



Attendance Policy

Responsible Staff	AC
Governors Committee Responsible	Full Governing Board
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Attendance Policy

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1. Introduction

Exhall Grange Specialist School endeavours to provide the best education possible for all its pupils in a safe, open and transparent learning environment. We welcome any feedback that we receive from parents/carers, pupils and third parties, and we accept that not all of this will be positive. Where concerns are raised, the school intends for these to be dealt with fairly, openly, promptly and without prejudice.

2. Statement of Intent

To ensure that pupils receive their full entitlement to teaching and maximise learning opportunities at Exhall Grange Specialist School by promoting good attendance and punctuality.

Good consistent school attendance is regarded as essential in securing the desired outcomes for pupils and is crucial in ensuring that pupils have the best chance of success.

Exhall Grange Specialist School will give a high priority to conveying to parents/carers and pupils the importance of regular and punctual attendance. We recognise that parents/carers have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised whenever there are concerns about attendance.

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If there are concerns which affect a pupil's attendance we will explore, identify and strive in partnership with parents/carers and pupils to resolve those concerns as quickly and efficiently as possible, therefore, reducing the level of unauthorised absences.

Absence may be authorised by the school before or after it occurs. The school will ensure that parents/ carers understand that it is their responsibility by law to make sure that their child attends school.

We are committed to:

- Ensuring parents/carers follow the framework set in section 7 of the Education Act 1996, which states that:
 "The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable –
 (a) to age, ability and aptitude, and
 (b) to any special educational needs he/she may have either by regular attendance at school or otherwise."
- Ensuring equality and fairness of treatment for all.
- Implementing our policies in accordance with the Equality Act 2010.
- Early intervention and working with other agencies to ensure the health and safety of our pupils.
- Rewarding regular attendance

Our whole school attendance target is 95%

Percentage Attendance	Number of days lost learning in a year	Equivalent to
100%	0	0
95%	9	1 days absent every 4 weeks
90%	19	1 days absence every 2 weeks
85%	28	1 days absence every 6 th day
80%	38	1 days absence every week or one whole school year missed over 5 years

The attendance support team:–

- Deputy Headteacher (ACO) – Strategic attendance champion
- Student and Family Support Lead (FHO & JAN)
- Mental health and wellbeing keyworker/Pastoral and Attendance Lead (ROW)
- Office Manager – Data admin support (HBI)

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3. Definitions

For the purpose of this policy, the school defines:

- “absence” as:
 - Not attending school for any reason.

- An “authorised absence” as:
 - When the pupil is prevented from attending by sickness, health-related issues or mental health related issues.
 - When the pupil has medical or dental appointments which unavoidably fall during the school day.
 - Religious or cultural observances set by the religious body to which parents/carers/pupils belong.
 - An absence due to a family emergency or bereavement.
 - Traveller absence – where travelling pupils are away from school as a result of their family being on the road.
 - An exceptional circumstance that has been requested in advance.
 - When no suitable transport is available and the school is not within walking distance.

- An “unauthorised absence” as:
 - Parents/carers keeping pupils off school unnecessarily or without reason.
 - Truancy before or during the school day.
 - Absences which have never been properly explained or no reason has been provided for the absence.
 - Arrival at school after the register has closed unless it is for school transport reasons.
 - Absence due to day trips and holidays in term-time which have not been agreed in advance.
 - Leaving school for no reason during the day.

- “Persistent absenteeism” as:
Missing 10% or more of schooling across the year, despite whether absence is authorised or unauthorised.

- “Severe absenteeism” as:
Missing 50% or more of schooling across the year, despite whether absence is authorised or unauthorised.

4. Legislation and Guidance

This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

This policy meets the requirements of the [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#) from the Department for Education (DfE), and refers to the DfE’s statutory guidance on [school attendance parental responsibility measures](#).

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These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

Part 6 of [The Education Act 1996](#)

Part 3 of [The Education Act 2002](#)

Part 7 of [The Education and Inspections Act 2006](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

This policy will be implemented in conjunction with the following school policies:

- Child Protection & Safeguarding Policy
- Children Missing Education Policy
- Complaints Procedures Policy
- Behaviour Policy

Additional information can be found at <https://www.warwickshire.gov.uk/schoolattendance>

5. Roles and Responsibilities

5.1 The School Governing Body are responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- Appointing a governor to be responsible on promoting and prioritising good attendance. The Governor allocated to this is Shelia Harley – harley.s@exhallgrange.co.uk
- Ensuring that the attendance policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the Complaints Procedures Policy.
- Having regard to 'Keeping Children Safe In Education' (2024) when making arrangements to safeguard and promote the welfare of children

5.2 The Headteacher is responsible for:

- Managing the day-to-day implementation of the Attendance Policy and procedures of the school.
- Monitoring school-level absence data and reporting it to the governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

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- Issuing fixed – penalty notices, where necessary
- Ensuring staff receive training on this policy as part of their induction.
- Ensuring staff receive regular and ongoing training as part of their development

5.3 The Senior Leaders and Attendance Lead are responsible for :

- Leading attendance across each key stage ensuring it is a whole school approach
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Delivering targeted intervention and support to pupils and families

5.4 Class Teacher/Form Tutors:

- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office
- Monitoring attendance to identify patterns
- Arranging calls and meetings with parents/carers to discuss attendance issues
- Devising specific strategies to address areas of poor attendance identified through data
- Escalating concerns to Attendance Lead

5.5 Staff, including teachers and support staff are responsible for:

- Following the Attendance Policy and ensuring pupils do so too. They are also responsible for ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.

5.6 School admin/office staff are responsible for:

- Taking calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer messages from parents/carers regarding attendance to the appropriate staff member
- Checking registers have been completed on time and correctly

5.7 Parents/carers are responsible for:

- Ensure their child attends school regularly as a legal duty.
- Managing the attendance of their child during term-time and contacting school regarding any absences.
- Promoting good attendance and punctuality behaviour.
- Provide the school with more than 1 emergency contact number for their child and
- Updating the school if their details change.
- Ensure that, where possible, appointments are made outside of the school day
- **It is the responsibility of the parent/carer to also keep in touch with their provided school transport (if applicable).**

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5.8 Pupils are responsible for:

- Managing their own attendance at school and any taking part in agreed activities throughout the school year.

6. Recording Attendance

6.1 Attendance register

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

We will take our attendance register at the start of the first session of the morning session and once during the afternoon session.

	Register Taken	Register Closed
Morning Session	09.00am	09.30am
Afternoon Session	13.35pm	2.05pm

The register will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

We will also record:

- [For pupils of compulsory school age] Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

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The following codes are taken from the DfE’s guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
Code	Definition	Scenario
Attending a place other than the school continued		
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

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J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
Code	Definition	Scenario
Absent – other authorised reasons continued		
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

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Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: · In police detention · Remanded to youth detention, awaiting trial or sentencing, or · Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Code	Definition	Scenario
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
Absent – unauthorised absence continued		
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		

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Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

6.2 Lateness

Punctuality is of the utmost importance.

- The school day begins at 8.50am.
- Registers are marked by 9.10am. Pupils will receive a late mark (Attendance code L) if they are not in school by this time unless it is a school transport issue. Any regular issues linked to school transport will be reported to the corresponding Local Authority.
- The register closes at 9.30am. Pupils will receive a mark of absence if they do not attend school before this time. Any pupils arriving after the close of registration will be marked late (Attendance Code U)
- The afternoon session begins at 1.35pm.

7. Planned and Unplanned Absences

7.1 Unplanned absence:

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 08.45 am or as soon as practically possible. Parents/carers should do this by phoning the main school phone number **024 7636 4200** or by emailing info@exhallgrange.co.uk and the pupil's form tutor.

Class absence due to illness will be marked as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

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7.2 Illness:

If your child is too ill to come to school, it will class as an authorised absence (Attendance Code I). A recommended useful resource provided by NHS to identify if a child is too ill to come to school and guide you on when a child should return is <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>.

If over the course of an academic year, a child has repeated periods of illness, the school will contact parents/carers to ask them to discuss this and provide medical evidence if required. This evidence could be a doctor's note, appointment card, a copy of a prescription or image of appointment reminder.

7.3 If no contact is made:

Contact will be made with parent/carers if their child is absent and we have not received a reason for this absence. This will be done by text message in the first instance.

Parents/carers should keep in touch with school regarding absences and give an inclination of how long their child will be off for. If this is not known, parents/carers should update on a daily basis if their child is not able to return on that day.

7.4 Requesting a Leave of Absence during Term-time:

At Exhall Grange Specialist School we require parents/carers to follow the school holidays as prescribed.

Parents/Carers can view the school's term dates on the Warwickshire County Council website (<https://www.warwickshire.gov.uk/schoolholidaydates>).

The school's INSET days are published on the school website at the beginning of each academic year.

The Government issued new regulations in September 2013 regarding Leave of Absence;

- Headteachers shall not grant any leave of absence during term time unless they consider there are exceptional circumstances relating to the application. The Leave of Absence Form should outline why it would more difficult to access the holiday in school holiday time, linked to the needs of the child. This would, therefore, count as exceptional circumstances.
- Parents/carers do not have any entitlement to take their children on holiday during term time. Any application for leave must establish that there are exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave.
- Headteachers will determine how many school days a child may be absent from school if the leave is granted.
- The school can only consider applications for Leave of Absence which are made by the resident parent/carer, using the school's request for leave of absence form

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- Applications for Leave of Absence must be made in advance and failure to do so will result in the absence being unauthorised which may result in legal action against the parent/carer, by Fixed Penalty Notice.
- Any requests for leave will be unacceptable if:
 - It takes place immediately before and during assessment periods
 - When a pupil's attendance record shows any unauthorised absence
- Applications for Leave of Absence which are made in advance and refused will result in the absence being unauthorised which may result in legal action against the parent/carer, by Fixed Penalty Notice, if the child is absent from school during that period.
- If a Fixed Penalty Notice is issued and is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Each application for a Leave of Absence will be considered on a case-by-case basis and on its own merits. Any granted leave of absence is at the discretion of the Headteacher.

7.5 Religious observances

The school will take advice from local religious leaders of all faiths to establish the appropriate number of days of absence required for religious festivals. Parents/carers are required to inform the school in advance if absences are required for days of religious observance.

7.6 Medical Appointments

As far as possible, parents/carers should attempt to book medical and dental appointments outside of school hours.

Where this is not possible, parents/carers should notify the school at the earliest convenience. If the appointment requires the pupil to leave during the school day, they will be signed out at the school reception by a parent/carer.

Pupils will attend school before and after the appointment wherever possible.

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

7.7 Unauthorised Absence

Where the school has not received reasons for a child's absence, a phone call home will be made by the admin team to ascertain the reason for absence. A decision will then be made by the Headteacher and/or the Deputy Headteacher regarding the absence. If the absence is deemed to be unauthorised a letter will be sent out explaining the reasons why the absence has been recorded as unauthorised. (Attendance Code O).

Home visits will take place if staff are unable to make contact with pupils and their families or if there is a safeguarding concern.

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7.8 Legal Sanctions

The school or local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age.

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

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

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

7.9 Child Missing Education

Where a pupil has been absent from school for 10 or more days and their whereabouts are unknown and school has taken all reasonable steps to locate, the school will refer them to the Local Authority using the Children Missing Education (CME) process. The school will then remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the child after making reasonable enquiries. (See Appendix for more details)

8. Promoting Good Attendance

The senior leadership team, teaching staff and school council to discuss and agree systems, for both individuals and whole classes, to reward good and improved attendance. Termly rewards will be agreed for those pupils who have made a marked improvement in their attendance within the term. This will be agreed by the attendance monitoring team in conjunction with SLT, following attendance data analysis meetings.

In addition to these rewards, certificates are awarded for improved attendance.

Reward systems will be reviewed regularly to ensure they are kept fresh and motivational.

All rewards and certificates will be presented within form time or end of term assemblies.

8.1 Encouraging Good Attendance

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The school will look for every opportunity to raise the profile of the importance of good attendance with pupils and parents/carers. The school also aims to help pupils develop their own motivation for daily, punctual attendance.

Positive attendance is encouraged and celebrated through:

- PSHE
- Work Related Learning
- Availability of class staff and leadership team to talk to pupils as appropriate.
- Communication with parents/carers to promote positive attendance.
- Accurate and up-to-date information for parents/carers on their child's attendance through the annual review and annual report.
- Any issues about poor attendance will be discussed with parents/carers from the earliest stage.

High expectations relating to pupil attendance will be promoted and shared with parents and carers regularly through face-to-face presentations, parents/carer evenings, social media, school website, letters, email and text messages.

9. Attendance Monitoring

The attendance support team:–

- Deputy Headteacher (ACO) – Strategic attendance champion
- Student and Family Support Lead (FHO & JAN)
- Mental health and wellbeing keyworker/Pastoral and Attendance Lead (ROW)
- Office Manager – Data admin support (HBI)

9.1 **Monitoring attendance**

The attendance support team in School will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern (e.g. pupil premium, gender, year groups, form groups)

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

9.2 **Analysing attendance**

The attendance support team in school will:

- Analyse attendance and absence data regularly to identify pupils and vulnerable groups that need additional support with their attendance and use this analysis to provide targeted support to these pupils and their families.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

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- Update an attendance monitoring spreadsheet half termly, RAG rate pupils relating to their attendance and indicate 3 pathways of support for pupils indicated as red, dependent upon their reasons for absence and their individual need. The 3 pathways of support are: Mental Health & Wellbeing, form tutor support and SLT/safeguarding interventions.

9.3 Using data to improve attendance

The attendance support team in school will:

- Provide regular attendance reports to [class teachers/form tutors], and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The attendance support team in school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Provide access to wider support services to remove the barriers to attendance
- Ensure escalation procedures to address absence are initiated proactively, including Early Help Pathway to Change, are understood by pupils and families, implemented consistently and their impact reviewed regularly.
- Liaise closely with WAS regarding pupils displaying persistent and severe absence. WAS to support with stage letters and home visits as and when deemed appropriate.

If pupil lateness begins to impact upon pupil attendance a letter will be sent home reiterating expectations around punctuality and the impact upon learning.

Letters will also be sent home if unauthorised absences begin to impact upon pupil learning and progress. This will be done on an individualized basis following attendance monitoring meetings and review of the RAG rate pathway process.

10. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and annually by Andy Commander, Deputy Headteacher. At every review, the policy will be approved by the full governing board.

11. Help and Support

If you have any concerns in regard to your child's attendance, please contact their form tutor/class teacher or their Key Stage Lead.

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Please see below contact details for the Key Stage lead:

Helen Hughes – Assistant Headteacher – Primary
hughes.h5@exhallgrange.co.uk

Janet Bacon – Assistant Headteacher (PDB&A - Personal Development, Behaviour and Attitude)
– KS3 & KS4
ward.j7@exhallgrange.co.uk

Caroline Parkhouse – Assistant Headteacher – Post 16
parkhouse.c@exhallgrange.co.uk

If you feel you would like further support, Exhall Grange School employs Student and Family Support Workers, Fiona Holliland and Julija Andrejeva. Please contact Fiona or Julija for any advice and support needed outside of educational concerns.

Fiona Holliland – Student and Family Support Lead
holliland.f@exhallgrange.co.uk

Julija Andrejeva - Student and Family Support Lead
andrejeva.j@exhallgrange.co.uk

The school also has a Mental Health and Wellbeing and Pastoral Lead.

Lauren Pinfield – Mental Health and Wellbeing Lead
pinfield.l@exhallgrange.co.uk

Roy Owen – Pastoral and Attendance Lead
owen.r1@exhallgrange.co.uk

The school Senior Leader Attendance Strategic Lead is Andy Commander (Deputy Headteacher)
commander.a@exhallgrange.co.uk

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APPENDIX 1

Children Missing Education (CME)

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to children missing from education supports identifying such abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community

Schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance:

[Children missing education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Further information for colleges providing education for a child of compulsory school age can be found in:

[Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

General information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy [Missing Children and Adults strategy - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Voices of England's Missing Children | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](http://childrenscommissioner.gov.uk)

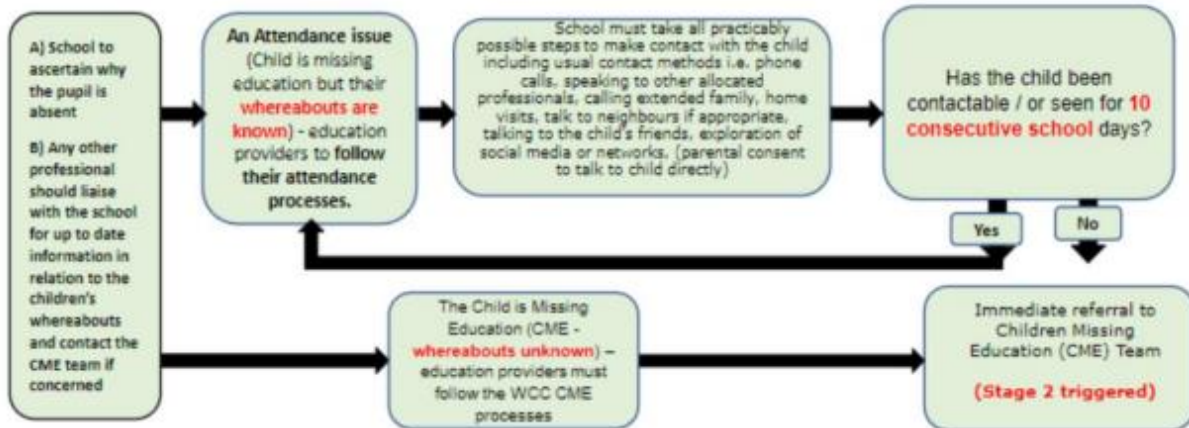
Before referring as a CME:

- Attempts have been made to re-engage the pupil using in-house strategies and any external agencies if identified
- Home visits have been attempted (at varying times of the day)
- Phone calls made
- All other agencies contacted / notified
- Friends / neighbours / relatives have been contacted

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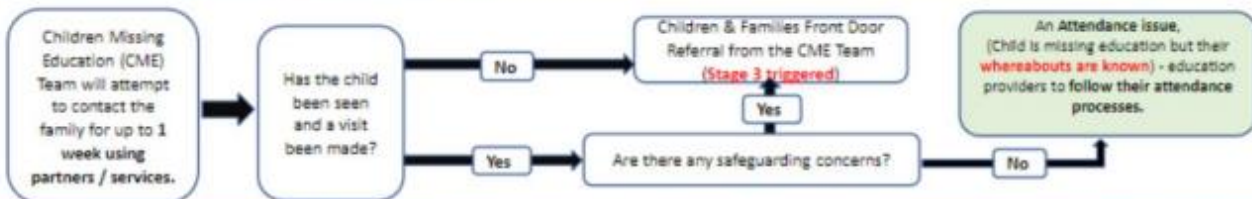
Stage 1: School/Professionals Responsibilities

CME protocols are triggered when a CYP has not been seen and missing from education for a period of 10 days and their whereabouts are unknown.



At any stage throughout this process if any professional was concerned about the welfare of a CYP there should be a missing report to the police

Stage 2: Escalation to CME (Referral from school/agency)



Stage 3: Children's & Family Front Door Referral (by CME Team)



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APPENDIX 2

Emotionally-Based School Avoidance (EBSA)

Previously known as ‘school refusal’, the term EBSA recognises that this avoidance has its root in emotional, mental health or wellbeing issues. EBSA is not a new phenomenon associated with the coronavirus pandemic.

‘EBSA is a pattern of absence whereby reluctance, or refusal, to attend or stay in an educational setting has its base in anxiety or fear. Risk factors vary and it is important to understand the reasons for poor/non attendance’ (Kent Resilience Hub, 2020)

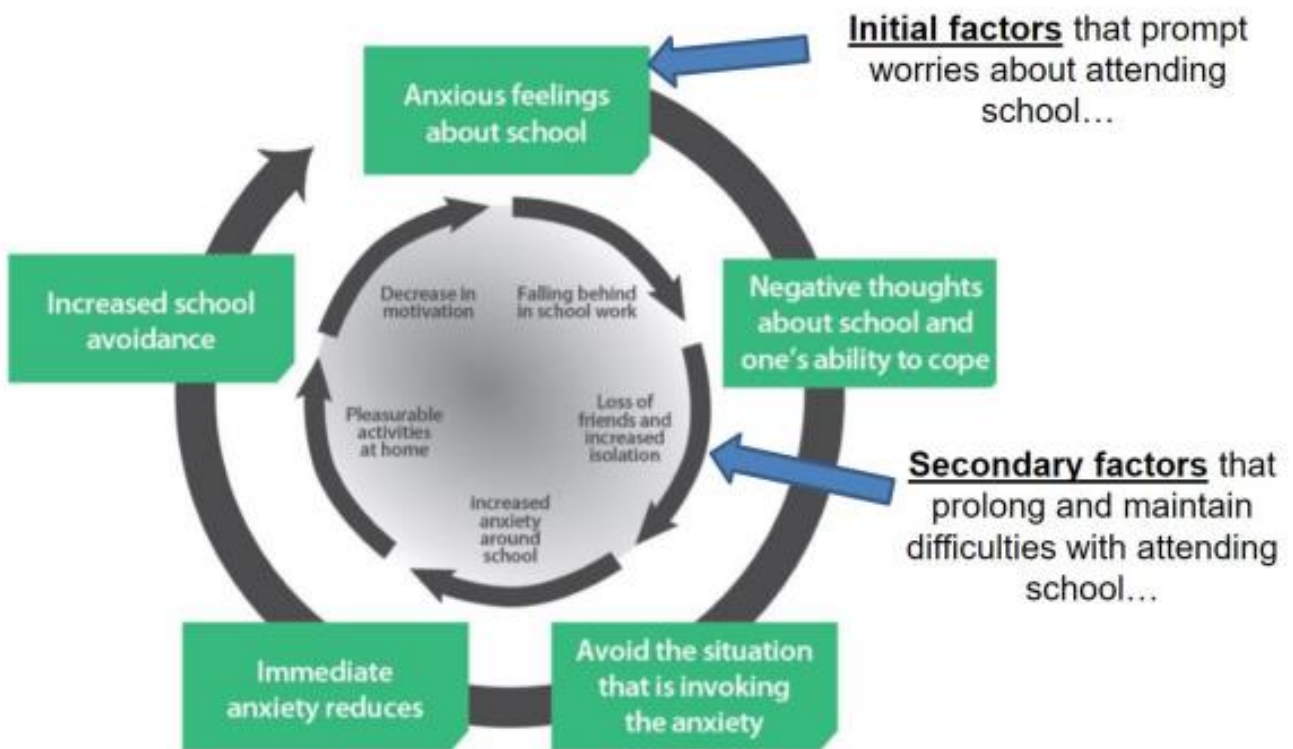
EBSA should not be thought of as a deliberate act of defiance, but instead as a complex issue inextricably linked with mental health and wellbeing.

EBSA also doesn’t just mean not attending school entirely. Staff may also observe pupils:

- not going to their classroom
- not staying in class
- not attending some lessons
- avoiding some physical spaces or people.

The 2022 Attendance Audit from the Children’s Commissioner found that in Autumn 2021, 1 in 4 children were persistently absent. In 2018/2019, this figure was 1 in 9 – meaning that persistent absence has more than doubled in this time period.

EBSA – an anxiety cycle:



Risk factors of EBSA:

School Factors	Family Factors	Child factors
Bullying (the most common school factor)	Separation and divorce or change in family dynamic	Temperamental style- reluctance to interact and withdrawal from unfamiliar settings, people or objects
Difficulties in specific subject	Parent physical and mental health problems	Fear of failure and poor self confidence
Transition to secondary school, key stage or change of school	Overprotective parenting style	Physical illness
Structure of the school day	Dysfunctional family interactions	Age (5-6, 11-12 & 13-14 years)
Academic demands/high levels of pressure and performance-orientated classrooms	Being the youngest child in the family	Learning Difficulties, developmental problems or Autism Spectrum Condition if unidentified or unsupported
Transport or journey to school	Loss and Bereavement	Separation Anxiety from parent
Exams	High levels of family stress	Traumatic events
Peer or staff relationship difficulties	Family history of EBSA	
	Young carer	

To consider the pupil's barrier/s to attendance, staff could consider completing questionnaires to support understanding:

[EBSA Questionnaires – ARM and Profile of Risk.pdf](#)

[School refusal Scale Young person copy.pdf](#)

[School refusal Scale Parent Copy.pdf](#)

This should be in addition to an Attendance Support Plan.

Further information on EBSA:

[Anna Freud Mental Health and School Attendance – 2 hour online training.pdf](#)

APPENDIX 3

Pupils with medical/health needs who cannot attend school

As a school we strive to create the best learning experiences and overall provision for our pupils in line with their Education, Health & Care Plans (EHCPs). Many of our pupils have complex and underlying health care needs which are catered for in these plans, but we must also be prepared for the unexpected. When a pupil is unable to attend school due to their health needs the senior leadership team will work closely with the family to ensure we can adapt to meet the current and ongoing health needs of that pupil. We will, of course, be led in decision making by any medical staff supporting the pupil and the family. Wherever possible, we will support the child/young person to access school in whatever way is appropriate and will tailor any home-school support around individual needs.

When children and young people are unable to attend school due to illness, Section 19 of the Education Act 1966 requires local education authorities to provide 'suitable education'. This applies to children and young people who cannot attend their own school for an extended period because of their illness.

In Warwickshire this provision is made in three ways which form a continuum of provision.

- Hospital teaching – This service is usually provided by hospitals outside Warwickshire. Warwickshire is then recharged for this provision.
- Teaching at home or in small community settings (not Elective Home Education) – for children and young people who, because of their health need, are unable to attend the school setting. This service can be provided by the Flexible Learning Team.
- Support for reintegration to school for children and young people who are recovering from illness, and it has been agreed by the appropriate agencies that they are unable to attend school full-time. This support will be planned in partnership with the school. It will be phased, monitored and, in the interest of achieving a successful reintegration, time limited. This service can be provided by the LA services including the Specialist Teaching Service, Integrated Disability Service and/or the Flexible Learning Team.

Pupils with Medical Conditions Where a pupil has an on-going diagnosed medical condition, which necessitates them missing more than 15 continuous school days (30 am/pm attendance sessions) because of the condition, consideration should be given to an Early Help Assessment, input from relevant external specialists e.g. CAMHS, EPS, specialist teacher and/or referral to the Flexible Learning Team. The condition must be supported by a medical specialist e.g. CAMHS specialist, Hospital Consultant and not just on the parent's explanation. For full details of how to request intervention from the Flexible Learning Team see [Warwickshire Flexible Learning Team \(warwickshire-flt.org.uk\)](http://warwickshire-flt.org.uk)

Where possible and appropriate a pupil should be provided with sufficient and differentiated work for those hours they are not in school. Arrangements should be made to ensure that the work is marked and assessed with constructive feedback given to the pupil. If the school/education provider has a staff member with the pupil at the family home, then this would be a supervised activity and could be recorded in the attendance register as educated off site; 'B' code. If not, then

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the school's register should record the absence as authorised; 'C' code for the session the pupil is not expected in school.

Contact the Flexible Learning Team via email at: flexlearning@warwickshire.gov.uk for further advice and guidance.

APPENDIX 4

Elective Home Education (EHE)

Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where we are made aware that a parent/ carer is choosing EHE, we will try to ascertain the drivers for this. Is it a knee jerk reaction to a challenging time or a philosophical position?

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove their child/young person from school with a view to educating at home, we will work with other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child/young person. This is particularly important where the pupil has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. School will consider whether the family might benefit from Early Help or further support. If the family are already open to Children's Services/Early Help, we will speak to the Social Worker or Family Support Worker at the earliest opportunity.

DfE guidance for local authorities on Elective Home Education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.
<https://www.gov.uk/government/publications/elective-home-education>

If the pupil has an EHCP or has SEN, school will contact the relevant Plan Co-ordinator or WCC EHE officer for advice in the first instance.

Following multi-professional input, a letter will be obtained from parents to confirm they are going to home educate their child / children. School will send a copy of the paperwork to the EHE team. Parents/ carers have a 2-week 'cooling off' period to allow them to consider their options. This is a WCC policy which all schools signed up to.


School will then signpost parents to the LA webpage at <https://www.warwickshire.gov.uk/homeeducation> and any other agencies that they may benefit from

Attendance Policy

APPENDIX 5

Attendance Support Plan

Any pupil that is identified as a severe absentee will have an attendance support plan which will highlight barriers to attendance and initiate planned interventions with clear targets and deadlines.



<u>Attendance Support Plan</u>
Date of plan:
Pupil's Name and Form Group / Class:
Attendees at the meeting:
Overview of current attendance:
<i>Current Attendance:</i>
<i>Last date attended:</i>
Barriers identified:
Attendance Goals:
<i>Target Attendance %:</i>
<i>Date to be achieved/ Reviewed:</i>
Actions for School:
Actions for Family:
<ul style="list-style-type: none"> To ensure student attends the school every day and on time. If student is absent due to illness or any other reason, parent contact school before 9:30am using the school absence line. To provide medical evidence so the school can authorise the absence. (e.g. appointment card)
Actions for pupil (where applicable):
External Support/ Other agencies working with pupil:

Date Written:

Staff Member(s) completing:

Date Reviewed:

Attendance Policy

Part-time timetables

For the purposes of this guidance, a timetable is reduced when it consists of something less than that which is provided to the majority of the pupils in that setting. There is no statutory basis upon which to establish a reduced timetable, however in exceptional circumstances, we may decide to implement one for a time-limited period to meet a pupil's individual needs.

A part-time timetable should only be used for pupils with an Education, Health & Care Plan (EHCP) in very limited circumstances and with the agreement of the pupil's allocated Plan Co-ordinator. A reduced timetable will not be treated as a long-term solution and must have a time limit by which point the pupil is expected to attend full-time. In the majority of cases, we would expect that any part-time timetable will have ceased within 6 weeks or earlier. If regular progress is not being made (measured by increased time in school and demands) it shows that the strategy is not working, and a different intervention must be considered.

Any pupil admitted to a school is expected to receive their full education entitlement. Part time timetables should not be used for schools to prepare themselves for a full-time admission to their school roll.

In accordance with the Equality Act 2010, it is unlawful for schools to discriminate against CYP on the basis of their special educational need and/or disability, including those with social emotional and mental health difficulties.

If a pupil is accessing support from the Flexible Learning Team schools should follow the appropriate action plans in partnership with WCC officers in line with the WCC medical needs policy. For further information go to [How can physical and/or medical needs be met at whole school level? – Warwickshire County Council](#)

It is expected that there will have been appropriate external specialist input, prior to a part-time programme being considered. Advice and guidance will be sought from the Specialist Teaching Service Area Manager <https://schools.warwickshire.gov.uk/education-resources/specialist-teaching-service-sts> where appropriate.

As pupils at Exhall Grange School have EHCPs, a part-time timetable should only be implemented following either an interim or annual review, with authorisation from the designated Senior Leader for Attendance. A part-time timetable at Exhall Grange Specialist School takes the form of an 'Attendance Support Plan' (Attendance Support Plan ESG V1), which is agreed with parents, link Assistant Head Teacher for the pupil, and any relevant professionals at an Attendance Support Meeting.

The ASP should have clearly defined objectives and achievable targets (increases in time should not be dependent on 'perfect' behaviour).

No parent/carer should be pressurised into agreeing to a part-time timetable. The threat of exclusion must not be used to influence parents/carers to engage with a part-time timetable.

A part-time timetable/ASP should be implemented with the full cooperation of the parents/carers and knowledge of the LA; it should be in the best interest of the CYP.

To notify the LA of a part-time timetable complete the form [Notification of a Part-time Timetable.docx](#) and mail to fapassessmentgateway@warwickshire.gov.uk

Attendance Policy

Prior to implementing a part time timetable, a risk assessment will be undertaken to consider any safeguarding risks while the pupil is not at school. If safeguarding concerns are highlighted, advice will be sought from the Front Door.

If Children's Services are involved, permission must be sought from the social worker or Family Support Worker before a pupil can be put on a part-time timetable.

Where a part time timetable is implemented, school should clarify with parents/carers that they will take full responsibility for their child when they are not in school and guarantee they are supervised off site. This should be confirmed with all agencies involved in supporting the pupil and family. An Early Help Assessment (EHA) or early EHCP review are possible routes to engage with parents/carers and the pupil. An Attendance Support Plan should be agreed that clearly lays out the use of any extra provision in the EHCP (see appendix).

Where possible and appropriate, pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. This would be in a format appropriate to the individual's developmental level and personal requirements. The school acknowledges that some pupils will struggle with doing 'school' tasks in the home environment due to their Special Educational Needs and will take this into account when the ASP is agreed. ClassDojo will be used for sending work tasks, wherever possible. Where appropriate, arrangements should be made to ensure that the work is regularly marked; assessed and/or constructive feedback is given to the pupil. This will be done in a format suitable for the individual pupil.

The part-time timetable arrangements must be reviewed at least every fortnight as part of the Attendance Support Plan. Progress towards being able to return to school on a full-time basis should be considered along with the effectiveness of any support being provided. The review should include a parent/carer and other external specialists or agencies as and when appropriate.

The LA will be notified by email when the end date of the Attendance Support Plan has been completed and achieved. If the reintegration process hasn't been completed in 6 weeks, Headteachers should refer to the FAP & Assessment Gateway by emailing fapassessmentgateway@warwickshire.gov.uk

Part-time Timetables for Children Looked After Children Looked After (CLA) are amongst our most vulnerable pupils and a part-time timetable should only be used in very limited circumstances when all other interventions have been tried. The Head of Virtual School must be consulted about any proposals to implement a part time timetable for a Warwickshire CLA. For any advice or support with a CLA contact the Head at virtualschool@warwickshire.gov.uk
Where a pupil is supported by a Virtual School from a different authority, we will seek guidance from the relevant Virtual School Head.

A part-time timetable should only be used after reviewing the pupil's Personal Education Plan (PEP) and must not be used without written consent of the pupil's Social Worker and the Virtual School of the Local Authority responsible for the child.

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Any pupil who is CLA on a part-time table must be contacted daily by the school to ensure they are safe. This must be recorded. If the school has any concerns about the safety of a pupil who is CLA on a parttime table, they must follow their safeguarding policy and procedures and contact the relevant social worker.

Part time timetables for pupils subject to a Child Protection Plan (CPP) or who are a Child in Need (CiN)

When considering a part-time timetable for a pupil that is subject to a CPP or who is CiN, we must first consult with the pupil’s Social Worker. Any part-time timetable must only be implemented following a Core Group or CiN Meeting.

A part-time timetable should not be implemented without written parental/carer agreement and the consent of the Social Worker responsible.

Any pupil subject to a CP plan or CIN on a part-time timetable must be contacted daily by the school to ensure they are safe. This must be recorded. If the school has any concerns about the safety of a child/young person on a part-time timetable they must follow their safeguarding policy and procedures and contact the relevant social worker.



Part Time Timetable Attendance Support Plan
<small>This protocol sets out the statutory position in relation to part-time/reduced timetables, identifying the exceptional circumstances when it might be appropriate to agree a short-term reduced timetable.</small>
<small>It sets out the process that must be followed to secure safeguarding responsibilities; entitlement; due process; monitoring and recording.</small>
Pupil’s Name and Form Group / Class:
Attendees at the meeting:
Overview of current attendance:
Current Attendance: %
Last date attended:
Additional Info:
Name of EHCP coordinator:
Name of social worker (if applicable)
Is the pupil CLA? (if yes, virtual School must be notified)
Is the pupil a <u>CiN</u> ? Early Help (if yes, SW must be consulted)
Reasons for school proposing a reduced timetable.
Expectations for the pupil when they are not in school. include what they will be doing at home.
Who is the designated adult responsible for the student’s care when they are not in school?
What they will be doing during school time?
How will they complete work set?
Agreed review and full reintegration dates (this should be no longer than 6 weeks)
Specify below the days, times, and lessons a student will be expected to be in. Attach a copy of their timetable if possible

Date Written:

Parent consent – I agree to the implementation of a reduced timetable for my child and will attend the subsequent review and reintegration meetings:

Staff Member(s) completing:

Date Reviewed:

To notify the LA of a part-time timetable complete the form to fpassessmentgateway@warwickshire.gov.uk

Part Time Timetable Attendance Support Review	
Part time timetable review dates	
Attendance after 2 weeks	
Attendance after 4 weeks	
Attendance after 6 weeks	
Review of Plan (Has the objective been achieved? What has gone well/ areas of challenge)	

Date Written:

Staff Member(s) completing:

Date Reviewed:

APPENDIX 6

Suspension and Permanent Exclusion Statement

Our position is to avoid suspension and permanent exclusion at all costs as all of our students are subject to an Educational, Health and Care Plan (please refer to the Equality Act 2010 and Children and Families Act 2014) however, there may be situations where a student presents with extreme risk behaviours that pose an imminent danger to more vulnerable peers. In these circumstances we would risk assess the students' behaviours and if we couldn't reduce the risk to an acceptable level we would call an emergency review. This would be a multi-agency approach alongside the family to consider the appropriate learning environment that ensures the safe education of self and others. In this instance we would follow the most recent guidance published by the DfE [Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](#)

For pupils who are not attending Exhall Grange Specialist School, 'Safe and Well' checks will be made regularly by school staff (at least once a week). Alternative educational intervention and therapeutic provision may be considered for a time limited period whilst SENDAR follow the assess, plan, do, review process.