

# Appendices

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## **APPENDIX 1**

### **School Organisation**

In order for the Attendance Policy to be successful, every member of the staff must make attendance a high priority and should convey to pupils the importance and value of education.

In addition, there may be specific responsibilities allocated to individual staff such as the following:

#### **Governors:**

- Governor(s) are given a specific role/interest in monitoring attendance and/or policies.
- Governors play a valuable role through representation at school attendance panels, parents and carers' evenings, etc.
- Request regular attendance progress reports for Governors 'Meetings.

#### **Headteacher in collaboration with Attendance Lead/Officer:**

- Oversee and demonstrate ownership of the whole policy.
- Regularly report progress on attendance to governors, pupils and parents.
- Set challenging but achievable targets to reduce levels of absence.
- Liaise with the Local Authority

#### **Attendance Lead/Officer to:**

- Monitor pupil attendance on a weekly basis and all pupils' attendance on a termly basis.
- Respond to concerns raised by staff.
- Initiate phone calls to parents and arrange School Attendance Panel meetings.
- Liaise with the Local Authority
- Co-ordinate attendance reward systems
- Ensure staff are kept up to date with the latest guidance.

#### **Class Teacher to:**

- To complete registers accurately (indicating all absences on absence sheet) and on time. Registers are then to be returned to the school office by 9.10am (AM session) and within 15 minutes of the start of the PM session.
- To challenge suspicious or inappropriate reasons for absence and inform the Attendance Lead/Attendance Officer/Safeguarding Person immediately of any serious concerns.
- To have a classroom reward system
- To inform staff involved with overseeing attendance.

#### **Office Staff to:**

School administrative staff can play a vital role in supporting the school's attendance and absence management strategies.

- To input attendance data onto the Integris system using the correct codes as recommended.
- Produce updates from weekly registers and weekly % information.
- To keep all evidence of absence on the register system and written evidence to be filed.
- Maintain a book that includes late attendance. The 'L' code to be used for arrivals between 9.10am and 9.20am. The 'L' code denotes a present mark. Late 'U' code to be used for arrivals after 9.20am where no other code is appropriate. The 'U' code denotes an unauthorised absence.
- Follow up immediately any unexplained absence by contacting parents and carers. Staff to ring if the pupil has not arrived by 9.30am after the register has been returned to the office.
- To challenge suspicious or inappropriate reasons for absence and inform the Attendance Lead//Headteacher (Safeguarding Person) immediately of any serious concerns and then inform relevant person if there is no response to attempted contact.
- Send letters out to request that reasons for absence are provided.
- Send our letters to parents and carers at the request of the Attendance Lead/Headteacher.

### **Administration: 'School Attendance'**

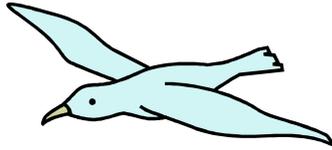
[www.gov.uk/government/publications/school-attendance](http://www.gov.uk/government/publications/school-attendance)

Schools must ensure that the policy complies with the Race Relations Amendment Act (2000) and the Human Rights Act (1968). This means providing information that is accessible and understanding to parents, including translation and interpretation. This is particularly important for parents new to the country that may not be aware of the importance of school attendance and of the law relating to school attendance. Lack of knowledge or understanding may result in lower school attendance rates for some ethnic groups. Schools should analyse their data, and that provided by the Local Authority, to determine whether particular groups may be disadvantaged and require specifically targeted support.

### **Publication of Attendance Data in School Prospectuses and Annual Reports**

All children on a school roll, including those above and below statutory school age, may be included as statistics in the school prospectus.

The prospectus should make reference to the school's Attendance Policy and point the reader to the most recent performance data which could include attendance. This could be either contained within the document or reference made to the performance tables website.



**SUTTON ON SEA CP SCHOOL  
ABSENCE FROM SCHOOL LETTER TO PARENTS – APPENDIX 2**

**Date**

**Dear Parent/Guardian**

**I notice from the class register that your child/children has recently been absent from school. We do not appear to have received notification for the reason, either by note or by telephone. I would be grateful if you would complete the reply slip giving the reason for absence and return this immediately. If we do not receive notification for the reason for absence, it will be recorded as ‘unauthorised’ in the register.**

**I hope that I can look forward to your co-operation in notifying us of the reasons for any future absences as soon as possible. Thank you in advance for this.**

**Yours sincerely**

**A HOWELLS  
Attendance Officer**

.....

**Child’s Name..... Class:.....**

**Child’s Name..... Class:.....**

**Child’s Name..... Class:.....**

**Date(s) of absence from school.....**

.....

**Reason for absence.....**

.....

.....

**Signed.....Parent/guardian**

**Date.....**

# **Children Missing Education Policy and Practice**

## **Children’s Services**

**September 2014**

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## **1.0 Introduction**

- 1.1 Lincolnshire County Council is committed to ensuring every child and young person in the county has the opportunity to grow up in a safe community.
- 1.2 The County Council is responsible for improving outcomes for children and young people living in Lincolnshire. It aims to meet this responsibility by enabling and encouraging children to attend and enjoy school, achieve their potential and be in a good position to make a positive contribution to the society in which we live.
- 1.3 Lincolnshire County Council is concerned about any child missing education not only in the way that it impacts on the individual's potential attainment but also in relation to their safety and welfare.
- 1.4 The purpose of the Children Missing Education (CME) Policy is to ensure that children and young people missing education are re-engaged in appropriate education provision in the shortest possible time, with lasting success and that 'no child slips through the net'.

## **2.0 Legal Context**

- 2.1 The Children Act 2004 placed a duty on all agencies to work together to promote the welfare of children and share information.
- 2.2 The Education and Inspections Act 2006 placed a new duty on all Local Authorities in England and Wales for them to make arrangements to identify children missing education in their area. The duty applies to all children of compulsory school age who are not on a school role and are not receiving a suitable education.
- 2.3 A child missing education is not necessarily 'missing' i.e. a runaway. There are different procedures for dealing with a child who goes missing. Unless further information comes to light whilst investigating a child missing education, the child is deemed to be in the care of their family and is considered only as a child who is not in an educational provision. Further investigations may result in identifying the child as vulnerable if there are additional concerns for the family and the location of the family is unknown. In these situations, the process will link with the missing person protocol.

## **3.0 Purpose of the CME Policy**

- 3.1 The purpose of the CME Policy is to establish a set of principles which all schools, services and partner organisations can sign up to in order to ensure children and young people living in Lincolnshire are safely on roll of a school, placed on alternative educational programmes or electively home educated at the request of parents.
- 3.2 The CME Policy has been designed to help the council meet its statutory duties in relation to the provision and the safeguarding and welfare of children. It does not replace any of the current child protection procedures, existing safeguarding procedures and therefore this policy should be read in conjunction with existing safeguarding and child protection policies and procedures.

## **4.0 Aim of the policy**

4.1 This policy is intended to inform local authority officers, schools, governing bodies and other agencies of the procedure and practice to be followed in order to track, monitor and maintain contact with children missing from education and those at risk of going missing from education.

4.2 The policy will:

- Inform schools, services and partner agencies about their role in assisting the local authority in identifying children missing education
- Raise awareness of the notification process
- Explain how children will be tracked and monitored until they are re-engaged in education
- Explain the mechanism available to access appropriate education provision
- Provide clarity to stakeholders on how children can be tracked across boundaries when a child moves to another Local Authority area.

## **5.0 Definition of Children Missing Education**

5.1 For the purpose of this document a child missing education is defined as:

*Any child of compulsory school age (5-16) who is not on a school roll, nor being educated otherwise (e.g. at home, privately, or in alternative provision) and who has been out of any education provision for a substantial period of time (practice nationally is four weeks)*

5.2 The process of looking for children who are absent from school and their whereabouts is unknown starts as soon as the school has sufficient evidence to confirm this.

## **6.0 Definition of Children at Risk of Missing Education**

6.1 Children and young people with poor school attendance are often the most vulnerable and are more likely to become children missing from education.

6.2 It is the responsibility of the school/education provision to ensure a child attends school once they are on the school roll. A child is not considered to be a CME whilst the school have knowledge that the child remains in the area and their school remains the nearest available. Where non-attendance is raised by the school, they are encouraged to manage this either in house or through external agencies.

6.3 For the purpose of this document (agreed locally) a Child at Risk of Missing Education is defined as:

6.4 Any child of compulsory school age (5-16) who is on roll of a school but has less than 50% attendance in a school term

6.5 Any child of compulsory school age (5-16) who is subject to a modified/reduced timetable for more than one school term

- 6.6 Where a child is at risk of missing education, the local authority may notify the school or academy that this child has been brought to their attention. The local authority will request evidence of attendance and seek confirmation that the case is being managed.
- 6.7 Children on <25 hours' education are reported on a monthly basis via Children Services Performance Data. This information is recorded through:  
<https://lccdataexchange.lincolnshire.gov.uk/less-than-25-hourseducation/2237.article>
- 6.8 Schools are required to input details of any child who is in receipt of <25 hours. For any child who is on a reduced timetable without an assessment, contact will be made with the school to look at what support can be offered.

## **7.0 Why children go missing from education**

7.1 Children and young people can go missing from school or agreed education provision, for a wide variety of reasons. Their personal circumstances or those of their families may contribute to the withdrawal process. Children can go missing when there is no systematic process in place to identify them and ensure they re-engage with appropriate provision.

7.2 The most common reasons why children miss education include:

- Failing to register at school at age 5
- Failing to make successful transition from infant to junior and primary to secondary
- Cease to attend, due to exclusion (formal/illegal withdrawal)
- Mid-year transfer of school
- Unable to find a school place after moving into the Local Authority
- Victims of bullying
- Frequent moves of house including periods of homelessness or periods in a refuge
- Transience/ family mobility
- Family breakdown
- Frequent absence leading to low attendance (especially Yr 10 and Yr 11)
- Disaffection resulting in parents withdrawing the pupil or 'being asked to leave'
- Involvement in youth offending

7.3 Certain vulnerable groups are more likely to be affected by the factors listed in 7.2; these are

- Young people who have committed offences
- Children living in women's refuges
- Children of troubled families i.e. suffering bereavement, trauma, domestic violence, homelessness etc.
- Young runaways
- Children with special educational needs
- Refugee and asylum seeking children
- Travelling families
- Looked after children
- Teenage parenthood
- Children with mental health
- Young carers
- Children who are permanently excluded from school
- Young people being forced into marriage
- Children involved in substance misuse