



Silverdale Primary Academy

ATTENDANCE POLICY

Attendance Policy

Introduction

Here at Silverdale Primary Academy, we believe it is of vital importance that our pupils have good attendance at school. This is a successful Academy, and all pupils play their part in making it so. We aim for a safe environment which enables and encourages all members of the community to be proud to belong and to achieve of their best. We are committed to working together to ensure our pupils to gain the greatest benefit from their education. For this to happen it is vital that they attend regularly and should be at Silverdale Primary Academy, on time, every day the Academy is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly, and this policy sets out how together we will achieve this.

Regular attendance at school is of critical importance to a child's education. Evidence tells us that the pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment¹. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. A child's absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. Ensuring your child's regular attendance at Silverdale Primary Academy is your legal responsibility and permitting absence from Silverdale Primary Academy without a good reason creates an offence in law and may result in prosecution.

Aims

An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. To ensure all leaders, staff, pupils, and parents understand these expectations, and how they apply at Silverdale Primary Academy this policy sets out:

- Section 1: the practical procedures to be followed at Silverdale Primary Academy in relation to attendance
- Section 2: the measures in place at Silverdale Primary Academy to promote regular attendance by its registered pupils
- Section 3: the responsibilities of particular members of staff in relation to attendance
- Section 4: the action to be taken by staff if a registered pupil fails to attend school regularly
- Section 5: the school's strategy for addressing any specific concerns identified in relation to attendance such as Child Missing in education

Section 1: Practical Procedures

This section sets out the practical procedures to be followed at Silverdale Primary Academy in relation to attendance are as follows:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence.
- Information and contact details of the school staff who parents should contact about attendance on a day-to-day basis and for more detailed support on attendance

¹ [Working together to improve school attendance](#)

- The school's day to day processes for managing attendance

There are clear links from this policy to our safeguarding and child protection duties as set out KCSIE.

The Admissions Register (or "school roll")

1. As a school, we are responsible for keeping the Admissions Register up to date. This contains specific personal details of every pupil along with the date of admission or readmission to the school, information regarding parents and carers, and details of the last school attended.
2. We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such number, so that we have options to make contact with a responsible adult should the need arise.
3. A pupil's name can only be lawfully deleted from the admissions register in very limited circumstances.

The Attendance Register

4. The register will be taken at the start of each morning session of each school day and once during the afternoon session. On each occasion, the school will record whether every pupil is present, attending an approved educational activity, absent, or unable to attend due to exceptional circumstances.
5. These records will be kept electronically to ensure accuracy and the timely sharing and analysis of information – all of which is critical to ensure good attendance.

Punctuality and Regular Attendance

6. The School opens from 8.45am and the school day officially starts at 8.55am. The school day finishes at 3.15pm for Early Years, 3.20pm for Year 1 and Year 2, and 3.25pm for Year 3, 4 5 &

Lateness

7. Morning register is taken at 8.55am. Pupils arriving after the register has been taken but before 9.15am are recorded as late, a Code L
8. Registration closes at 9.15am. Pupils arriving to school after this time are late and this recorded as an unauthorised absence unless there is an acceptable reason for arriving after the close of registration- recorded as code U
9. The afternoon register is taken at 12.45pm for Year 1, 2 & 3 and at 1pm in Early Years, Year 4, 5 & 6 as per lunch time arrangements.
10. If lateness is a cause for concern, the following procedures will be followed;
 - Parents will receive a letter informing them of the concern
 - If there is no or little improvement, The Education Welfare Officer (EWO) from VIP Education will contact the parents to further discuss and offer support and advice to improve punctuality
 - If still no improvement, the parent and pupil, where appropriate, will be invited to a meeting with the Education Welfare Officer and school, to discuss the reasons for lateness

and to offer support. Referrals to wider support services may be offered where needed. The discussion held will be documented by the EWO and an action plan will be devised with the support the parents and the pupil during the meeting, with a review date set.

- If no improvement is evident after the meeting has taken place, the school may follow Staffordshire Local Authority Code of Conduct for issuing penalty notices for persistent lateness.

Absence

11. Parents² must contact the school when their child is absent to explain that absence prior to 9.30am. This can be done by phoning 01782 973780 or reporting directly to the school office. Should the school not answer the phone please leave a message including the following details:
 - full name of pupil;
 - pupil's Year group or Form;
 - Full name of person reporting absence and relation to child;
 - Reason for absence.
12. Where a reason for the absence is not received by 9.30am on the day of the absence, the school will contact the parents before 10am to understand the reason for the absence. Primarily this is to ensure that the parent is aware their child is not in school enabling the parent, where necessary, to determine that their child is safe. We may text parents to identify why their child is not in school. This is part of the school's commitment to safeguard our children. If contact cannot be made with the Parent, VIP Education may be asked to carry out a home visit to establish the welfare of the child.
13. Where further unexplained absences occur, the school will make further contact with the parent (including foster parents and/ or social workers where appropriate). This should be with the aim of understanding **why** the absence has occurred, and **when** the pupil will return.
14. The school may also ask the Education Welfare Officer from VIP Education to establish contact either by telephone, text message or through a home visit. If a reason is still not known after 5 school days, the absence will be unauthorised, by which point the school would be following the Safeguarding Policy.
15. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained.


If the authenticity of illness is in doubt, schools can record the absence as **unauthorised absence** (Code O) but should advise parents of the school's intention. Schools can request parents to provide medical evidence to support absence on the grounds of illness.

16. Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted it is for the Headteacher to determine the length of the time the pupil can be away from school. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. To request a leave of absence please follow the procedures below:
 - Go directly to the school office to ask for a '**Request for Withdrawal from Learning**' form
 - Complete the form at least one week prior to the absence

² Throughout this document, the terms 'parent' and 'parents' are interchangeable and apply equally to 'parents and carers' and includes foster parents and social workers where relevant.

- Write as much information as possible regarding the request for the withdrawal
- Add copies of any evidence that you may have to support your request
- Return the request to school
- Where a child does not reside with both parents, it is the responsibility of the parent making the request to inform the other parent. The school will send a letter to the parent making the request informing them if the absence will be authorised or unauthorised.
- If a request for leave has not been received and we have reason to believe a pupil is on holiday, a letter will be sent to parents highlighting a 'suspected holiday unauthorised absence'. This subsequently may be recorded as unauthorised, and a penalty notice request sent to the Local Authority.

Silverdale Primary School follows Staffordshire's Local Authority Protocol in relation to requests for 'Leave of Absence' from school during term time.



Holiday Penalty Notice Request (PNR) Guidance 2022

A penalty notice can be issued for as little as 1 days unauthorised absence but must be coded as a "G" on the attendance register.

The child must return to school and have an attendance mark before we can process the penalty notice request. If this occurs at the end of a term or academic year then it will need to be submitted the following term when the child returns.

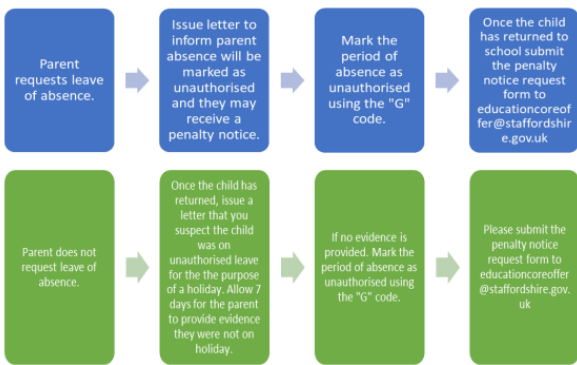
There are no specific exceptional circumstances that the LA go by to authorise a holiday. It is at the headteachers discretion, examples of exceptional circumstances may include; terminal illness of child or parent, a parent who has just completed a tour in the armed forces or a funeral of a close relative.

Best Practice Advice

- Keep a log of correspondence with parents regarding unauthorised leaves of absence. This includes phone calls, voicemails, emails etc.
- Respond to the request for leave within 7 days or in the case of a suspected holiday as soon as possible after the child returns.
- Name and address correspondence to both parents. *E.g. Mr John Smith and Mrs Rebecca Smith.* (Even if emailed).
- Only name parents on the PNR you wish us to issue the PNR to (for separated families, this may be only the parent who went on the holiday).
- You must give parents full names on the PNR form.
- PNR's need to be submitted separately even in the case of siblings to maintain GDPR during our administrative procedures.
- All paperwork needs to be sent to:
educationcoreoffer@staffordshire.gov.uk

Checklist for submission:

- ◊ Completed PNR form.
- ◊ Signed attendance certificate showing G codes for period of holiday and return to school mark. (If your school share attendance data with us this is not required initially).
- ◊ Parental holiday request (If submitted).
- ◊ Schools letter notifying parent that leave will be marked as unauthorised and a penalty notice may be issued.



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graph TD
    A[Parent requests leave of absence.] --> B[Issue letter to inform parent absence will be marked as unauthorised and they may receive a penalty notice.]
    B --> C[Mark the period of absence as unauthorised using the "G" code.]
    C --> D[Once the child has returned to school submit the penalty notice request form to educationcoreoffer@staffordshire.gov.uk]
    E[Parent does not request leave of absence.] --> F[Once the child has returned, issue a letter that you suspect the child was on unauthorised leave for the purpose of a holiday. Allow 7 days for the parent to provide evidence they were not on holiday.]
    F --> G[If no evidence is provided. Mark the period of absence as unauthorised using the "G" code.]
    G --> H[Please submit the penalty notice request form to educationcoreoffer@staffordshire.gov.uk]
  
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Section 2: Promoting Regular Attendance

This section sets out the measures in place at Silverdale Primary Academy to **promote** regular attendance by its registered pupils.

- How the school is **promoting** and **incentivising** good attendance.
- The school's strategy for using **data** to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for **reducing persistent and severe absence**, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority

- The point at which **Fixed Penalty Notices** for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful, or not engaged with.

Promoting and incentivising

17. The School will:

- a) Treat all pupils and parents with dignity. Our staff will always seek to model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance.
- b) Regularly inform parents about their child's attendance and absence levels. Key information regarding lateness, illness and absence is given to parents through the website and provided through letters. This highlights the importance of being at school on time and notifying the school if their child is absent for any reason. Parents are encouraged to share any worries their child might have in school and to work in partnership with the school to address any issues or concerns.
- c) Distribute attendance letters. Parents receive a letter indicating their child's attendance for each term together with their attendance record.
- d) Give celebration certificates should a pupil's attendance improve dramatically following attendance clinics and by parents adhering to a specific action plan, this will be recognised in assembly and celebrated with the pupil.
- e) Hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- f) Identify pupils who need support from wider partners as quickly as possible and the necessary referrals are made.
- g) Make necessary statutory data returns to the local authority.
- h) Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

Data Strategy

18. The School understands that as poor attendance is habitual, prevention and early detection is crucial. We will therefore undertake regular data analysis to:

- both identify and provide immediate additional support to pupils and/ or pupil cohorts that need it;
- look at historic and emerging patterns across the school and develop strategies to address them.

19. The School will typically carry out the following analysis:

- a) Monitoring and analysing weekly attendance (including punctuality) patterns and trends, including whether there are particular issues for some children on certain days;
- b) Half-termly, termly and full-year data analysis of patterns and trends, including analysis of pupils and cohorts, identifying patterns in use of certain codes, days where attendance is typically poor and where appropriate which subjects are taught on the days of absence
- c) Benchmarking attendance data (at whole school, year group and cohort level) against Trust-level, local, regional and national data.

20. We will use this analysis to identify pupils who need support so that we can focus staff efforts on developing targeted actions for those pupils and to identify any common themes to support improvement planning. We will use the data to inform us regarding the impact of school-wide attendance efforts, including any specific strategies implemented, to evaluate approaches or inform action. We will also provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to school leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

Absence reduction strategy

21. Silverdale Primary Academy buy into a Service Level Agreement with VIP Education. They are an Independent Education Welfare Company who work with the school to raise attendance and deal with welfare matters. They visit the school to monitor attendance and provide welfare support fortnightly. Pupil's attendance will be tracked and may be shared with VIP Education if it becomes a cause for concern. We will communicate with you if this happens, initially by sending letters and subsequent home visits and attendance clinics if needed.

VIP Education are GDPR compliant and will not share personal data with any third party. Individual action plans may be drawn up between the school and the parent/carer and pupil to support improvements.

Where there appears to be a particular problem with attendance, the following procedures are applied.

- A letter is sent to parents informing them of a decline in school attendance and the need for this to improve due to the impact on their child's education.
 - If school attendance continues to decline, a further concern letter is sent to parents.
 - If no improvement seen, parents and pupils where appropriate will be invited into a meeting with the EWO to discuss the concerns and to offer support around any possible barriers or problems at home or at school which may be contributing to low attendance.
 - Referrals to wider support services may be offered where appropriate.
 - The discussion held will be documented by the EWO and an action plan to improve school attendance will be devised during the meeting and a review date set if needed.
 - If school attendance does not improve, the school may follow the Staffordshire Local Authority's Code of Conduct for issuing penalty notices for pupils with persistent absence.
22. We will devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher-than-average absence or for specific groups of pupils.
23. Data and reports will be shared with the Local Governing Body.
24. As part of promoting regular attendance the school will consider the issuing of Fixed Penalty Notices (see paragraph 38).

Pupils with medical conditions or special educational needs and disabilities

25. Schools have the responsibility to decide whether an absence can be authorised on medical grounds. If the school has concerns about the level of medical absence that a pupil has incurred, they will contact the parents to discuss this further. It may be that health professionals are involved and if so, school may be required to devise a medical care plan to support the pupil in school.
26. Parents will subsequently be asked to provide evidence of this medical treatment and/or copies of prescribed medication. If the school do not receive the medical evidence, in some cases, the absences may be unauthorised.
27. We expect parents to make medical and dental appointments for their children before or after school or during the school holidays whenever possible. If this is not possible, confirmation of the appointment will be required prior to authorising the absence and an (M) code used on the register to record when the child has attended the appointment.
28. Children are expected to attend school prior to the appointment and parents are expected to return their children to school following the appointment.
29. The School recognises that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.
 - a) That said, in working with their parents to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This will include: Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.
 - b) Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
 - c) Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, the school will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see the School's SEN policy for further details on SEN support.
 - d) Establishing strategies for removing the in-school barriers pupils may face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
 - e) Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance, recognising that such arrangements can be for a limited time only.
 - f) Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

30. Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see the School's policy on supporting pupils with medical conditions at school for further information.
31. In all cases, the school will be sensitive and avoid stigmatising pupils and parents; and talk to pupils and parents and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

Part-time timetables

32. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Please note that a part-time cannot be used as a reasonable adjustment for SEND, unless this is on a temporary basis and as advised by an external agency e.g., Educational Psychologist.
33. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend fulltime, either at school or alternative provision. Formal arrangements will also be put in place for regularly reviewing it (minimum monthly) with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore will treat such absence as authorised. We will of course consider how best to support learning when a child is working on a part time timetable.

Elective Home Education

34. If school receives written notification from parents that they wish to home educate their child, school will contact the parent and discuss their reasons in more detail, offering support to deal with any issues raised. If after this time the parent still wishes to home educate their child, the school will inform the Local Authority of the decision to remove the child's name from the admissions register.
35. Whilst school will not seek to prevent parents from choosing to home educate their child, neither will they seek to encourage them to do this – particularly as a way of avoiding exclusion or due to a poor attendance record. Prior to deciding to home educate, parents are requested to contact Staffordshire Local Authority Elective Home Education department.

Section 3: Particular Responsibilities

This section outlines responsibilities of particular members of staff in relation to attendance.

- The senior leader responsible for the strategic approach to attendance in school is the Headteacher and the Family Liaison Officer
- Responsibility for identifying unexplained absences on "day 1" will fall to the Clerical Assistant and Family Liaison Officer

- Responsibility for identifying further unexplained absences will fall to The Family Liaison Officer
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis is Miss Barlow, Family Liaison Officer on 01782 973780
- More detailed support on attendance can be requested from the school office

Section 4: Specific Action for Failure to Attend Regularly

This section sets out the action to be taken by staff if a registered pupil fails to attend the school regularly.

36. Where a pupil or family needs support with attendance, it is important that the best placed person in the school works with and supports the family. Wherever possible, we will keep this person consistent.

37. Where a pattern of absence is at risk of becoming, or becomes, problematic the school will draw on these relationships and listen to and understand the barriers to attendance the pupil or family is experiencing. In doing so, the school will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support.

38. In the first instance, the school will support pupils and parents by working together to address any in-school barriers to attendance.

39. Where barriers are outside of the school's control, we endeavour to work together with all partners to support pupils and parents to access any support they may need. As a minimum, this will include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school, agreeing actions or interventions to address them and keeping those actions under regular review in discussion with pupils and families. This may include referrals to services and organisations that can provide support, such as Early Help. Where absence intensifies, so will the support provided, which will require us to work in tandem with the local authority and other relevant partners, as follows:
 - If the needs and barriers are individual to the pupil this may include provision of emotional coaching or where appropriate an education, health and care plan or alternative provision.
 - Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.
 - Where engagement in support is proving challenging, the school will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the school's point of contact in the local authority School Attendance Support Team. The aim of these meetings will be to clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.
 - Where voluntary support has not been effective and/or has not been engaged with the school will work with the local authority to:
 - Put formal support in place in the form of a parenting contract or an education supervision order.

- Intensify support through statutory children’s social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents’ behaviour.
- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

Parents may be prosecuted if a child does not attend school regularly and punctually. This is in accordance with the 1996 Education Act, Section 444 or 444 (1A). It aims to ensure that parents carry out their duty to secure suitable education for their children.

Penalty Notices may be considered appropriate if one of the following criteria is met:

- There is unauthorised persistent absence. “Persistent” means at least 20 sessions of unauthorised absence over a period of twelve school weeks, excluding holidays. These absences do not need to be consecutive.
- There is unauthorised persistent absence. “Persistent Absence” is less than 90%
- There is a period of absence not authorised by the head teacher or in excess of the period authorised by the head teacher. (e.g., family holiday)
- Persistent late arrival to school, i.e., after the register has closed. “Persistent” means at least 10 sessions of unauthorised late arrival over a period of 12 school weeks, excluding holidays. These late episodes do not need to be consecutive.
- The presence of an excluded child in a public place at any time during school hours in that child’s first five days of exclusion. An “excluded child” is one who has been excluded from school for a given period under the Education and Inspections Act 2006.
- A Penalty Notice will not be issued in respect of children in the care of the Local Authority with whom other interventions will be used.
- One session is equivalent to half a day in school.

40. In all cases, the school will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, the school will work together with all parties to identify the reasons why and either adjust or change the approach.

41. Penalty Notices may also be issued for leave of absence (holiday) in term time

- Any period of unauthorised leave may result in you as a parent receiving a penalty notice fine. The headteacher will continue to be the only person able to authorise leave in term time, but this will apply only in exceptional circumstances. Any unauthorised absence will be referred by the head teacher to Staffordshire Local Authority.
- As a school we are obliged to inform you that you may be subject to a Penalty Notice if your child’s absence from school is unauthorised. This is in line with Staffordshire County Councils Code of Conduct.

The Penalty Notice fine would be:-

- £60 per parent, per child if paid within 21 days, rising to £120 per parent, per child if paid between 21-28 days. If the fine is not paid within 28 days, you may be prosecuted under S444.1 of the Education Act 1996.

- If prosecution does takes place, the maximum fine is £1,000 per parent, per child. This reflects the seriousness of unauthorised absence from school.

| Missed number of days | Missed number of sessions | Missed number of weeks | Missed number of lessons |
|-----------------------|---------------------------|------------------------|--------------------------|
| 1 | 2 | 0 | 5 |
| 3 | 6 | 0.5 | 15 |
| 5 | 10 | 1 | 25 |
| 7.5 | 15 | 1.5 | 35 |
| 10 | 20 | 2 | 50 |
| 12.5 | 25 | 2.5 | 65 |
| 15 | 30 | 3 | 75 |
| 17.5 | 35 | 3.5 | 90 |

Section 5: The school’s strategy for addressing any specific concerns identified

42. Schools have a duty by law to refer any absence of 20 days or more to Staffordshire Local Authority, Children Missing in Education department (CME) where they have been unable to establish contact with the parent/pupil or have general concerns about the absence.
43. To avoid any referrals, parents are requested to inform the school if they are moving house/area or country and to provide a forwarding address, contact number and the name of the new school if known.

The Local Authority are concerned about any child or young person living in our county who may be missing education, as it might not be just their educational development at risk but also their safety and wellbeing.

There are many reasons why children can be missing or appear to be missing education. Some never start school when they reach the statutory age, others simply disappear without anyone advising the present school of a destination and some fail to register with a new school when they move into the county.

Children missing education are;

- Children whose whereabouts are known but they do not have any educational provision in place.
- Children whose whereabouts are unknown and therefore so is their educational provision.

They are not;

- Children who are on a school roll. If a child is not attending their registered school or education provider, the [Local Support Team](#) relevant to where the child lives should be contacted.
- Children who are being educated at home.
- Children whose parents have applied for a school place where the application is going through normal admissions procedures.

First 0-10 school days of absence – role of the school

- Employ their first day contact processes
- Make contact with known relatives, significant adults
- Make enquiries with classmates of the child (if appropriate)
- Liaise with school(s) attended by siblings.
- Arrange home visit(s) by school staff
- Send letter(s) home
- Check with previous school(s) if appropriate
- Make contact with agencies known to be working with family, including MOD if military family
- Undertake unannounced home visit(s)
- Make enquiries in local community e.g. neighbours, community groups.
- Make enquires with other local agencies e.g. Housing, Women's Aid, Police, Children's Services etc.

Between 10-20 school days of absence – actions to be taken by EWO

44. If the child is not located after the above joint enquiries have been made, and twenty school days (four school weeks) have elapsed, the school has a duty to refer the matter to the CME Team. For more information, you can follow the link;

<https://www.staffordshire.gov.uk/Education/Education-welfare/Children-missing-from-education.aspx>

Local Governing Body (LGB) Responsibilities:

45. The LGB recognises the importance of school attendance and will:
- promote it across the school's ethos and policies.
 - Ensure school leaders fulfil expectations and statutory duties.
 - Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
 - Ensure school staff receive adequate training on attendance.
46. The LGB will also ensure:
- that the attendance policy and its contents are generally made known within the school and to parents of registered pupils at the school, and
 - that steps are taken at least once in every school year to bring the attendance policy to the attention of all those parents and pupils and all persons who work at the school (whether or not for payment).

Approved by the United Learning Trustees: 1st September 2022

Implementation Date: 1st September 2022

Approved by Local Governing Body on Date: November 2022

Review Date: 1st September 2023

| Version No. | Date of review | Reviewer | Changes Made |
|-------------|----------------|----------|--------------------------------|
| 1 | Feb 2023 | R Barlow | Register check recommendations |
| | | | |