

Attendance Framework for Schools,

Created for The Wellbeing Hub by The King’s School Chester following their LEA guidance
 This attendance framework applies to all absence monitoring not just those with a suspected EBSA
 element unless otherwise specified.

Phase	Actions
Phase 1: PREVENTION	<ul style="list-style-type: none"> • The whole school has a universal approach to promoting wellbeing, inclusion, and mutual respect. Analysing data is key and having a rigorous attendance policy that is shared with parents. • The tutor monitors the weekly attendance on pastoral tracking system • The tutor ensures awareness of reason for all absences and deals with unauthorised absences (in line with Appendix 4) • Attendance is reported home at every learning scores/grading cycle • If pupil attendance drops below 95%, the tutor will have a conversation with the pupil and note this on pastoral tracking system at the end of each half-term, or sooner if identified. • Attendances below 90% are thoroughly analysed half-termly by relevant staff • Actions are tracked and SLT will analyse patterns/trends across year groups/cohorts etc. internally.



<p style="text-align: center;">Phase 2: EARLY INTERVENTION</p> <p style="text-align: center;">Identify well-being/attendance concerns: Usually after five days absence (not necessarily continuous)</p>	<p>Phase 2 starts when there is a concern over attendance, impact on wellbeing, or academic performance.</p> <p>Identify concerns and discuss between tutor and their line managers (this may come through from tutor monitoring of weekly attendance, half-termly attendance analysis, teacher concerns to tutors or via other observations).</p> <ol style="list-style-type: none"> 1. Identify a Key Adult in school who has a positive relationship with the pupil, to; 2. Elicit pupil's views (these may be different from parents) using an Assessment of Needs profile if needed and respond accordingly. Enter views on pastoral tracking system. 3. Request a 'round robin' (updates from all teachers) to gain a wider understanding of concerns/needs and strengths across the school. This will build a picture. 4. For absence of more than five days arrange a 'welcome back meeting' with pupil, any other key adults, and parents where appropriate. This is an opportunity to: welcome them back; ensure the pupil is well emotionally; share and address any concerns in relation to school and home; check they are up to date with work; identify and support needs in a compassionate and supportive manner. Consider SEMH, barriers to learning, unidentified SEND. 5. For pupils with a social worker or a looked after child; inform the pupil's social worker if there are any unexplained absences. 6. Consider moving to Phase 3 if there are concerns the pupil may be at risk of future non-attendance. 7. Key Adult and young person to meet on a regular basis (at least weekly) with home-school contact. Enter weekly updates on pastoral tracking system.
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<p>Phase 3: EARLY INTERVENTION</p> <p>Identification of Need: Phase reached if parents inform school of concerns regarding the child's health/emotional wellbeing or getting them to attend, or school identifies the same concerns</p>	<ol style="list-style-type: none"> 1. Identify a Key Adult (which may be a change in adult) in school to build a positive relationship with pupil and parents and elicit views using appropriate tools. 2. Identify possible reasons for attendance/emotional well-being concerns with pupil and parent and respond accordingly. Work together to address any in-school barriers to attendance. Enter views on pastoral tracking system. 3. Analyse all information from parents, staff and pupil prior to support and attendance meeting. 4. Arrange support and attendance meeting with parent, pupil and any key adults (face-to-face or virtual). 5. Agree personalised action and support plan with parents and pupil. Agree reasonable adjustments and interventions to support pupil and parents. Upload action plan on CPOMS. 6. Discuss the child at the next AOD Team Meeting. Liaise with Deputy Head Pastoral or Head of Willow Lodge and Junior School. 7. Regularly review/update action plan <i>see Appendix 3</i>. (within 2-4 weeks). Adjust plan as necessary and agree next steps with review date for support and attendance meeting follow-up with the pupil. 8. It is recommended this takes place twice before escalation to phase 9. Request medical evidence from parents for non-attendance/health needs as appropriate. 10. For pupils with a social worker or a looked after child; inform the social worker if there are any unexplained absences. 11. Consider moving to Phase 4 if there are concerns the pupil may be at risk of future non-attendance/EBSN. <p>Strategies at this stage are: <i>Safe space at break times and lunchtimes</i> <i>Peer mentoring</i> <i>(SEMH/SEND pathway) of reasonable adjustments in removing in-school barriers</i> <i>Review IHP (School Nurse)</i> <i>Review IEP (Director of Learning Support)</i> <i>Referral to in-house mental health team</i> <i>Re-integration time-limited, phased return to school timetable</i> <i>Permanent flexible pathway of subjects</i></p>
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<p>Phase 4: EARLY INTERVENTION Continued concerns and identification of need</p>	<p>If concerns persist, in addition to above:</p> <ul style="list-style-type: none"> • Key Adult conducts a review of the action plan. Engage in reflection with all teaching staff to reflect on the needs of the action plan. What is working well/less well? Are targets SMART and, in particular, realistic? Adjust as appropriate. Plan daily steps which can be achieved with support. • Access to catch up sessions. • If possible, give online access to class and homework set. • Reduced timetable – only to be used as a short-term plan and if all persons agree it is appropriate. • Where barriers are outside of school’s control partners should work together to support pupils and parents. This may include referral to early help services and organisations who can provide support (GP, CAMHS, Young carers, Educational Psychologist, CHAPS, CHEDS etc.) • Consider engaging parents with other agencies. • Arrange a home visit to discuss factors which might be contributing to pupil’s non-attendance/EBSA. Home visits should only be used when the the student does not attend school for their action plan meeting. A home visit can be at a neutral location or in the child’s home. • Arrange support and attendance meetings with parents.
<p>Phase 5: TARGETED Multi-agency action plan and review</p>	<p>If concerns persist, or the child/family present more than one unmet need:</p> <ul style="list-style-type: none"> • Ensure Key Adult meets/makes contact with at least twice a week. • Ensure pupil is at the heart of all decision making. • Ensure pupil’s additional needs are effectively identified and met through appropriate multi-agency assessment and targeted interventions. • Consider all advice and recommended interventions which may include meetings with anyone working with the child. • It is likely that a consent based TAF (Team Around the Family) will be initiated with input from all services. TAF advisor can provide support and action as needed.
<p>Phase 6: TARGETED Continued non-attendance due to EBSA</p>	<p>If, despite all interventions implemented through the Support and Attendance Plan and TAF, the pupil is still unable to attend school and is in a period of non-attendance that extends beyond 15 school days:</p> <ul style="list-style-type: none"> • Consider referral to Education Access Team for support under Medical Needs (if the pupil is not attending school at all). • Prior to a referral being submitted, it is advised to contact the service to discuss the case. A referral to the Education Access Team must be discussed with parents, initiated by school, and supported by a medical consultant (NHS or CAMHS) who is leading the treatment plan for the pupil. • The Key Adult must keep in weekly contact with the pupil.

Sources:

This document was created by The King’s School Chester with help from:



Cheshire West and Chester Council (2018). Emotionally Based School Non-attendance: Good practice guidance for schools. Cheshire West and Chester Council: Educational and Child Psychology Service and Education Access Team.

Birmingham County Council (2020). Supporting Children and Young People with Transition to School during the Extended School Closures. Birmingham County Council: Educational Psychology Service.

Knightsmith, P. (2020). Break the Cycle of Emotionally Based School Avoidance. Creative Education. Accessed 22.06.20, from: creativeeducation.co.uk.

West Sussex Educational Psychology Service (2018). Emotionally Based School Avoidance: Good practice guidance for schools and support agencies. West Sussex County Council: West Sussex Educational Psychology Service.

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