



Grow • Aspire • Achieve

Attendance Policy



Part of the

Oak



Learning Partnership

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Date:	September 2024
Next review:	September 2025

Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	September 2023		New document	First release
1.1	March 2024		Absence Prevention Plans, Roles and Responsibilities	



Introduction

At Spring Lane School we expect all pupils to:

- Re-engage with school with improving attendance and engagement
- Repair gaps in learning and trust with adults through improved school attendance
- Route successful pathways to future transitions and adulthood through improved school attendance

We believe that attending school is key to enabling children to make the most of the opportunities we offer to prepare them for their future, whilst providing a safe space for them in the immediacy to overcome individual challenges.

We will work in partnership with our families to identify the reasons for poor attendance supporting them in addressing any barriers to attendance for their child.

Promoting good attendance is a matter for the whole school community. This policy sets out our expectations and our approach. Our approach takes into account the Department for Education's guidance (May 2022) 'Working together to improve school attendance' which applies from September 2022, whilst recognizing our designation as a PRU and SEMH Special for some pupils, who need a different approach to help them access education.

Our approach to securing good attendance is based on support first and in line with Ofsted's research, which can be summarised as '*Listen, understand, empathise and support – but do not tolerate.*' Whilst we remain very different from our mainstream counterparts, we engage with the local authority, their services and strategies to improve the attendance of our young people.

Every pupil should be able to learn in an enjoyable and safe environment and be protected from harm. Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers.

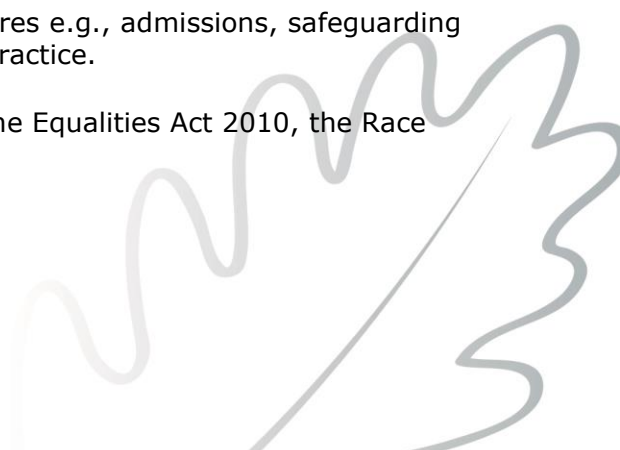
In the case of specific illnesses that require pupils to be kept off school, parents should follow public health advice to ensure the wellbeing of the whole school community. These illnesses are -

Chickenpox, Diarrhoea and Vomiting, Impetigo, Measles, Mumps, Scabies, Scarlet Fever and Whooping Cough – see ['How long should you keep your child off school – checklist poster'](#)

This policy will be applied consistently and fairly. In applying this policy, we will take into account the needs of individual pupils.

This policy is supported by other school policies and procedures e.g., admissions, safeguarding and child protection, anti-bullying, behaviour and inclusive practice.

This policy takes into account the Human Rights Act 1998, the Equalities Act 2010, the Race Relations Act 2000 and the 1996 Education Act.



Expectations

It is our responsibility to maintain a culture that promotes improving and good attendance which is supported by consistently applied routines. All staff should champion good attendance, those with designated responsibility are;

- Senior Leaders
- The Strategic Lead for attendance
- Attendance Officer
- Safeguarding Team (DSL, DDSLs)
- Form Tutors
- Youth Workers
- Teaching Assistants

Parents/carers must ensure that children of compulsory school age engage with their education offer to meet their child's needs, by regular attendance at school or otherwise.

We are committed to working with parents to promote positive attendance. We expect all our **parents** to:

- Maintain effective routines at home to support good attendance
- Contact the school as soon as possible if your child is absent to let us know the reason for the absence and the expected date of return.
- Avoid unnecessary absences. For example, pre-planned medical/ dental appointments should take place outside of school hours.
- Inform us of any change in circumstances that may impact on your child's attendance.
- Support us by becoming involved in your child's education, acknowledging the value of education and the importance of children receiving the same messages from home and school
- Work with us to address any barriers to attendance for your child including attending all meetings requested to discuss attendance issues.

We expect all our **pupils** to:

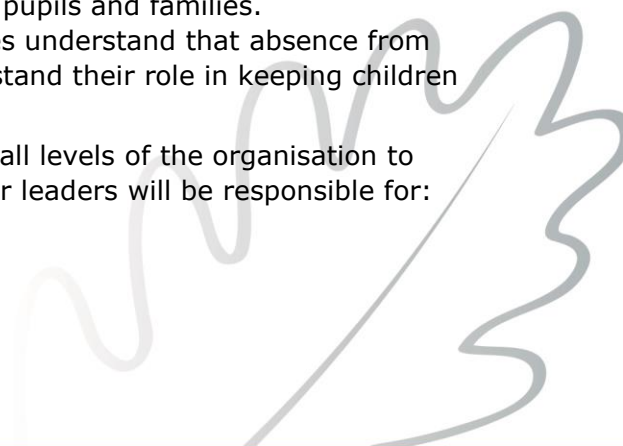
- Be aware of when they should attend school
- Attend all lessons on time and be ready to accept the challenge
- Speak to a member of staff if they are experiencing difficulties at school or at home which may impact on their attendance
- Communicate with parents/ carers to encourage a written explanation to be shared with school to explain any absence that has happened or is foreseen
- Follow the school procedures

Roles and Responsibilities

The Headteacher and Senior Leadership Team will:

- Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.
- Senior leaders will make sure staff, pupils and families understand that absence from the school is a potential safeguarding risk and understand their role in keeping children safe in education.

Senior leaders will actively promote excellent attendance at all levels of the organisation to build up a culture of improving attendance. To do this, senior leaders will be responsible for:



- Implementation of this policy at the school
- Monitoring school -level absence data and reporting it to Governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The Strategic Lead for Attendance will:

- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Have an oversight of data analysis
- Devise specific strategies to address areas of poor attendance identified through data
- Build relationships with parents/carers to discuss and tackle attendance issues
- Oversee Attendance Prevention Plans in partnership with pupils and their parents/carers
- Deliver targeted intervention and support to pupils and families
- Comply with the Department for Education Statutory Guidance on Children Missing Education (CME) informing the local authority of the details of children who are regularly absent, missing from the school following a leave of absence and prior to removing a child from the roll of the school

The Attendance Officer will:

- Monitor registration on a daily basis and to ensure any missing marks are quickly resolved to ensure pupils are safe
- Be the first point of contact for parents/carers and relevant school staff regarding pupil absence and appointments
- Make first day absence contact via text and follow up calls
- Work with the local authority to tackle persistent absence
- Work as part of the safeguarding team to report and follow up concerns
- Monitor attendance on daily, weekly, half-termly, termly and annual basis, contacting parents/carers of pupils who have been identified as at-risk, to challenge absences and encourage early return to the school
- Collate and issue all attendance and punctuality data on a daily, weekly, half-termly, termly and annual basis to the attendance manager, heads of year and senior leader responsible for attendance
- Implement Attendance Prevention Plans in partnership with pupils and their parents/carers
- Maintain a record of all applications for leave of absence during term time ensuring absence procedures are followed in line with this policy, issuing penalty notice warnings where leave is not authorised or no application for leave received.
- Enter codes accurately and keeping the attendance register in line with legislation
- Work as part of the safeguarding team to report and follow up concerns
- Where pupils are educated off-site, call daily to ensure attendance and follow up absence
- As directed by the strategic lead, ensure that pupils are visited in line with the attendance procedures. Liaise with the safeguarding team regarding home visits, if there are safeguarding concerns for the student.
- Support the work of the Strategic Lead
- Undertake home visits and welfare checks will be made in accordance to our safeguarding policy

The Form Tutor will:

- Provide regular advice, encouragement, challenge and support to the class as a whole and individually to pupils about the importance of regular attendance and punctuality using the data provided by the attendance officer

- Ensure that the statutory attendance register using the school's information recording system is taken at the start of the first session of the school day and once during the second session. For the purposes of safeguarding, registers should be taken at the beginning of each lesson.
- Ensure pupils' absence notes or verbal messages related to attendance and punctuality are provided to the attendance officer.
- Make pupils feel welcome and supporting them after an absence or when late to the school
- Be alert and deal with any signs of disaffection which could result in poor attendance and punctuality and impact on learning and ensure this is recorded on the school's information recording system
- Identify absence trends or concerns and raise with the relevant member of the team.
- Support Attendance Prevention Plans
- Support home visits where it will be beneficial to the child in breaking negative attendance cycles.

Teachers will:

- Record attendance on a daily basis, within the first five minutes of a lesson or form time, using the correct codes
- Record all attendance, accurately and in a timely manner, on the school information management system (MIS)
- Give attendance a high profile and emphasising the importance of school attendance
- Make pupils feel welcome and supporting them after an absence or when late to the school
- Help pupils catch up on missed subject content after absences

Youth Workers will:

- Provide regular advice, encouragement, challenge and support to individual pupils about the importance of regular attendance and punctuality using the data provided by the attendance officer
- Deliver attendance interventions to break cycles of absence trends, focussing on re-engagement into school and curriculum.
- Ensure pupils' absence notes or verbal messages related to attendance and punctuality are provided to the attendance officer
- Make pupils feel welcome and supporting them after an absence or when late to the school
- Be alert and deal with any signs of disaffection which could result in poor attendance and punctuality and impact on learning and ensure this is recorded
- Identify absence trends or concerns and raise with the relevant member of the team.
- Work to support part the safeguarding team to report and follow up concerns
- Where pupils are educated off-site, call daily to ensure attendance and follow up absence
- As directed by the strategic lead, ensure that pupils are visited in line with the attendance procedures. Liaise with the safeguarding team regarding home visits, if there are safeguarding concerns for the student.
- Support Attendance Prevention Plans

Teaching Assistants will:

- Provide regular advice, encouragement, challenge and support to individual pupils about the importance of regular attendance and punctuality using the data provided by the attendance officer
- Ensure pupils' absence notes or verbal messages related to attendance and punctuality are provided to the attendance officer

- Make pupils feel welcome and supporting them after an absence or when late to the school
- Be alert and deal with any signs of disaffection which could result in poor attendance
- Identify absence concerns and raise with the relevant member of the team.
- Support with any daily calls, as directed by the form tutor or attendance officer.
- As directed by the strategic lead, ensure that pupils are visited in line with the attendance procedures. Liaise with the safeguarding team regarding home visits, if there are safeguarding concerns for the student.
- Support Attendance Prevention Plans

School office staff will:

- School office staff may be the first point of contact for parents/carers and relevant school staff regarding pupil absence and appointments
- School office staff are responsible for taking calls from parents/carers and pupils about absence on a day-to-day basis and recording it accurately.
- They will also transfer calls from parents/carers and pupils to the correct attendance team staff or make appointments, where possible with pastoral staff or senior leaders, in liaison with the staff members.
- School office staff work closely with the wider attendance team and safeguarding team.

Parents/Carers will:

- Ensure their child arrives at the school on time
- Be aware that it is an offence for their child to be absent from the school without a valid reason
- Call the school to report their child's absence before 8.45am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day, and provide evidence of the appointment.
- Be aware that only the school can determine if an absence from the school is 'authorised'
- Avoid arranging holidays/leave during term time except in exceptional circumstances
- Ensure that all requests for leave during term time are made in writing for the attention of the Headteacher where possible, at least one month in advance
- Be aware that for unauthorised absences, the School Governing Body 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

Reporting Absence

If a child is absent from school, parents should contact the school number and follow the prompts on reporting an absence. This should be on the first day of absence providing a reason for the absence and the expected date of return. This call should be made by 8.45am.

If the absence is more than one day, an absence call should be made on every day of absence.

Response to Absence

If a student is absent without communication, the attendance officer will attempt to contact parents/carers. If the school is unable to contact you, you may receive a home visit - even if it is the first day of absence. Where pupils are identified as vulnerable, or we have a safeguarding concern, if communication is not made on day one of absence, procedures will be followed through more swiftly with welfare checks requested on day one if deemed necessary.

When a student is absent for two or more days without the school being provided with a reason, a member of the attendance or safeguarding team will conduct a further home visit. Home visits from the school are supportive and intended to establish if any actions need to be put in place in order to support a child's return to the school.

If, after home visits and phone calls, the school is still unable to get a reason for absence within 5 days, the school will expedite a 'welfare check' at home, this may school asking the police to conduct this visit.

For extended periods of absence without reason, we will also contact the Child Missing Education Team at the Local Authority and/or sibling primary schools to support with enquiries about the whereabouts of the child.

If a child is absent from the school and accrued 10 days of unauthorised absence a referral will be made to the CME department, where it is believed a pupil has left the area, or has failed to return after an extended leave of absence and has accrued 20 days of unauthorised absence and their whereabouts are unknown, a referral to the Child Missing Education Team will be made and the child will be removed from roll.

Daily routines

At Spring Lane School our staff and emotionally available adults are ready to meet and greet pupils at their designated entrances at each school site.

- **At New Kershaw Centre**, our provision, this begins at 8.55am each day.
- **At Park House**, our KS3 and KS4 nurture provision, begins at 8.55am each day.

Attendance registers are taken at the start of each morning session of each school day and once during each afternoon session. The morning register will open and be taken at pupils start time per site, and will close 20 minutes after this point. Any pupil arriving after this point will be deemed late and must give a reason for lateness at entry.

If arrival is before 10.00am then the pupil will be recorded as late (Late **before** the close of register), this period is 45 minutes in duration.

The school register will officially close for each pupil 45 minutes after their proposed start time. Any pupil arriving on or after this time will be marked as having an unauthorised absence for the morning session (Late **after** the close of register). The school will make contact home to check on the child's welfare and speak to parents/carers regards non-attendance.

Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in further action being taken to support improved attendance

Our afternoon session begins at 1.00pm at all sites.

Our normal school day ends

- At New Kershaw Centre, the school day finishes at 3.20pm.
- At Park House, the school day finishes at 3.20pm

Abscondment

We will telephone home if a pupil leaves school without permission, at which point the child will come under parental responsibility. We will endeavour, using our staff and resources to keep that child safe, which may mean keeping a line of site at all times, verbal communication and/or physical intervention if the child is presenting a risk to themselves or others. **However,**

if the pupil crosses the school /community line, we cannot safeguard staff to follow them; pupils become parental responsibility.

On abscondment, our process will be to contact parents/carers and to call the police, to report the abandonment from school. On calling the Police, a notification form should be completed (Appendix 1)

Requesting planned absence

A leave of absence will only be granted (authorised) under exceptional circumstances. It is therefore unlikely that a leave of absence will be granted for the purposes of a family holiday. In making our decision we will take into account the specific circumstances and context behind the request. If a leave of absence is granted, the Headteacher will determine the length of the time the pupil can be away from school. Requests for a leave of absence should be made in writing to the Headteacher giving as much notice as possible. An email should be addressed to the Headteacher, at springlane@bury.gov.uk

Managing and Supporting Attendance

We will regularly inform parents about their child's attendance through these means,

- Telephone calls
- Letters
- School reports
- Home visits
- Reports to agencies – SEND, social care, LAC Team

We value and recognise the importance of good attendance. We use the our school data system to update all parties on school attendance, so that key adults, form tutors, key workers can all 'nudge' pupils and their achievements regards attendance.

We will regularly analyse attendance data to track attendance. We will also analyse specific sites, groups, classes, year groups to inform our strategy in promoting good attendance. We centre our analysis on value-added. Some pupils arrive at the school with significant attendance issues, and whilst their profile may still need some work, they may have made great gains from a previous school profile.

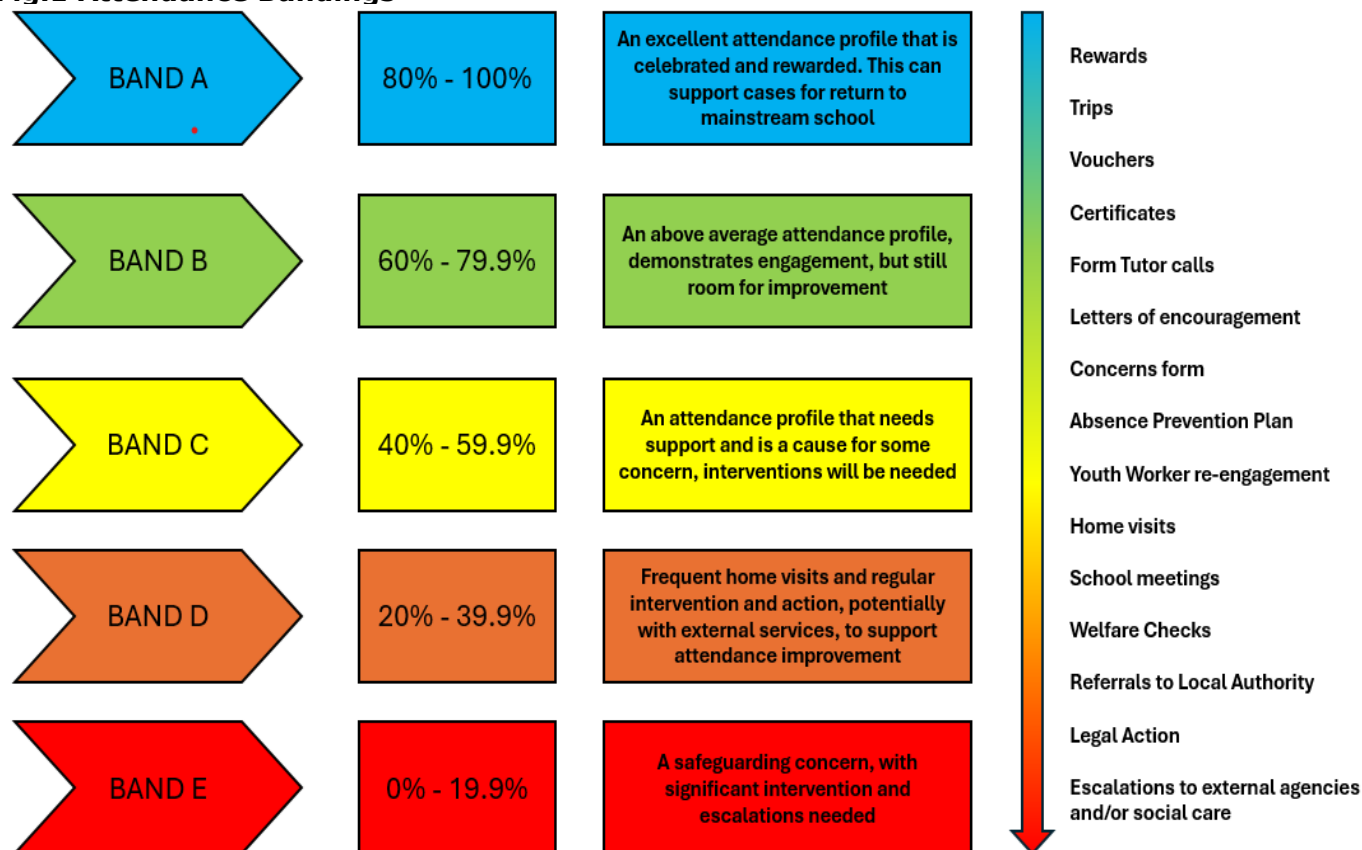
For example, Child A may have an attendance profile of 52%, however their previous school attendance was 26%. Child A's attendance is not particularly good and below school average for our setting, yet Child A has doubled their attendance profile from previous school, which will be celebrated.

Our approach to attendance management is based on targeted support and intervention first. Our pupils normally start with us with poor attendance profiles, after long periods of disaffection and exclusion, or mental health issues that affect attendance to school. Therefore, unlike our mainstream counterparts, we are looking to build pupils up, rather than prevent them 'falling down' in their attendance profile. We will regularly analyse attendance data for the following:

- To measure the value-added that we have impacted o the pupil from previous education experiences
- To celebrate pupils who have either positively impacted their value-added score, or are Band A attendance profile
- To identify pupils who are at risk
- To identify pupils who may need more support

Our strategy for using data to target specific groups and work on attendance is to Band pupils, based on their overall attendance profile, and refresh this every half term. See Fig.1

Fig.1 Attendance Bandings



We will regularly analyse attendance data to identify pupils or cohorts of pupils that need support and interventions. We will efforts on developing targeted actions for those cases.

If we have concerns about a pupil's attendance and/ or their punctuality then we will work in partnership with parents to support improvements. This may involve a meeting in school to support the family in identifying, and addressing, the barriers to attending school and/ or attending school on time.

We recognise that poor attendance is an indicator of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. We endeavour to support our pupils and families where this is apparent and will use our referral pathways and induction pathways to ascertain as much information as possible on a pupil to best inform the school of individual need and adaptations needed. **Our aim is to support the restart and re-engagement of pupils trust and value in education.**

A lot of our pupils are more likely to require additional support to attain good attendance. They have significant barriers preventing atypical excellent or very good attendance, these include:

- Permanent Exclusion from School
- Failed/multiple moves between schools
- A broken social contract between parents and education system
- Mental Health of pupil and/or parents

- Emotional Based School avoidance
- Adverse Childhood Experiences
- Anxiety, self harm, suicidal ideation
- Financial constraints

For all bands of attendance, we to reduce the challenges of with various levels of support, such as:

- A curriculum that is suited to need
- Emotionally available adults to all pupils
- Developing trauma informed practice
- An informative induction to ascertain pupil voice, parent voice, histories and need
- Re integration packages following induction to restart and re-engage
- A school focus on the whole child and their personal development, to overcome SEMH barriers
- An excellent safeguarding approach with well-established links of support
- Form Tutor support
- Youth worker engagement
- Pupil voice activities
- PSHRE Teaching
- Rewards that celebrate engagement
- Wider agency support and mentoring

For Band D and Band E attendance, we would execute more targeted intervention, such as:

- Meetings with parents and Early Help
- Transport solutions and/or travel training
- Home collection by attendance officer
- Regular home visits
- Warning letters
- Designated casework
- Home tuition to re-engage with school adults
- Explore complimentary AP
- Meeting with SEND team and a review for EHC pupils
- Social Care involvement

Working with parents, we will identify pupils who need support from wider partners and will make the necessary referrals as quickly as possible. With parental consent, this may include exploring Early Help support through the completion of the 'Story So Far' tool, or through discussion within a team around the school meeting. This will be the recommended pathways prior to any statutory and legal action.

We will support pupils back into school following a lengthy or unavoidable period of absence, or where a child's mental health is being affected by the expectations of full-time school attendance, the use of bespoke timetables for an agreed amount of time will be used to reengage and repair. This is in line with recent DfE guidance set out in 'Summary of responsibilities where a mental health issue is affecting attendance' (DfE, February 2023). When this is agreed, attendance marks will not work against the individual pupil, and their attendance expectations and marks will be assigned accordingly. This intervention is being used to support, not punish.

For example, if a Child A is asked to start at 10.40am, they will be marked present if they arrive on time for their morning registration, up until 11am.

Late if they arrive up to 45 minutes after their intended start time and U code (absent after registers have closed) thereafter.

The school register will officially close for each pupil 45 minutes after their proposed start time. Any pupil arriving on or after this time will be marked as having an unauthorised absence for the morning session (Late after the close of register). The school will make contact home to check on the child's welfare and speak to parents/carers regards non-attendance.

If we have any concerns about the welfare and wellbeing of a pupil then, in line with our safeguarding responsibilities, we will make any necessary referrals.

If we have been unable to contact the family, and have not seen the pupil, then we will inform the Local Authority so that joint enquiries can be made to establish the whereabouts of the child through Children Missing Education procedures

Absence Prevention Plan

When absence concerns are raised, an Absence Prevention Plan (Appendix 2) will be started with the child and family, either led by the Attendance Officer, Form Tutor, Youth Worker or Senior Leadership Team. This aims to analyse the reasons for absence and case study strategies to improve attendance before we explore more serious and statutory action.

Part 1 will see a Risk Assessment taking place with staff that know the child, to ascertain risk factors in their non-attendance and evidence/observations to support this.

Part 2 will be the Absence Prevention Plan in place with selected strategies deployed to counter the absence, with recordings made to determine next steps.

Statutory and Legal action

After we have exhausted our intervention routes set out in 6.10 to 6.12, we will work with Bury local authority to use the full range of legal interventions available to us to protect our pupils' right to an education. These are:

- Parenting contracts
- Education supervision orders
- Attendance prosecution
- Parenting orders
- Fixed penalty notices

Decisions on which intervention to take will be made on a case-by-case basis after considering the individual circumstances of the family.

Fixed penalty notices

School and the local authority will have regard to our safeguarding duties as set out in the statutory guidance in Keeping Children Safe in Education.

Fixed penalty notices will be served on parents as an alternative to prosecution where parents

have failed to ensure that their child regularly attends the school. Fixed penalty notices will be used where the pupil's absence has not been authorised by the school and the absence constitutes an offence. Fixed penalty notices can be issued to each parent liable for the attendance offence/s, which should usually be the parent or parents with day to day responsibility for the pupil's attendance. We will only use a fixed penalty notice, in line with the Education (Penalty Notices) (England) Regulations 2007, where support to secure regular attendance has not been successful. Fixed penalty notices will be issued for unauthorised holiday in term time.

Fixed penalty notices can be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion. The parents must have been notified by the school at the time of the exclusion the days that the child must not be present in a public place.

Elective Home Education (EHE) Requests

When a parent requests for their child to be Electively Home Educated (EHE), the school will follow a clear and consistent procedure.

- **Receipt of Written Request:**
The process begins when the Headteacher receives a written request from the parent(s) for their child to be Electively Home Educated (EHE). The request should include the child's full name, date of birth, current year, and reason for choosing EHE.
- **Acknowledge Receipt:**
The Headteacher acknowledges receipt of the written request promptly, within two working days, through a formal written response.
- **Schedule a Meeting:**
The school arranges a meeting with the parent(s) as soon as possible and ideally within one week of receiving the request. This meeting should include the Headteacher or a designated senior staff member, the child's current teacher, and any other relevant staff such as a special education coordinator, if applicable. The purpose of the meeting is to discuss the parents' decision, the educational plans for the child, and to offer support and resources.
- **Prepare for the Meeting:**
Prior to the meeting, the school should gather all relevant information on the child's academic and social progress, including any reports or records, including SEN and safeguarding. The school should also prepare information about available local resources and support for home education.
- **Conduct the Meeting:**
During the meeting, allow the parents to discuss their decision and the educational plans they have for their child. Share information on the school's understanding of EHE and any legal or local authority requirements, as well as available support and resources. Discuss the potential impacts of EHE on the child's academic and social development. Provide the parents with information on how to contact the local authority for further support in EHE.
- **Document the Meeting:**
Document the key points discussed during the meeting, including any concerns or questions raised, as well as the outcome of the meeting. This should be captured on the EHE Request Form (Appendix 3). The parents and school representatives should sign the meeting notes.
- **Review and Process the Request:**
After the meeting, the Headteacher will review the written request and the outcome of the meeting. If the school has any concerns about the child's welfare or education, these should be communicated to the parents and the local authority, and if the child is at risk EHE requests will not be agreed to.
- **Notify the Local Authority:**

Once the decision to electively home educate is confirmed, notify the local authority of the decision within five working days. Provide the local authority with any relevant information, including the child's current academic records.

- Remove the Child from School Roll:

If the request for EHE is granted, remove the child from the school roll in accordance with local and national guidelines. Provide the parent(s) with a letter confirming the child's removal from the roll.

- Follow-Up:

Maintain a point of contact for the parent(s) at the school for any further questions or support they may need.

- Record Keeping:

Keep records of all correspondence and meetings related to the EHE request for future reference and accountability.



Appendix 1

Spring Lane School – Notification of Missing Pupil / Abscondment Form

- Notify the DSL that a child has gone missing/ absconded from school
- Inform parents/carers
- Dial 101 to report child/young person missing to the Police, giving the school email address as the point of contact (springlane@bury.gov.uk)
- Obtain Reference number from the call to the Police
- Update this notification document and hand to the DSL
- **If child/young person returns or is located call 101 to update with the initial reference number**
- **If a child is in immediate harm or danger call a 999 emergency**

Date & Time reported to 101:		Call Reference from 101:
By whom:		

Child/Young Person Details

Name:		Date of birth:
Gender:		Height & build:
Eye colour, hair colour, glasses, tattoos, piercings:		Ethnicity:
Parent/ Carer Name:		
Home address:		
Parent/ Carer Tel:		

Circumstances of abscondment/ missing

Date & Time last seen:		Where last seen:
By whom:		
Who were they with?		
Where did the pupil say they were going?		

What was the pupil wearing?	
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Risk Assessment

Please note some information in the following risk assessment may not apply to missing child or young person, therefore please state 'not applicable' or 'not known'.

Medical conditions or mental health diagnosis?		
Medication taken (if known):		
	How often:	When next due:
Recent behaviour:		
Suspicion of suicide, suicidal ideation or self harm:		
Any other risk factors:		
Any other relevant information:		



Appendix 2 – Absence Prevention Plan (APP) Absence Risk Assessment

A Pupil Absence Risk Assessment will be actioned when a pupil demonstrates declines in attendance over a half term, a period of non-attendance lasting longer than 5 days, or when their attendance profile sits below the school average attendance percentage.

The aim of the Risk Assessment is to inform the Absence Prevention Plan (APP).

Date			
Pupil Name		Year Group	Choose an item.
Pathway / Form		Form Tutor	
SEN	Choose an item.	LAC	Choose an item.
Lead Staff Member			
Area of Concern	Choose an item.		
Current Attendance %		Days Absent	
Last seen		Suspensions	
Behaviour Points		S2S Average	

RAG Indicator

A significant known cause of absence with evidence to support

A potential risk to absence with some evidence to support

Not a known risk to absence with no known evidence to support

Risk Factor / Barrier	RAG	Evidence to Support
Behaviour of peers		
Relationships with teacher(s) / peer(s)		
Lack of classroom engagement / Qual of Ed		
Misconceptions of School / Provision		
Historical experiences		
Social or cultural differences / isolation		
Geographical / Transport		
Mental or Physical Health		
Anti-social community activity		
Systemic / attitudinal		

Appendix 3 EHE Request

Pupil		Year Group	
Date of EHE Request		Date of Meeting	
Staff present at the Meeting		Name of Parent/Carer attending	
Meeting Discussion <ul style="list-style-type: none"> • Reasons for EHE Request • Solutions offered prior to EHE consideration • Safeguarding and SEN implications • Agreed Action Points 			
Signed Headteacher:		Signed Parent/Carer	
Is EHE request still in effect? (Yes/No)		If Yes, agreed date to take off roll	