

# Bedford High School

A Specialist Business and Enterprise College  
To Care To Learn To Achieve



## Attendance Policy

<b>School Address</b>	Manchester Road Leigh WN7 2LU
<b>School Contact Number</b>	01942 909009

### Document control

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Current author	Rebecca Ramsden
Governing Committee	Standards
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Hard copies of this plan are available from	School Business and Finance Manager / HR Manager
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Date approved by the Chair of the Governing Body	
Signature of the Chair of the Governing Body	

### Changes History

Version	Date	Description	Changes
2	June 2022	Changes to lates procedures.	
3	September 2023	Inclusion of updated school attendance guidance and procedures	

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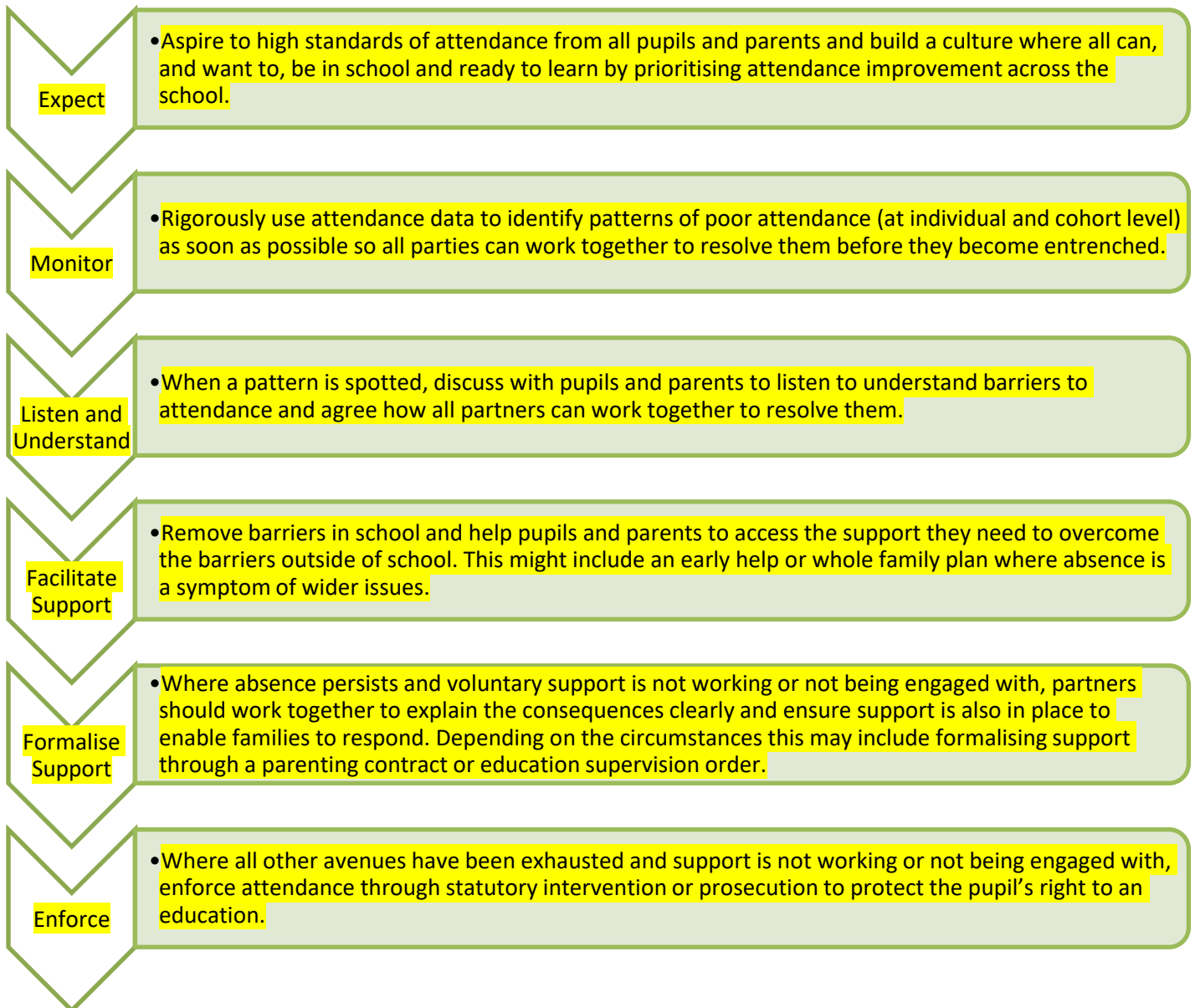
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We aim to provide a school attendance policy which is clear, transparent and fair. We are committed to meeting our obligations with regards to school attendance by:

- Promoting excellent attendance and reducing absence, including persistent absence.
- Ensuring every student has access to full-time education to which they are entitled.
- Acting early to address patterns of absence
- Considering the needs of individual students and their families, when managing school attendance.

This policy is followed in accordance with the procedures in the flowchart below:



## 2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

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

➤ School Attendance: Guidance for maintained schools, academies, independent schools and local authorities. May 2022

➤ [Summary of Responsibilities Where a Mental Health Issue is Affecting Attendance](#)

➤ [Promoting the education of children with a social worker \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

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

### 3. Roles and responsibilities

Key Personnel			
Role	Name	Telephone	Email
Headteacher & DDSL	Paul McCaffery	01942 909009	<a href="mailto:P.McCaffery@bedford.wigan.sch.uk">P.McCaffery@bedford.wigan.sch.uk</a>
Assistant Headteacher: Designated Safeguarding Lead (DSL) & Attendance Lead	Rebecca Ramsden		<a href="mailto:R.Ramsden@bedford.wigan.sch.uk">R.Ramsden@bedford.wigan.sch.uk</a>
Attendance & Safeguarding Officer	Nikkie Quinn		<a href="mailto:N.Quinn@bedford.wigan.sch.uk">N.Quinn@bedford.wigan.sch.uk</a>
Attendance Manager	Lyndsey Ainscough		<a href="mailto:L.Ainscough@bedford.wigan.sch.uk">L.Ainscough@bedford.wigan.sch.uk</a>
Pastoral Guidance Officers	M. Marsh H. Haselden C. Smith C. Green		<a href="mailto:M.Marsh@bedford.wigan.sch.uk">M.Marsh@bedford.wigan.sch.uk</a> <a href="mailto:H.Haselden@bedford.wigan.sch.uk">H.Haselden@bedford.wigan.sch.uk</a> <a href="mailto:C.Smith@bedford.wigan.sch.uk">C.Smith@bedford.wigan.sch.uk</a> <a href="mailto:C.Green@bedford.wigan.sch.uk">C.Green@bedford.wigan.sch.uk</a>
Learning Managers	Z. Anders (Y7) S. Lycett (Y8) B. Abbott, A. Sharratt, L. Cozens & R. Mather (Y9) Tom Rowe (Y10) Amy Duffy (Y11)		<a href="mailto:z.anders@bedford.wigan.sch.uk">z.anders@bedford.wigan.sch.uk</a> <a href="mailto:s.lycett@bedford.wigan.sch.uk">s.lycett@bedford.wigan.sch.uk</a> <a href="mailto:b.abbott@bedford.wigan.sch.uk">b.abbott@bedford.wigan.sch.uk</a> <a href="mailto:a.sharratt@bedford.wigan.sch.uk">a.sharratt@bedford.wigan.sch.uk</a> <a href="mailto:l.cozens@bedford.wigan.sch.uk">l.cozens@bedford.wigan.sch.uk</a> <a href="mailto:r.mather@bedford.wigan.sch.uk">r.mather@bedford.wigan.sch.uk</a> <a href="mailto:t.rowe@bedford.wigan.sch.uk">t.rowe@bedford.wigan.sch.uk</a> <a href="mailto:a.duffy@bedford.wigan.sch.uk">a.duffy@bedford.wigan.sch.uk</a>
Designated Teacher for Looked After Children (DT) & SENDCO	Kerry Canning		<a href="mailto:K.Canning@bedford.wigan.sch.uk">K.Canning@bedford.wigan.sch.uk</a>
Nominated Governor	Mrs J Coop	N/A	

## **The Governing Board**

The governing board is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy. The governing body are responsible for ensuring school leaders fulfil expectations and statutory duties.

### **Identified governor for attendance, safeguarding and inclusion: Mrs J Coop Senior Leadership Team**

The Headteacher has responsibility for:

- The implementation of this policy.
- Ensuring there is named member of the senior leadership team overseeing the management of attendance and the delegation of responsibility of whole school attendance to the assistant headteacher.
- Issuing fixed-penalty notices, where necessary.

### **Assistant Headteacher for Safeguarding, Attendance and Inclusion: Mrs R Ramsden**

The Assistant Headteacher is responsible for:

- Leading attendance across the school, ensuring it has a high profile and offering a clear vision for attendance improvement.
- Promoting the importance of excellent attendance and punctuality to all stakeholders.
- Implementing the attendance policy, procedures and whole school attendance improvement strategy.
- Contributing to the school development plan, with a focus on attendance and punctuality improvement.
- Monitoring and analysing school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual students.
- Devising specific strategies to address areas of poor attendance identified through the data.
- Ensuring appropriate levels of support are offered and impact of interventions is measured.
- The management of alternative provision and off-site direction placements.
- Oversight for CME procedures and individual cases of CME.
- Ensuring safeguarding procedures are followed consistently and there is appropriate communication with external agencies where necessary.
- Leading the school Early Help provision
- Ensuring adequate staff supervision and CPD

### **The Attendance Manager: Mrs L Ainscough**

The Attendance Manager is responsible for:

- Promoting the importance of excellent attendance and punctuality to all stakeholders
- Tracking and Monitoring attendance data across the school and at an individual student level
- Supporting the pastoral team in line with the school attendance strategy
- Collating attendance data and producing attendance reports for the assistant headteacher
- Managing attendance admin staff to ensure a consistent approach to attendance
- Leading individual Early Helps and communicating with external agencies where appropriate
- Coordinating parental engagement interventions
- Implementing escalation processes in line with local authority procedures
- Supporting the management of punctuality interventions.

### **The Attendance and Safeguarding Officer: Miss N Quinn**

The Attendance and Safeguarding Officer is responsible for:

- Supporting families with emerging needs, scaffolding support in order for student attendance and wellbeing to improve.
- Leading individual Early Helps and communicating with external agencies where appropriate\*.
- Contributing to multi-agency interventions for students with complex needs.
- Promoting the importance of excellent attendance and punctuality to all stakeholders
- Tracking and Monitoring attendance data at an individual student level
- Supporting the wider pastoral and safeguarding team in line with the school attendance strategy
- Coordinating parental engagement interventions

\*Appendix 2: Thresholds of Need

### **The Pastoral Team**

The pastoral team are responsible for promoting the importance of excellent attendance and punctuality to all stakeholders and ensuring has a high profile within each year group.

#### **Pastoral Managers are responsible for:**

- Monitoring year group attendance, identifying trends / concerns and liaising with the attendance manager regularly
- Management and coordination of form teacher interventions in line with the attendance strategy
- Managing Individual and group intervention
- Implementing, monitoring and reviewing attendance action plans
- Communicating with parents and carers to overcome barriers to school attendance
- Communicating with staff and external agencies in relation to attendance strategies
- Facilitating weekly year group assemblies
- Form time education about the importance of attendance and punctuality
- Rewards and sanctions linked to attendance and punctuality
- Supporting the management of punctuality interventions

#### **Form teachers are responsible for:**

- Recording registration attendance accurately and promptly, using the correct codes
- Following the correct procedure when a student is unexpectedly absent
- Promoting excellent punctuality to school and ensuring appropriate follow up to persistent lateness
- Delivering form time attendance education
- Implementing individual intervention
- Liaising with parents and carers to overcome barriers to school attendance and improve punctuality
- Supporting the management of punctuality interventions

\*Appendix 1: Attendance Codes

### **Teachers and Support Staff**

Teachers are responsible for:

- Promoting excellent attendance and punctuality to all lessons
- Modeling expected behaviours around punctuality to lessons

- Recording attendance to lessons, accurately and promptly (within the first 10 minutes of each lesson), using the correct codes

### **Attendance Admin Staff**

Attendance admin staff are responsible for:

- Monitoring student attendance on a daily basis.
- Communicating with parents/carers of absent students on a daily basis and where appropriate, suggest/advise strategies that could reduce short term absence.
- Being the first point of contact for students with attendance/illness issues and parents or carers with attendance queries.
- Completing attendance admin tasks
- Recording / monitoring student attendance data to ensure accuracy
- Prepare students' timetables
- Recording all relevant information accurately on the student database (e.g. SIMS)
- Implementing / supporting interventions to improve attendance

### **Students**

Students are regularly educated on the importance of excellent attendance (see Appendix 3). Students are responsible for:

- The implementation and review of their attendance action plan
- Ensuring they take reasonable steps to lead a healthy lifestyle
- Arriving promptly to school (before 8.25am) and being well prepared for learning
- Arriving promptly to all lessons
- Following their correct timetable at all times (unless directed otherwise by staff)

### **Parents and Carers**

Parents and carers are regularly reminded of the importance of excellent attendance (see Appendix 4 for examples). Parents are responsible for:

- Promoting the importance of excellent attendance and punctuality to their child
- Ensuring their child has the means to travel safely to school and arrive on time, by 8.25am
- Ensuring their child leaves for school wearing their full school uniform correctly and is fully equipped for learning
- Contacting the school before 8.00am on the first day of absence and each subsequent day of absence. Parents should also inform school of the expected return date.
- Working in partnership with the school to overcome barriers to school attendance. This may involve a multiagency approach and/or offering copies of medical evidence at times.
- Supplying at least 2 accurate and up to date named contacts (with accurate phone numbers) for school liaison
- Avoiding making medical (or other) appointments during the school day. If this is unavoidable, medical evidence will be required.
- Ensuring holidays are arranged out of term time only.

## 4. Expectations and Daily Routines

### Why Regular Attendance is Important

We care about our students and want all students to reach their full potential. Students who attend regularly (every day) are more likely to achieve better academic outcomes, are safer from risks in the community, such as exploitation and crime, as well as successfully transitioning from primary to secondary school, secondary school to further education, and the world of work.

### What do we mean by 'excellent / good attendance'?

Percentage	Category	Definition	Band
97% - 100%	Excellent	Attendance is excellent. Recognition given	A
95% - 96.9%	Acceptable	Attendance is acceptable. Recognition given	B
93% - 94.9%	Below Expected	Attendance needs to improve. Form teachers intervene to motivate students to reach their target. <ul style="list-style-type: none"> <li>Parent &amp; student communication to identify attendance barriers and reiterate expectations</li> </ul>	C
90% - 92.9%	At Risk	Attendance is at risk of falling below 90%. This is when a student is classed as persistently absent. The pastoral team will intervene. <ul style="list-style-type: none"> <li>Parent &amp; student communication to identify attendance barriers and reiterate expectations</li> <li>Attendance action plans may be implemented</li> <li>Early Help may be offered.</li> <li>Team Around The Child (SEND) discussion may be initiated to identify barriers</li> </ul>	D
80% - 89.9%	Support	Pastoral team to intervene to improve attendance as the student is persistently absent from school. <ul style="list-style-type: none"> <li>Parents will be notified of concerns</li> <li>Meetings will be held to identify issues and support needed</li> <li>Penalty notices may be issued to parents</li> <li>External agencies may be considered to offer additional support</li> <li>Attendance action plans will be implemented</li> <li>An Early Help and/or multiagency intervention may be implemented</li> <li>Team Around The Child (SEND) discussion may be initiated to identify barriers</li> </ul>	E
50% - 79.9%	Intervention	Pastoral team and Attendance Enforcement Officers will intervene to improve attendance. <ul style="list-style-type: none"> <li>Regular Parent meetings will be held</li> <li>Penalty notices may be issued to parents</li> <li>Local Authority Enforcement Officers may be deployed to improve attendance</li> <li>External agencies will be considered to offer additional support</li> <li>An Early Help and/or multiagency intervention will be implemented</li> <li>Team Around The Child (SEND) discussion may be initiated to identify barriers</li> </ul>	F
Under 50%	Severely Absent	Attendance is a serious concern and requires individualised plans to improve. Attendance Enforcement will work closely with the school and other social care agencies to improve attendance.	G



## Our Daily Attendance Processes

We will keep an attendance register on SIMS, and place all students onto this register.

The attendance register is recorded at the start of the AM session and at the start of the PM second session. It will mark whether every student is:

- Present
- Attending an approved off-site educational activity
- Absent (relevant absence code to be issued)
- Unable to attend due to exceptional circumstances

\*Appendix 1: Attendance Codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

## Punctuality

Students are welcomed into school from 8.15am, but must arrive before 8.30am. Breakfast items are available from the Bistro from 8.15am.

Morning registration is at 8.30am and all students are expected to be in their form rooms by this time. The register will remain open until 9am. Students arriving after 8.30am will be expected to sign in at the 'late' entrance in L Block and will be recorded as late (including their time of arrival). Students arriving after the register has closed and reasonable checks have been made, will be marked as 'unauthorised absence' for the AM session.

The register for the PM session is taken at the start of Period 4.

The official end of the school day on week one timetable is 3.05 pm. The official end of the compulsory school day on week two timetable for Wednesday is 2.15 pm. Year 11 students are expected to attend additional support sessions at the end of each day.

Punctuality is monitored closely by pastoral managers. Punctuality / behaviour interventions take place at the end of the school day. Parents are expected to support such interventions and will be notified via a Class Charts notification and/or text message if their child is expected to remain in school. Students who are persistently late will be issued with an appropriate sanction and parents will be notified and expected to support the school.

## Unplanned Absences

Parents and carers should notify the school of all unplanned absences by calling **01942 909009 (option 1)**. There is a facility to leave a voicemail 24hrs per day. Parents must state the full name and year group of their child and the reason for absence. Parents/carers must notify the school on the first day of an unplanned absence by 8.00am or as soon as practically possible. We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

At times, the attendance team may need to contact home to clarify the reasons for absence. If the authenticity of the illness is in doubt, we may ask the student'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.

## Planned absence

We ask parents / carers to schedule medical and dental appointments beyond the school day in order to minimise lost learning time.

If this is unavoidable, attending a medical or dental appointment will be counted as authorised as long as we are notified in advance of the appointment. Where an appointment during the school day is unavoidable, the student should be out of school for the minimum amount of time necessary (i.e. not the full day).

Parents and carers should notify the school of all planned absences by calling **01942 909009 (option 1)**. There is a facility to leave a voicemail 24hrs per day. Parents must state the full name and year group of their child and the reason for planned absence.

The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

\*Appendix 1: Attendance Codes

### **Following up absence**

Where any child we expect to attend school does not attend, or stops attending, the school will follow up on their absence with their parent/carer to ascertain the reason. In addition to this, the school will:

- Send an automated text each morning to inform parents of unexpected absences
- Ensure appropriate safeguarding action is taken where necessary. This may include measures such as additional calls to SIMS contacts, home visits and/or liaising with safeguarding partners (e.g. Children's Social Care and/or the Police)
- Identify whether the absence is approved or not
- Identify the correct attendance code to use

### **Reporting to parents and carers**

Parents and carers will receive a termly letter regarding school attendance. This will include guidance on how to improve attendance and useful information regarding links between attendance and student outcomes.

In addition to the termly communication, Parents and carers will also be contacted if:

- A pattern of absence is identified
- Student attendance is declining and becoming a concern
- Student punctuality is declining and becoming a concern
- A student has been absent without an appropriate reason
- An attendance issue needs further intervention from the local authority and/or an external agency

### **Authorised and unauthorised absence**

#### **Approval for term-time absence**

The headteacher will only grant a leave of absence to students during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion following a discussion with the attendance team. If a parent or carer intends to request an authorised leave of absence, they should do so in writing, at least 7 days in advance and addressed to the headteacher.

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

Valid reasons for **authorised absence** include:

- Illness and unavoidable medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller students travelling for occupational purposes – Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school and other outside agencies.

## 5. How we promote excellent attendance

### Expect & Monitor

We expect all students to attend regularly and communicate our high expectations with all stakeholders. We use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences, and make sure these systems are inclusive and appropriate for all students. To do this, a range of measures and interventions. These include:

- Universal offer of education, advice guidance and support
- The delivery of clear messages about expectations, routines and consequences to new and existing students and families through admission/transition events and our regular channels of communication
- Rewards for attendance and punctuality and sanctions for unauthorised absence and poor punctuality
- Attendance rewards and celebrations such as with badges, certificates, postcards, vouchers and invitations celebration events.

The attendance team monitor student absence on a daily basis and appropriate action is taken. This will include contact with the parent/carer to discuss the reasons for the absence and support the student's return to school.

Data analysis is completed regularly to ensure that interventions are delivered quickly to address absence (eg. register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects).

We use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.

We monitor the impact of any interventions, adjusting arrangements if necessary and using findings to inform future strategy.

Robust school systems provide useful data at cohort, group and individual student level to give us an accurate view of attendance, reasons for absence and patterns amongst more vulnerable groups, such as:

- Students who have a social worker, including looked-after children
- Young carers
- Students who are eligible for free school meals
- Students who speak English as a second language
- Students who have special educational needs and disabilities

### Listen, Understand & Facilitate Support

We recognise that attendance barriers can be complex and welcome an open dialogue with parents and carers in order to address and overcome these barriers.

A range of strategies are employed to address barriers to school attendance. Sample strategies are located on the Addressing Attendance Barriers document (appendix 3). These include:

- Sharing our high expectations regularly through communication with students and families.
- Listening to our students and their families regarding their attendance barriers and having a solution-based approach to overcoming these barriers.
- Form time activities and the assembly programme
- Early Helps
- Communication with external agencies, including the local authority and safeguarding partners

- Cohort / group action plans and interventions
- 'Team around the child' meetings with associated actions for students with SEND
- Support for students with emotionally based school avoidance

### **Formalised Support & Enforcement**

Where attendance continues to be a cause for concern and the school has attempted to address barriers but there has been a lack of engagement from the student and family, escalation procedures will be considered. These may include:

- Written communication with parents and carers
- Attendance action plans and/or contracts implemented
- Attendance review meetings with students and parents
- Attendance panel meetings with senior leaders and the governing board
- Liaison with external agencies, including the local authority attendance teams, alternative provisions and/or safeguarding partners
- Escalation to the local authority attendance service with consideration for prosecution

### **Education Supervision Order**

Where an Early Help plan, Attendance Action Plan or Parenting Contract has not been successful, an Education Supervision Order (ESO) may alternatively provide formal legal intervention without criminal prosecution.

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

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

The supervisor of an ESO will usually be a professional already working closely with the family – or member of school staff.

### **Education Penalty Notices**

The school or local authority can fine parents 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 must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police. The decision on whether or not to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission Where an excluded student 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.

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## 6. Children Missing in Education (CME)

### Responsibilities for Children Missing from Education (CME):

The school will enter students on the admission register at the beginning of the first day on which the setting has agreed, or been notified, that the student will attend. If a student fails to attend on the agreed or notified date, the education setting should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

The school will monitor students' attendance through their daily register. We agree to inform local authorities of the details of students who fail to attend regularly, or have missed ten school days or more without permission. We will monitor attendance closely and address poor or irregular attendance.

The Local Authority must also arrange full-time education for excluded students from the sixth school day of a fixed period exclusion. This information can be found in the *Exclusion from maintained schools, academies and student referral units in England* statutory guidance.

As part of our duty, we will investigate any unexplained absences. Further information about schools' safeguarding responsibilities can be found in the Keeping Children Safe in Education.

The school will make reasonable enquiries for children missing in education. The term 'reasonable enquiries' grants schools and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.

In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. We also record that we have completed these procedures. If there is reason to believe a young person is in immediate danger or at risk of harm, a referral will be made to children's social care (and the police if appropriate).

### Staff have a responsibility to report immediately to the DSL, if they know of any child who may be:

- Missing – whereabouts unknown and unable to make contact (as a result of making reasonable enquiries)
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The Local Authority requires Education Settings to complete the '**Children Missing Education**' referral form. (Appendix 7) This form should be completed once the setting has completed reasonable enquires, but failed to locate the child following 10 days of absence. The first part should be completed by school and submitted to [CME@wigan.gov.uk](mailto:CME@wigan.gov.uk). Further check will be completed to ensure all lines of enquiry have been exhausted, before it is agreed the child is removed from roll. Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office. Where a student has not returned to school for ten days after an authorised absence, or is absent from school without authorisation for twenty consecutive school days they can only be removed from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the student's whereabouts after **jointly** making reasonable enquiries. Local authorities and

education settings should agree roles and responsibilities locally in relation to making joint enquiries. This only applies if the setting does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause.

## 7. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by **Rebecca Ramsden (AHT)**. At every review, the policy will be approved by the governing body.

## 8. Useful websites

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[School attendance and absence: Overview - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[School attendance and absence - childlawadvice.org.uk](http://childlawadvice.org.uk)

[Absence from school | Contact](#)

[Illness and your child's education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Behaviour and attendance | Parentkind](#)

[Children Missing in Education](#)

## 9. Links with other policies

This policy links to the following policies:

- Safeguarding, Child Protection and Early Help Policy
- Behaviour and Rewards policy
- Lone Working Policy
- Section 19 Access to Education Policy
- Elective Home Education Policy
- Children Looked After Policy
- Young Carers Policy
- Children Missing Education (CME) and Public Mobility Policy

## Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity	Student is at a supervised off-site educational activity approved by the school
D	Dual registered	Student is attending a session at another setting where they are also registered
J	Interview	Student has an interview with a prospective employer/educational establishment
P	Sporting activity	Student is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Student is on an educational visit/trip organised, or approved, by the school
W	Work experience	Student is on a work experience placement

Code	Definition	Scenario
<b>Authorised absence</b>		
C	Authorised leave of absence	Student has been granted a leave of absence due to exceptional circumstances
E	Excluded	Student has been excluded but no alternative provision has been made

<b>H</b>	Authorised holiday	Student has been allowed to go on holiday due to exceptional circumstances
<b>I</b>	Illness	School has been notified that a student will be absent due to illness
<b>M</b>	Medical/dental appointment	Student is at a medical or dental appointment
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>S</b>	Study leave	Year 11 student is on study leave during their public examinations
<b>T</b>	Gypsy, Roma and Traveller absence	Student from a Traveller community is travelling, as agreed with the school
<b>Unauthorised absence</b>		
<b>G</b>	Unauthorised holiday	Student is on a holiday that was not approved by the school
<b>N</b>	Reason not provided	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
<b>O</b>	Unauthorised absence	School is not satisfied with reason for student's absence
<b>U</b>	Arrival after registration	Student arrived at school after the register closed

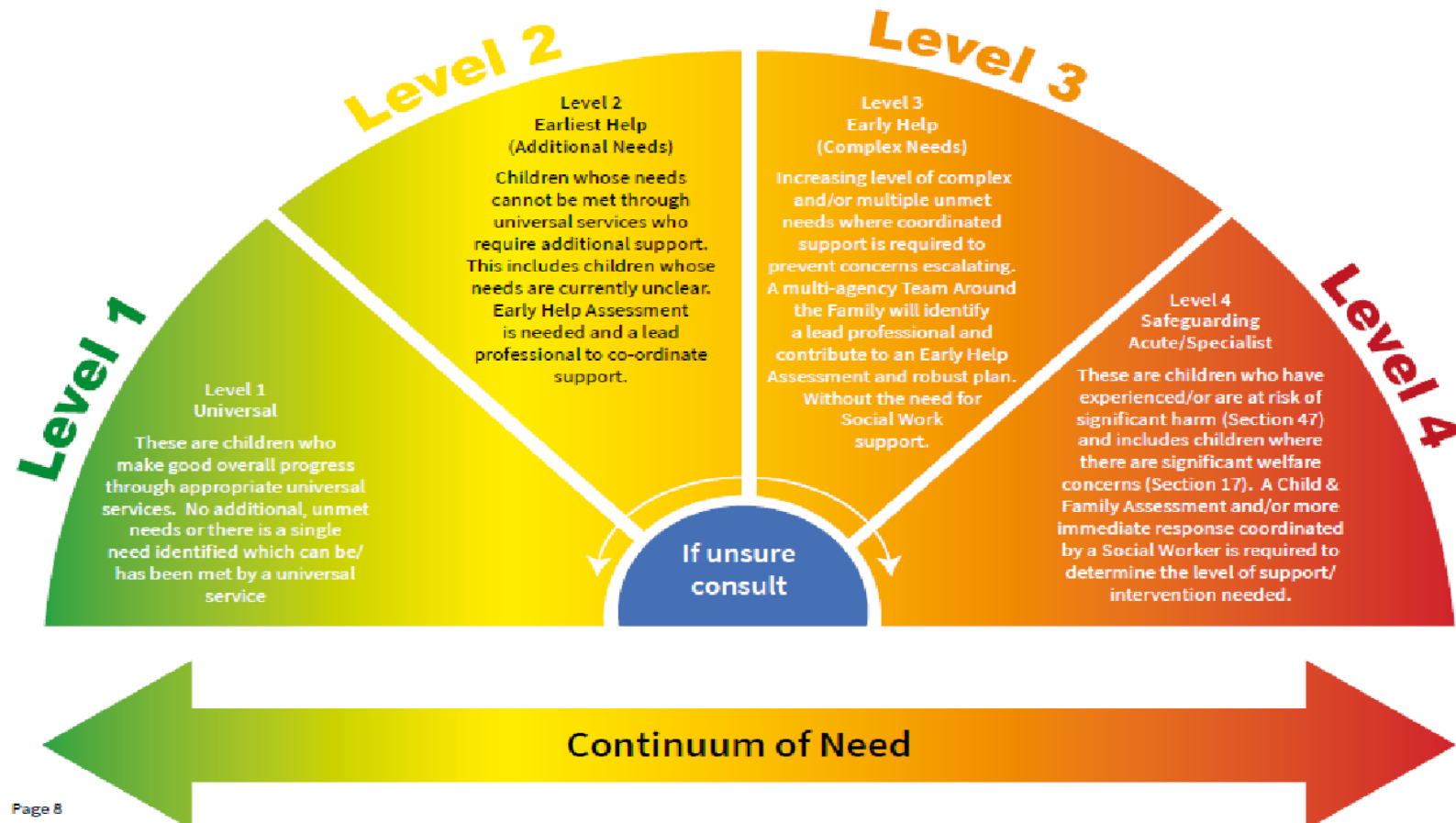
<b>Code</b>	<b>Definition</b>	<b>Scenario</b>
<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>Y</b>	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or student is in custody
<b>Z</b>	Student not on admission register	Register set up but student has not yet joined the school
<b>#</b>	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day



## Appendix 2: Threshold of Need

Please note that Universal Services are available to families at any stage on the Continuum of Need Framework and that successful partnership working is facilitated by effective information sharing and transparent communication.

The model on this page is known as the 'windscreen' and provides a visual explanation of the Continuum of Need.



### Appendix 3: Addressing Attendance Barriers

**EXPECT – High standards of attendance for all. Building a culture where all children can and want to be in school.**

**MONITOR** Initial Concern is highlighted through data or communication with parents. Track and monitor patterns of absence including vulnerable cohorts to narrow the gap

**LISTEN AND UNDERSTAND Voice of Child/Parent.** Meeting with the pastoral team and parents to outline concerns. Reasonable adjustments to be made to try to resolve the problem easily and quickly.

#### EBSA/SEMH

##### School level Intervention L1

AC Intervention – Appendix  
Voice of child – Signs of Safety  
Daily Check In  
Communication with staff  
TATC  
Adaptions to timetable  
Regular KIT with parents  
MHST  
EBSA Resources - Appendix  
RESET Room  
Young Minds NSPCC (resource)

#### SEND

##### School level Intervention L1

Discussion with SENCO/Assistant SENCO  
Consider Pre-send register  
Assess through QFT  
Voice of child  
Understand barriers  
Make reasonable adjustment  
Gather pupil/parent voice  
Internal TAC  
Gather baseline assessments  
Internal referrals  
AS/SEND/RESET  
Implement plan of support  
Consider EHCP/Review

#### CLA

##### School level Intervention L1

Partnership Working  
PEP plan  
Additional Funding  
Consideration PGO/PM support  
Extra Tuition  
External agency support  
SENCO support  
Adaptions to timetable  
Home Visits  
CLA review  
Voice of the child

#### Home Circumstances

##### School level Intervention L1

Sign post parents – appendix  
Young Carers referral  
Signpost YP - Online support  
Free bus pass/Food Vouchers  
Home visits/support  
Adaptions to timetable  
Voice of the child/family  
Partnership working  
Citizens advice  
Talk, Listen, Change referral  
Family Transition Parenting  
Wigan wellbeing & Resilience (housing)

#### Medical

##### School level Intervention L1

NHS Guidance on absence  
School Nurse drop in  
Liaise with medical professional  
Medication on site  
Adaptions to timetable  
Time out Pass  
Safe place in school  
Voice of Child  
Reasonable Adjustments  
Time out pass.  
Access RESET room

**FACILITATE SUPPORT – Removing the barriers and help pupils and parent access the support they need to overcome the barriers. Framework of support – Multi-Agency approach. Early Help Referral/CIN/CP**

##### School level Intervention L2

Graduated approach  
Engagement Centre  
Alternative Provision  
Add to SEND Register  
Learning Plan (SEND)  
CAMHS referral

##### School level Intervention L2

Consider adding to SEND reg  
Discuss in RDP meeting  
Advice from external agency  
EP/TESS/SALT support  
Big Picture meeting/EH  
Specialist Teacher assess  
Consider EHCP request  
Blended offer  
Alternative Provisions

##### School level Intervention L2

Extra Tuition  
Virtual School Support  
Alternative Provision  
Psychological Assessments  
BASE (ASC)  
CSC/Social worker support  
PEP Reviews  
CLA reviews

##### School level Intervention L2

EH drop in  
School based EH L 2 or 3  
Or refer Startwell/CSC  
CSE/CCE referral  
STEER/TYSS  
We are with you referral  
Community Resilience ref  
Wigan Family Welfare  
Aspiration Centre

##### School level Intervention L2

Health Care Plan  
Specialist Training of staff  
RTT  
Three Towers provision  
Specialist Nurse involvement  
Asthma/Epilepsy/Diabetes etc  
Involve Primary Health Care sector in meetings

**FORMALISED SUPPORT – Where absence persist and support not being engaged with, partners should work together to explain the consequences clearly and ensure support is in place so that families can respond**

**ENFORCE – Where support is not working or being engaged with, enforce attendance through statutory intervention or prosecution (case by case discussion with LA)**

Consider levels of engagement from parents/carers

Cycle of Assessment - Assess/plan/do /Review

**CHILDREN MISSING EDUCATION REFERRAL & CHECKLIST**  
**June 2022 v5**

As outlined in the statutory guidance for Local Authorities 'Children Missing from Education' are children of compulsory school age who are not a registered pupil at a school or are not receiving suitable education other if they are not registered at a school.

Where a pupil has not returned to school for ten days without authorisation the school and the local authority have a responsibility to jointly make reasonable enquiries to establish the whereabouts of the child. The appropriate completion of this checklist ensures that the Local Authority and school have fulfilled this responsibility.

It is school's responsibility to follow up all unexplained and unexpected absences in a timely manner and every effort should be made to establish the reason for a pupil's absence. If you require advice and guidance, please contact the Children Missing Education inbox [CME@wigan.gov.uk](mailto:CME@wigan.gov.uk). Where there are concerns in relation to safeguarding or child protection issues contact the Children First Partnership Hub on 01942 828300.

It is important that one checklist is completed for each child within the family, please do not include all children on one.

During the first 10 days of absence (reason unknown), school must complete this referral form and checklist. Once completed if the child's whereabouts remains unknown, please make a referral to the Children Missing Education [CME@wigan.gov.uk](mailto:CME@wigan.gov.uk) within 5 days or earlier if all checks have been completed.

**At any point if you feel a child is at risk of significant harm, FGM, human trafficking or sexual exploitation refer immediately to social care please contact 01942 828300**

Please note that if the child is residing or located in the Wigan Borough, they are not a CME and should not be removed from school roll. Policies in relation to school attendance should be followed in these cases.

**CHILD'S INFORMATION:**

Child's Name:		DOB:
Child's Address:		
Previous Address: (if known)		
School:		
Parent/carer's names:		
Parent/carer's address:		
Contact names & numbers: (include emergency)		
Any known siblings & school:		
Reason for CME checks:		
Any other agencies involved:		
Known vulnerability/risk factors Do you feel this child is at risk of harm or neglect <b>Y/N</b> please provide detail:		
Is this child Gypsy Roma Traveller? <b>Y/N</b>		
Is this child parents service personnel? <b>Y/N</b>		
Has this child had any Missing from home episodes? <b>Y/N</b>		
Is this child known to the Youth Justice System? <b>Y/N</b>		
Does this child have any SEN/learning needs? <b>Y/N</b>		
Are there any other vulnerabilities you are aware of? Please provide detail;		
Date:		

**All boxes must be completed, of not relevant please enter N/A**

CHECKLIST:

Name of Member of staff completing form			
School checklist	Dates/ Times	Outcomes	Name
<p>School to attempt to contact parent on first day of absence.</p> <p>This includes Truancy Call, First Day calling, Text, Email, all emergency contacts. Please detail all contact methods - whether a message was left, if the phone is working, is there an international dialling tone.</p>			
<p>School to check possible whereabouts with staff and pupils?</p> <p>This should include checking with family friends, all staff members, the child's friends, social media Contact all emergency contact numbers you hold in school.</p>			
<p>Visit to address(es) by school.</p> <p>Leave card if no answer Does the property look empty? Is someone at home but not answering the door? NB if school policy does not permit home visit a police welfare check to be requested</p>			
<p>Contact made with involved agencies within 5 working days (Social Care, EMAS team, School Nurse etc)</p>			
<p>Contact made with agencies to understand when they last had contact/saw the child (no consent needed)</p> <ul style="list-style-type: none"> <li>- Social care</li> <li>- school nurse (when did health have any contact with the child)</li> </ul>			
<p>School to contact the new school or Local Authority the child is believed to have moved to? What were the outcomes? <a href="https://www.gov.uk/find-local-council">https://www.gov.uk/find-local-council</a></p>			
<p>NB – Has the child been seen? State when &amp; by whom If not seen, what further action has been taken? (Refer to CME Policy Doc for advice)</p>			

**ALL BOXES MUST BE COMPLETED, IF NOT RELEVANT PLEASE ENTER N/A**

Please submit this referral to  
[CME@wigan.gov.uk](mailto:CME@wigan.gov.uk)