Wigan Council

Lowton
Church of England High School

Attendance & Punctuality Policy

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God.

This policy has been produced in accordance with the Equality Act 2010 and the Special Education Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2015. It has been reviewed in accordance with all other school policies and related Acts.

Date effective from	1st September 2025
Date of next review	1st September 2026
Review period	1 Year
Person responsible	Miss H Clare
Version	2.0

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Contact Details

The name and contact details of the senior leader responsible for the strategic approach to attendance in our school is:

Name: Miss H Clare
Contact Details: enquiries@lowtonhs.wigan.sch.uk

The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:

Name Mrs R Brown
Contact Details brownr@lowtonhs.wigan.sch.uk

The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance (DELETE AS APPROPRIATE-Attendance Officer/Pastoral Support Worker/Head of Year etc):

Name Miss E Lindsay
Contact Details lindsaye@lowtonhs.wigan.sch.uk

We are committed to ensuring that systems and processes are in place regarding promoting attendance and encourage parents to contact school as soon as possible if they have any concerns about their child.

Introduction and Aim

LOWTON CHURCH OF ENGLAND HIGH SCHOOL recognises the importance of good attendance and the impact it has on children's progress, attainment, enjoyment of learning and relationships within school. Good attendance helps children to realise their potential and ensures they are motivated, confident, and able to enjoy a diverse range of curricular opportunities and experiences. Children must attend school every day during term time unless an exceptional circumstance applies.

Our school policies promote good attendance, which is recognised and rewarded as an achievement. The school monitors attendance to ensure quick and early intervention if a problem is identified. We recognise that whole school preventative and proactive approaches are key to promoting the children's wellbeing and attendance.

Our policy is accessible to leaders, staff, pupils, and parents, and is published on our school website. It will be sent to parents with any initial information when pupils join the school, and they will be reminded of it at the beginning of each school year. Parents and carers will be informed if any updates are made to this policy.

The school recognises that barriers to attendance evolve quickly and as such this policy will be reviewed and updated as necessary.

This Policy is based on the premise of equal opportunities for all.

Legal Duty

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at school or by education otherwise than at school.

Regular and punctual attendance at school is essential to enable children to maximise their educational attainment, opportunities, and further development.

Relevant Legislation and Legal Background:

- Section 7 of the Education Act 1996 states that '*The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education either by regular attendance at school or otherwise*'.
- Section 444 (1) 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 parent is guilty of an offence*'.

- Section 576 Education Act 1996 stipulates that for the purposes of Education Law, parent includes: - All biological parents, whether they are married or not.
  - Any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative.
  - any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person. This could be one parent, both parents and/or carers.

School commitment

Everyone in school is committed to promoting the importance of good attendance and punctuality.

We will support pupils and parents to achieve good attendance and punctuality, and we will work closely with parents where absence is a cause for concern.

LOWTON CHURCH OF ENGLAND HIGH SCHOOL strives for 100% attendance for all pupils. The whole school attendance target is **97 %**.

We are committed to promoting a positive and welcoming atmosphere in which all pupils feel safe, secure, and valued. We will ensure that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

We will work with all pupils and their parents to maximise attendance and where necessary, we will put in place additional support and adjustments. If required we will engage additional support from wider services and external partners, making timely referrals.

Responsibilities:

Parents will:

- Be aware that it is an offence for their child to be absent from school without a valid reason.
- Be aware that only the School can determine if an absence from school is 'authorised'.
- Ensure their child arrives at school on time, dressed in full uniform and ready and equipped to learn.
- Inform the School if their child is unable to attend, including the reason for absence and the expected date of return. This phone call must take place each morning of absence before 8am.
- Ensure that all appointments, where possible, are arranged after school.
- Avoid arranging holidays/leave during term time except in exceptional circumstances.
- Ensure that all requests for leave during term time are made by completing the 'Leave of Absence During Term Time Request Form', where possible at least 1 month in advance.
- Be aware that for unauthorised absences, the Headteacher reserves the right to apply to the Local Authority to issue a penalty notice (fine) or remove a child from the roll of the school.
- Ensure their child attends all intervention programmes agreed by the School.
- Promote the importance of excellent attendance and punctuality to their child
- Ensure their child has the means to travel safely to school and arrive on time, by 8:30am
- Supply medical evidence if their child is absent for more then 3 days (NB: If medical evidence is not supplied beyond 3 days, the absence will be deemed unauthorised)
- Work in partnership with the school to overcome barriers to school attendance. This may involve a multiagency approach
- Supply at least two accurate and up to date named contacts for school liaison

Pupils will:

- Aim to achieve 100% attendance and punctuality by arriving to school on time every day (by 8:30am).

  Come to school well prepared and with the right attitude; to enjoy and achieve.
- Be punctual to all lessons.
- Where necessary, work with external agencies who will help them to improve their attendance

Recording attendance:

We will keep an attendance register and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. During both the first and second session we will record whether each pupil is:

- Present
- Attending an approved educational activity.
- Absent; or
- Unable to attend due to exceptional circumstances.

In addition, all teaching staff check that the pupils timetabled to be in their lessons are present for each of the six lessons.

The school will follow up any absences to:

- Ascertain the reason for absence.
- Ensure the proper safeguarding action is taken. This may include measures such as home visits and/or liaising with safeguarding partners
- Identify whether the absence is approved or not.
- Identify the correct code to use before entering it on to the school's electronic register, or management information system as a priority and returned to the school office in a timely manner. This is used to download data to the School Census.
- Consider early identification, assessment, intervention, and support processes that may need to be implemented.

The register is marked using the codes as advised by the Department for Education (DfE) 'Working together to improve School Attendance Guidance' (for maintained schools, academies, independent schools, and local authorities), for further information, please visit -
Working together to improve school attendance (publishing.service.gov.uk)

Procedure:

Children are expected to attend school regularly, unless there is good reason for absence. There are two types of absence:

- Authorised (where the school approves a pupil absence)
- Unauthorised (where school will not approve the absence)

The school has a duty to safeguard all pupils. If a child is absent, the parents and carers must inform the school on the first day of absence and each following day of absence, stating the reason.

Parents and carers should phone school by 8.00 am if possible of the first day of absence and each following day of absence unless it has been agreed by school that this is not necessary.

Parents should call Mrs Platt who is responsible for the day-to-day recording of attendance.

In the event a child is absent from school and the parent or carer has not notified the School of the absence, the school will follow up on their absence with their parent and carer to ascertain the reason.

In addition to this, the school will:

- Send an automated text each morning to inform parents of unexpected absences
- Phone any parents who do not respond to this text
- Ensure appropriate safeguarding action is taken where necessary. This may include measures such as home visits and/or liaising with safeguarding partners

If no contact is established or the reason for absence is not accepted, the absence will be deemed unauthorised. Should contact be established later with parent and a reason for absence is provided, the School may amend this to authorised if they are satisfied with the reason given.

Communication between Parents and carers and School:

Communication between parents and carers and the school is extremely important as this enables us to ensure that children are supported and feel settled in school. If your child is absent, you must inform the school immediately in line with the procedure as outlined above.

As a school we recognise that building respectful relationships with families and working in collaboration is essential to ensuring the best outcomes for children/young people. We require all parents to actively support the work of the school, including promoting attendance and engagement. We are committed to ensuring that systems and processes are in place with regards to promoting attendance and would encourage parents to make contact if they have concerns about their child.

In the event there is a persistent lack of engagement by parents, we may seek to secure engagement and school attendance through formal legal procedures.

Parents and carers will receive a termly letter regarding their child's attendance. Within this written communication, parents will also receive guidance on how to improve their child's attendance and useful information regarding links between attendance and student outcomes.

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

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

Absence monitoring:

School robustly monitors and analyses attendance data to promptly identify and address possible concerns. This allows for early interventions to support the child/family's underlying needs.

This monitoring will include:

- Weekly attendance code analysis
- Weekly analysis of types of persistent absence
- Specific cohort and group monitoring – particularly for vulnerable groups i.e. children with a social worker

Absence monitoring allows the School to use data to identify individuals who need support and to work towards reducing persistent and severe absence.

Attendance over one whole school year for each pupil

Attendance	Missed Days
100%	0
98%	Less than 4 days / 8 sessions
97%	Less than 5 days / 10 sessions (school target)
95%	Less than 10 days / 20 sessions
90%	20 days / 40 sessions
85%	27 ½ days / 55 sessions
80%	37 ½ days / 75 sessions

Early Identification and Intervention: assess, plan, do, review:

Every pupil has a right to a full-time education and LOWTON CHURCH OF ENGLAND HIGH SCHOOL sets high attendance expectations for all pupils. LOWTON CHURCH OF ENGLAND HIGH SCHOOL will consider the individual needs of pupils and their families who have specific barriers to attendance.

For any pupil who is absent from school, it is essential to fully understand the reasons for this so that targeted, evidence-based interventions and support can be put into place. All staff have a part to play in promoting attendance. We recognise the importance of ensuring that key members of staff from across the school, including class teachers, attendance, pastoral and SEND staff work in collaboration to consider and identify the holistic needs of the pupil and to overcome barriers to attendance. In accordance with the principles of early intervention, a graduated approach of assess, plan, do and review will be followed, utilising a range of school-based resources, evidence-based interventions and seeking advice and support from external services at an appropriate stage, where required.

Appropriate assessments will be important to help understand the underlying reasons that may be contributing to attendance difficulties. This may be an assessment that focuses on the individual child's needs and will include the views of the pupil as well as parents and carers and identify strengths (what is working well) and needs (what is working less well).

Assessments undertaken may identify that a pupil is experiencing underlying emotional based needs that are contributing to non-attendance. As a school we will access appropriate guidance developed by Wigan Local Authority in respect of this: Emotionally Based School Attendance – best practice tool. This is a whole school framework with a graduated approach to support the early identification and intervention of children/young people who may struggle to cope in school/attend school.

Information from assessments will inform a SMART (Specific, Measurable, Achievable, Realistic, Targets) action plan with focussed targets developed in partnership with families, and other services as appropriate. For example, Start Well and Social Care may have a part to play in the delivery of support and intervention

to promote engagement and attendance. SMART plans should be personalised to effectively meet a pupil's needs and improve attendance and wellbeing outcomes.

Regular reviews of support and attendance plans are essential to monitor the impact of interventions and to adjust these accordingly. If, despite targeted support and intervention, attendance and wellbeing concerns persist, we may seek further advice and support from external services including mental health services, specialist teaching and education services.

Medical absence:

Absence due to sickness must be reported to the school by phone on the first day of absence. The school must be kept informed during longer periods of absence. School will contact parents during the first day if no satisfactory reason for absence has been received.

It is usually appropriate for parents and carers to send their children to school with mild respiratory illnesses. This would include general cold symptoms: a minor cough, runny nose, or sore throat. However, children should not be sent to school if they have a temperature of 38°C or above. Please read this link for further information Is my child too ill for school? - NHS (www.nhs.uk)

If a medical absence is likely to be ongoing or long term, we will offer support in accordance with the school's and Local Authority's policies relating to children with health needs. As a school we need to plan how children can access education during periods of long-term absence and how and when the child will return to school. School will make reasonable adjustments for pupils where necessary and appropriate.

To ensure we have the appropriate pathway of support we will follow our 'Early identification' model and implement an individual plan tailored to a child's medical needs to enable access to suitable education.

As a school we will adhere to the Local Authority policy Education of pupils with medical needs (wigan.gov.uk) This policy includes a graduated response, supporting inclusive practice across all settings to ensure children's continued links to their education provider when their health needs may impact their access to education.

Absences due to Medical Appointments

We request that where possible, any dental, GP and other medical appointments are made outside of school time. If it is imperative that such an appointment must be arranged to take place in school time, we request that details of the same are provided to us as soon as possible.

Lateness and punctuality:

School begins at 8.35 am and all pupils are expected to be in school for registration at that time. The Register opens at 8.35 am

Any child who arrives after the gates are closed must enter the school by the main entrance and report to the school reception to sign in.

- If pupils are not in class when the register is taken, they will be coded as 'L'. The minutes late will also be recorded. This is monitored by subject leads and pastoral managers.
- If pupils arrive after registers close, they will be coded as 'U'. This is monitored by the attendance team.

Children who are consistently late for school are disrupting not only their own education, but also that of other children. Students who are persistently late will be issued with an appropriate sanction and parents will be notified and expected to support the school.

Where persistent lateness gives cause for concern, parents and carers may be invited to a meeting to resolve the issues. If there is no improvement following this meeting, further action may be taken which may include referral to external agencies.

You may approach the school at any time for support and advice if you are having difficulty getting your child to school on time or maintaining regular attendance.

Unauthorised absence:

An absence may be coded as 'unauthorised' if:

- no reason for absence has been given.
- reason for absence is deemed insufficient by School.
- a request for a leave of absence has been unauthorised.
- a pupil arrives at school after registration has closed at 9.05 am

Parents and carers should be aware that LOWTON CHURCH OF ENGLAND HIGH SCHOOL may contact the Local Authority if a pupil has 10 or more unauthorised absences in the current term with a view to issuing an Education Penalty Notice or other legal action. The Education Penalty Notice is issued individually to each parent and carer who fails to ensure their child's regular attendance at school. Penalty charges are £160 if paid within 28 days reducing to £80 if paid within 21 days per parent/carer per child. Non-payment of the Fixed Penalty Notice may result in prosecution in the Magistrates court.

Consequences of not attending school (wigan.gov.uk)

Children Missing in Education (CME):

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

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

The school must also arrange full-time education for excluded students from the sixth school day of a fixed period exclusion. This information can be found in the *Exclusion from maintained schools, academies and student referral units in England* statutory guidance. As part of our duty, we will investigate any unexplained absences. Further information about schools' safeguarding responsibilities can be found in the KCSIE.

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

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

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

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

The Local Authority requires Education Settings to complete the **'Children Missing Education'** referral form. (Appendix 4) This form should be completed once the setting has completed reasonable enquires, but failed to locate the child following 10 days of absence. The first part should be completed by school and submitted to the Children in Need Duty Team CINdutyteam@wigan.gov.uk. Further check will be completed to ensure all lines of enquiry have been exhausted, before it is agreed the child is removed from roll.

Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

Where a student has not returned to school for ten days after an authorised absence, or is absent from school without authorisation for twenty consecutive school days they can only be removed from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the student's whereabouts after **jointly** making reasonable enquiries. Local authorities and education settings should agree roles and responsibilities locally in relation to making joint enquiries. This only applies if the setting does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause.

Application for leave of absence:

The Head Teacher will not grant any leave of absence (holiday) during term time unless it is deemed that there are exceptional circumstances.

The Head Teacher will determine what constitutes an exceptional circumstance on an individual basis. If parents and carers need to request a Leave of Absence, they can complete a 'Leave of Absence' form – attached to this policy - or they can email the school enquiries with the details. Requests should be made at least 1 month in advance of the requested leave. It should be noted that if any application is declined and absence occurs of a consecutive 5 or more unauthorised days, then school may apply to the Local Authority for an Education Penalty Notice to be issued to each parent and carer.

The following will not be deemed to be exceptional circumstances:

- Family holiday
- Availability of less expensive holiday
- Availability of holiday accommodation
- Parent/carer's working commitments
- Holiday pre-booked by another family member

A child's absence during term time seriously disrupts their continuity of learning. Not only do they miss the teaching on the days they are away but are less prepared for the lessons building on that teaching when they return to school. There is a consequent risk of under achievement, which we must seek to avoid.

Religious observance:

We recognise that some pupils may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and;
- has been exclusively set apart for religious observance by the religious body to which the pupil belongs

We ask that parents and carers notify us in writing in advance where absence is required due to a religious observance.

Enforced school closure:

If LOWTON CHURCH OF ENGLAND HIGH SCHOOL was forced to close for a period, we have the facility to operate an online virtual school. In such circumstances, children are expected to engage with ALL activities when work is set. Procedures for online learning will be sent to parents as and when required.

Monitoring arrangements:

This policy will be reviewed annually as a minimum by the Deputy Headteacher. At every review, the policy will be approved by the Governing board.

In the occurrence of an unprecedented situation, temporary changes of this attendance policy may be implemented. The changes may be influenced by scientific guidance, government policy or school risk assessments which may take one of many forms. The plan for school attendance will be shared with parents when required. This will be communicated via social media, letters and emails or other methods that will be deemed appropriate at the time.

Links with other policies:

This policy links to the following school policies:

- Safeguarding policy
- Behaviour policy

Other guidance/policies:

- Keeping children safe in education - GOV.UK (www.gov.uk)

- Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)

- Working together to improve school attendance (publishing.service.gov.uk)

- Children missing education (wigan.gov.uk)

- Consequences of not attending school (wigan.gov.uk)

Appendices:

Appendix 1: Leave of Absence During Term Time Request Form

Leave of Absence During Term Time Request Form

Guidance Notes

- Please ensure this form is completed at least 1 month prior to requesting leave. Completing this form **does not** mean your request has been approved.
- The Education (Pupil Registration) Regulations 2013 states that headteachers may not grant any leave of absence during term time unless there are ***exceptional circumstances*** *(see below)*.
- If your leave of absence is either approved and you fail to ensure that your child returns to school by the agreed date or your child takes leave when your leave of absence request is not approved, then the absence will be marked as 'unauthorised' on the attendance register.
- For such 'unauthorised' absence, you may be liable to be issued with a penalty notice (fine). Details can be found here:
- https://www.wigan.gov.uk/Resident/Education/Schools/School-Attendance/Legal-Proceedingsfor-Non-Attendance.aspx

CHILD'S DETAILS			
Surname		**First Name**	
Date of Birth		**Year Group**	
Address			
PARENT/CARER'S DETAILS			
Surname		**First Name**	
Relationship to child			
Address (if different to above)			
Telephone no.		**Mobile no.**	
Email			
DETAILS OF REQUEST FOR LEAVE			
Date of Departure		**Date of Return**	
No. of School Days Absence		**Destination**	
***Local* emergency contact name**		**Emergency contact number**	

Address resident at whilst on leave	
Please provide details and reasons for requesting leave of absence and in particular any 'exceptional circumstances'. If necessary, please provide any documentary evidence in support of your request.	
I certify that the information provided on this form is correct. I understand that the school reserves the right to issue a penalty notice or remove my child from the school register for unauthorised leave.	

Signature		Date	

– FOR COMPLETION BY THE SCHOOL –

Authorised	YES/NO		
Exceptional Circumstances			
Signature		Date	
Name		Position	

Appendix 2: Attendance codes

Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 3: Attendance and absence data

The tables below equate percentage attendance to time missed from school.

Table 1: Attendance over one whole school year for each pupil

Attendance	Missed Days
100%	0
98%	Less than 4 days / 8 sessions
97%	Less than 5 days / 10 sessions (school target)
95%	Less than 10 days / 20 sessions
90%	20 days / 40 sessions
85%	27 ½ days / 55 sessions
80%	37 ½ days / 75 sessions

Table 2: Attendance over 5 years for each pupil

Attendance	Missed Weeks
85-90%	19 weeks – ½ year absence from school
80%	38 weeks = 1 full year absence from school

What does 'percentage attendance' mean?

Parents and carers should be advised that the Government have categorised those pupils who have attendance of 90% and below as 'Persistent Absent' pupils (PA). The table below shows the learning time lost against percentage attendance figures.

Attendance during one school year	**Equivalent Days Missed**	**Equivalent Sessions Missed**	**Equivalent Weeks missed**	**Equivalent Lessons Missed**
95%	9 days	18 sessions	1.4 weeks	45 lessons
90%	19 days	38 sessions	3.4 weeks	95 lessons
85%	29 days	58 sessions	5.4 weeks	145 lessons
80%	36 days	72 sessions	7.1 weeks	180 lessons
75%	48 days	96 sessions	9.3 weeks	240 lessons

As of May 2022, the Department for Education have categorised those pupils who have attendance of 50% and below as 'Severely Absent' pupils. The Department for Education advise for all pupils who fall within this category to have a robust multi-agency plan and approach in place to support.

Appendix 4: CME referral form

CHILDREN MISSING EDUCATION REFERRAL & CHECKLIST
June 2022 v5

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

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

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

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

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

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

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

CHILD'S INFORMATION:

Child's Name:		DOB:
Child's Address:		
Previous Address: (if known)		

School:	
Parent/carer's names:	
Parent/carer's address:	
Contact names & numbers: (include emergency)	
Any known siblings & school:	

Name of Member of staff completing form			
School checklist	**Dates/Times**	**Outcomes**	**Name**
School to attempt to contact parent on first day of absence. This includes Truancy Call, First Day calling, Text, Email, all emergency contacts. Please detail all contact methods - whether a message was left, if the phone is working, is there an international dialling tone.			
School to check possible whereabouts with staff and pupils? This should include checking with family friends, all staff members, the child's friends, social media Contact all emergency contact numbers you hold in school.			
Visit to address(es) by school. Leave card if no answer Does the property look empty? Is someone at home but not answering the door? NB if school policy does not permit home visit a police welfare check to be requested			
Contact made with involved agencies within 5 working days (Social Care, EMAS team, School Nurse etc)			
Contact made with agencies to understand when they last had contact/saw the child (no consent needed) - Social care - school nurse (when did health have any contact with the child)			

School to contact the new school or Local Authority the child is believed to have moved to? What were the outcomes? https://www.gov.uk/find-local-council			
NB – Has the child been seen? State when & by whom If not seen, what further action has been taken? (Refer to CME Policy Doc for advice)			

Reason for CME checks:	
Any other agencies involved:	
Known vulnerability/risk factors Do you feel this child is at risk of harm or neglect **Y/N** please provide detail:	
Is this child Gypsy Roma Traveller? **Y/N**	
Is this child parents service personnel? **Y/N**	
Has this child had any Missing from home episodes? **Y/N**	
Is this child known to the Youth Justice System? **Y/N**	
Does this child have any SEN/learning needs? **Y/N**	
Are there any other vulnerabilities you are aware of? Please provide detail;	
Date:	

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

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

Please submit this referral to CME@wigan.gov.uk

Appendix 5: Staff Protocols

Responsibilities

The **Governing Body** will:

- The governing board is responsible for monitoring attendance figures for the whole school on at least a termly basis.
- Hold the headteacher to account for the implementation of this policy.

The **Senior Leadership Team:**

The headteacher has responsibility for ensuring there is named member of the senior leadership team overseeing the management of attendance.

The headteacher delegates the responsibility of whole school attendance to the Deputy headteacher. Deputy Headteacher for Safeguarding, Attendance: Miss H Clare

The **Deputy Headteacher** will**:**

- Ensure the school ethos promotes and celebrates good attendance and punctuality.
- Ensure the policy is followed by all staff
- Manage the pastoral team to fulfil their duties in relation to this policy
- Ensure the school adheres to KCSIE including CME/EHE and mid-year admissions.
- Monitor data on attendance via weekly reports from the Senior Pastoral Leader.
- Promote the importance of excellent attendance and punctuality to all stakeholders
- Determine, in collaboration with the Senior Pastoral Leader and EWO, whether to authorise any proposed absences requested on the School's official request form, or absences for which no request was made/approved.
- Along with the Headteacher, authorise any Education Penalty Notices in relation to attendance.
- Contributing to the school improvement plan, with a focus on attendance and punctuality improvement.
- Provide the Governing Body with half-termly data on attendance and punctuality, including data about pupils who are persistent absentees and review practice in relation to attendance and punctuality.

The **Senior Pastoral Lead** will:

- Monitor and analyse whole school absence data, identify causes for concern and report this to the Governors.
- Ensure appropriate levels of support are offered and impact of interventions is measured.
- Ensure safeguarding procedures are followed consistently and there is appropriate communication with external agencies where necessary.
- Manage the school Early Help provision, ensuring adequate staff supervision and CPD
- Monitor attendance data across the school and at an individual student level
- Support the pastoral team in line with the school attendance strategy
- Collate and reporting attendance data to the Deputy Headteacher and Headteacher on a weekly basis
- Provide an Annual Report on attendance and punctuality to the Governing Body.

Heads of Year will:

- Monitor attendance on daily, weekly, half-termly, termly and annual basis, contacting parents of pupils who have been identified as at-risk, to challenge absences and encourage early return to school.
- Have a weekly attendance meeting with the Local Authority Attendance Officer in order to identify concerns and formulate action plans
- Send letters to parents of students whose attendance is causing concern
- Ensure data on attendance and punctuality is passed onto form tutors
- Where appropriate, visit the home and/or make a referral to the Local Authority' Attendance Service.
- Issue appropriate sanctions to pupils for whom attendance and punctuality is a cause for concern.
- Work with the Senior Pastoral Lead and Deputy Headteacher to maintain an up to date Attendance Risk Register via the safeguarding dashboard.
- Implement, monitor and review attendance action plans

Student support manager responsible for attendance will:

- Contribute and advise on the school development plan and implementation of the attendance policy, procedures, and whole school attendance improvement strategy.
- Meet with the Senior Pastoral Lead to review attendance policy, procedures, escalation process and data.
- Liaise with the Local Authority on good practice to monitor and analyse school-level absence data.
- Liaise with the Local Authority for advice on Pupil Registration regulations, CME/EHE and mid-year admissions in line with KCSIE
- Work alongside SENCO to support vulnerable students to reduce barriers to learning.
- Producing weekly attendance data for all students meeting regularly with Heads of Year to agree actions
- Lead individual Early Helps and communicating with external agencies where appropriate
- Communicate with parents and carers to overcome barriers to school attendance using the Signs of Safety framework
- Ensure that EPN information is sent to parents termly
- Contribute to parental engagement interventions including face to face meetings and home visits.
- Implement escalation processes in line with local authority procedures including the Education Penalty Notices and enforcement referrals.
- Work in line with Wigan Threshold of need and escalate cases where appropriate

Form Tutors will:

- Provide regular advice, encouragement, challenge and support to the registration group as a whole and individually to pupils about the importance of regular attendance and punctuality using the data provided by the Head of Year.
- Ensure that the attendance register using SIMS is taken at the start of the form period.
- Ensure pupils' absence notes or verbal messages related to attendance and punctuality are provided to the Attendance Administrator, Mrs Platt.

  Promote excellent attendance and punctuality to school and ensure appropriate follow up to persistent absence or lateness.
- Liaise with parents to identify any barriers preventing students attending school.
- Deliver form time attendance education

- Implement individual intervention

Attendance administrator (Mrs Platt) will:

- Monitor registration on a daily basis.
- Be the first point of contact for parents and relevant school staff regarding pupil absence and appointment
- Communicate with parents of absent students via the truancy alert on a daily basis
- Send a list of students for whom parents have not responded to the truancy alert, to the student support managers and the senior pastoral lead each day by 10:15am.
- Produce a daily absence list and disseminate to key pastoral staff.
- Be the first point of contact for students with attendance/illness issues and parents or carers with attendance queries
- Complete any attendance admin tasks
- Record and monitor student attendance data to ensure accuracy.
- Send letters to students who have missed more than 10 sessions of school where appropriate.

Appendix 6: Attendance Monitoring

Attendance is monitored in a number of ways:

The attendance administrator monitors student absence on a daily basis and appropriate action is taken.

If a student's absence goes above 3 days, the school will contact the parent/carer of the student to discuss the reasons for this and support the student's return to school.

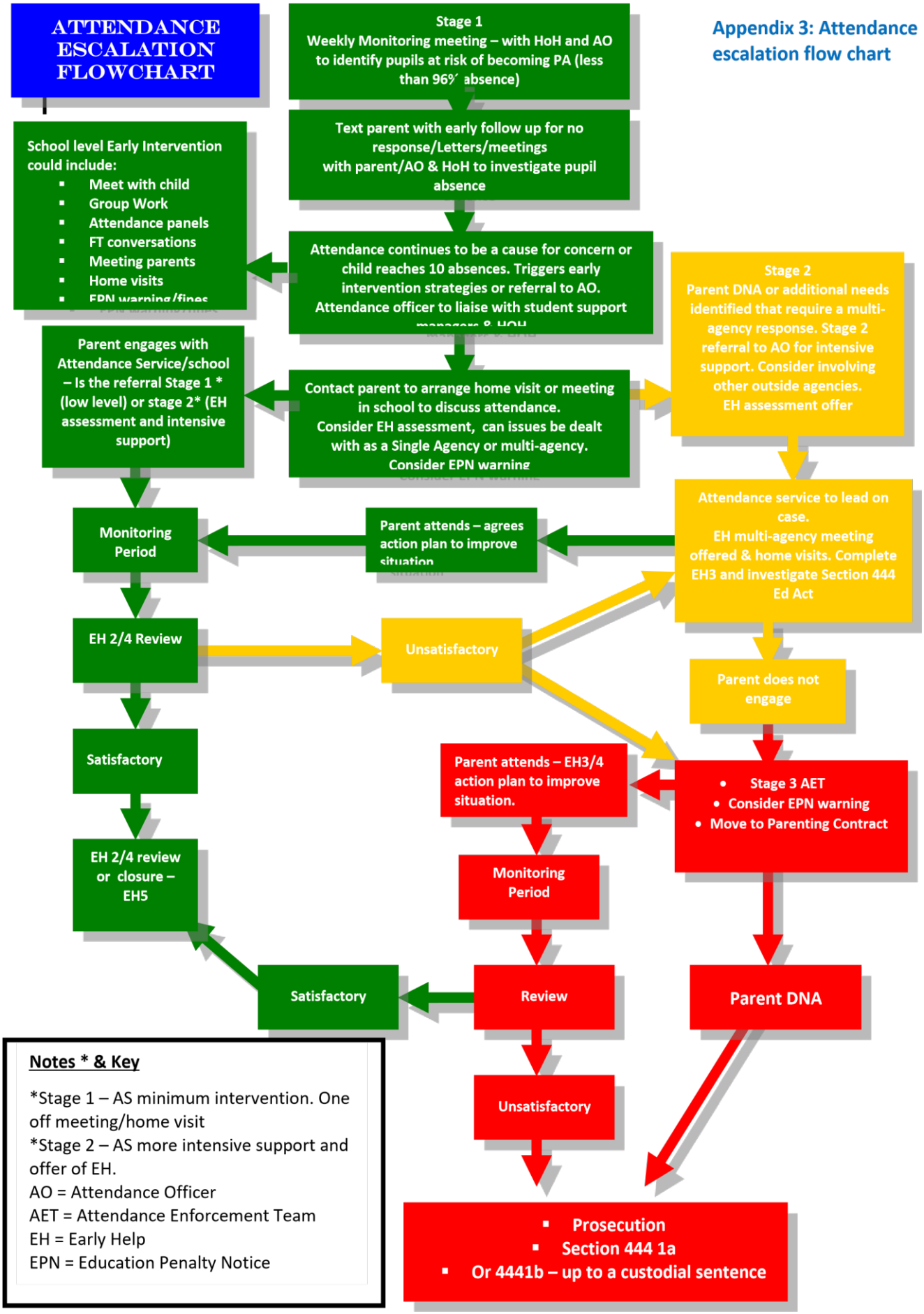
If a student's absence continues to rise after contacting their parent/carer, we will consider additional measures to support the student to return to school.

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

The school monitors and stores attendance data using SIMS. This data is used for internal purposes. For example, to:

- Track the attendance of individual students
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Monitor and evaluate those children identified as needing intervention and support
- Monitor whole school trends over time

Appendix 3: Attendance escalation flow chart



Attendance Processes

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

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

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

	EBSA/SEMH	SEND	CLA	Home Circumstances	Medical	Behaviour/School based issues	
LEVEL ONE- School Level Intervention	-Voice of child - Signs of Safety -Daily Check In -Communication with staff -TATC -Adaptions to timetable -Regular contact with parents -MHST EBSA Resources - Appendix Internal support nurture Young Minds NSPCC (resource)	-Discussion with SENCO/Assistant SENCO -Consider Pre-send register -Assess through QFT approach -Understand barriers -Make reasonable adjustment -Gather pupil/parent voice -Internal TATC -Gather baseline assessments -Internal referrals (e.g. in school interventions)	-Partnership Working -PEP plan -Additional Funding -Consideration PGO/PM support -Extra Tuition -External agency support -SENCO support -Adaptions to timetable -Home Visits -CLA review -Voice of the child	-Sign post parents – appendix Young Carers referral -Signpost YP - Online support -Free bus pass/Food Vouchers -Home visits/support -Adaptions to timetable -Voice of the child/family -Partnership working -Citizens advice -Talk, Listen, Change referral -Family Transition Parenting -Wigan wellbeing & Resilience (housing)	-NHS Guidance on absence -School Nurse drop in -Liaise with medical professional -Medication on site -Adaptions to timetable -Time out Pass -Safe place in school	**Exclusions** -Robust follow up from exclusion -Home visit's if absent -IBP -Internal/on-site support -Direct work with YP -Anger Management -Emotional Regulation	**Bullying** -Robust response -Investigation -Voice of child -Mediation -Anti-bullying policy -Meeting with parents -Daily check in's -Talk, Listen Change -MHST referral -EBSA Resource
	FACILITATE SUPPORT – Remove the barriers and help pupils and parents access the support they need to overcome the barriers. Implement a Multi-Agency approach. Early Help Referral/CIN/CP						
LEVEL TWO- School Level Intervention	-Graduated approach -Engagement Centre -Alternative Provision -Add to SEND Register -Learning Plan (SEND) -CAMHS referral	-Consider adding to SEND reg -Discuss in RDP meeting -Advice from external agency -EP/TESS/SALT support -Big Picture meeting/EH -Specialist Teacher assess -Consider EHCP request	-Extra Tuition -Virtual School Support -Alternative Provision -Psychological Assessments -BASE (ASC) -CSC/Social worker support -PEP Reviews -CLA reviews	-EH- consider drop ins level 3 Or Startwell/CSC involvement -CSE/CCE referral STEER/TYSS -'We are with you' referral -Community Resilience referral -Wigan Family Welfare -Internal school support	-Health Care Plan -RTT -Three Towers provision	-Respite place -Managed Move -Engagement Centre	-On site specialist support (school based) -RESET -CAMHS referral
PARTNER AGENCIES	-CAMHS -Educational Psychologist -TESS Discussion -Speech & Language -SEND Monitoring (See SEND) -Embrace (ASC/EBSA) -Startwell	-Disability Team -Embrace/SENDIAS -LA SEND -Educational Psychologist -Oakfield Provision -SALT -Neuro development pathway -SSET -TESS/EP -School Nurse	-CSC -Virtual school -EP/TESS -School Nurse -Care Homes -Foster Carers	-Startwell -CSC -TYSS -Complex Safeguarding -Adult Services/MH support -Adult substance misuse -Wigan Wellbeing & Resilience -We are with You	-School Nurse -GPs -CAMHS -Occupation Therapy -Specialist Nurses (Asthma/Diabetes)	-Pupil Inclusion (LA) -Engagement Centre -TESS -TYSS	-Talk, Listen Change -Start well -Wigan family Welfare

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

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

Schools Responsibilities

EXPECT

Aspire to high standards of attendance from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

We do this by:

- Having an effective whole school culture of high attendance underpinned by clear expectations, procedures and responsibilities
- Sharing our expectations of good attendance with parents in letters and on the school website.
- Sharing our expectations of good attendance with students on a weekly basis (Form time on Wednesday)
- Recognising good attendance and improved attendance with regular rewards and recognition
- Educating students on the importance of good school attendance for academic achievement

MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

We do this by:

- Tracking and monitoring attendance data ensuring early identification of attendance concerns
- Having a clear escalation procedure with clear trigger points
- Identify concerning attendance patterns in vulnerable cohorts
- Identifying students who would benefit from early intervention
- Weekly strategy meetings with SLT and key staff members
- Ensure robust systems are in place to safeguard children on roll
- Tracking the data of students classed as PA, SPA or at risk of becoming PA

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with students and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

We do this by:

- Meeting with parents and students at the earliest opportunity where attendance is becoming a cause for concern
- Build relationships between home and school that can be the foundation of good attendance.
- Listen and understand the barriers to attendance a young person and family may be facing. Consider the sensitivity of some of the reasons and understand the importance of school as a place of safety and support rather than reaching immediately for punitive approaches.
- Pastoral managers / SEND / AC / Key workers contacting parents when patterns of absence or spotted and checking if there are any concerns in lessons or friendship groups.
- Completing home visits for families who are hard to engage

FACILITATE SUPPORT

Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

We do this by:

- When appropriate offer 1:1 mentoring with a member of staff
- Offering an Early Help to formulate a supportive plan of action
- Using the Aspirations Centre, where appropriate
- Offer a short term, but phased return to school following a prolonged/severe absence (if appropriate)
- Working with external agencies to offer a package of Alternative Education
- Offer counselling to students whose SEMH is a barrier to attending school

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

We do this by:

- Reminding parents of the likelihood of a fixed penalty notice being issued
- Escalating cases to the LA attendance manager who will liaise with school and the family
- Sending letters to parents advising them that they are at risk of being referred to enforcement.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

We do this by:

- Issuing EPNs
- Escalating cases to the LA Attendance Enforcement Service