improvement/sustainability are in place.

The percentage of pupils with persistent absence is falling and in line with national/authority data.

Attendance is a priority for school improvement.

A whole school approach to attendance is used with clear roles and responsibilities for all.

Pupils are engaged in shaping, delivering and reviewing school policies and activities.

Feedback from pupils on specific issues leads to systemic change in the work of the school on improving attendance.

There is dedicated time and resources allocated for attendance.

Reliable (electronic) systems are in place to gather and analyse data.

School data is analysed to inform reasons for absence, profile persistent absence, identify vulnerable groups and links to standards.

Improved attendance is linked with improved attainment and class teachers know the attendance and academic performance of the students.

The school ensures staff, pupils and parents/carers understand the registration times and adhere to them.

Data is reliable and routinely submitted to LA/DfE when required

Registration practice is efficient and effective.

Good attendance and punctuality is modelled by all adults in the school community.

Punctuality of pupils at the start of school sessions and when attending lessons is good.

There is an escalation of interventions which are used fairly and systematically and the impact of these interventions is widely known.

There is first day contact for pupils.

Coping/problem solving skills are being explicitly taught to support attendance and punctuality

The school employs additional personnel to support attendance (as needed) e.g. Home School Liaison Officers/Parent Support Advisers to offer support and challenge to parents/carers to reduce absence.

Appropriate in and out of school support is available for vulnerable pupils and their parents/carers.

Pupils get clear messages from the school that good punctuality and high levels of attendance are requirements to future employability.

The school works with the local authority to support legal interventions to promote the pupils' right to regular education.

### Moving From Good – Outstanding Attendance

The Head provides strong and determined leadership to promote attendance and this is reflected in all areas of the school.

Overall absence targets are met and are better than national/authority levels and plans for improvement/sustainability are in place and regularly reviewed.

The percentage of pupils with persistent absence is falling and better than the national/authority data.

Attendance is consistently high across all groups of pupils.

Attendance of vulnerable groups is good with no evidence of disproportionate absence by specific groups.

Pupils' attendance to lessons is excellent and closely monitored by the school.

Improved teaching, attainment and attendance are all linked together and the school has data to show how this has been achieved and class teachers know this data about their students.

The school offers an appropriate balance of support and challenge to parents/carers.

Effective pupil tracking is in place to identify any pupil whose attendance or punctuality begins to slip and action is taken immediately to address this

The school's escalation of intervention alerts staff to pupils who have attendance difficulties due to health related issues.

The school makes sure it knows the whereabouts of all pupils every day and all pupils are spoken to on return.

Action plans are in place for pupils who have persistent absence, which includes relevant agencies to support improvements in attendance.

Emotional support programmes are at the established/enhancing stage as a whole school approach and are integrated into all aspects of learning and teaching

Small group work is used to support vulnerable pupils and the school can demonstrate the impact this has and know what interventions have been successful and why.

Where bullying impacts on attendance actions have been taken to address this and the outcomes are measurable.

The school has a well developed participation strategy which involves all pupils.

School attendance panels for medical absence/other absence are in place and result in improving attendance.

There is a "team around the child" or "team around the family" approach to support for vulnerable pupils and access to external support services is swift and the impact of this can be demonstrated.

Links with faith leaders are used to minimise absence where appropriate.

Pupils can demonstrate an understanding of the links between attendance, punctuality and future employability.

Through assemblies, PSHE and other activities, the need for excellent punctuality and attendance is reinforced by input from employers.

The school has established a system with local businesses to prevent non-attendees using their premises.

The school contributes to the LA's Safeguarding and SEND Inspections, Children and Young People's Plan, reviews of the Code of Conduct and other plans.

The school is implementing the use of PNs for holiday/unauthorised leave of absence and, as a result of the policy or other work with parents unauthorised leave has reduced.

## Section 4: Developing a whole School Attendance Policy

An attendance policy communicates values and expectations to the school community and outlines strategies for promoting attendance. It is part of a framework of policy documents. The development of an attendance policy and strategies to improve attendance will also be managed and implemented within the framework of the School's Development Plan.

When drawing up an attendance policy schools may wish to consider the following:

- How you communicate your belief that education is important
- Stating why the school thinks attendance is important
- Using language that is accessible to all
- Positively phrasing statements
- How the policy integrates with all other school policies
- Where the additional financial and staffing resources will be procured from
- The DfE and Ofsted's expectations.

### MODEL FOR ATTENDANCE POLICY

#### INTRODUCTION

This may include:

- Your overall mission statement or school's motto including your aims and values and how attendance contributes to this
- How you communicate your belief that education is important including the educational, social and emotional learning and development aspects of good attendance
- The level of attendance that you expect as a school
- The link between attendance, punctuality and attainment
- The start and finish times of school sessions
- When parents will be provided with dates of school terms and INSET dates
- Where to find information on the school's attendance policy online or as a paper copy

#### EXPECTATIONS AND COMMUNICATIONS

This may include:

- An explanation of the partnership between the home, school and community
- Ensuring that parents, pupils and all school staff understand the procedures and expectations around attendance and punctuality
- How you will communicate these expectations to pupils, students and staff. Including policies, newsletters, letters and online information.

## **RIGHTS, RESPONSIBILITIES, ROLES AND EXPECTATIONS**

This may include:

- The LAs responsibility to offer educational provision for those of compulsory school age
- The parents' right to express a preference for a school
- The legal position (Education Act 1996) and that parents are responsible for ensuring their children attend
- The legal position regarding taking a register (The Education (Pupil Regulation) Regulations 2016 and 2006)
- The Education (Pupil Registration) (England) (Amendment) September 2013. This amendment removes the right of a parent to request a holiday of up to 10 days in term time. The amendments make clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted
- The schools responsibility to consider safeguarding risks and refer to the Children and Families Hub where concerns exist. Where a child has poor attendance it is the schools responsibility to co-operate to ensure they are safeguarded
- Who in the school has responsibility for managing attendance overall and how this is delegated
- What the parent and students can expect from the school
- What the school expects from its students
- What the school expects form tutors/heads of learning/pastoral staff to do
- What the Attendance Officer or the person with responsibility for attendance will do
- What the Education Welfare Officer will do
- What is an absence
- What are acceptable reasons for absence (school can/will authorise) and what are unacceptable reasons for absence (school cannot/will not authorise)
- Taking a leave of absence in term time
- Dental, optical and doctor's appointments in school time
- What is persistent absence
- When the school may ask for medical evidence to be provided
- Information required when children join and leave the school
- When the school will remove a child from the roll and that schools must notify the LA .

## **ATTENDANCE AND ABSENCE**

This may include:

- What is an attendance and what is an absence
- What are acceptable reasons for absence (school can/will authorise) and what are unacceptable reasons for absence (school cannot/will not authorise).
- Taking family holidays/leave of absence in term time and how parents request this
- Dental, optical and doctor's appointments in school time
- What is persistent absence
- When the school may ask for medical evidence to be provided
- When the school will remove a child from the school roll.

## **PROCEDURES - WHO DOES WHAT AND WHEN**

This may include:

- The start and finish times of the school day including any breaks
- The stages, processes and staffing involved in registration
- A system for lateness including the time the register closes including what happens if their child is late after registration has closed
- The importance of having up to date contact details including address, phone numbers and e-mails for parents and emergency contacts
- Whom the parents should contact on the first day of their child's absence and at what time
- When the school will contact the parent if the child fails to arrive at school
- What parents should do if they don't have access to a phone or are unable to write an explanation for the absence
- Signing in and signing out systems for lateness and leaving or returning from an appointment
- How and when problems with attendance are communicated to parents, including letters, meetings in school, TAC meetings etc
- How the school reintegrates students returning to school after absence
- How the school uses Medical Plans (as outlined in the schools Medical Policy) to support the attendance of children who have poor attendance for medical reasons
- Procedures that are relevant to your individual school.

## **STRATEGIES USED BY THE SCHOOL IN THE AREA OF ATTENDANCE AND PUNCTUALITY**

This may include

- How will this policy integrate with other policies that impact upon attendance e.g. safeguarding, behaviour etc
- Rules, rewards, incentives and sanctions
- First day contact schemes
- Attendance support groups
- Individual target setting
- Meeting with students and parents
- Referrals to other support networks/agencies
- Referral to EWS
- Parent and community initiatives
- Reintegration programmes
- Sanctions
- Clear escalation of the consequences of unauthorised absence.

## **MONITORING, EVALUATION, REFLECTIONS AND DEVELOPMENT**

This may include:

- How the school will monitor the effectiveness of the policy
- When monitoring and evaluation will take place and who will carry this out
- Which students, staff, parents, governors and the wider community will be involved
- Any additional needed funds to carry this out
- How any evaluations are to be fed back into the various stages of the policy.

It is clear that the complex nature of attendance issues requires the involvement of parents, pupils, teachers and support staff, as well as external agencies, in the process of developing an effective school policy. The policy should give clear guidance on practice and be easily communicated to parents, pupils and staff.

### **Conclusion**

Research has shown that schools' success in improving attendance depends on continual attention to detail, consistent applications of agreed procedures and most of all the provision of a stimulating and appropriate curriculum for the needs of all pupils. Attempts to maintain pupils' regular attendance are an important equal opportunity issue for schools and the LA in ensuring justice and equal rights and access for all pupils. Approaches to promoting good attendance are one of the ways in which schools act to deliver these objectives.

## **Part 2**

### **Section 5 – 9**

# **Registration and Absence Management**

## **Section 5: Recommended Registration Procedures for Manual Registers and When Computerised Registration is Unavailable**

The register is a legal document that must be maintained in a good condition, kept accurately and marked in ink. The register may be required in a court of law as evidence where the LA is prosecuting a parent / carer for non-attendance.

- Legally registers should be kept for a minimum of 3 years from the last date of entry. Schools may wish to keep records for longer than this especially where students are attending for 6 years at primary and 5 years at secondary school.
- Schools may set their own time limits for the period that they keep their register open for but the amount of time should be limited.
- The class teacher or another member of staff, who is informed of the registration procedure, may complete the register. Staff should never allow a student to mark the register.
- Registers must be taken twice daily. A register must be taken at the start of the school day and again in the afternoon.
- Pupils should be marked as either present, absent, at an approved educational activity or absent due to unavoidable cause.
- Blank spaces should not be left in the register.
- Black ink should be used to mark students as present.
- Red ink should be used to circle absences (unless using microfiche to store old register).
- Tippex, pencil and other coloured inks should not be used. Apart from red circles to indicate an absence.
- Where a pupil arrives late before the close of registration they should be marked as Late (L) for the session.
- Where a pupil arrives after registration having attended a doctor's, dental, optical or other medical appointment the code (L) may be used.
- Where a student arrives after the close of register without a valid reason an unauthorised late absent mark should be applied (U).
- The school should retain and record reasons for absence for a minimum of one academic year.

## **Recommended Registration Procedures for Computerised Registration Systems**

The register is a legal document that must be maintained in a good condition, kept accurately. The register may be required in a court of law as evidence where the LA is prosecuting a parent / carer for non-attendance.

- Where schools keep a computerised registration system, they should ensure that they have kept the original entry and a record of change.
- Legally registers should be kept for a minimum of 3 years from the last date of entry. Schools may wish to keep records for longer than this especially where students are attending for 6 years at primary and 5 years at secondary school.
- The LA recommends that schools keep their register open for a maximum of 30 minutes at the start of the school day. Schools are free to set shorter periods if they wish.
- The class teacher or another member of staff, who is informed of the registration procedure, may complete the register. Staff should never allow a student to mark a register.
- Registers must be taken twice daily. A register must be taken at the start of the school day and again in the afternoon. Schools are free to choose at what point in the afternoon they register students.
- Pupils should be marked as either present, absent, at an approved educational activity or absent due to unavoidable circumstances.
- Blank spaces should not be left in the register.
- Attendance data should be entered into the computer daily in all schools.
- Teachers should record and store explanations for absence and retain this for one academic year.
- Schools should use the computerised registration system to generate letters about absence.
- Where a pupil arrives late before the close of registration they should be marked as Late (L) for the session.
- Where a pupil arrives after registration having attended a doctor's, dental, optical or other medical appointment the code (L) may be used.
- Where a student arrives after the close of register without a valid reason an unauthorised late absent mark should be applied (U).

### **Statutory Duties to Inspect Register**

The LA has a statutory responsibility to inspect manual or computerised registration systems. Schools legally have to make registers available to HMI and the LA when required. The EWS will conduct inspections of registers on a termly basis and make any observations necessary to ensure that schools comply with legal requirements and are implementing good practice using the following format.

## Section 6: Register Inspection –Computerised System

School			
Academic Year		Term	
	The Local Authority has a duty to inspect school registers. The Education Welfare Service will conduct inspections of the school's registration system.		

1. All registers were available for inspection on the computerised system	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. If using OMR sheets these are maintained in good condition. (Appearance and state of repair).	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. The registers were easily identifiable (Class, tutor etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Only pupil names are recorded in the electronic or paper registers/OMR sheet	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. All registers were complete and up to date and the attendance is entered daily at secondary school and at least a minimum of weekly at primary school	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Statistical information relating to attendance, absence and the usage of absence codes has been prepared and forwarded to the LA termly in arrears as part of the Census return.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Approved education activities, authorised and unauthorised absence codes are correctly used in all official computerised registers.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Authorised and unauthorised lateness codes are correctly used in all official computerised registers.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Evidence relating to the management of absence and lateness was correctly recorded. (Random Sample)	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. The school has been advised that it is good practice to print each student's registration certificate at the end of the academic year and keep these in the pupil's individual files.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. The official registers were printed monthly in accordance with DfE requirements or a back up of the attendance is made weekly.	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Registers including any recording sheets and back ups with the record of change have been kept for a minimum of 3 years	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. A) The school has complied with the 2016 Pupil Registration Regulations B) Reporting off rolling to the LA within 24 hours and seeking advice where necessary prior to removing a child from roll.	<input type="checkbox"/> Yes <input type="checkbox"/> No

**If the answer to any on the above statements is no, please refer below.**

## Supplementary Sheet

School			
Academic Year		Term	

Signed

Dated

Copy: Head teacher, MEP, school file

**Section 7 : ATTENDANCE CODES, DESCRIPTIONS AND MEANINGS September 2021**

<b>CODE</b>	<b>DESCRIPTION</b>	<b>STATISTICAL MEANING</b>	<b>PHYSICAL MEANING</b>
<b>/</b>	Present (AM)	Present	In whole session
<b>\</b>	Present (PM)	Present	In whole session
<b>B</b>	Educated off site in a supervised educational activity (NOT Dual registration)	Approved Education Activity	Out for whole session
<b>C</b>	Leave of absence authorised by the school (not covered by another appropriate code/description)	Authorised absence	Out for whole session
<b>D</b>	Dual registration (i.e. pupil attending other school, PRU, Hospital School)	Not counted in possible attendances/ attendance not required	Out for whole session
<b>E</b>	Excluded (no alternative provision made)	Authorised absence	Out for whole session
<b>G</b>	Family holiday (NOT agreed <u>or</u> days in excess of days determined by the Headteacher)	Unauthorised absence	Out for whole session
<b>H</b>	Family holiday in exceptional circumstances (agreed)	Authorised absence	Out for whole session
<b>I (01)</b>	Illness (NOT Covid, medical or dental etc. appointments)	Authorised absence	Out for whole session
<b>I (02)</b>	Illness (Covid confirmed case)	Authorised absence	Out for whole session
<b>J</b>	Interview prospective employers or education provider (Yr. 11 only)	Approved Education Activity	Out for whole session
<b>L</b>	Late (before registers closed)	Present	Late for session
<b>M</b>	Medical/Dental appointments	Authorised absence	Out for whole session
<b>N</b>	No reason yet provided for absence	Unauthorised absence	Out for whole session
<b>O</b>	Unauthorised absence (not covered by any other code/description)	Unauthorised absence	Out for whole session
<b>P</b>	Participating in an approved sporting activity	Approved Education Activity	Out for whole session
<b>R</b>	Religious observance	Authorised absence	Out for whole session
<b>S</b>	Study leave	Authorised absence	Out for whole session
<b>T</b>	Traveller absence	Authorised absence	Out for whole session
<b>U</b>	Late (after registration closed)	Unauthorised absence	Late for session
<b>V</b>	Educational visit or trip	Approved Education Activity	Out for whole session
<b>W</b>	Work experience (Year 10 + 11)	Approved Education Activity	Out for whole session
<b>X (01)</b>	Not required to be in school - for non-compulsory school-age pupils	Not counted in possible attendances/ Attendance not required	Out for whole session
<b>X (02)</b>	Self-isolating - COVID-19 symptoms. Not required to be in school	Not counted in possible attendances/ Attendance not required	Out for whole session
<b>X (05, 06 &amp; 07)</b>	Quarantine - self-isolating (05) Shielding as advised (06) Government advice not to attend (07)	Not counted in possible attendances/ Attendance not required	Out for whole session
<b>Y</b>	Unable to attend due to exceptional circumstances/Enforced closure	Attendance not required/DfE collect information on this code	Out for whole session
<b>Z</b>	Pupil not on roll /not on admissions register	Not counted in possible attendances/ attendance not required	Out for whole session
<b>#</b>	Planned whole or partial school closure (school holidays)	Not counted in possible attendances/ attendance not required	Out for whole session
<b>-</b>	All should attend/ No mark recorded	No mark for session	No mark for session

## Section 8: Absence Categorisation Advice – September 2021

All schools are required to use the national absence and attendance codes whether using manual or computerised registration systems. Schools must not adopt their own codes or change the meanings of the existing codes. This advice should be read in conjunction with that of the DfE School attendance: guidance for schools further advice can be found at <https://www.gov.uk/government/publications/school-attendance>

/ \	<b>PRESENT</b>	<b>Present</b>	This code should be used when students are present for registration.
<b>B</b>	<b>EDUCATED OFF SITE</b>	Approved Educational Activity	This code can be used for all students who are present at an educational provision / activity, which is approved by the school and <u>supervised by someone authorised by the school</u> . Work experience, field trips or at an alternative provision (not a school) Alternatively, this could be used for children who are attending special tuition for dyslexic children or speech therapy/CAMHS/DV group/ Jigsaw etc. Where a student is detained in custody for less than 4 months and is accessing education onsite. <u>This code should not be used for any unsupervised educational activity or where pupils are working at home.</u>
<b>C</b>	<b>LEAVE OF ABSENCE AUTHORISED BY THE SCHOOL</b>	Authorised Absence	This code should only be used in exceptional circumstances. Schools should consider the nature of the event, its frequency and the overall attendance, attainment and the ability of the pupil to catch up on missed work. Weddings, graduation of a parent or sibling, bereavement, funeral, young carer, maternity leave, public performance (with licence), prison visit to immediate family member if no alternate weekend visit can be offered
<b>D</b>	<b>DUAL REGISTRATION (ATTENDING OTHER SITE)</b>	Not counted in possible attendances	The law allows a pupil to be dual registered with more than one school. Each school should only mark the register present or absent for the session that the pupil is due to attend their school. The remaining session (s) when the pupil is attending another school will be marked in the register using “D”. Failure to attend the education establishment that they

			should be at any given date at the proper time without good reason is an unauthorised absence.
<b>E</b>	<b>EXCLUDED FORMALLY (NO ALTERNATIVE PROVISION MADE)</b>	Authorised Absence	<p>This code may only be used when a child is legally excluded from school and can only be used for the duration of the exclusion period itself. While a pupil remains on the school roll, teachers are responsible for setting work for the excluded pupil. Where the child attends an alternative provider (Melbury College) on the 6<sup>th</sup> day of exclusion the student should be marked "D" dual registered</p> <p>In the case of those students who are permanently excluded the absence is treated as authorised while any appeal is in progress. If the permanent exclusion is upheld the pupils name may be removed on the following school day.</p>
<b>G</b>	<b>FAMILY HOLIDAY (NOT AGREED)</b>	Unauthorised Absence	<p>Where a parent fails to ask for a leave of absence in exceptional circumstances for the purpose of a holiday in advance, or where a school does not grant leave of absence for the purpose of a holiday and the parent takes the child away the absence should be recorded as unauthorised.</p> <p>School should confirm in advance and in writing to the parent if they have declined the request and the absence will be unauthorised. Where a student fails to return from an authorised holiday any further days of absence are recorded as "G".</p>
<b>H</b>	<b>FAMILY HOLIDAY (AGREED AND AUTHORISED BY THE SCHOOL)</b>	Authorised Absence	<p>Parents are not entitled to withdraw pupils for holidays during term time. A leave of absence is granted at the Head's discretion and is not a parental right. Only in exceptional circumstances may a Headteacher agree a leave of absence. The application must be made by the parent/carer in advance and the Headteacher must be satisfied that there are exceptional circumstances based on the individual facts and circumstances of the case which warrant the leave. Where a leave of absence is granted, the head teacher will determine the number of days a pupil can be away from school.</p> <p>Where a parent fails to ask for a leave of absence in exceptional circumstances in</p>

			<p>advance, or where a school does not grant leave of absence and the parent takes the child away the absence should be recorded as unauthorised.</p> <p>School should confirm in advance and in writing to the parent within 7 days if the request is granted and the absence will be authorised or if they have declined the request and the absence will be unauthorised. Where a student fails to return from an agreed leave of absence in exceptional reasons any further days of absence are recorded as "G".</p>
<b>I (01)</b>	<b>ILLNESS (Not Covid, medical or dental appointments)</b>	Authorised Absence	<p>This code should be used when a child is absent for a whole session due to illness. A pupil receiving medical treatment on site should be marked "present".</p> <p>If a pupil is present for registration but returns home due to illness or leaves to attend a medical, optical or dental appointment no absence should be recorded until the next registration period. If the authenticity of the illness is in doubt, or if a pattern of medical absence is developing, schools should meet with parents and students to investigate problems. Schools may ask for medical evidence to be provided for the absence but this should be proportionate. Schools may wish to refer to the school nurse or the EWO if they meet the referral criteria.</p>
<b>I (02)</b>	<b>ILLNESS (Covid)</b>	Authorised Absence	<p>Pupils who have confirmed COVID-19 via a polymerase chain reaction (PCR) test should be marked as "I" regardless if they are engaging in online learning.</p>
<b>J</b>	<b>INTERVIEW</b>	Approved Educational Activity	<p>This code may be used where the school have agreed that a pupil in year 11 may attend an interview with prospective employers or with further education providers.</p>

<b>L</b>	<b>LATE</b>	Present	<p>This code may be used where the pupil arrives after the registration period but within the time limit given on the schools policy from the start of the school day based on the individual start time of their class “bubble/segment”.</p> <p>Schools should actively discourage, and be alert to, late arrival. A firm line must be taken on late arrivals. Schools should set up procedures for dealing with late arrivals signing in.</p> <p>This code may be used when students arrive within one and a half hours of the start of the school day having been to the doctors, dentists, opticians and can provide an appointment card to confirm this.</p>
<b>M</b>	<b>MEDICAL / DENTAL (out full session)</b>	Authorised Absence	<p>This code should be used when a child is absent for a whole session due to illness, medical or treatment. A pupil receiving medical treatment on site should be marked “present”.</p> <p>Schools should be clear with students and parents that appointments should be made outside of school time and this should be clearly communicated. However, where appointments can only be offered in school time the pupil should only be out of school for the minimum amount of time necessary for the appointment. Schools should expect to see an appointment card / letter before authorising the absence.</p> <p>If a pupil is present for registration but returns home due to illness or attends a medical, optical or dental appointment no absence should be recorded.</p> <p>Schools should ensure that they record students entering, leaving or returning to the school site as a matter of good practice and to ensure health and safety.</p>
<b>N</b>	<b>NO REASON YET PROVIDED FOR ABSENCE</b>	Unauthorised Absence	<p>This code should be used when a student is absent from school and no reason has yet been provided for this absence. As this is recorded as an unauthorised absence, schools should endeavour to seek an explanation for the absence at the earliest opportunity to enable the N code to be changed. If no explanation is forthcoming in a four week period the N code should be</p>

			changed to O. There should be no N codes by each Census return.
<b>O</b>	<b>UNAUTHORISED CIRCUMSTANCES</b>	Unauthorised Absence	<p>This code may be used for all absences that the school considers to be unauthorised. A parent/carer may offer an explanation to the school. The school should make a decision based on the advice given under each category if the absence may be authorised. The school should not authorise the absence if they do not believe the reason given or for the following reasons: truancy, not attending whilst waiting for a transfer to another school, not returning on a specified date after exclusion, unauthorised lateness, oversleeping, shopping (school uniform, shoes, Christmas or birthday), birthday of student, sibling or parent, prison visit to boyfriend or girlfriend, unauthorised holiday, car breaking down for the whole day.</p> <p>Parents who fail to provide an explanation for the absence must be advised that the absence will be recorded as unauthorised. Any absence still unexplained after 4 weeks should be recorded as unauthorised.</p>
<b>P</b>	<b>SPORTING ACTIVITY</b>	Approved Educational Activity	<p>This code may be used when a pupil is participating in a sporting activity that is being supervised by school staff or supervised by someone authorised by the school. Being a spectator at an event and attendance at sporting victory parades cannot be classed as approved educational activities.</p>
<b>R</b>	<b>RELIGIOUS OBSERVANCE</b>	Authorised Absence	<p>This code may be used when the religious body the parents belong to has a day set aside exclusively for religious observance or a religious festival. This should not be used where a parent withdraws their child(ren) to avoid certain religious festivals or for more than one day.</p>
<b>S</b>	<b>STUDY LEAVE</b>	Authorised Absence	<p>This code may be used where schools are allowing their student time off to study at home just prior to mock or public examinations. This should be used sparingly and only in year 11. Schools should make provision in school for those pupils who want to continue to come in to school to revise.</p> <p>As study leave is unsupervised and it cannot be guaranteed that it took place during that school session it must be recorded as an</p>

			authorised absence.
<b>T</b>	<b>TRAVELLER ABSENCE</b>	Authorised Absence	This code may be used where the school has been notified that the traveller families are in the process of travelling or engaged in work. It is expected that children attend schools elsewhere when their family is travelling. For specific advice on Traveller Education contacts Merton and Sutton Traveller Education Service on 0208-648-3267
<b>V</b>	<b>EDUCATIONAL VISIT</b>	Approved Educational Activity	This code may be used when pupils are taking part in strictly educational visits or school journeys anywhere in the world under the direct supervision of school staff or other organisations that the school have agreed may supervise the students.
<b>U</b>	<b>LATE AFTER REGISTER CLOSED</b>	Unauthorised Absence	Where pupils miss registration and fail to provide an adequate explanation this constitutes unauthorised absence even though the pupil is now on site. Schools should actively discourage late arrival and have processes in place to deal with this. Previous guidance from the DfE suggest that registers are left open for up to 30 minutes following the end of the registration period but that schools may set a shorter or longer period if they wish.
<b>W</b>	<b>WORK EXPERIENCE</b>	Approved Educational Activity	This code may be used for students who are undertaking approved work experience that is supervised by the school or LA. It should not be used where parents are taking their children to work with them or providing unofficial work experience that has not been agreed by the school. School must check that the student is attending at the work experience placement and mark the register accordingly.

<b>X (01, 02, 05, 06 &amp;07 )</b>	<b>NOT REQUIRED TO BE IN SCHOOL</b>	Attendance Not Required	Use to record sessions that non –compulsory school age children are not expected to attend. The pupil is prevented from attending school due to following government, legislative or Public Health England guidance on Coronavirus. This applies where a pupil is self-isolating and in the event that the school has to close due to the number of cases or during a local or national lockdown.
<b>Y</b>	<b>UNABLE TO ATTEND DUE TO EXCEPTIONAL CIRCUMSTANCES /ENFORCED ENCLOSURE (whole/ part of the school or individuals )</b>	Attendance Not Required	This code may be used when the whole school/ certain classes are forced to close. This could be because of no water, no heating, flooding, staff going on strike (unavoidable cause) or the transport provided by the school or a local authority is not available, and their home is not within walking distance; or a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school. This may include snow making pavements / roads impassable or dangerous. Or where they are in custody for less than 4 months and not attending education. Not to be used for Covid-19 related absence
<b>Z</b>	<b>PUPIL NOT ON ROLL</b>	Not counted in possible attendances	This code should be used for students who start late or leave before the end of the academic year. It can also be used where students in the nursery are only on roll for one session.
<b>-</b>	<b>ALL SHOULD ATTEND</b>	Attendance required but no mark entered	This code shows up where there is a missing mark and counts as an authorised absence for statistical purposes.
<b>#</b>	<b>PLANNED WHOLE OR PARTIAL CLOSURES</b>	Not counted in possible attendances	This code should be used to denote school holidays, weekends, Bank Holidays, use of a school as a polling station and up to 5 non teaching days (INSET) Code # can be used to record the year groups that aren't due to attend if schools are having "staggered starts" or "induction days". This is only acceptable where those pupils will still get offered 380 sessions/190 days over the same school year

## **Section 9: School Based Intervention and Referrals to EWS (LA Schools and Academies purchasing a service)**

Before a referral is made to the Education Welfare Service we would expect the school to have attempted to address any attendance or punctuality issues. School based interventions should include the following:

Ensuring an accurate register is taken every morning and every afternoon.

A policy for dealing with late arrivals and how this has been implemented.

Asking parent / carers to contact the school on the first day of absence and ensuring that a policy is developed to facilitate this.

Making contact with parents by telephone, letter or in person on the first day of a student's absence.

Discussions with the student about your concerns and in school strategies to support and promote attendance.

Meeting with parents / carers or others involved in the child's care to discuss attendance and punctuality issues and other factors that may be affecting attendance and to work towards developing and implementing a plan to support attendance.

Discussions with the EWO for general advice and suggestions on other strategies that they may be tried.

If the above strategies have failed to improve the student's attendance and the school consider it appropriate to make a referral to the EWS the school should complete the referral form as thoroughly as possible.

Referral should be clearly signed and dated by the school and state who the contact person is within the school.

The senior manager with responsibility for attendance should have a clear overview of the number of referrals being made by the school and may need to prioritise cases with the EWO to ensure that a workable caseload may be maintained.

The first page of the referral should include all the students, parents /carers and siblings details if known and an indication if they belong to a vulnerable group.

The second page requires details of all school based interventions, the presenting problems, attendance issues, contact with parents/ carers, pupil's relationships, attainment and other issues that are pertinent to the case.

A certificate of attendance should be attached as should any copies of letters.

Referrals that don't comply with the requirements of the service will be returned thus delaying any intervention.

## **School Based Intervention and Referrals to EWS from Academies that use an independent EWO or their own staff**

**The school is responsible for all attendance monitoring and intervention. Where a school chooses to ask the Local Authority to issue a Penalty Notice or take other enforcement action the school must:**

Ensuring an accurate register is taken every morning and every afternoon.  
A policy for dealing with late arrivals and how this has been implemented.  
Asking parent / carers to contact the school on the first day of absence and ensuring that a policy is developed to facilitate this.  
Making contact with parents by telephone, letter or in person on the first day of a students absence.  
Discussions with the student about your concerns and in school strategies to support and promote attendance.  
Meeting with parents / carers or others involved in the child's care to discuss attendance and punctuality issues and other factors that may be affecting attendance and to work towards developing and implementing a plan to support attendance.

Referral should be clearly signed and dated by the school and state who the contact person is within the school.  
The senior manager with responsibility for attendance should have a clear overview of the number of referrals being made by the school  
The first page of the referral should include all the students, parents /carers and siblings details if known and an indication if they belong to vulnerable group.  
The second page requires details of all school based interventions, the presenting problems, attendance issues, contact with parents/ carers, pupil's relationships, attainment and other issues that are pertinent to the case.  
A certificate of attendance should be attached as should any copies of letters or other relevant information.  
Referrals that don't comply with the requirements of the service will be returned.

# **Part 3**

## **Sections 10 – 14 Education Welfare Service (EWS)**

## Section 10: London Borough of Merton, Education Welfare Service

### OPEN TO CLIENT

**Referrals will only be accepted if they are fully completed**

To	Education Welfare Service, London Borough of Merton, Merton Civic Centre, London Road, Morden, Surrey SM4 5DX
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From (School)		Staff Contact's Name	
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Subject Child			
Last name		First name	
Date of Birth		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other
Address			
NC Year		Registration Group	
Looked After		SEN/Stage	
Child Protection/ Category		Exclusion from school	
Young Carer		Traveller	

1. Parent or Other Significant Adult		2. Parent or Other Significant Adult	
Title		Title	
Last name		Last name	
First name		First name	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Address		Address	
Telephone Number		Telephone Number	
Ethnicity		Ethnicity	
Interpreter Required		Interpreter Required	
Language Spoken		Language Spoken	
Relationship to Child		Relationship to Child	
Parental Responsibility	<input type="checkbox"/> Yes <input type="checkbox"/> No	Parental Responsibility	<input type="checkbox"/> Yes <input type="checkbox"/> No
Care of the Child	<input type="checkbox"/> Yes <input type="checkbox"/> No	Care of the Child	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sibling or Other Child		Sibling or Other Child	
Last name		Last name	
First name		First name	
Date of Birth		Date of Birth	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Address		Address	
School (if known)		School (if known)	

## **SCHOOL CHECKLIST PRIOR TO REFERRAL TO EDUCATION WELFARE SERVICE.**

### **Referral Criteria**

- 1) Attendance below 85%, where at least 50% of the absences are unauthorised or a pattern of erratic attendance or an increasing number of unauthorised absences are recorded
- 2) Attendance below 90% for two or more years where 50% of the absences are unauthorised
- 3) 10 days unauthorised absence in a term
- 4) A sudden drop in attendance where no explanation has been received and the school is unable to contact the parent or emergency contacts by telephone or letter after 7 school days
- 5) Unauthorised Leave of Absence in term time for consideration of enforcement action

The school is expected to follow up concerns regarding non-attendance initially prior to making a referral to the EWS and be able to evidence any work undertaken.

**Child's name:**

**Date of Birth**

**Has school contacted parents? *Dates***  
**Include any logs.**

**Has a letter(s) been sent to parents regarding concerns? *Dates/copies***

**Have parents been invited to a meeting(s) in school to discuss absences? Yes/No**  
**Include any notes of the meeting(s)**

**Are there any other agencies involved?**

**If yes, state which:**

**How many sessions (half days) have been missed?**  
**Attach attendance printout (Minimum of 6 weeks for a standard referral and 5 days for an Unauthorised Leave of Absence)**

**Are you aware of any health and safety issues relating to this referral, e.g. in relation to conducting meetings, or carrying out home visits?**

**Child's name:**

<b>REASONS FOR REFERRAL</b>	
Please include information on: <ul style="list-style-type: none"><li>• Presenting problems</li><li>• Attendance issues</li><li>• Contact with pupil</li><li>• Contact/discussions with parent/carer</li><li>• Contact with support/advice agencies</li><li>• Agencies working with the family</li><li>• Pupil's relationship with peer group</li><li>• Attainment</li></ul>	
<ul style="list-style-type: none"><li>• Expectations from the referral to EWS</li></ul>	

**Referred to EWS with copy of Attendance printout (Registration Certificate) for the current academic year and the previous year if relevant or referring under criteria 2.**

**I confirm that the information recorded above is a true and accurate record of this School's work with the pupil named, who is a registered pupil at  
at School.**

**Print Name**

**Designation**

**Signed (electronic signature acceptable)**

**Date**

**Please tick one box only to indicate the ethnic background of the pupil named overleaf.**

**White**

- British
- Irish
- Traveller of Irish Heritage
- Gypsy/Roma
- Any other White background

**Mixed**

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

**Asian or Asian British**

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

**Black or Black British**

- Caribbean
- African
- Any other Black background

**Chinese**

- Any other ethnic background
- I do not wish an ethnic background category to be recorded

**EWS USE**

**ACCEPT REFERRAL AND ALLOCATE TO EWO**

**REJECT REFERRAL AND RETURN TO SCHOOL/ OTHER AUTHORITY**

<b>Reason for Rejection</b>
<b>Recommendations for Action to be taken (if appropriate)</b>

<b>Name of receiving allocated worker</b>	
<b>Manager's signature</b>	
<b>Date</b>	

## **Section 11: ELECTIVE HOME EDUCATION**

**Elective Home Education (EHE)** is a fundamental right that parents can choose to educate their children other than in school. However, schools should not persuade parents to withdraw their child from the school roll to avoid exclusions or because of a poor attendance/behaviour record. Schools should ensure that they refer any parent who may be contemplating educating other than at school to the Education Welfare Service so that they can be provided with detailed information and offered support and advice from the Local Authority about the requirements before they make any commitment to this route and should not remove the pupil from roll until the parent/carer has received information and confirmed in writing that they are accepting responsibility for their child's education.

Where parents withdraw their child from the school to educate themselves the school should notify the EHE Advisor on 020-8545-4021 or by e-mail in the first instance.

When the LA become aware that a child is being so educated they will arrange to gain evidence of the education provision being appropriate to the child's age, aptitude and ability as is our legal responsibility. We deem this to be a proactive responsibility.

The quality and appropriateness of the education being provided will be determined by a visit by a School Advisor who will submit a report. Where parents decline a visit then the authority would ask for a report to be submitted by the parent detailing the education being undertaken. The initial visit should be undertaken within a maximum of 6-8 weeks after the LA has been notified. Providing the provision is adequate a subsequent visit will be made 6 months later and if still satisfactory annually thereafter.

If during the visit the education being provided is deemed to be unsatisfactory another visit will take place three months later. Providing the provision is judged to be satisfactory a subsequent visit will be made 6 months later and if still satisfactory annually thereafter. Should the second check of education be found to be unsatisfactory the parents would be advised to apply for a place for their child in a school. The EWS and School Admissions department will give help and advice on admissions. Failure to voluntarily place the child in a school would result in a School Attendance Order being applied for through the courts and served on the parent/carer naming a school that they should register the child at.

Before a child with a Education, Health and Care Plan (EHCP) , who is on the roll at a Special school can be removed in order to educate other than at school, the LA must be consulted and their approval must be given. This would be after the first satisfactory evaluation of education as agreed by SEN Panel to ensure that the child's needs are being met as required under the EHC Plan.

## **Section 12: Statutory Action**

Statutory framework governing school attendance enforcement and basic guidelines on the use of enforcement strategies adopted by the service are communicated to schools. This method of intervention is most appropriate where parents are unwilling as opposed to unable to ensure their child's attendance at school.

### **ATTENDANCE LEVELS FOR STATUTORY CONSIDERATION**

All pupils of statutory school age are expected to attain attendance levels of at least 96% attendance and many will achieve a higher percentage.

Pupils whose attendance falls below 85% or have attendance below 90% for two or more years, where the majority of the absences in the current academic year are unauthorised, or where they have had 10 days unauthorised absence in a term or a sudden unexplained drop in attendance where no explanation has been received and the school have not been able to contact the parent may be referred to the Education Welfare Service

An Education Welfare Officer (EWO) will attempt to engage with the family to resolve attendance related issues. Statutory action will be considered in cases where there is evidence to suggest that the parent is failing to comply with agreed action plans or will not engage.

Statutory enforcement action will be instigated where attendance falls below 85% attendance (with the majority of any absences being unauthorised) unless there is compelling evidence to suggest that this would be inappropriate.

Once a pupil has come within the above ambit and following interventions or attempted interventions the attendance has not improved to an acceptable level the case will be discussed with the Courts Officer.

In accordance with the LBM Code of Conduct consideration will be given to issuing a Penalty Notice in the first instance. This may lead to a fine being issued and where the fine is not paid to a prosecution under section 444(1) of the Education Act 1996. To prosecute these cases LBM EWS use the Single Justice Procedure (SJP) This was introduced to allow a more streamlined process for offences where any sentence is non-custodial and allows matters to be considered and a verdict reached based on the presentation of the case, evidence etc... on paper. The Defendant retains the same rights as previously but is expected to be a participant in these matters by responding to the SJP paperwork. During this process, consideration will be given to whether it is appropriate to apply for an Education Supervision Order (section 447 Education Act 1966) instead of/as well as prosecution. Where the Penalty Notice process has failed to bring about an improvement in the child's attendance or where there are particular circumstances, a prosecution under Section 444 1A may be undertaken. This is where there is evidence that the parent knowingly and without reasonable justification failed to ensure attendance.

With regard to the Penalty Notice process a minimum period of six weeks will be considered for assessing the level of attendance after a warning has been issued and a

Certificate of Attendance for the monitored period will be obtained from the Head Teacher.

The Courts Officer will gather the appropriate statements and create the SJP Bundle. These together with the requisite documentation will in most cases be served by 1<sup>st</sup> class post, otherwise by hand to the Defendant and via secure electronic means to the SJP section of the Her Majesty's Courts and Tribunal Service. Under SJP the Defendant is asked to contact the Court within 21 days of receipt of the information. If no communication is received/a guilty plea made then the Magistrate will make a judgement based on the paperwork provided by both parties. If the matter proceeds to a hearing in first instance the Courts Officer (SEWO) will undertake the prosecution. However, in the event of a 'Not Guilty' plea the case will be passed to the legal section for an advocate to be appointed.

**Education Supervision Order (ESO)** Section 36 Children's Act 1989. This is a strategy for dealing with poor attendance where the parents have engaged with the Education Welfare Service and they are willing but unable to effectively ensure their child's attendance at school.

A Planning Meeting inviting School Staff, Social Services, Police, other agencies, Parents/Guardians, Pupil, EWO and SEWO (Statutory) will be held. At this meeting an action plan should be drawn up and a review date set.

If the meeting decides it is appropriate to proceed to an ESO, the EWO/Courts Officer will complete a statement together with Forms C1 & C17. These will be passed to Legal Services for allocation.

A Directions hearing will be held at the Magistrates Court, before a Clerk of the Court. Once directions have been agreed the case will go before the Magistrates. If the Order is granted the EWO will be the named officer who will work with the family. ESOs last for one year.

**School Attendance Order (SAO)**. Section 437 Education Act 1966. Where a child of compulsory school age is not on roll at a school or being educated other than at school, a SAO must be applied for.

The SEWO (Statutory) will write in the first instance requesting that the parent/s satisfy the London Borough of Merton that their child is receiving efficient full time education suitable for their age, ability and aptitude and any special educational needs they may have. If no response is received within the appropriate timescale then the parent/s will be sent a Notice of Intention to Issue a School Attendance Order signed by the Director of Children, Schools and Families. This makes the formal request as above however also includes options that parents may adopt and will usually indicate schools within Merton with current vacancies. If after 15 days the LEA continues to believe that the child is not receiving education then a School Attendance Order is issued by the Director of Children Schools and Families naming a school where the child should be enrolled.

If the parent/s do not comply with the School Attendance Order then consideration will be given to issuing a summons (per parent/person with parental responsibility) under section 443 of the Education Act 1996.

Before naming a school the Chair of the Governing Body must be consulted. If they object they have 15 days to appeal to the Secretary of State.

Failure to comply with an order is an offence punishable by a fine.

### **Penalty Notices (PNs), Parenting Contracts & Parenting Orders**

The Anti-Social Behaviour Act 2003 introduced the power to issue PNs for truancy. They also introduced the provision of Parenting Contracts and Parenting Orders in cases of excluded pupils and truancy. Penalty Notices (PNs) were implemented in 2006 in Merton.

In respect of PN's the Act required that a consultation and a Code of Conduct be agreed with LEA, Merton Police and Merton Schools. Whilst this is not a legal requirement, we have also consulted schools on Parenting Orders and Contracts.

In the first instance a warning letter must be sent to the parents/carers. The pupil's attendance will then be monitored for a period of at least six weeks (60 sessions) and no more than 13 weeks (130 sessions). If they fail to improve attendance during the monitoring period to the expected level then a PN (fine) will be issued. This incurs a penalty of £120 payable within 28 days, reduced to £60 if paid within 21 days. Failure to pay a PN will usually result in the parent/carer being prosecuted under section 444 (1) Education Act 1996.

The school concerned will be required, during this period, to monitor the attendance and keep a record of actions taken, meetings and contacts with the parent/carer. This information together with a Certificate of Attendance, signed by the head teacher will be handed to the EWO to be attached to the case papers.

The Courts Officer will gather the appropriate statements and create the SJP paperwork. These together with the requisite documentation will in most cases be served by 1<sup>st</sup> class post, otherwise by hand to the Defendant and via secure electronic means to the SJP section of the Her Majesty's Courts and Tribunal Service. Under SJP, the Defendant is asked to contact the Court within 21 days of receipt of the paperwork. If no communication is received/a guilty plea made then the Magistrate will make a judgement based on the paperwork provided by both parties. If the matter proceeds to a hearing in first instance the Courts Officer (SEWO) will undertake the prosecution. However, in the event of a 'Not Guilty' plea the case will be passed to the legal section for an advocate to be appointed.

## **Using the Penalty Notice process in relation to Unauthorised Leave of Absence of 5 days or over (10 sessions running concurrently or separately within a 4 month period where attendance is below 90%**

### Stage One:

- The Governing Body incorporates information in the School's Attendance Policy regarding issuing Penalty Notices for unauthorised holiday. A copy of the agreed policy is forwarded to the Senior EWO.

### Stage Two:

- A request is made, by a parent/guardian for Leave of Absence. This should be via the school's Leave of Absence form, in advance.
- Where the parent requests/informs the school verbally, in advance, the school should keep a record of the conversation in writing.
- If the school refuses to authorise the absence, requested in writing or verbally, a letter should be sent explaining the reasons for the refusal and what action may be taken in relation to the absence.

### Stage Three:

- The family take the Leave of Absence.
- The school formally refers the pupil/s to the EWO and writes to the parent/guardian regarding formal referral to the Education Welfare Service

NB: All letters to parents must be to each parent individually and per parent, per child.

### Stage Four

- The school forwards copies of all appropriate paperwork to the Education Welfare Officer for processing.

### Stage Five:

- PN fine is produced
- If PN fine is not paid the case should proceed to court

For schools authorised to operate the Unauthorised Leave of Absence Penalty Notice process, pro forma and specimen letters that must be used will have been forwarded.

## **Parenting Orders**

A Parenting Order is a Court Order which is designed to give support and guidance to parents. It aims to help prevent the subject child/ren from offending and/or antisocial behaviour and/or help the Parent get them to attend school every day, and/or address issues of behaviour at school after they have been excluded.

A Parenting Order may be made by the Court in addition to a fine or other penalty at sentencing.

Where a Parenting Order is made, the Education Welfare Officer allocated to the school will usually be named as the Responsible Officer.

The Responsible Officer should meet with/ liaise with the parent/s subject to the Parenting Order on a regular basis, arrange /organise and/or refer the parent/s to an appropriate Parenting Course as laid down in the Parenting Order. They should also offer advice and guidance as appropriate with regard to improving attendance at school of the subject child/ren.

The Responsible Officer should follow appropriate procedures should the parent/s breach the terms of the Parenting Order.

### **Truancy Patrols**

Section 16 Crime and Disorder Act 1998 introduced designated places and roles and responsibilities for dealing with truancy. Merton Division of the Metropolitan Police and the Education Department of London Borough of Merton have agreed to adopt a co-ordinated approach, working in partnership, as and when truancy patrols are considered appropriate. They may be undertaken by school based Police officers.

### **Criminal Behaviour Order (CBO) & Acceptable Behaviour Agreements (ABA)**

The EWS (SEWO) works with agencies, such as police and housing in tackling behaviour both in and out of school.

Acceptable Behaviour Agreements are voluntary agreements in order to correct behaviour, which is unacceptable; they last initially for 6 months and are renewable. This is often coupled with attendance issues. The school will provide an incident log. In school they are used in an effort to prevent exclusion.

Breaches of an ABA are to be noted as the ABA may be used together with other evidence when consideration is being given to other enforcement.

The SEWO will take a lead role in gathering education based evidence when police are seeking an CBO

## Section 13: Working With Vulnerable Groups

For the most up to date information on services to support children and families, please access the Local Offer website [www.merton.gov.uk/localoffer](http://www.merton.gov.uk/localoffer)

### Children in Care:

Children in care are identified as a vulnerable group.

DfE statutory guidance “Promoting the education of looked-after children and previously looked-after children” (February 2018) requires virtual heads to have robust procedures in place to monitor the attendance and educational progress of the children that their authority looks after.

Virtual School Headteachers should ensure that there are effective systems in place to maintain an up-to-date roll of its children in care who are in school or college settings and gather information about their education placement, attendance and educational progress.

Care placement decisions must consider the educational needs of the child or young person and wherever possible a change of school, as a result of care placement move, should be avoided.

The Merton Virtual School Headteacher is a member of the Residential Placement Panel, the CiC Monitoring Group and the Permanency Panel, all of which focus on different aspects of care placement changes and their implications. This enables the VSHT to influence decisions that could adversely affect attendance at school or college of children and young people in care.

The Virtual School Headteacher reports regularly on the attainment, progress and school attendance of children in care on a termly basis to the Virtual School Steering Group (Governing Body) and annually to the Corporate Parenting Group.

Children in care have been given the highest priority within school admissions arrangements therefore should not be subject to delay in accessing a school place in year. Allocation of a school place is required within 20 days. Additional Personal Education Plan meetings are held as children and young people in care transition to a new school or placement.

The Virtual School has commissioned Welfare Call to track and report attendance on a daily basis. Virtual School Advisory Teachers monitor each child’s attendance and take swift and appropriate action to prevent further attendance issues, through discussion with Designated Teachers, social workers, carers and other professionals involved in the network around the child.

Advisory Teachers provide RAG rated updates about each child to the VSHT on a weekly basis, which include commentary and actions relating to attendance as well as

academic progress and wider issues. Only children with 100% attendance for the previous week can be rated as 'Green'.

Where there are particular issues relating to poor attendance, children in care are referred to the Children Missing Education Panel. This can be for reasons of contextual safeguarding, non-compliance in education or other significant issues.

Good and excellent attendance is celebrated through rewards, as is high level of engagement in learning.

### **Child and Mental Health Service (CAMHS)**

Children's attendance may be affected by their mental health. Referrals for CAMHS should be made through the Single Point of Access (SPA). Email is [ssg-tr.spamertoncamhs@nhs.net](mailto:ssg-tr.spamertoncamhs@nhs.net) For emergency case discussion and advice telephone 0800 292 2505 in office hours.

### **Children subject to a Child Protection Plan:**

The EWS will review the attendance of each child that resides in Merton and attend a Merton School with the school and recommend appropriate action. Where the EWS has involvement they will attend Child Protection Conferences and contribute to the core group and care plan where necessary.

### **Children and Young People with Medical Needs:**

Schools have a vital part to play in ensuring that pupils who are absent from school because of physical or mental health needs are reviewed regularly and sensitively and have the educational support they need to maintain their education. School should put in place a Health Care Plan to support the child in their education. Where a pupil is absent, or is likely to be absent, for over fifteen school days schools should discuss the absence with their EWO and if the referral criteria are met a referral to Melbury College should be considered. The Education of Children and Young People with Medical Needs provides further guidance. Email is [mmes@merton.sch.uk](mailto:mmes@merton.sch.uk)

### **Early Years**

#### **Good Practice in the Early Years**

Children can access publically funded education from the ages of 2 up until they start mainstream school, or reach statutory school age. Attendance in early years provision is not compulsory and settings should have policies and procedures in place to ensure that children's attendance is good and where there are absences that cause concern these are accounted for.

Attendance in the early years sector was impacted by COVID especially for those children who are vulnerable. During this time, and in any future times of disruption to attendance, the early years sector will receive regular bulletins and support on how to

manage and give continuity to children during these periods, especially those children who are more vulnerable.

Local authority support will be via the Provider Bulletin, including information and resources on how settings can support parents and their children who are learning at home, for example, Hungry Little Minds [Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 \(campaign.gov.uk\)](#) and Words for Life [Words for Life | National Literacy Trust | Words for Life](#) . For settings with vulnerable child/ren in their care, they will continue to receive a contact call to check in on the welfare of those children, if they are not in attendance.

Early years providers will continue to follow public health advice on testing, self-isolation and managing confirmed cases of COVID. Providers are supported with information and guidance via the Provider Bulletin to keep them up to date with the most relevant information.

Good practice guidance for the funded early years is published in the [Funded Early Education Guidance 2021](#), states in section 11.1,

“There is a vast range of evidence that confirms that children who access high quality Early Years settings succeed beyond their peers, especially for those children from vulnerable backgrounds. There is also evidence that erratic attendance can be a key indicator that other factors are impacting on the family. It may mean that additional support services would be of benefit. For all children who are being funded for Early Education, there is an expectation that attendance across a funding period is no less than 95%.

In order to claim for a child on the Headcount they must be in attendance for the total number of hours agreed on the Parent Early Education Agreement Form unless there is a valid reason. During an Audit you may incur losses if you cannot demonstrate a viable reason for why a child you have submitted on a Headcount was absent.

Providers should promote good attendance and Ofsted’s Welfare Requirements state that you must record children’s attendance on a daily basis. Attendance by children must be recorded on a daily register with start and end times. If the child is absent, the register should record the reason.

If a child has not attended for two or more days without their parent informing the provider, the provider must contact the parent or legal guardian and check the reason for the non-attendance. If the child has a named lead professional, the provider must contact the lead professional informing them of the absence and any reasons that the parent has given you.

If the child’s attendance under either of the above scenarios does not improve, you are required to send a formal letter to the parent explaining that if they do not regularly attend, their place will be withdrawn. Please ensure that you maintain any correspondence that you have with parents; this may well be required as part of any Audits by the Local Authority.

If a child's attendance is a cause of concern then please follow your child protection procedures."

## **Early Help for families with children and young people aged 0 – 19**

Early Help can provide practical and emotional support for children, young people and families with a range of needs such as parenting support through group parenting programmes or one to one work in the family home, support through a voluntary or community organisation or support in an early years setting or school or through a health practitioner. Information, advice and guidance about early help services available to families in Merton can also be sought through the Family Service Directories <https://directories.merton.gov.uk> or by contacting our Early Help Outreach service on the following email [fsd@merton.gov.uk](mailto:fsd@merton.gov.uk). Information can also be found on our Merton Safeguarding Children's Partnership pages about our Effective Support for Families model. [Effective Support for Families in Merton - Merton Safeguarding Children Partnership \(mertonscp.org.uk\)](http://merton.gov.uk/effective-support-for-families)

## **Children and Families Hub (formerly MASH)**

The Children and Families Hub has the dual role of screening all referrals of school age children to ensure that they are not CME and processing "concerns" raised about Children Missing Education. If a child is referred to the Children and Families Hub and is not at school the child should be referred to CME panel for safeguarding oversight. The Education Navigator in the Children and Families Hub will BRAG rate all referrals against the agreed education criteria, which includes if the child is PA and /or has declining attendance to contribute to an overall safeguarding view of risk to the child or young person. See Appendix 6 for the criteria used to BRAG.

## **Missing from Care and Home**

Catch22 provides a service to all young people up to the age of 18 who have run away from home or care and are reported missing to the police. The aim of the service is to offer and to undertake a Return Home Interview (RHI). The RHI enables the development of a risk assessment for the young person and informs the interventions offered, including: Referral to the Children and Families Hub for protection and safeguarding, mediation with parents/carers, advocacy, one to one and small group sessions, anger management, safety planning, working on safe relationships, support to access additional services such as CAMHS, Sexual Health, Substance Misuse Services and Education.

The practitioners are extremely skilled in engaging this highly vulnerable group of young people and work towards stabilising their situation and preventing further episodes of going missing. The work involves providing both practical and emotional support to

young people and their parents/carers where there has been a relationship breakdown at home.

The service works at all levels of intervention needed, short term or long term, depending on the need and vulnerability of the young person.

The project facilitates group work for those young people at risk of who are or being sexually exploited.

For further information please call Catch22 0203 701 8641

## **Refugees and Asylum Seekers**

Merton schools have a number of children from refugee, asylum seeking families and also a number of unaccompanied minors. The Merton New Arrivals Team (NAT) coordinates advice and support for these children in school and their families. Schools can access from NAT, bilingual language assistants to support pupils and parents/carers. A member of NAT attends the South London Refugee Association drop in advice session weekly to support families with education issues.

## **Safeguarding**

Wider safeguarding issues such as Female Genital Mutilation, People Trafficking, Forced Marriage and Radicalisation may all be identified by a child's pattern of attendance or truancy. If there are concerns a Children and Families Hub referral should be made in all cases. If there are concerns that the child is at risk of radicalisation and may be travelling to a war zone either alone or as part of a family group a Children and Families Hub / Prevent referral must be made. The Police and The Children and Families Hub will then consider what action is appropriate. They can be contacted on 020-85454226 or 4227 for a consultation or to request a service use the link to obtain the form. [Children and Families Hub Request for Service Form - Merton Safeguarding Children Partnership \(mertonscp.org.uk\)](#)

## **School Inclusion Co-ordinator**

The School Inclusion Co-ordinator provides advice and guidance to schools and parents in respect of children who have been excluded from school (either for a fixed term or permanently) or who are at risk of exclusion from school. Schools are required to comply with the law when excluding a pupil from school and parents have rights to make representations in respect of any exclusion.

The School Inclusion Co-ordinator can be contacted on 07946132726.

## **Teenage Pregnancy**

See Merton's Supporting Pregnant Teenagers and Young Parents in Education, Guidance for Education Settings 2014. All continuing pregnancies in those 16 years and under should be referred to the Children and Families Hub and if the pregnancy is under 24 weeks the Family Nurse Partnership should be notified to offer targeted support. Schools should refer to The Merton Teenage Pregnancy referral Pathway. Young parents are entitled to continue their education and cannot be excluded from the school role because of pregnancy. They are entitled to 18 weeks maternity leave if they

so wish. Merton borough allows young fathers to take two weeks paternity leave. Schools are encouraged to have a named lead for the young person who will oversee the young person's education plan and risk assessment. Care to Learn funding is available to enable young parents to remain in educational courses. Learner Support Helpline:0800 121 8989, [www.gov.uk/care-to-learn](http://www.gov.uk/care-to-learn).

## **Travellers**

Merton schools have a number of Gypsy, Roma and Traveller pupils on roll with traveller culture and heritage. Their families may live on the local authority caravan site, in housing, or may be highly mobile and live temporarily in the local area. Traveller children may be dual registered at a 'base school' and also at another school that they attend temporarily whilst they are travelling. In Merton, schools act as both 'base schools' for Traveller pupils permanently resident in the LA, and offer temporary dual registered places for highly mobile Traveller pupils. Base schools may also provide distance learning packs of work, including on-line activities, for students to complete while they are travelling, and arrange for this to be returned and updated by post. The EWS can offer advice on the law in this matter and further information may be obtained from The Sutton and Merton Traveller Education Service who offer support and advice to schools, families and students.

## **Virtual Behaviour Service (VBS)**

The Virtual Behaviour Service provides practical support, assessment, advice and training for schools to support children and young people who present with challenging and distressed behaviours. The team consists of specialist teachers and behaviour support workers. Schools can contact the team for advice and have a buy back system in place for ongoing support, assessments and training.

For advice and to discuss requests for support please contact VBS Deputy Manager Rachel Cooper, [Rachel.Cooper@merton.gov.uk](mailto:Rachel.Cooper@merton.gov.uk), USO-FX: rhopgood2.315  
mob: 07946 890234

For advice to schools and parents on exclusions please contact Liz Kelly  
[Liz.kelly@merton.gov.uk](mailto:Liz.kelly@merton.gov.uk) 07946 132726

The manager of the VBS is Denise Dyer. [Denise.dyer@merton.gov.uk](mailto:Denise.dyer@merton.gov.uk) 07535650326

## **Young Carers Support Merton**

Carers Support Merton run a Young Carers Service to support Young Carers up to 18 years old who are affected by the long term illness, physical disability, learning disability, mental health or substance misuse issue of a close family member. Schools, social care professionals and families can refer to the service, which offers support, information, advice and guidance, advocacy and time away from caring via social activities for young people. They take a whole family approach and work closely with a

number of local partner organisations. Please call them on 020 8646 7515 or email [info@csmerton.org](mailto:info@csmerton.org) for further information about the service. Young carers may need a carers assessment by Social Care. This will require a Children and Families Hub referral.

### **Youth Justice**

The Youth Justice Team works with young people on court orders. One of the priority areas of work is to ensure engagement with education, training or employment and overcome barriers that may prevent attendance. The team have specialist education workers that carry out this function. The team is also supported by part-time partnership secondments from Speech and Language Therapy, CAMHS, School nursing and Catch22.

### **Wimbledon Guild of Social Welfare**

Wimbledon Guild support families through bereavement counselling, funding for school uniform and educational school trips as well as “white goods” and other items. Referrals maybe made direct from schools to the Guild.

## **Section 14 Training For School Staff Around Attendance and Welfare Matters**

The Education Inclusion Team offer training to School Governors each academic year. The course outline and date of this may be found in the Governor Training Manual.

The SMISST team can provide training on computerised registration and offer courses during the year. Details of these are in the main training manual sent to schools.

The Education Welfare Service offers an Attendance Forum that operates as a support network and offers training for attendance administrators or attendance managers. This network runs during the academic year and a place may be booked through the EWS.

The Education Welfare Service can provide training to whole staff teams on registration systems, categorisation of absences, whole school attendance policies and other training around attendance matters. Schools should discuss their requirements with their EWO.

Behaviour, Attendance and Safeguarding audits can be conducted at the request of the school or on the recommendation of the LA.

# Appendix 1

## Name of School Specimen Leave of Absence Form

### LONDON BOROUGH OF MERTON

#### Request for Leave of Absence for exceptional circumstances during Term Time

It is not advisable to take your child/ren on a leave of absence during term time as this causes disruption to their education. Schools must follow the law in this regard and may only grant leave in exceptional circumstances if certain criteria are fulfilled.

#### The Pupil Registration Regulations (England) 2006 and the Education (Pupil Registration) (England) (Amendment) Regulations 2013

- **Leave of Absence in exceptional circumstances is authorised at the discretion of the Head teacher.** (This is **not an automatic right** of parents/guardians)
- You should not normally take your child(ren) on a leave of absence during the school term.
- **Please do not book your leave of absence until authority is given.**
- Each request for leave of absence will be considered individually, taking into account: the circumstances for the request, the supporting evidence provided, the overall attendance of your child(ren), your child's stage of education and progress and where appropriate both internal and external examinations and assessments.
- If the absence is approved by the Head Teacher you will be advised as to how many days the Head teacher has approved for your child's absence.
- If the school does not agree the absence and you take the leave without permission or your child is absent for more than the agreed number of days the absence will be unauthorised.
- Leave of absence taken without the authorisation of the school may lead to your child(ren) being referred to the Education Welfare Service and the possibility of statutory action and a fine.

In order for your application for absence to be considered, please complete below:

Name(s) of Child(ren).....

Form/Year-----

Home address:

.....  
.....

Dates of absence: From..... To:.....

Reason for request (additional evidence may be required)

.....  
.....

Signed: Parent/Guardian .....

Email address:..... Mobile phone number:.....

Date form submitted:.....

The above request for leave of absence in term time for .....  
has/has not been authorised. If authorised, your child/ren should return to school  
on:.....

Signed..... Designation:.....

School Data Checklist:

**For School Office Use Only**

<b>Pupil's name</b>	
<b>Request made in advance</b>	
<b>Previous leave of absence requested/taken (last 2 years)</b>	
<b>Nature of exceptional circumstances and evidence provided</b>	

# School Name

## Record of verbal Leave of Absence request

Date:

Person taking the call:

.....

Family name: \_\_\_\_\_

Child/ren's names: \_\_\_\_\_

Name of parent who requested Leave of Absence: \_\_\_\_\_

Dates of Leave of Absence requested: \_\_\_\_\_

Date on which the pupil is expected to return to school: \_\_\_\_\_

Reason for Leave of Absence request:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence requested from parent to support exceptional circumstances:

\_\_\_\_\_  
\_\_\_\_\_

Was the Parent advised that Leave of Absence is only granted in exceptional circumstances? Yes/No

Was the parent advised that a letter would be sent advising whether the Leave of Absence was/was not agreed? Yes/No

Was the Parent advised that if the Leave of Absence is not agreed by the School the case will be referred to the EWO and it is likely that a Penalty Notice will be issued carrying with it a fine of £120? Yes/No

Leave of Absence: Authorised/Unauthorised

Letter sent to parent/s advising them of School's decision.. Yes/No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Off Roll Procedure

#### Annex A: Grounds for deleting a pupil from the school admission register

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended **Schools should not remove students from roll unless they meet the criteria under the Pupil Registration Regulations (England) 2006 and where appropriate discussions have been held with the LA.**

8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a **school attendance order**, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.

8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been **registered as a pupil at another school**.

8(1)(c) - where a pupil is registered at **more than one school**, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the **deletion**.

8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving **education otherwise than at school**.

8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and **no longer ordinarily resides at a place which is a reasonable distance from the school** at which he is registered.

8(1)(f) - in the case of a pupil **granted leave of absence** in accordance with regulation 7(1A), that —

- (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;
- (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
- (iii) **the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.**

8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.

8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended

(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.

8(1)(j) - that the pupil has died.

8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and—

(i) the relevant person has indicated that the pupil will cease to attend the school; or

(ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.

8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.

8(1)(m) - that he has been permanently excluded from the school.

8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.

8(1)(o) where—

(i) the pupil is a boarder at a maintained school or an Academy;

(ii) charges for board and lodging are payable by the parent of the pupil; and

(iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

## Transfer of information using Common Transfer File

1. The Common Transfer File (CTF) is the mechanism whereby schools transfer “common transfer information” as specified in the Education (Pupil Information) (England) Regulations 2005 Statutory Instrument (S.I.) No.1437 (hereafter referred to as Pupil Information Regulations) to a subsequent school when a pupil leaves together with associated Explanatory Memorandum 2005 S.I. No. 1437 and subsequent amendments The Education (Pupil Information) (England) (Amendment) 2008 S.I. No. 1747 and associated Explanatory Memorandum 2008 S.I. No. 1747.

***In particular, regulation 10(3) provides that: “The head teacher of the pupil’s old school shall send the information (the common transfer information and educational records) within fifteen school days of the pupil’s ceasing to be registered at the school” (see links to Statutory Instruments below).***

[http://www.opsi.gov.uk/si/si2005/uksi\\_20051437\\_en.pdf](http://www.opsi.gov.uk/si/si2005/uksi_20051437_en.pdf)

[http://www.opsi.gov.uk/si/em2005/uksiem\\_20051437\\_en.pdf](http://www.opsi.gov.uk/si/em2005/uksiem_20051437_en.pdf)

[http://www.opsi.gov.uk/si/si2008/pdf/uksi\\_20081747\\_en.pdf](http://www.opsi.gov.uk/si/si2008/pdf/uksi_20081747_en.pdf)

[http://www.opsi.gov.uk/si/si2008/em/uksiem\\_20081747\\_en.pdf](http://www.opsi.gov.uk/si/si2008/em/uksiem_20081747_en.pdf)

### DfE Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270497/ctf\\_13\\_guide\\_v\\_1\\_0.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270497/ctf_13_guide_v_1_0.pdf)

### R&I Guidance for Merton Schools

<https://lacms.lgfl.net/merton/performance/datatmanagement/SitePages/Home.aspx>

- a) For those pupils where the destination is unknown, the child has gone ‘missing’ or is ‘lost’, moving abroad or into the independent sector, the school has a statutory obligation to transfer information in the form of a Common Transfer File (CTF). The submission of these files must also be completed within the 15 days, allowing Merton to take appropriate child protection action if the pupil’s disappearance from school leaves them vulnerable or at risk.
- b) The DfE has developed a secure internet site Secure Access with a portal (s2s) for the electronic transfer of information Common Transfer Files (CTFs) from school to school when a child moves school, <https://sa.education.gov.uk> Merton produces comprehensive guidance of the Common Transfer and s2s systems, updated regularly, which is made available to all schools. Training is scheduled for all schools at peak transfer times in the school calendar year and telephone support is available throughout the year for school administrative staff.
- c) There are occasions when it is not considered appropriate to pass on details of a pupil’s history to a new school. Each case would need to be judged on its *merits in consultation with relevant parties*. *Circumstances when it is not considered appropriate to pass on details via a CTF might include: a family escaping a violent partner; or the family is in a witness protection programme.*

## Lost Pupil Database (LPD)

The LPD is not a separate database, it is a searchable area of the S2S website containing CTFs of pupils where the destination (or next) school of the pupil is not known to the school the pupil is leaving:

Where a school knows that a pupil is leaving but cannot identify the school to which the pupil is transferring, the school creates a CTF with just that pupil in it and identifies the destination school as unknown;

The CTF file is then posted to the S2S website;

The school which has enrolled a new pupil but cannot identify the previous school, requests the maintaining LA to conduct a search to see if they can locate a CTF for the pupil;

The LA searches the S2S website using the available pupil related data provided by the school and, if a match is found, downloads the CTF and forwards it to the school (some editing may be required to ensure that the file can be imported by the new school).

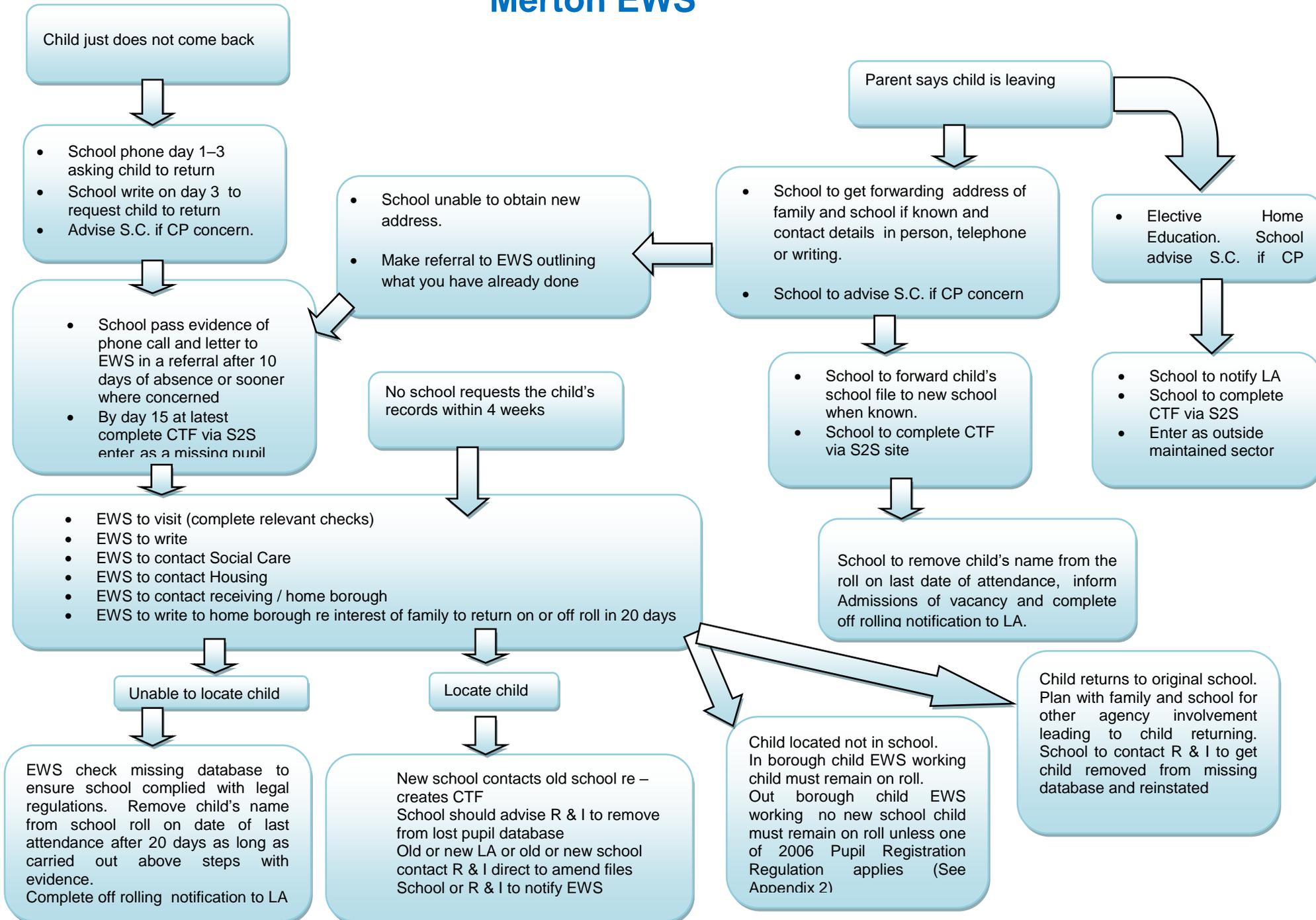
A similar process is used when a pupil is leaving a school and is known to be transferring to a non-maintained school or to a school outside England and Wales.

Advice is available at R&I Guidance for Merton Schools

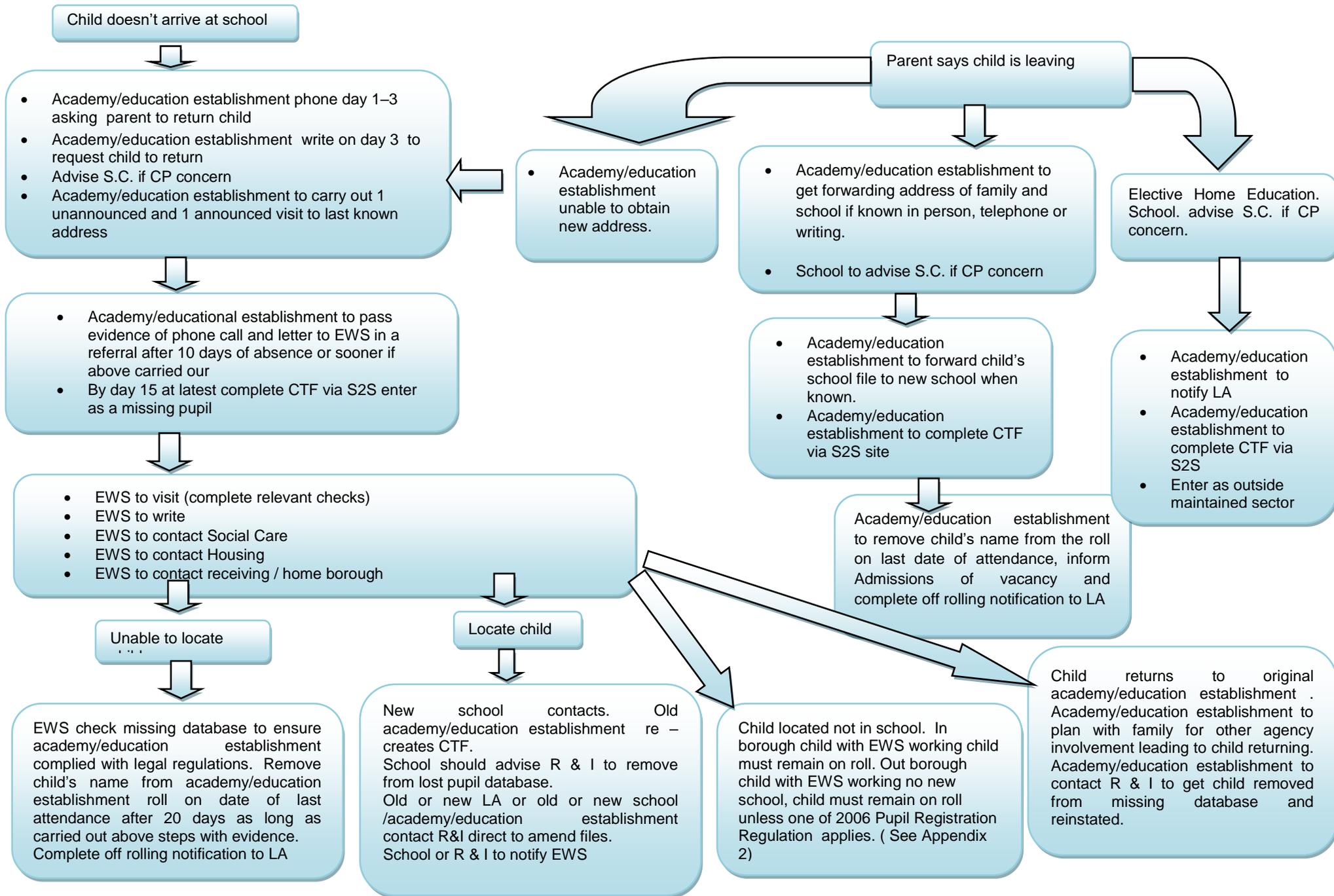
<https://lacms.lgfl.net/merton/performance/datatmanagement/SitePages/Home.aspx>

Monthly uploads and download reports, of pupils without a destination, are produced and circulated to the Educational Welfare Service. For known missing pupils for whom the CTF procedure has not been completed, schools will be contacted and statutory regulations reinforced.

# EWS Missing Child Procedure LA Schools and Academies purchasing Merton EWS



# EWS Missing Child Procedure for Academies, Free Schools and other educational establishments that don't buy a service from Merton EWS September 2021



**Any transfer at any time between educational establishments  
aged 3 (Nursery) - 16 years (end of year 11)**



School complete CTF via s2s.

1. If you have the name of the new school look up the DfE number and send CTF to this establishment.
2. Use xxxxxxxx if pupil is missing or you don't have the name of a school they are attending and send this CTF.
3. Use mmmmmmm if outside maintained sector, elective home education, moved abroad or in a school in Scotland and Northern Ireland and send this CTF.

## INDIVIDUAL ATTENDANCE PLAN

### ADRESSING PERSISTENT ABSENCE

<b>SCHOOL</b>				
<b>PUPIL'S NAME</b>				
<b>PUPIL CLASS/ YEAR GROUP</b>				
<b>ATTENDANCE %</b>	Overall %	PA %	UA%	AA%
<b>TIME PERIOD</b>	From		To	
<b>NUMBER OF LATES (L) IN THIS TIME PERIOD</b>				

**What is the attendance concern?**

**Attendance Action Plan Who will do what and by when**

<b>Review date</b>	
<b>Signed</b>	
<b>Date</b>	

### Dual Registration

Dual registration can be used to aid reintegration from Melbury College, enable a child in a special school to access mainstream, aid a managed move, or support the transfer process where there may be concerns that a change of schools may not resolve the issues.

Any arrangement made directly between schools should be discussed in the first instance with School Admissions to ensure that year groups are not over subscribed as admitting a child above the Planned Admission Number (PAN) when there is a waiting list is only permitted through a Fair Access Protocol, and will also weaken the case for future appeals.

The child is the responsibility of the originating school; however, the child and family need to know that the dual registration is for a fixed time and gives clear targets to work towards. The arrangements for the dual registration agreement must be discussed with the parent prior to the period starting so they are fully aware of what is expected. Dual registration must be agreed between both schools. Where it is a managed move, the parent must also agree to the move taking place.

The child remains on the roll of the originating school until, through this agreement the child can come off roll. If the targets set through the agreement are met, the move should become permanent. If targets are partially met, schools may wish to agree an extension to the dual registration period, and this decision lies with the importing school. School Admissions must be kept informed of the final arrangements to ensure on roll numbers are kept up to date.

Dual registration should be for a period of no less than six weeks. Review meetings should be set for during and at the end of the agreement and schools, parents and other relevant parties (e.g. behaviour support, Inclusion Officer, Social Worker, Education Welfare Officer) should be invited where the case is open to the service.

Targets must be measurable so that all parties can be clear as to how they will be met, and should be realistic based on the history and needs of the child. They must include an attendance target, and it is recommended targets around behaviour/exclusions are included. Other targets should be relevant to the individual child's history and issues at the previous school and may include things such as punctuality, classroom effort, homework completed on time etc.

Schools should: -

- Share information about the child
- Communicate to parents/ carers and child about the dual registration
- Record the dual registration in the register and on the pupils file
- Attendance must be recorded at the originating school as dual registered and the receiving school marks the attendance register.

# London Borough of Merton Dual Registration Agreement

Name of Child \_\_\_\_\_

Length of dual registration from \_\_\_\_\_ to \_\_\_\_\_

Review date \_\_\_\_\_

Targets and comments including an attendance target

Date of Agreement \_\_\_\_\_

Originating school \_\_\_\_\_

Signature \_\_\_\_\_

(Senior manager agreeing dual registration)

Dual Registration school \_\_\_\_\_

Signature \_\_\_\_\_

(Senior manager agreeing dual registration)

I, \_\_\_\_\_ the parent/carer of the above child agree to this Dual registration and understand that if my child does not meet the targets set that they will have to return to their original school and that if they are absent I must produce medical evidence to substantiate the absence

Signature \_\_\_\_\_

(Parent/carer)

Date taken off roll from originating school and fully on roll of the receiving school/current school (if applicable)

\_\_\_\_\_ or

Date dual registration ceased and child returned to the original school

\_\_\_\_\_

Date letter sent to parent confirming that the child has been accepted on to roll permanently or dual registration has ceased and the child must return to the original school

\_\_\_\_\_

## Appendix 5

### The Use of B and D codes

This advice applies where a child is on the roll of more than one school (Dual registration) or attending an alternative education placement for one session or more.

#### Alternative education provider is registered as a school

Where a student is on the roll of a school and attending another school (please check if the establishment is registered as a school) this should be recorded as a dual registration.

The home school marks “D” in the register. This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered. The other school where the pupil is due to attend for that session marks the pupil as present, at an approved education activity or absent. For safeguarding purposes, home schools should still request regular attendance data so that they know the attendance of their children at an alternative education provider and can have an overview of the effectiveness of the support. In these circumstances, it is the alternative provider which takes responsibility for following up absences, but schools should still keep themselves informed of attendance through a written agreement with the provider.

#### Alternative education provider that is not registered as a school.

Where a student is on the roll of a school and attending an alternative education provider that is not registered as a school **the home school should mark the student as “B” (educated off site) when they have received confirmation from the alternative education provider that the student has attended.** Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual students on a daily basis. The school should record the student’s absence using the relevant absence code so that the register in school records the same attendance and absence as the alternative education provider. In these cases, it is the responsibility of the home school to ascertain and follow up attendance, through written agreement with the provider.

Alternative education providers will need to keep accurate attendance records for their own use to ensure their safeguarding responsibilities.

Information about education providers that are registered as schools with the DfE or are Merton approved alternative education providers are on Merton’s website.

By using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work.

If pupil is sent home they should be excluded or on a part timetable as per guidance issued by the LA.

# Merton's Education Based Criteria as Evidence of Potential Safeguarding Risk

Using the Merton Effective Support Model, the i Thrive Model and Merton's 6 priorities

(November 21)

These criteria may form the basis for

- The threshold of a Children and Families Hub discussion re risk;
- Section 47 decision;
- What could be tracked in CP / CIN as targets;
- Deciding if step down is appropriate;
- They do not replace ALL London Safeguarding Procedures.

### Key Factors

#### 1. Child Missing Education

Not on school roll, not registered for home education and non-engagement with services trying to access the child and get the child into school. This might follow attendance order. Out of school, no action to get into school – **Red**. Out of school **Amber**.

Education Navigator to seek the advice of the Duty Manager to refer to EWS CME Officer.

#### 2. School Attendance

Are they in school following the incident if one is the basis for the enquiry.

Under 66% attendance for 12 weeks or over an academic year to date (i.e. missed a third of their education) not improving – the lower the attendance the higher their concern – the longer the non attendance the higher the concern. The higher the unauthorised the higher the concern.

Action taken by EWS (warning letters Penalty Notice, no payment, court action) – no progress. No medical evidence provided for child with Chronic non attendance i.e. below 90% for 3 years. The younger the child the more concerning this is.

**Red** below 50%. **Amber** 50 – 85% and/or chronic.

#### 3. Under school age

For unborn, babies or children aged 2 check the parents name and address to see if they have any siblings of school age and make a response saying no

information or with the information and that the child is pre school age so education information not applicable.

The Education Navigator will be follow up on children aged 3 and 4 year olds who are accessing a school nursery and the Early Years Navigator will follow up on those who are attending a PVI (Private Voluntary Independent), including direct liaison with the setting.

#### 4. Child Sexual Exploitation

##### CSE Warning Signs 'SAFEGUARD'.



<b>Sexual health and behaviour</b>
Evidence of sexually transmitted infections, inappropriate sexualised behaviour, pregnancy or termination: <b>YES/NO</b>
Details:



<b>Absent from school or repeatedly running away</b>
Evidence of truancy from school, periods of being missing from care or from home: <b>YES/NO</b>
Details:



<b>Familial abuse and/or problems at home</b>
Familial sexual abuse, physical abuse, emotional abuse, neglect, as well as risk of forced marriage or honour-based violence; domestic violence; substance misuse; parental mental health concerns; parental criminality; experience of homelessness; living in a care home or temporary accommodation: <b>YES/NO</b>
Details:



<b>Emotional and physical condition</b>
Thoughts of, or attempted, suicide or self-harming; low self-esteem or self-confidence; problems relating to sexual orientation; learning difficulties or poor mental health; unexplained injuries or changes in physical appearance identify: <b>YES/NO</b>
Details:



<b>Gangs, older age groups and involvement in crime</b>
Involvement in crime; direct involvement with gang members or living in a gang-afflicted community; involvement with older individuals or lacking friends from the same age group; contact with other individuals who are sexually exploited: <b>YES/NO</b>
Details:



<b>Use of technology and sexual bullying</b>
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Evidence of 'sexting', sexualised communication on-line or problematic use of the internet and social networking sites: <b>YES/NO</b>
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Details:
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<b>A lcohol and drug misuse</b>
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Problematic substance use: <b>YES/NO</b>
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Details:
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<b>R eceipt of unexplained gifts or money</b>
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Unexplained finances, including phone credit, clothes and money: <b>YES/NO</b>
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Details:
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<b>D istrust of authority figures</b>
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Resistance to communicating with parents, carers, teachers, social services, health, police and others: <b>YES/NO</b>
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Details:
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**Red** – Number of boxes ticked as yes and the context, intensity and direct link to the child being at risk

**Amber** – Any of the above as a single concern without wider context

**Green** – Lower level concerns

## 5. PREVENT

Is there a risk of the child being radicalised (Adult, group or event)

Disclosure by a child or adult (Intelligence, conversation, home visit, patterns of behaviour)

Online searches

Leaving the country for a known risky area or with the intention to travel to a risky area via another country

Social Isolation (Lack of friends or peer group)

First generation attending University

Adult behaviour – Parent, speaker in school, another adult

Normal school attendance and being a high achiever is not indicative of any potential issues

**Red** – Context, intensity, direct link to the child being at risk

**Amber** – Risk of being influenced by virtue of their presence in the home or environment

**Green** – Lower level concerns

## 6. Gangs County lines

Are you aware of any gang affiliations?

Do the school have concerns about friendships?

Are you concerned about any issues around drugs or where the young person travels to?

**Red** – Context, intensity, direct link to the child being at risk

**Amber** – Risk of being influenced by virtue of their presence in environment

## 7. Raising Participation Age

Statutory school age has not changed however, the law has changed regarding participation in education, employment or training however but no action will be taken against any young person or their family if they do not participate. However, if a young person who is no longer of compulsory school age is meant to be continuing in education or training. All LA's are responsible for identifying and supporting 16-19 year olds. In Merton Fuad Hussain (5958), Mark Hamilton (4926) or Gareth Plumb (4622) have access to database of young people who are considered NEET or not known.

Education BRAG: **Red** – if you have no knowledge If on NEET or not known list and not engaging or **Amber** If on NEET or not known list and engaging **Green** if in education, employment with training or an apprenticeship

### Wider School / Contextual evidence which may increase / decrease concern:

#### Environmental

- Engagement of parent;
- Disengaged / non engaging parents; Parents with Mental Health / Substance Misuse / DV / engaged in treatment;
- Emotional warmth;
- Strong attachments;
- Siblings / cousins – history of sibling non engagement – poor attendance and exclusion; sibling with disability – young carer. Concerns from another school with sibling.
- Positive sibling engagement;
- Neglectful home environment – positive home environment.
- Unstable housing / unsuitable housing – stable suitable;
- 3 or more school moves – stable schooling;
- Large families with high number under 5;
- At point of transition primary / secondary etc.;
- Multiple bereavements / loss / separation.

## **Child**

- Do they have special educational needs (EHC Plan/Under assessment/ SEN support in school) and what is their primary need?
- Behaviour in the community – history of offending / anti social behaviour. Positive action in the community – volunteering etc.;
- Behaviour in school – Multiple School exclusions multiple internal exclusions - a history of challenging behaviour in school – the younger the more significant the exclusion history. A risk of permanent or permanently excluded - no exclusions, level of praise / positive rewards;
- Behaviour with peers –Bullying, early sexualised; sexting, violence, stalking, lack of friends, social isolation, relationships with other concerning peers, no understanding of risk
- Special Education Needs (not being well met or managed or diagnosed);
- Substance misuse / addiction;
- Educational progress – not meeting expected developmental goals/ significant under achievement;
- Health concerns not being well met or managed
- Poor attachment – strong attachment;
- How is the child presenting in school;
- Engagement with out of school / extra curricular activities;
- Bullied / bullying role models;
- Mental Health concerns – strong well being;
- Level of agency involvement within education/schools:
- School commissioned: TAMHS, PSA, Elsa etc.;
- Other agencies -LA: VBS, VCT, EW, EPS, Children's Centre, LBL, parent Partnership, SEN, Admissions;

## **Young Person 13-17 (Also see Child description)**

- Refuses to live with parents/carers, living with friends temporarily/ moves around regularly- No fixed abode.

## **Parent**

- Concern shown over child's education;
- Behaviour management skills / capacity of parent.
- Parents will not take responsibility for their child

## **Previous Evidence**

- Has there been a TAC / TAF meeting?
- Has there been other agency involvement?
- Has the child been reviewed on a network meeting?
- Has the young person been referred to My Futures team (Yr. 9 -12)?

## **Merton Safeguarding Children Partnership indicators of potential need**

- [MSCP-Indicators-of-Possible-Need.pdf \(mertonscp.org.uk\)](https://mertonscp.org.uk/MSCP-Indicators-of-Possible-Need.pdf)

### **Step down process**

The Education Navigator will step down CME and EHE cases to the CME Officer or the EHE Advisor where appropriate.

Other cases to be stepped down will be discussed by social care with the referring school or the school the child is on roll at.