

PARK HALL

A C A D E M Y

Name of Policy	Attendance & Punctuality
Lead	Mr S Gregory
Governor Committee	BSII
Governor approved	November 2024
Review Frequency	2 years
Next review	November 2026

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INTRODUCTION

Park Hall Academy seeks to ensure that all its students receive a full-time education which maximises opportunities for each student to realise his/her true potential.

The Academy will strive to provide a welcoming, caring environment, whereby each member of the Academy community feels wanted and secure.

All Academy staff will work with students and their families to ensure each student attends the Academy regularly and punctually.

The Academy will establish an effective system of incentives and rewards, which acknowledges the efforts of students to improve their attendance and timekeeping and will challenge the behaviour of those students and parents/carers who give low priority to attendance and punctuality.

To meet these objectives, we will establish an effective and efficient system of communication with students, parents/carers and appropriate agencies to provide mutual information, advice and support.

WHOLE ACADEMY POLICY FOR ACADEMY ATTENDANCE – AIMS

1. To improve the overall percentage of students at the Academy.
 2. To make attendance and punctuality a priority for all those associated with the Academy including students, parents/carers, teachers, and governors.
 3. To develop a framework, which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
 4. To provide support, advice and guidance to parents/carers and students.
 5. To develop a systematic approach to gathering and analysing attendance related data.
 6. To further develop positive and consistent communication between home and the Academy.
 7. To implement a system of rewards and sanctions.
 8. To promote effective partnerships with the Education Welfare Officer Mrs Suki Bains and other services and agencies.
 9. To recognise the needs of the individual student when planning reintegration following significant periods of absence.
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AIM No 1

To improve the overall percentage attendance of students at the Academy.

1. Apply Whole Academy Attendance Policy consistently.
2. Establish and maintain a high profile for attendance and punctuality.
3. Relate attendance issues directly to the Academy's values, ethos and curriculum.
4. Monitor progress in attendance measurable outcomes.

5. We will celebrate the success of all those with above 95% attendance and work on those with below 95% attendance, particularly the persistent absentees.
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AIM No 2

To make attendance and punctuality a priority for all those associated with the Academy including students, parents/carers, teachers and governors.

1. Give attendance a higher profile within the Academy. The Academy has a team with responsibility for attendance and time to do this work in each academy team.
 2. To produce weekly reports to Academy staff
 3. Produce termly/annual reports to parents/carers/governors.
 4. Contact parents/carers as soon as attendance falls below 95%. Contact should be maintained on a regular basis until 95% is reached.
 5. Each student will be set attendance targets at the start of each term. Progress towards these will be monitored on a weekly basis by tutors. Contact with parents/carers should be maintained on a regular basis until 95% is reached.
 6. Hold a New Intake Evening and make attendance an item on the agenda.
 7. Contribute attendance matters to the regular newsletter to parents
 8. Provide INSET training for appointed/promoted staff.
 9. Display materials at focal points – tutor bases etc.
 10. Discuss attendance issues with Education Welfare Officer Mrs Suki Bains on a weekly basis and in relevant staff meetings.
 11. Reinforce the reward systems, including trophies, certificates, chocolates, end of year/term prizes, weekly on the spot prizes, 100% club etc.
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AIM No 3

To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.

1. Maintain unambiguous procedures for statutory registration.
2. Alert teachers and line managers of missed staff reports.
3. Alert parents/carers on first day of absence.
4. Ensure clearly defined late registration procedures.
5. Respond swiftly to lateness (in respect of both students and parents/carers).
6. Clearly define the roles and responsibilities within the Academy staffing structure.
7. Heads of Year and Attendance Director to meet with Education Welfare Officer Mrs Suki Bains to discuss all attendance and punctuality concerns.
8. Have clear procedures prior to referral to the Education Welfare Officer.
9. Review attendance regularly.

AIM No 4

To provide support, advice and guidance to parents/carers and students

1. Highlight attendance through:
 - PSHE
 - Assemblies
 - Staff available to talk to students. Every student with below 95% will have a named person (Head of Year) working with them.
 - Making staff available to contact parents/carers and students.
 2. Parents/carers encouraged and welcomed into the Academy to discuss attendance issues.
 3. Provide accurate and up-to-date contact information for parents/carers.
 4. Involve parents/carers from the earliest stage. Any student whose attendance is below target will be contacted and strategies developed to address issues.
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AIM No 5

To develop a systematic approach in gathering and analysing attendance related data

1. Make best use of computerised registration.
 2. Standardise recording of:
 - authorised/unauthorised absence
 - educational activity
 - presence
 - alternative provision
 3. Be consistent in the collection and provision of information.
 4. Decide what information, if any, is provided for:
 - governors
 - pastoral staff
 - other Academy staff
 - parents/carers
 - students (individual or groups)
 - Education Welfare Officer
 5. Identify developing patterns of irregular attendance and lateness.
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AIM NO 6

To further develop positive and consistent communication between home and the Academy

1. Consolidate first day absence contact.
 2. Make full use of computer-generated letters
 3. Promote expectation of absence letters/phone calls from parents/carers.
 4. Explore the wide range of opportunities for parental partnerships (see Aim 2).
 5. Provide information in a user-friendly way.
 6. Encourage all parents/carers into the Academy.
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AIM No 7

To implement a system of rewards and sanctions

1. Identify finance for a system of rewards.
 2. Actively promote attendance and associated reward and effective sanctions.
 3. Ensure fair and consistent implementation.
 4. Give termly rewards for good attendance and punctuality.
 5. Involve students in system evaluation.
 6. Make use of imaginative and immediate sanctions.
 7. Take action that accords with objectives agreed between the Academy and others.
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AIM No 8

To promote effective partnerships with the Education Welfare Officer and with other services and agencies

1. Designated key staff for liaison with Education Welfare Officer and other agencies.
 2. Key staff to give priority to meet with Education Welfare Officer.
 3. Carry out initial enquiries/intervention prior to meeting with Education Welfare Officer.
 4. Half Termly attendance review with key pastoral staff and Education Welfare Officer.
 5. Arrange multi-agency liaison meetings as appropriate.
 6. Establish and maintain list of named contacts within the local community e.g. community police contact officer.
 7. Encourage active involvement of other services and agencies in the life of the Academy.
 8. Develop understanding of agency constraints and operating environments.
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AIM No 9

To recognise the needs of the individual student when planning reintegration following significant periods of absence

1. Be sensitive to the individual needs and circumstances of returning students.
2. Involve/inform all staff in/or reintegration process.
3. Provide opportunities for counselling and feedback.
4. Consider peer support and mentoring.
5. Involve parents/carers as far as possible.
6. Agree timescale for review of reintegration plan.
7. Include external agencies, parents/carers and student in reintegration plan.

Attendance roles:

Deputy Headteacher: Behaviour, Safety, Inclusion, and Intervention (Mr Spencer Gregory)

1. Leads the monitoring and evaluation of the whole academy attendance every week and leads amendments to policy as required.
2. Meet with the Attendance Leads to oversee all progress towards targets. ▪ Ensure references to attendance matters in assemblies and tutor activities ▪ Consider improvement to policy and practice.
3. Meet with the Attendance Leads to monitor the situation and consider necessary actions.
4. Weekly meeting with Education Welfare Officer to assess, monitor and review attendance of all pupils. To discuss all persistence absentee pupils and ensure plans are in place to improve attendance.
5. Ensure the completion of the PA spreadsheet by the pastoral team.
6. Monitors and evaluates the whole Academy attendance every week.

Attendance and Punctuality Team

1. Please see detailed document in Appendices for all responsibilities

Inclusion Admin

1. Monitor SIMs returns and ensure relevant absence information is sent to the Attendance Director (by 10:00am)
2. Receive absence notifications and authorise absence where this is appropriate.
3. Prepare weekly monitoring statements e.g. for each tutor group and summaries for each year and the whole academy. Each student should have on-going access to their rolling attendance target so that they and their tutor can action plan and monitor progress towards targets. Make a note of pupils who are late and add them to the system.
4. Complete a 2nd check of registers later in the day to check any issues/errors.
5. Produce a report of any student with less than 10% attendance.
6. Contact the parents/carers of students with unauthorised absence.

Heads of Year – Behaviour and Attendance

1. Take the fortnightly monitoring statements to the Year Team briefings and ensure actions are taken to authorise absences where appropriate.
2. Include references to attendance matters in assemblies.
2. Liaise with the Education Welfare Officer weekly.
3. When a student truants a day the Head of Year: Behaviour will liaise with the Head of Upper or Lower School to arrange a sanction, e.g. for them to spend a day in the Isolation Room. If they are truantiing once, parents/carers will be informed. If they are truantiing twice, parents/carers are informed. If they are truantiing three times in a half term, parents/carers are asked to come into the Academy with their child.
4. May place any student with less than 95% attendance on attendance report initially. This should start in the second half of the autumn term as prior to this the data is not reliable. A student whose attendance is usually good but who has been taken into the category by a leave of absence, an injury or similar reasons may not need to go on report.

Attendance Director

1. Monitor the progress of persistent absentees.
2. Monitor the progress of groups of at-risk students.
3. Maintain the lists of students who require monitoring – those with an attendance of below 95%. The most severe (90%) will be in conjunction with the EWO.
4. Include references to attendance matters in assemblies.
5. Focus on attendance and punctuality through meetings with pupils and parents.
6. Analyse the attendance data daily. Making first day phone calls for pupils where there is no reason given for absence.
7. Co-ordinate correspondence to parents regarding their child's attendance.
8. Co-ordinate and undertake attendance blitz.
9. Arrange Attendance Improvement Meetings

EWO

1. Meet with the Heads of Year and Assistant Headteacher: on a weekly basis to discuss students and take appropriate action.
2. Monitor the progress of students with an attendance of below 90% and other "at risk" students and take appropriate action.
3. Contact parents/carers of students with poor attendance, through home visits, telephone calls, letters, and meetings.
4. Complete written reports following contact with parents/carers/students, in order to provide feedback to members of staff.
5. Where appropriate, refer individual unauthorised absence and unauthorised Leave of Absence cases to Solihull EPAS Team (Education Participation Advisory Service).
6. Analyse attendance-related data on a regular basis, in partnership with Heads of Year, member of staff responsible for attendance and punctuality, and the Headteacher at different times.
7. Liaise with other members of Academy staff
8. Attend, where relevant, the alternative curriculum meetings and vulnerable pupil meetings.
9. Refer cases to Solihull EPAS Team where unauthorised absence exceed 5 days is appropriate.
10. EWO will request that parent/carers produce medical evidence for example GP appointment cards, hospital letter/appointment card, dental appointment card, medicine prescription, any letters from other medical appointment to support the child's absence from school. This request will be made when a child is regularly absent from school through illness.

Form tutors

1. Complete accurate registers as in Appendix 8.
2. Get notes/communications from parents/carers to the general office admin team for absence authorisation.
3. Request absence notes three times and then communicate this to the Head of Year for further action.
4. Progress towards attendance targets will be reviewed during tutor time regularly.
5. Every tutor should have an attendance board on their tutor room displaying the live percentage.
5. Will place any student with less than 95% attendance on attendance report initially. This should start in the second half of the autumn term as prior to this the data is not reliable. A student whose

attendance is usually good but who has been taken into the category by a leave of absence, an injury or similar reasons may not need to go on report.

Teachers

1. Complete accurate registers within the first 15 minutes of a lesson, as in Appendix 8.
2. Report anomalies in registers without delay to the office via the call out system and the attendance admin team for follow-up.
3. Organise a detention for anyone who truants a lesson. They should make up any missed work and it should take place in the department of the lesson that was truanted.
4. Ensure accurate registers are given to office when taking students on a trip.

Parents/carers

1. Parents/carers should ensure their child attends the Academy and is fit to learn.
2. Parents/carers are expected to contact the Academy at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the Academy will refer the child to the Education Welfare Officer Mrs Suki Bains and Attendance Director Miss Leanne Traynor. She will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed, Mrs Bains will have a statutory duty to refer the matter to Solihull EPAS Team who can use court proceedings to prosecute parents/carers. The maximum penalty on conviction is a fine of £2500 and/or 3 months imprisonment.
3. Alternatively, parents/carers or children may wish to contact Mrs Bains on 0121 748 4116 themselves to ask for advice and support with their child's school attendance and punctuality.
4. Parents/carers are expected to send their children to the Academy whenever possible. If they are unsure as to whether their child is fit enough to attend, they should send their child to the Academy where he/she can be seen by the first aider who will contact parents/carers and either send the child to lessons or home.
5. Parents/carers will be challenged over notes where it is felt that the absence was not necessary.

Students

1. Students are expected to attend the Academy unless the Academy or their parents/carers feel that they are unable to attend.
2. Students take ownership for monitoring their attendance by recording their weekly attendance in their planners.

Sanctions

1. If the student's attendance drops below 95% they will be interviewed by the Attendance Director or other Academy Staff, as appropriate. Target and attainment grades will be available for this interview. An appointment will be made to see them in two weeks' time to check on progress. There will be contact with parents/carers stating that the interview had taken place, setting targets for attendance and stating that attainment targets are in jeopardy unless attendance improves. We will give the number of hours of learning that has been lost.
2. If they do not improve there will be EWO action. Mrs Bains will meet with individual students and their parents to discuss school attendance and punctuality and develop an action plan with set targets to improve the students attendance and punctuality. Fines of over £2,500 or up to three months imprisonment, are possible when the matter is referred to Solihull EPAS Team.
3. Students with poor punctuality could be instructed to "clock in" with their key worker.

4. If students are late in the morning, they will attend a 30-minute detention. Failure to attend this detention leads to a 60 minute after school detention. Failure to attend this leads to a senior staff detention for an hour.

Rewards

1. Attendance has a high profile in assemblies – “if you are not there, you are not learning” is a theme used by staff. Students aim for 95% + attendance.
2. If students rolling attendance goes above 95% for at least a term, they will be presented with a certificate
3. If the student’s attendance for a term is 100%, they will be presented with a certificate
4. If their attendance is 100% for the year, they will be presented with a certificate and additional rewards.
5. There will be occasional surprise assemblies where students who have no late marks or have improved their attendance will be given a small reward such as a bar of chocolate. These will be approximately one per half term.

Other strategies:

Late Gate and Late detention

1. Members of the pastoral team and SLT/Head of Year/ Attendance Director patrol the late gate on a daily basis.
2. A warning bell will ring at 8:35am.
3. The HOY team and the SLT issues late detentions for pupils who enter the building after 8:40am, this takes place in the detention rooms after school.

Truancy Patrols

1. Teachers are responsible for taking a register within the first 15 minutes of a lesson. They must then ensure that internal truancy is followed-up.
2. Staff presence is in place to clear corridors quickly after break times or lesson change overs. Departments take responsibility for their own areas.
3. SLT and HOY patrol every form time to clear corridors and ensure students attend form time promptly.

Transition

1. Key stage 2 attendance issues and EWO intervention are recorded during the summer term prior to Year 7.
2. Attendance records of prospective pupils to be obtained from primary feeder schools
3. The Attendance team will support with KS2 to KS3 transition by working with identified students and their parents. EWO will attend Academy summer school to support students and complete individual pieces of work. EWO will continue to track and monitor these students once they commence Year 7.

Accuracy of registers

1. Registers are legal documents and are expected to be completed accurately every lesson, including tutor time. A daily report is emailed to the Attendance Leads of untaken registers, who then follow-up with staff. Line managers are informed of missing registers in their subject areas and expected to follow this up promptly.
2. Quality control samples are taken regarding the accuracy of an individual student attendance marks.
3. Students need to sign out at reception if they have permission to leave the site during the day and, if returning, sign back in again.
4. Staff who take students out on a visit will leave an accurate register of participants with reception.
5. Registers for pupils sitting exams will be submitted to the main office by 10:00am. A list of pupils due to sit examinations should be sent to the office at least 24 hours prior to the examination

Sixth form

As members of tutor groups Sixth Form students are subject to the same attendance policy as main school students, with the following exceptions

1) Monitoring attendance

1. Patterns of non-attendance are identified through a range of sixth form procedures.
2. Form tutors or the 6th form Pastoral Manager raise concerns directly with the sixth form team as part of their monitoring of student attendance.
3. Students' attendance in each individual subject is recorded and reported to parents as part of the termly colour coded progress report. Attendance above 95% is coded green, 95% to 90% is yellow and below 90% red. (See attendance interventions below)
4. Students in receipt of the sixth form ['bursary'](#) (which currently amounts to £80 per half term for each qualifying student with full attendance and work completion record) have attendance recorded weekly. Students will lose out on a proportion of the bursary for any week in which attendance is not 100%. • Students placed on 'attendance watch' (see below) have their attendance monitored daily.

2) Incentives for good attendance

Additional incentives have been used in the sixth form to encourage good attendance.

1. Subject attendance (along with attainment and effort) are colour coded as part of the progress grade reporting system.
2. Students must achieve full attendance to receive their sixth form bursary (see above).
3. The ['Academy Colours' award scheme](#) exists to reward students that achieve a high level of punctuality and attendance (in addition to a number of other criteria).
4. [See the Academy Colours data base here](#)
5. Termly praise letters for students with 100% attendance
6. Students with high levels of attendance, punctuality and a good behaviour record are [invited to apply to become house captains.](#)

3) Attendance Intervention

1. Students with poor attendance or irregular attendance patterns are placed on [attendance watch](#). This involves
2. A letter being sent home to parents raising concerns and clarifying the attendance % for the previous half term.
3. Students on attendance watch have their attendance monitored daily by the Sixth Form Learning Coordinator. Parents of students who fail to attend (with no prior contact from parents) are informed daily.
4. At the end of an attendance watch period a new letter is sent home reflecting the students attendance since the original letter was sent out.
5. Students with attendance above 90% are removed from attendance watch. Students with continued poor attendance are required to attend an interview with parents to agree further intervention.
6. Students will be referred to Mrs Bains EWO who will meet with individual students to establish the reasons for absences. Mrs Bains will make home visits to those students who continue to be absent from school. The purpose of the home visits will try and encourage, engage and support students and their parent/carers. Mrs Bains will draw up an action plan with the student and their parent/carer which will include realistic and achievable targets.

Procedures

The Academy applies the following procedures in deciding how to deal with individual absences:

It is not usually appropriate for the Academy to authorise absences for shopping, looking after other children, day trips etc. Leave can, however, be granted in an emergency (e.g. bereavement) or for medical appointments which must be in Academy time.

Family holidays must be organised outside of term time. No leave of absence will be authorised unless there are exceptional circumstances.

Summary

The Academy has a legal duty to publish its absence figures to parents/carers and to promote attendance. Equally, parents/carers have a duty to make sure that their children attend. Academy staff are committed to working with parents/carers as the best way to ensure as high a level of attendance as possible.

Appendix 1

Notes from improving attendance and behaviour in secondary Academy's (OFSTED)

1. Truancy is not synonymous with unauthorised absence. OFSTED found that questionable explanations were accepted for authorisation. *The system has harmed itself by putting pressure on academies by the authorised/unauthorised split and to get them to lower unauthorised absence. We reduce our unauthorised by bending over backwards to get parents/carers to give some reason for absence. The long-term consequence of making absence authorised can be to lower attendance!*
2. Attitudes of parents/carers are crucial – condoned absence is harder to resolve than truancy.
3. Systematic follow up of unexplained absence is crucial.
4. Increasing motivation and prospects of success.
5. We must not allow ourselves to be conditioned to expect poor attendance – revive expectations and optimism.
6. Students need to know the consequences.
7. Consistency needed. Rapid turnover of staff or the use of supply is detrimental.
8. Analysis. We could do more.
9. Flexible curriculum at KS4. We must provide a curriculum that meets their needs.
10. Absolute priority is promoting good teaching – provides the best incentive for students to come to Academy.

Working Together to Improve School Attendance DFE 2024 1.

To manage and improve attendance effectively, all schools are expected to:

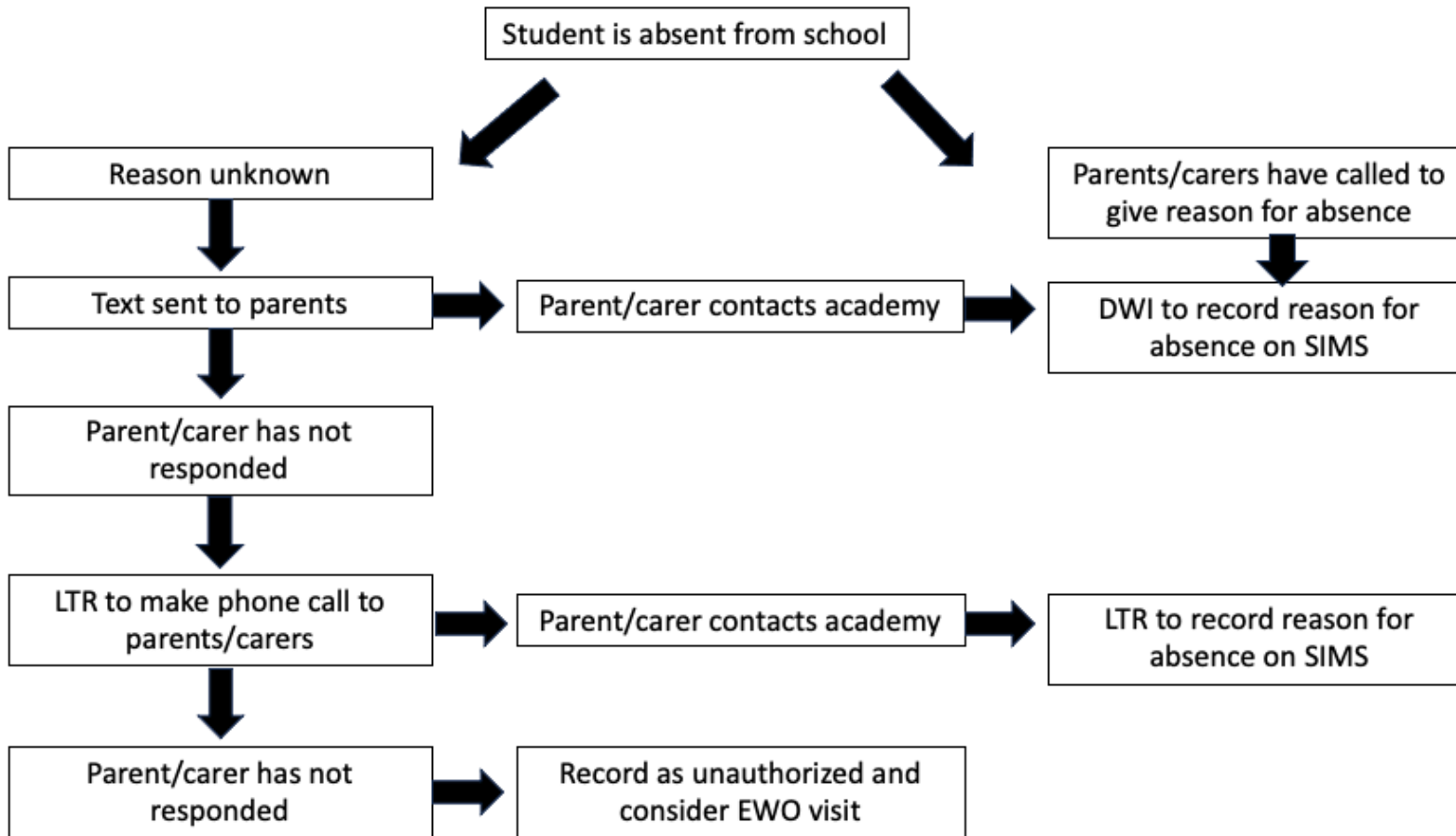
- Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.
- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and, with the exception of schools where all pupils are boarders, attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners where a pupil's absence is at risk of becoming persistent or severe.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities and provide them with additional support.

Groups at particular risk.

1. SEND students. EHCP, PPI and those on the SEN register will have their attendance monitored.
2. Looked After Children will have attendance monitored by specified personnel.
3. Students on the Child Protection Plans/CIN Plans.

4. The LAC and Safeguarding Officer will monitor vulnerable students, young carers and those from families under stress.
5. Students on managed moves. These are monitored by their Key Worker.
6. Students joining roll at any time throughout the academic year.

Appendix 2: Absence procedures



Truancy information

First day absence calls

All registers are taken either by tutors/co-tutors. Absences retrieved from the absence line and the truancy text system is activated for students recorded with an absent mark. SIMS report brings up all students which are clearly marked with 'N' (no reason for absence).

A button is pressed which then sends the texts out to all parents/carers who have parental responsibility. If parents/carers are not aware their child is absent then again the attendance administrator takes all the details from the parent and checks each student individually.

At the end of each day a copy of the report is printed and given to each Head of Year and the Attendance Leads and a copy is kept in the General Office.

Late procedures

Between 8.50 and 9.10 duty staff patrol front of Academy. Staff positioned at front gate and along pathway, with clipboards and DWI on reception. Students questioned, names taken, and detention slip issued where appropriate. Discretion must be used when a bus arrives late.

At 9.10 Duty staff hand list of lates and detentions issued to reception for recording on SIMs. *Note: Official late detentions can only be issued by duty staff and attendance personnel. Tutors must record any late arrivals to tutor group on SIMS directly but tutors cannot place students into the Academy's late detention. Late tutees without a late detention slip will need to be dealt with by tutors directly in the same way that latecomers to lessons are addressed.*

9.10 onwards, students to sign in at reception. DWI files the signing in sheets, and updates SIMs.

10.00 Attendance director to check lates

3:15 After school detention in
the main hall

Information for parents/carers about punctuality

Punctuality is a good thing!

Being on time:

- Gets the day off to a good start
- Sets positive patterns for the future
- Helps your child make the most of their learning
- Helps children to develop a sense of responsibility
- Leads to success and self-confidence

Lateness is a bad thing!

Being late:

- Gets the day off to a bad start and can be stressful
- Can be embarrassing
- Is noticed by others, who might make negative comments
- May damage your child's confidence
- Disrupts the learning for everyone
- Means children can fall behind in their learning

Some things that can help

- Help your child to get everything ready the night before
- Finding out what your child will be doing each day
- Allow plenty of time to get to academy
- Making sure your child has breakfast or arrives at academy in time for breakfast club
- Helping your child to organise homework
- Establishing a good bedtime routine
- Making sure your child gets enough rest and is not distracted by too much time on the computer or watching TV
- Setting an alarm clock!
- Talk to your child
- Contact your child's Head of Year

Attendance/Punctuality Concern Profile

Student :

House:

Year:

Tutor:

Date intervention started: Caseworker:		Attendance: % Punctuality: %	
Current academic attainment: <input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science		Target academic attainment : <input type="checkbox"/> English <input type="checkbox"/> Maths <input type="checkbox"/> Science	
SEN registered?	Y / N	Other agencies involved: (please specify)	
Current academy interventions: <input type="checkbox"/> Academy Action <input type="checkbox"/> Academy Action Plus <input type="checkbox"/> Statement			
Additional/background information			
Key Issues:			
Target / Action plan:			
Signed: (Caseworker)		Signed: (Student)	

Notice to Improve Attendance Panels

Contents

- 1. Park Hall protocol.**
- 2. Agenda for an attendance panel**
- 3. Guidance for the panel chair**
- 4. Action plan template**
- 5. Letter inviting parents to a panel meeting**
- 6. Information sheet for parents**
- 7. Letter advising of referral to EWS**
- 8. Letter recognising improvement**
- 9. Letter inviting parents to further panel**

Park Hall Academy protocol

Target group to be identified, qualifying factors may include:

- Received letter 1 and 2 – no improvement seen
- Less than 90% attendance
- Excessive/significant lates
- Some unauthorised absence
- Academy intervention -No improvement

Cases that would not be appropriate

- Looked after children.
- Child protection concerns
- Extenuating circumstances such as Bullying, student mental health issues, medical issues
- Open to Solihull Education Enforcement Team.

Who is on the panel?

Attendance Director

Head of Year

Deputy and Assistant Headteacher

Education Welfare Officer

Parents/carers (invited)

Student (invited)

Process :

1. Letter to parents inviting parents and students to attend an academy attendance panel.
2. Jointly identify key reasons for non-attendance.
3. Provide parents/students with the opportunity to discuss why attendance has been poor.
4. Agree targets for improvement for the term, may be formalised through parenting contract
5. Agree the role of each stakeholder.
6. Follow up target setting by post for parents not attending.
7. Build time in academy for a weekly Attendance Director review of attendance – including letters home recognising improvement/deterioration, follow up with student in academy.
8. Evaluate progress towards target with parents at times agreed at panel
9. Further panels may be convened where progress has been limited or there are extenuating circumstances
10. Parents who fail to engage with the process, or where targets are significantly missed and attendance does not improve, will be subject to formal action through the Solihull Education Enforcement Team's processes unless there is good reason to defer.
11. Where attendance improves following an attendance panel the panel will write to parents recognising improvement.
12. Once targets are met students will be removed from panel.

Agenda.

Procedure for Behaviour sub-committee (attendance panel) meetings

- A senior leader will chair the panel.
- The panel will be held in the academy in an appropriate room set aside for the purpose, normally the conference room.
- Parents should sign in at reception.

In the meeting

1. The Chair welcomes and introduces every one.
2. The Chair outlines the purpose of the meeting and ground rules
3. The academy representative puts forward the academy's perspective, outlines the key concerns and interventions so far by presenting the completed profile
4. The Chair invites the parents/carer and student to discuss any attendance issues and possible difficulties affecting attendance.
5. The Chair invites the EWO/Attendance Director to comment on attendance, possible points for support and/or any possible legal implications.
6. The Chair, academy representatives, EWO and parents agree an attendance target and action plan.
7. Parent/Carer/student are given a final opportunity to comment.
8. The member of staff responsible for attendance and punctuality is given a final opportunity to comment.
9. Review date and process are agreed.

Ground Rules

All participants will be responsible for;

- Respecting the confidential nature of the meeting
- Respecting the dignity and individuality of others, actively listening to and having respect for the views of others
- Ensuring that their contribution is non-discriminatory
- Differentiating between fact and opinion.

Notice to Improve and Parent/school Agreement

Student : Year Tutor Address:

Registered student at Park Hall Academy

Purpose: To improve academy attendance.

Date:

Persons Present:

Current Attendance:

Current Lates:

Attendance Target :

Action Plan :

Action by:

1.	
2.	
3.	
4.	
5.	

Review date:

Signed

Dated

Chair	
Parents :	
Student :	

Education Welfare Officer	

Guidance for Chair:

Purpose of meeting and ground rules

The chair should outline the purpose of the meeting which is to agree an action plan to support the parents in improving the student's attendance and or punctuality. The meeting should be a positive meeting and solution focused

The meeting will follow a set agenda and the chair may wish to print copies of this for the family (see agenda template)

It is advisable to set ground rules and examples are included on the agenda.

It is also important to explain the confidential nature of the meeting whilst emphasising the limitations to that confidentiality i.e. if child protection concerns were raised, they would need to be followed up via the academy DMS.

Attendance Target

The panel should agree an attendance target for the period of the attendance plan. Targets should be reasonable and attainable. For example:

- A minimum of 95% attendance for the period of the attendance plan.
- No further unauthorised absences within improvement period
- The student should be in academy on time every day for the period of the notice to improve.

Action Plan

The action plan will vary depending on the issues raised at the panel. All action points should be reasonable and achievable. The plan should clearly state who is responsible for each action point.

The chair of the panel is not expected to have all of the answers but instead will facilitate a discussion where others can make suggestions of the actions that should be included. However this said it is useful to have some ideas about action points that may be useful in attendance cases.

Below is list of possible action points that you may wish to consider including in the plan if appropriate.

Menu of possible action Points

- Parents to respond to any attempted contact made by academy.
- Parent to contact academy on first day of absence
- Parent to contact academy if there are any difficulties getting child to academy.
- Medical evidence to be provided for all future absences
- Academy to make referral to Academy Nurse/Child and Family Support Worker/Inclusion Panel/Senco
- Academy to complete a Common assessment
- Academy to set up meet and greet
- Education Welfare Officer to be advised of any absences
- Sticker chart to be set up at home/academy for student
- Parents to walk student to academy
- Education welfare service to provide alarm clock
- Parent to deliver student to reception and collect receipt

The action plan should be completed during the meeting and signed by all parties to demonstrate commitment to plan.

If parents fail to attend the panel a plan will be agreed in their absence and posted to their address.

Review date and process:

A date should be set to review this action plan this should be within one term depending on the severity of the attendance problem and the issues raised.

The plan does not need to be reviewed by the whole panel and could be reviewed by parents and attendance director.

Further panels may be convened where progress has been limited or there are extenuating circumstances.

If attendance has improved the attendance director should advise the panel and continue to monitor attendance. If improvement is sustained the chair of the panel may wish to write to parents to recognise this.

Further panels may be convened where progress has been limited or there are extenuating circumstances.

Where parents who fail to engage with the process, or where targets are significantly missed and attendance does not improve the academy should make a formal referral to the Solihull Education Enforcement Team and the parents may be subject to formal action through the legal processes.

Dear

Dear XXXXXXX

Re: XXXXXX DOB XX/XX/XX

We are writing to express our deepest concern regarding XXXXXX attendance to school which is currently XXX%.

XXXXX's attendance is currently at an unacceptable level and a copy of their registration certificate is enclosed.

You are invited to attend a notice to improve attendance panel on XXXXXXX, at XXXXX, Park Hall Academy.

The purpose of the panel is to discuss XXXXX continued poor school attendance and/or punctuality.

The panel will discuss with you and your child any reasons you may have for his absence from school. An attendance target will be suggested and agreed, an action plan will be agreed to support you in meeting this target and a date set when progress towards the target will be reviewed.

I must advise you that whilst the panel aims to be a positive meeting it is your legal responsibility to ensure that your child attends school regularly on time. I must advise you that should your child's attendance fail to improve following the panel meeting a referral will be made to the Education Inclusion Team for them to consider for any legal action is appropriate.

Please contact me if for any reason you are unable to attend the panel date. If you are unable to attend XXXX will be seen along with his Head of Year XXXXXX.

Yours sincerely

Mr S Gregory
Deputy Headteacher

Mrs R Churchill
Assistant Headteacher

Notice to improve Panel: Information for parents

As a parent/carer you have a legal duty to ensure your child attends their academy on a regular basis. You have been referred to an attendance panel because there are currently concerns about your child's level of attendance and /or punctuality.

What is a Notice to improve attendance panel?

It is a formal meeting to discuss your child's academy attendance, identify and barriers to regular academy attendance and agree a target and action plan to improve academy attendance. It is a final chance for parents and pupils to engage with support available.

Who will be present?

An attendance panel is chaired by a senior member of academy staff. Academy representatives will be present this may include anyone in academy who is involved with your child for.
an example a Head of Year, Attendance Director, Education Welfare Officer

What happens at a panel meeting?

The panel will discuss with you and your child (where appropriate) the concerns about your child's attendance and any reasons you may have for his or her absence from academy. The Education Welfare Officer will offer advice and explain and legal implications of non-academy attendance. Target will be suggested and agreed and a review date set.

What happens next?

1. If the target is met

The academy should continue to monitor and support you and your child in maintaining satisfactory attendance. If the improvement is sustained the achievement will be recognised in writing by the panel.

2. If the target is not met.

The panel will discuss your child attendance and decide whether to reconvene a panel meeting or to refer to the Solihull EPAS Team who will decide whether legal intervention is necessary.

What if a referral is made to the Education Attendance Enforcement Team?

You will be contacted by the Education Attendance Enforcement Team and advised if any further action will be taken.

(Target not met)

Parents address

Dear

Re: student name

Following the Notice to Improve attendance panel held on the *date and time, student's name* attendance target has not been met.

The target set was %, the actual attendance since the panel meeting was %

As a result I have referred this matter to the Solihull Education Enforcement team.

Yours Sincerely

(Target met)

Parents address

Dear *parents name*

Re : *student name* : *dob*

I am pleased to see that since the panel meeting held on the *date and time*, *student name* 's attendance has improved achieving the attendance target agreed by the panel

On behalf of Park Hall Academy I would like to thank you for your support in this matter.

If there are any issues in the future that you feel may impact on your child's attendance please do not hesitate to contact *name of worker in Academy*.

By working in partnership to continue to ensure *student name* has good attendance we can ensure they access the most from their education and give them the best possible start in life.

Yours sincerely

(Recall to panel)

Parents address

Dear *parents name*

Re: *student name* : *dob*

Following the Notice to Improve attendance panel held on the *date and time*, *students name's* attendance has not improved in line with the target set.

There has been *some improvement and/or I am aware of some extenuating circumstances that have impacted on student name's attendance* * *delete as appropriate* Therefore I would like to invite you to a further panel meeting on *date* at *time*.

The purpose of the panel is to discuss *child's name* continued poor attendance *and or punctuality** *delete as appropriate*..

The panel will discuss with you and your child any reasons you may have for their absence from the Academy. An new attendance target will be suggested and agreed, an action plan will be drawn up to support you in meeting this target and a date set when progress towards the target will be reviewed.

I must advise you that whilst the panel aims to be a positive meeting it is your legal responsibility to ensure that your child attends academy regularly on time. M r s B a i n s E W O will be present at the panel and I must advise you that should your child's attendance fail to improve following the panel meeting a referral will be made to the Solihull Education Enforcement Team for them to consider if any legal action is appropriate.

Please contact me if for any reason you are unable to attend the panel date.

I have enclosed an information sheet about attendance panels for your information.

Yours sincerely

Leave of Absence

Requests for leave of absence (exceptional circumstances) The Education (Pupil Registration) (England) (Amendment) Regulations 2013 have amended Regulation 7 of the 2006 Regulations to prohibit the proprietor of a maintained school granting leave of absence to a pupil except where an application has been made in advance and the proprietor and the proprietor considers that there are exceptional circumstances relating to the application.

Procedure for requesting Leave of absence.

- All leave of absence requests will be unauthorised unless the circumstances are exceptional. A parent/carer should complete an absence request form (Appendix) and submit this to the school at least two weeks prior to the date required. The Academy will respond to the request within two weeks. If the Academy is aware of any language difficulties that may preclude a request form being completed appropriate support will be offered to the parent/carer.
- DFE guidelines make clear that leave of absence during term-time should be regarded as exceptional. An example that can be given is that during 2012 London Olympics all police leave was cancelled. As a result for that specific timeframe, it was agreed that requests for leave for the children of Police officers affected by the cancellation of their leave would be treated as exceptional.
- If a parent/carer considers they require their child to have a leave of absences for exceptional circumstances they should complete the absence request form which can be obtained from the school office (Appendix). There is a requirement that parent/carers provide evidence of the exceptional circumstance and may be required to speak with the Head of Year and Mrs Bains EWO.
- A letter confirming that the exceptional request has been authorised/unauthorised will be sent to each parent/carer. (Please see Appendices model pro-forma). Leave of absence that has not been authorised will be marked as an unauthorised absence on the pupils register. These absences will be referred to Mrs Bains Education Welfare Officer who has a statutory duty to refer the matter to Solihull Education Enforcement Team for consideration and could result in the issue of a fixed penalty notice of up to £160.

The Education (Pupil Registration) Regulations 1995 state that where a pupil has been granted extended leave of absence and subsequently fails to return to school within 10 school days of the expiry of the agreed period of absence, and the failure is not due to sickness or any other unavoidable cause, his/her name may, following consultation with the Local Authority, be deleted from the admission register.

Other reasons for absences:

Other reasons for absence must be discussed with the school each time; notes will not necessarily be accepted as providing valid reasons. The school will follow DFE guidance and not authorise absences for shopping, birthdays, or child minding. Examples of authorised absence may include days of religious observance, illness, and medical appointments. Parents are advised to make appointments for dentist/doctor or optician outside of school hours where possible. Parents can support regular school attendance by:

- Making sure their child leaves for school with plenty of time to arrive on time.
- Supporting and encouraging their child by attending parent's evenings and other events. • Contacting the school to discuss any concerns regarding their child's attendance.
- Working partnership with the school to resolve any issues that are impacting on their child's attendance.

Authorised Exceptional Leave of Absence Standard Letter

TO THE PARENTS OF:-

Dear

Thank you for your recent leave of absence request form.

I write to confirm that on this occasion I am able to authorise your child's leave of absence.

Requests for leave of absence are never taken lightly and in making this decision I have accepted your reason and evidence for the rare and exceptional circumstance.

Yours sincerely

Mr S Gregory
Deputy Headteacher
Behaviour, Safety, Intervention and Inclusion

c.c Headteacher, Head of Year, Class teacher/file

Unauthorised Leave of Absence Request Standard Letter

Dear (inset name of parent).

Re Leave of absences request for (pupil name dob)

Thank you for your recent leave of absence request form.

On this occasion I am not able to authorise your child's leave of absence.

Section 444 of the Education Act 1996 states that: If a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence.

If you decide to go ahead with your proposed leave of absence, (pupil name) absence will be marked as unauthorised. These unauthorised absences are referred to Solihull MBC and this may result in a Penalty Notice payable up to £160 fine for failure to comply with the law.

If you wish to discuss this matter further, please contact the Education Enforcement Team on 0121 779 1737

Yours sincerely,

Mr S Gregory
Deputy Headteacher
Behaviour, Safety, Intervention and Inclusion

c.c Headteacher, Head of Year, Class teacher/file

TO THE PARENTS OF:

Dear (inset name of parent).

Re Leave of absences for (pupil name dob)

It has come to my attention that your child has been absent from school due to a holiday taken in Term Time. As stated in the school policy and previous communications to parents I am not able to authorise your child's absence for a family holiday.

Section 444 of the Education Act 1996 states that: If a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence.

(pupil name) absence will be marked as unauthorised. These unauthorised absences are referred to Solihull MBC and this may result in a Penalty Notice payable up to £120 fine for failure to comply with the law.

If you wish to discuss this matter further please contact the Education Welfare Officer or the Education Enforcement Team on 0121 779 1737

Yours sincerely

Mr S Gregory
Deputy Headteacher
Behaviour, Safety, Intervention and Inclusion

c.c Headteacher, Head of Year, Class teacher/file

Tutor and subject teacher responsibilities in taking accurate registers.

The attendance registers for morning registration and lesson 4 are a legal document and **MUST** be marked accurately. The register may be requested in a court of law as evidence in a prosecution for non-academy attendance. It is expected that staff should accurately record the attendance for **all** lessons. The register will also contribute towards student reports.

This information can act to provide early warning of attendance concerns. It may raise issues affecting a child's welfare including child protection, young carers, truancy, illness, problems within academy, etc. Every member of academy staff should promote the importance of regular academy attendance and punctuality by positive role modelling. Tutors should encourage students to complete the relevant section of their planners to monitor their own attendance. An attendance target of 95% minimum is encouraged.

It is the duty of all staff to follow academy policy and procedures. Every student should be given a mark at every registration (tutor and class). Spaces **SHOULD NOT** be left blank. The student is either absent or present at the time the register is taken. If the student is not physically in the room when the register is taken they should be marked absent (**N**). If the student is with another member of staff (with permission) that member of staff is required to inform reception of the change of registration.

All tutors and subject teachers are expected to highlight attendance issues to the appropriate personnel. They have not seen a student for 3 sessions (or sooner) they **should** inform the pastoral team involved with that student.

Attendance codes should be used **CONSISTENTLY** by all staff. It is solely the decision of senior staff whether an absence is authorised or unauthorised. Tutors and subject teachers use the code **N** for an absence and either / or \ for present. Students who arrive late to lessons must be recorded on the register using the code **L** together with the number of minutes the student is late.

Other codes **SHOULD NOT** be used by tutors or subject teachers.

Where a student has an absence only senior staff and administration officers will amend the student's registration code as appropriate, for example: medical, work experience, holiday, sporting activity, and other reasons.

Attendance concerns: Early warning signs

- Under 95% (on average absent ½ a day a week)
- Erratic attendance /Odd days
- Patterns of absences (e.g. certain days of the week)
- Repeated reasons for absences
- Reasons do not explain length or frequency of absences
- Unsatisfactory reasons
- Vague or conflicting reasons
- No reasons
- Medical issues impacting on attendance.
- Academy refusal/distress on arrival
- Frequent late arrival
- Concerns from parents/carers regarding attendance

Ensuring accurate attendance for those students following alternative provision

It is the responsibility of the Inclusion Admin person to make contact each day with the providers of alternative provision.

This will include medical placements, temporary placement schools, managed move placement schools and alternative education providers.

Registers will be updated daily to reflect the attendance status of each student on one of these programmes.

The Lead for the Intervention Team will monitor the attendance records and will intervene should problems occur.

The Inclusion Admin person will alert the Lead for the Intervention Team to any problems as they are made aware of them.

Stage system of attendance management

The best schools create a culture where pupils enjoy coming to school and feel that attendance is worthwhile.

In these schools, lessons are a positive experience; pupils feel valued and make progress.

Pupils returning from absences are welcomed and efforts are made to ensure that missed work is completed and understood.

Parents value the school and comply with its attendance procedures willingly" OFSTED.

5-Stage system of attendance management.

• Stage 1 - School based intervention

In the initial stages an appropriate member of school staff is best placed to attempt to address any poor attendance of pupils. Attendance Director to meet with parent and pupil and put action plan in place for 4 weeks to improve school attendance. This can either be telephone consultation with parent and one to one meeting with pupil or invite parent into school for meeting with pupil. Target group 90%-95%. Also trigger attendance concerns letters.

Stage 2 - School-based in conjunction with advice from EWO

Where school-based intervention is still considered the appropriate level, Education Welfare Officer expertise and advice may be sought. Discussion with SBA in fortnightly PA meeting to seek advice.

• Stage 3 - Formal referral to the EWO

Each pupil will be considered on an individual basis, and as such, it is impractical to set an attendance percentage level as a trigger for formal referral to EWO. HoY to refer to SBA in fortnightly PA meeting who will consider a course of action. SBA will make contact with parent and pupil through home visit, tel call or to arrange meeting at school with HOY to explore reasons to poor school attendance. SBA to formulate plan and interventions to support, encourage and improve attendance. 90% and below but also risk of becoming PA.

• Stage 4 - Alternative strategies – fixed penalty notice warning

Where there has been little or no improvement to the situation following EWO intervention at level 3 the case will be subject to an assessment/review in conjunction with the school via attendance panels. SBA to request PNW letter should there be 10 unauthorised absences. SBA to liaise with Solihull EET.

• Stage 5 - Statutory action – Fixed penalty notice

Where there is a need to implement statutory action the EWO will act within the following criteria: SBA to request issuing of Penalty due to further 5 unauthorised absences under s.444 Education Act 1996.

Stage 1 - School based intervention

In the initial stages an appropriate member of school staff is best placed to attempt to address any poor attendance of pupils.

This initial intervention should include:

1. Making contact with parents either in person or by telephone.
2. Working in partnership with parents and pupils to identify underlying causes of non-attendance:
SEN
Medical needs
Bullying
Family difficulties
Social problems
Disaffection
Lateness etc.
3. Adopting in-school policies to identify underlying problems and where appropriate, develop suitable strategies to address them.

Independent research has shown that the single most effective tool in improving attendance is the implementation of same-day contact. A first day response to non-attendance emphasises to pupils and parents that unauthorised absence is taken seriously and will be challenged.

Examples of action by school staff may include:

- Writing to parents/carers to ensure they are aware of an attendance problem.
- Arrange meetings in school with parents/carers to discuss attendance and associated problems.
- First day of absence contact.
- School/home contracts to encourage an improvement in attendance/punctuality.
- Lateness strategies.

Additional strategies schools may adopt include:

- The use of IT to improve the monitoring of attendance including a dedicated answer phone line. This is particularly useful in cases of post-registration truancy.
- Raising the awareness of the implications of poor school attendance through:
 - Newsletters
 - Parents evenings
 - Induction meetings
 - Home-school agreements
 - Rewarding good attendance and punctuality
 - Acknowledging improved attendance
- Periodically reminding parents of the school's procedures for notification of absences
 - In school register swoops - used to identify **all** pupils absent on a designated day
- In school late gates
- Appointing a **senior** member of staff to oversee attendance matters and dedicated staff to deal with attendance issues with clear and transparent guidance policies which are consistently observed throughout the whole school
- Pupil passes to identify those authorised to be out of school (This system can be used to encompass pupils with authority to be out of school at lunch times; those out of school on route to external venues; pupils on research visits etc)
- Consider group work with pupils with poor attendance and their parents (See section "strategies to improve attendance")
- Learning mentors - the introduction of learning mentors will enable schools to implement group work as above

Where a parent or other agency makes a request for EWO support directly to the Service, Level 1 intervention will be initiated by the EWO attached to the school.

Stage 2 - School-based in conjunction with advice from EWO

Where school-based intervention is still considered the appropriate level, Education Welfare Officer expertise and advice may be sought.

EWOs will act in a consultative capacity to assist schools in identifying possible alternative strategies. At this level no formal referral is made. An EWO may note the pupil's name in order to anticipate future intervention.

Where a parent or other agency seeks advice or support directly from the Education Welfare Service Level 1 intervention may be considered appropriate. In such cases the EWO allocated to the school concerned will advise the appropriate attendance support staff within the school.

In order to identify the appropriateness of a referral the EWS will consider the following criteria:

- Have all school based intervention strategies been adopted/considered?
- Is the EWO the correct agency to undertake the task?
- Is the timing appropriate?
- What is the desired outcome of the referral?
- Is EWO intervention a priority? (are there other agencies or strategies more appropriate)
- Have the parents been advised that a referral could be made to the EWS?

Stage 3 - Formal referral to the EWO

Each pupil will be considered on an individual basis, and as such, it is impractical to set an attendance percentage level as a trigger for formal referral to EWO.

However, the service would wish to consider (in conjunction with information gained at Level 2) the following cases:

- Block absences of more than 10 sessions without explanation or with unsatisfactory reasons (O code)
- Irregular attendance with frequent unauthorised absences
- Prolonged poor attendance pattern, extending to half a term or more
- Pupils with less than 90% attendance in any four-week period
- Vulnerable pupils exhibiting poor or irregular attendance
- Suspicious absences possibly accompanied by a parental note but without medical corroboration
- Known truants
- School refusers
- Absences connected with possible child protection issues
- Pupils with persistent lateness
- Those exhibiting a sudden deterioration in their attendance levels, where no reasonable explanation is given
- Copies of letters and details of other service/agencies involved should also be attached

It is impractical to set a time scale for completion of a case without first setting a parameter for measuring success. It is therefore, necessary for the EWO and the school to agree a desired outcome on a case-by-case basis.

School staff should be reminded that in order for legal action to be initiated, absences must be recorded as unauthorised, as authorisation of an absence by the school constitutes a statutory defence to Section 444 of the Education Act 1996.

At level 3 - EWO actions may include:

- Writing to parents/carer
- Speaking with parent/carers by telephone
- Home visits
- Meeting with the pupil in school
- Meeting with the parents in school. These meetings may also include the pupil and or school staff in appropriate cases
- Drawing up a contract between school/EWO/parents/pupil

The EWO accepting the referral will make an initial assessment and determine a course of action.

Where a home visit is considered the appropriate intervention or where the above strategies are impractical -

- The EWO will, in most cases, make the home visit within five school days of receipt of the referral
- The EWO undertakes to provide a written response to all referrals within 10 working days

The objective of a visit to the pupil's home is to enable the EWO to gain an understanding of the problem within the home context. It will permit the EWO to assess the pupil's relationship, behaviour and family circumstances as they impact on the attendance issue.

Visits made without an appointment i.e. unannounced, are often the most productive in this initial assessment phase.

Stage 4 - Alternative strategies

Where there has been little or no improvement to the situation following EWO intervention at level 3 the case will be subject to an assessment/review in conjunction with the HOY/HOKS through formal supervision.

Consideration will be given to a number of alternative or complimentary strategies. These may include:

- The provision of specific services e.g. o Escorting the pupil into school for a predefined short period o A time limited in-depth work program with pupil/parents/school
- Referral to another agency/service
- Formal letters
- Official Warning letter
- Pre-Court meeting will take place between parents/carers, pupil, EWO, Associated professionals and chaired by a senior Education Welfare Officer.
- Consideration of statutory intervention, i.e. parental prosecution, Education Supervision Order

Stage 5 - Statutory action

Where there is a need to implement statutory action the EWO will act within the following criteria:

- Prior to implementing action under Sect. 444 the EWO is required to give consideration to the suitability of the case for placing before the Family Court with regard to an Education Supervision Order (see below)
- Are the absences in the attendance register shown as unauthorised? (Under Sect.444(1) Education Act 1996 - a statutory defence is the authorisation of absences by the school)
- Has consideration been given to all possible intervention?
- Have the parents co-operated with the school/LEA in supporting the pupil? (Parents who fail in this could be prosecuted under the aggravated offence Sect.444(1A) Education Act 1996 - where, if found guilty, the penalty is greater)
- Are there any other circumstances that mitigate against prosecuting at this stage?

Where the above criteria has been seen to be met, the EWO will place the case before a multi agency panel for consideration.

Where the panel agrees with the recommendation of legal intervention the EWO will seek the formal permission of the Headteacher to proceed with legal action.

The EWO will ensure that the following procedures have been actioned:

Section 444(1) and 444(1A) of the Education Act 1996 (Failure to secure regular attendance of registered pupil)

Where there is little or no improvement following the Pre-Court meeting the process will continue as detailed:

- The EWO, in conjunction with the EWS Courts Officer will collate the following documentation for prosecution -
 - o Head Teacher's Certificate of Attendance
 - o Statement from the EWO and exhibits relevant to the case
 - o Information regarding previous prosecutions
 - o Supporting documentation, e.g. doctor's letters
- Summons drawn up and delivered by 1st class post or by hand together with all relevant documents including a statement and the above documentation. (Served under Sect.9 of the Magistrates Court Act)

Section 443 Education Act 1996 (Failure to comply with school attendance order)

- Established EWS intervention, i.e. letters, visits
- Series of notices relating to the School Attendance Order
- The School Attendance Order sent by 1st class post
- Statements prepared
- Procedure for prosecution is as above

Education Supervision Order

If this course of action is considered appropriate the following procedure will be pursued:

- Planning meeting to include:
 - o School staff
 - o Social services
 - o Other agencies relevant to the case
 - o Parents
- o Pupil (dependent on the pupils age and other considerations)
- o EWO
- o Legal representative
- Consultation to draw up an action plan
- Documentation prepared in consultation with legal representative

Ref – INITIALS AND YEAR GROUP – copy on file

School attendance letter of concern

Dear PARENTS NAME,

I am writing to discuss a matter of importance concerning your child's attendance at school.

We have noticed a pattern of poor attendance; NAME has missed NUMBER days of school or NUMBER lessons this academic year.

We believe that a collaborative effort is essential to address any challenges that NAME may be facing. Recognising the impact of consistent attendance on academic progress and social development, we would like to invite you to a meeting to discuss this matter in detail.

The meeting will provide an opportunity for us to share our concerns and work together to find solutions that will support NAME's success. Our goal is to ensure that she receives the best possible education and good attendance is essential to this.

Please contact Miss L Traynor on 0121 748 0400 to arrange a mutually convenient time to meet at Park Hall. Your partnership is invaluable, and together, we can ensure NAME gets all she can from her education.

If NAME's attendance does not improve, you may be contacted by Solihull Council Education Inclusion Service - a copy of their code of conduct can be found here - <https://www.solihull.gov.uk/Schools-and-learning/school-attendance>

We would prefer to work with you to improve his attendance to avoid this.

Thank you for your understanding and cooperation. We look forward to meeting with you to discuss this matter further.

Your Sincerely,

Miss L Traynor
Attendance Director

Ref – INITIALS AND YEAR GROUP – copy on file.

School Attendance Letter of Concern- Medical Evidence

Dear PARENTS NAME

NAMES's attendance is still a cause for concern, NAME has now missed NUMBER days of school or NUMBER lessons this academic year. Under Section 7 of the Education Act 1996, you are legally responsible for ensuring regular attendance and punctuality of your child at school.

Due to the significant number of absences, we are requesting medical evidence to authorise any further absences due to illness. This evidence may take the form of either a letter from your GP or an appointment card, date stamped and signed by staff at your GP's surgery as proof that your child has attended for treatment. It may also include a copy of a prescription or medication that has the child's name and date on it.

This decision has not been taken lightly but is necessary as NAME is now classed as being persistently absent from school. If NAME is now absent from school and medical evidence has not been provided their absence will be classed as unauthorised; The Department for Education states that schools will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons.

We would appreciate your support in this matter and hope NAME's attendance improves to help them achieve their potential. If you require support, please contact Miss L Traynor on 0121 748 0400 to arrange a mutually convenient time to meet at Park Hall. Your partnership is invaluable, and together, we can ensure NAME gets all she can from her education.

