



Attendance and Punctuality Policy

November 2022

UN Convention on the Rights of the Child

Article 28 : Every child has the right to an education

Version Control

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1.1	November 2022	Appendix 5 – <i>Guidance on infection control in schools and other childcare settings</i> added Children Missing From Education paragraph added under ‘Attendance Concerns’ Appendix 6 added - <i>Children Missing from Education & Pupils Added/Removed from Roll - Information & guidance for all schools, including independent schools, free schools & academies</i> Arrival and Collection Times – school day timings table updated Approved at Full Governing Body meeting on 30.11.2022	J De Saulles R Enwonwu
1.2	January 2023	Arrival and Collection Times – school day timings table updated Absence reporting procedure – deadline for reporting absence updated	R Enwonwu

Introduction

Howard Primary School recognises the importance of good attendance and punctuality in order for all pupils to make the progress they need to achieve their best academically.

The Department for Education expects us to develop and maintain a whole school culture that promotes the benefits of high attendance.¹

This means that all within our School Community - parents, pupils, staff and Governors - must work together to ensure that each child attends school regularly and on time.

Aim

The aim of this policy is to ensure that every pupil at Howard fully benefits from their educational experience here by attaining a high level of attendance.

This policy has been created in line with the Department for Education's *Working together to improve school attendance : Guidance for maintained schools, academies, independent schools, and local authorities*, published in May 2022 and applicable from September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf

Our Expectations

We expect that all pupils will:

- attend school regularly;
- attend school punctually;
- attend school appropriately prepared for the day;
- be picked up from school punctually;
-

We expect that all parents/carers/persons who have day to day responsibility for the children will:

- encourage regular school attendance and be aware of their legal responsibilities;
- ensure that the child/children in their care arrive at school punctually, prepared for the school day;
- make alternate arrangements for their child's drop off and collection from school if a sibling is unwell or the person who usually drops them to and from school is unable to do so;
- notify the school if their child is going to be late due to an unforeseen circumstance (i.e. car breaking down, loss of electricity at home)
- ensure that they contact the school whenever their child/children is unable to attend school;
- contact the school promptly whenever any problem occurs that may keep the child away from school;
- provide at least two up to date contact numbers and inform the school of any changes of address;
- provide supporting medical documentation if the absence is for 3 days or more. This can be produced in the form of an appointment card, prescription or letter;
- provide a note, letter or appointment card indicating attendance at the dentist, doctor or optician before the arranged appointment unless an emergency situation has arisen.

We expect that school staff will:

- promote high expectations of attendance and punctuality for all pupils
- keep regular and accurate records of attendance for all pupils, twice daily;
- monitor every pupil's attendance;

- contact parents as soon as possible when a pupil fails to attend and no message has been received to explain the absence;
- follow up all unexplained absences;
- encourage good attendance;
- provide a welcoming atmosphere for children; provide a safe learning environment; provide a sympathetic response to any pupil's concerns;
- make initial enquiries of parents/carers of pupils who are not attending regularly, express their concern and clarify the school's, Local Authority's and Department for Education's expectations with regard to regular school attendance;
- refer poor patterns of attendance to the Education Welfare Officer;
- report attendance to the Local Authority and Department for Education when required throughout the academic year.

The Department for Education expects Governing Boards¹ to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies;
- Ensure school leaders fulfil expectations and statutory duties;
- Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most;
- Ensure school staff receive adequate training on attendance;
- Recognise the importance of school attendance and promote it across the school's ethos and policies;
- Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with school leaders to set whole school attendance cultures.

This should include:

- Setting high expectations of all leaders, staff, pupils, and parents.
- Recognising that attendance improvement does not happen in isolation and therefore ensuring it is prioritised in wider improvement strategies, such as raising attainment, behaviour, special educational needs and disabilities, wellbeing, and safeguarding. This may include having a link governor that focusses on attendance.
- Ensuring that the schools' attendance management processes are delivered effectively
- Ensuring that consistent attendance support is provided for pupils who require it most by prioritising the staff and resources needed. This includes ensuring schools engage and work effectively with the local authority School Attendance Support Team (where available) and wider local partners and services.
- Ensuring that high aspirations are maintained for all pupils, but that processes and support are adapted to the individual needs of particular pupils. This includes those with long term illnesses, special educational needs and disabilities, pupils with a social worker and pupils from cohorts with historically lower attendance such as those eligible for free school meals.
- Repeatedly evaluating the effectiveness of their school's processes and improvement efforts to ensure they are meeting the needs of pupils as experiences and barriers to attendance evolve.

For more information on the responsibilities of parents, schools and local authorities, please also see appendix 4 for Department for Education's *Summary Table of responsibilities for school attendance: Guidance for maintained schools, academies, independent schools and local authorities*.

Attendance Rewards and Recognition

At Howard, we like to reward and recognise good attendance in the form of termly attendance certificates and Gold, Silver or Bronze awards for children who maintain perfect or excellent attendance for the entire academic year.

The class in each Key Stage who achieve the highest attendance for the week are rewarded with possession of the Attendance Trophy.

Children who achieve 96 – 96.9% attendance over the academic year will receive a certificate and a Bronze medal.

Children who achieve 97% - 99.9% attendance over the academic year will receive a certificate and a Silver medal.

Children who achieve 100% attendance over the academic year will receive a certificate and a Gold medal.

Children who achieve 100% attendance throughout the school year will be invited to Afternoon Tea with Miss De Saulles in the penultimate week of the Summer Term.

Absence and Absence Reporting

The minimum attendance expectation for each child at Howard Primary School is 96%.

Any absence from school will have a negative effect on a child's schooling and it is parents/carers' legal duty to ensure that their children attend school regularly. Children are therefore expected to attend school unless they are unwell (please see Appendix 5: guidance on infection control in schools and other childcare settings) or have received authorisation for a leave of absence from the Head. In rare circumstances, an emergency may cause your child to be absent.

The Department for Education has three terms for pupils whose absence is of concern:

1. Pupils at risk of becoming persistently absent

At Howard Primary, we define this as pupils whose attendance is between 90.1% - 94%

2. Persistently absent pupils

The Department for Education classifies any pupils whose attendance is less than 90% as a 'persistent absentee' and they would fall under the 'persistently absent pupils' category.

3. Severely absent pupils

At Howard Primary, we define this as pupils whose attendance is less than 85%.

Absence Reporting Procedures

If your child is going to absent from school, please call the School Office on 020 8688 4216 before 9.20am on each morning of absence.

Please leave a message clearly stating your child's name, class and providing a reason for absence. *(Please note that there is no provision for the reporting of absence via email or text messaging service.)* Please note that if the absence is due to illness, we need to know specifically what the illness is or what symptoms are present (i.e vomiting, fever, flu). We need to know what symptoms your child has as we have a duty to report certain illnesses to the appropriate health authorities.

If you have not contacted the school by 9.20am, the office staff will attempt to contact you by text or telephone. If no contact is made with a person with parental responsibility, then the additional contact you provided will be contacted in an effort to ascertain a reason for absence.

If there is no response, the absence will be recorded as unauthorised and we may take one of more of the following actions:

- Carry out a Home Visit;
- Notify our Education Welfare Officer;
- Notify Croydon Council's Social Care by means of a referral; -
- Notify the assigned social worker if the child/family has one.

Please see Appendix 1 for an explanation of absence types.

Leave of absence during term time

Leave of absence during term time should be avoided wherever possible. Such absence often causes children to fall behind with their learning; they may find it difficult to re-establish learning routines and re-integrate into friendship groups upon their return to school. Every lesson in school matters and absence from school results in gaps in children's learning.

The Department for Education advises that absence during term time can only be granted if there are exceptional circumstances and parents/carers make an application to the head teacher in advance².

This means that there is no entitlement for you to take your children on holiday during term time. Croydon Council's position on absence during term time can be found by clicking [here](#).

It's up to the head teacher how many days your child can be away from school *if* leave is granted. Absence (other than illness) taken without advance request is highly likely to be unauthorised.

Howard Primary School's Governing Board have made the decision not to authorise families taking holidays during term time, other than in exceptional circumstances. If parents take their child out of school during term time for a holiday, you may be issued with a fine (Penalty Notice) of £60 per parent per child, rising to £120 per parent per child if not paid within 21 days.

If you believe you have exceptional circumstances which warrant your child's leave of absence during term time, please complete a Leave Request form, available from the School Office and return for the attention of Miss De Saulles, Headteacher, as far in advance as possible. If your intention is to leave the UK with your child, proof of returning flight bookings is also required as part of your leave request application.

Please be aware that the School has no obligation to educate or provide work for your child during a term time period if you choose to remove them from school.

For your reference, Term Dates for the academic year can be found here: <https://www.howard.croydon.sch.uk/schoolholiday-term-dates/>

Practical Tips and Support

At Howard Primary School, we work hard to build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

Many obstacles to good attendance can be overcome by advanced planning.

For example, if one of your children is unwell and cannot attend school, have a backup plan in place to ensure that your other children can attend school. This could mean that your spouse, partner or another trusted person brings your other child/ren to and from school. If your child's other parent has to work, you may choose to utilise the Breakfast and/or After School childcare provision at Sherwood Pre School.

Another example: If you lived closer to the school when your child started at Howard but have since made the decision to move further away, it may be that getting your child to school regularly and on time becomes more difficult, particularly if you or another family member is unwell or an emergency situation arises. You may need to give serious consideration to the option of moving your child to a school closer to your home.

By planning for foreseeable occurrences in advance, you can overcome some obstacles which would negatively impact your child's attendance.

If you or your child has a concern about something in their school life or experience, please bring them to school and work with us to resolve the issue. Your child's class teacher is your first point of contact for such concerns. Where there are more serious concerns, a member of the Leadership Team may be involved to resolve the matter. We will do all we can to resolve concerns to ensure that your child feels safe and happy at school and continues to attend school regularly.

If you believe there are circumstances preventing your child from being able to attend school regularly and on time, please speak to a member of the Leadership Team or Miss Enwonwu, our School Attendance Officer. All conversations will be held in the strictest confidence and with a view to supporting your child and family where possible.

Please either call the school office on 020 8688 4216 or email slt@howard.croydon.sch.uk

Attendance Concerns

If your child's attendance falls below the 96% minimum expectation, you will be notified in the form of an attendance alert letter. This letter is designed to make parents/carers aware of a decline in their child's attendance at the earliest opportunity.

If little or no improvement is observed after 2- 4 weeks, we will again advise you of this via letter and ask that all absences due to illness be supported by medical evidence. This second attendance alert letter include a reminder that all parents have a legal duty to ensure their child attends school and include a warning that a fixed penalty notice may be issued for unauthorised absence.

Persistent Absentees

The Department for Education considers children whose attendance falls below 90% as 'persistent absentees' and advises that these children are unlikely to make the academic progress required to achieve their personal best. The Education Welfare Officer (EWO) will contact and meet with parents / carers of children whose attendance falls to this seriously concerning level in an effort to improve their attendance.

See Appendix 2 for further information on the role of the EWO.

Legal action to enforce school attendance

Where a child is missing school without a good reason or parents/carers fail to work and engage positively with the school or EWO, local councils and schools can use various legal powers.

They can give you:

- a Parenting Order
- an Education Supervision Order
- a School Attendance Order
- a fine (sometimes known as a 'penalty notice') of £60 per parent, rising to £120 if you do not pay within 21 days. If you do not pay the fine after 28 days, you may be prosecuted for your child's absence from school.

You can be given one or more of the above but the council does not have to do this before prosecuting you.

- Prosecution: Parents/Carers could get a fine of up to £2,500, a community order or a jail sentence of up to 3 months. The court also gives the parents/carers a Parenting Order.

You can gift your child with the best chance of academic success by ensuring that they attend school every day, on time!

Children Missing From Education (CME)

Child Missing from Education (CME) is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)." In Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead.

Section 436A of the Education Act 1996 (amended - Education and Inspections Act 2006) requires all local authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a "suitable education". We stand a better chance of ensuring a child's safety if we know how and where they are receiving their education.

By "suitable education" we mean efficient full-time education suitable to the child's age. Children Missing from Education should **not** be confused with:

- children who are on roll at a school but are not in regular attendance. In this case, referrals should be made to the Education Welfare Service, or the school's Attendance and Welfare Officer
- children who are receiving [Home Education](#) (known as Elective Home Education)
- children whose parents have applied for a school place, and the application is being dealt with via the [Admissions procedures](#).

Howard Primary School is committed to the safeguarding and welfare of all pupils. As part of our safeguarding compliance, we adhere all statutory guidance issued by the Department for Education (see Appendix 4) and Croydon Local Authority (see Appendix 6).

Punctuality and Lateness

Being on time for school is extremely important. When children arrive late for school, they miss out on valuable learning time and also disrupt their classmates who are already learning. For some children, who are persistently late, this can be an embarrassing experience that may lead to uncooperative and disruptive behaviour both at school and home.

You will initially be alerted via text message or letter if your child is repeatedly late to school.

If your child is late more than five times during half a term, you will be invited to attend a meeting with the School's Attendance Manager.

Arrival and Collection Times

The school day timings are set out below.

Year Group	Drop Off Period	Collection Time
Reception	8.40-8.50am	3.15pm
Key Stage One	8.40-8.50am	3.20pm
Key Stage Two	8.40-8.50am	3.20pm

Please do not bring or send your child to school any earlier than 8.40am. External doors open at all drop-off points at 8.40am and, unless your child is participating in an approved activity before school, school staff cannot provide childcare or supervision. It is expected that all children be in their classrooms by 8.50am, ready to start learning.

All children are welcomed into the school by school staff at their assigned drop-off point in the morning. All children are expected to arrive at school between 8.40-8.50am.

The Lower Dering Place Gate, Barham Road Gate and gates alongside the path leading from the Main Dering Place gate up to Sherwood Pre School are closed promptly at 8.50am.

All parents and carers are asked to leave the school site as soon as they have dropped their child off so registers can be taken, lessons can begin promptly and the school site can be secured.

If your child arrives after 8.50am, please bring them to the School Office via the school's main entrance on Dering Place. A member of the Office Team will register your child as a late arrival and, if they are in Reception, take them to their classroom.

Class attendance registers are taken promptly at 8.50am. If your child comes to school after this time they will need to report to the school office and will be marked as late (an 'L' code on the register).

If your child arrives after 9:20am they will receive a 'U' code which marks them as present for the purpose of emergencies but indicates that they arrived after the close of registration. 'U' codes count towards your child's absence records. If your child is late after the close of registration and their absence is 90% or lower, then the School's Education Welfare Officer (EWO) will be informed and a more formal meeting will need to take place.

Lessons finish at 3.20 p.m. (3.15pm for Reception children) and children are expected to have left the school premises by 3.30pm unless attending an after school activity supervised by a member of staff or other authorised adult.

Any child who is not collected by 3.30pm will be brought to the school office and their parent(s) or other authorised contacts will be called.

If pupils are regularly collected late, we will ask their parent/carer for an explanation and strongly recommend they attend an After School Club such as the childcare provision at Sherwood Pre School at a cost to the parent/carer.

Our school staff cannot provide childcare beyond 3.30pm.

Attendance Monitoring and Policy Review

The School Attendance Manager will report individual pupils' attendance to the Senior Leadership Team fortnightly.

The School Attendance Manager will report attendance data for the Whole School, Year Groups and other key groups within the school to the Senior Leadership Team on a monthly basis.

The School Attendance Manager will refer persistent absentees and pupils at risk of persistent absenteeism to the EWO.

The School Attendance Manager, with the support of the Office Team, will communicate attendance and absence information to each pupil's parents/carers on a monthly basis.

This policy will be reviewed by the School Attendance Manager and Senior Leadership Team every three years or sooner, if necessary. This policy will be approved by the Headteacher or Full Governing Board.

Signed:_____

Print Name:_____

Date:_____

Appendix 1: Absence Types

There are two types of absences: Authorised and Unauthorised.

What is an Authorised Absence?

Many absences are for justifiable reasons and will, therefore, be authorised by the school. These include absence for:

- Illness – although frequent absences due to illness will be monitored
- Religious observance
- Compassionate leave such as bereavement
- Pre-planned hospital appointments.

Please make all non-emergency medical appointments outside of school hours or during the school holidays. If the appointment is unavoidably within school hours we will require **proof of appointment**.

What is an Unauthorised Absence?

These are absences where the reasons are not considered acceptable by the school and officers working on behalf of the Local Authority. We ask that all parents and carers avoid any absences for the following reasons:

- It is your child's or a family member's birthday
- You or your child wake up late
- Your child has a non-infectious condition
- Unreasonable delay in returning your child to school following a hospital appointment.
- Unauthorised lateness (as this is counted as absence).
- Revision for examinations • *Holidays during term time.

If a pattern of unauthorised absences is noted or such absence causes your child's attendance to fall below 90%, a referral to the EWO will be made.

We encourage all families to have a 'back up plan' in place so their child can still attend school if their sibling is unwell or the adult who usually brings them to or from school is unable to do so, or cannot do so on time.

***Holidays - Please note:** The Board of Governors of Howard have made the decision not to authorise families taking holidays during term time, other than in exceptional circumstances. If parents take their child out of school during term time for a holiday, the Manager will notify the EWO and you may be issued with a **fine (Penalty Notice)**.

Appendix 2: Education Welfare Officer (EWO)

The school works very closely with the EWO. Referrals are made to them when the school is concerned about high levels of absence and/or persistent lateness.

Under section 444(A) of the Education Act 1996, the Local Authority may issue Fixed Penalty Notices (FPNs) to parents of children with unauthorised absences from school. The fines are issued to each parent, for each child and are: £60 if paid within 21 days, rising to £120 if paid between 21 and 28 days. Unauthorised absence may also result in prosecution under s444 Education Act 1996.

Every attempt will be made by the school to work in partnership with you to ensure that your child **attends school regularly and on time**. The Attendance Manager or a member of the Leadership Team will meet with parents to discuss attendance issues in order to improve the child's attendance.

If, after all of the above measures have been exhausted, there is not an improvement in your child's attendance/time keeping then the school will refer the matter to the Education Welfare Officer. **This is a route we wish to avoid. Should you have any concerns and/or would like us to support you, please contact the school to arrange a meeting and we will in any way we can.**

Appendix 3: Links to documents / guidance referenced

¹ *Working together to improve school attendance : Guidance for maintained schools, academies, independent schools, and local authorities* – Department for Education. Published: May 2022.
Applicable from: September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf



Department
for Education

Summary table of responsibilities for school attendance

**Guidance for maintained schools,
academies, independent schools, and
local authorities**

Published: May 2022

Applies from: September 2022

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About this document

This document summarises the attendance responsibilities for parents, schools, academy trusts and governing bodies, and local authorities which are outlined in the *Working together to improve school attendance* guidance.

This is guidance from the Department for Education (DfE). This guidance is nonstatutory, and has been produced to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance. Following public consultation earlier this year, and subject to Parliament, the Secretary of State has committed to this guidance becoming statutory when parliamentary time allows (this will be no sooner than September 2023).

The guidance should be read alongside the statutory guidance documents on parental responsibility measures, children missing education, supporting pupils at school with medical conditions, suspensions and exclusions, alternative provision, and safeguarding.

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance.	Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction.



Department
for Education

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Prevent the spread of infections by ensuring: routine immunisation, high standards of personal hygiene and practice, particularly handwashing, and maintaining a clean environment. Please contact the Public Health Agency **Health Protection Duty Room on 0300 555 0119** or

visit www.publichealth.hscni.net or www.gov.uk/government/organisations/uk-health-security-agency if you would like any further advice or information, including the latest guidance. Children with rashes should be considered infectious and assessed by their doctor.

Rashes and skin infections	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended.
Chickenpox*	Until all vesicles have crusted over	See: Vulnerable children and female staff – pregnancy
Cold sores (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting.
German measles (rubella)*	Four days from onset of rash (as per "Green Book")	Preventable by immunisation (MMR x 2 doses). See: Female staff – pregnancy
Hand, foot and mouth	None	Contact the Duty Room if a large number of children are affected. Exclusion may be considered in some circumstances.
Impetigo	Until lesions are crusted and healed, or 48 hours after commencing antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period.
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x 2). See: Vulnerable children and female staff – pregnancy
Molluscum contagiosum	None	A self-limiting condition.
Ringworm	Exclusion not usually required	Treatment is required.
Roseola (infantum)	None	None
Scabies	Child can return after first treatment	Household and close contacts require treatment.
Scarlet fever*	Child can return 24 hours after commencing appropriate antibiotic treatment	Antibiotic treatment recommended for the affected child. If more than one child has scarlet fever contact PHA Duty Room for further advice.
Slapped cheek (fifth disease or parvovirus B19)	None once rash has developed	See: Vulnerable children and female staff – pregnancy
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact the Duty Room. SEE: Vulnerable Children and Female Staff – Pregnancy
Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms.

Diarrhoea and vomiting illness	Recommended period to be kept away from school, nursery or childminders	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
E. coli O157 VTEC*	Should be excluded for 48 hours from the last episode of diarrhoea	Further exclusion is required for young children aged five years and under and those who have difficulty in adhering to hygiene practices.
Typhoid* [and paratyphoid*] (enteric fever)	Further exclusion may be required for some children until they are no longer excreting	Children in these categories should be excluded until there is evidence of microbiological clearance. This guidance may also apply to some contacts of cases.
Shigella* (dysentery)		Please consult the Duty Room for further advice.
Cryptosporidiosis*	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled.

Respiratory infections	Recommended period to be kept away from school, nursery or childminders	Comments
Flu (influenza)	Until recovered	See: Vulnerable children
Tuberculosis*	Always consult the Duty Room	Requires prolonged close contact for spread.
Whooping cough* (pertussis)	48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. The Duty Room will organise any contact tracing necessary.
COVID-19 (coronavirus)	Stay at home and avoid contact with other people until you no longer have a high temperature (if you had one) or until you feel better. www.nidirect.gov.uk/articles/symptoms-respiratory-infections-including-covid-19	See: Vulnerable children

Other infections	Recommended period to be kept away from school, nursery or childminders	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult the Duty Room
Diphtheria *	Exclusion is essential. Always consult with the Duty Room	Family contacts must be excluded until cleared to return by the Duty Room. Preventable by vaccination. The Duty Room will organise any contact tracing necessary.
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen.
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	The duty room will advise on any vaccination or other control measure that are needed for close contacts of a single case of hepatitis A and for suspected outbreaks.
Hepatitis B*, C, HIV/AIDS	None	Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact. For cleaning of body fluid spills. SEE: Good Hygiene Practice
Meningococcal meningitis*/ septicemia*	Until recovered	Some forms of meningococcal disease are preventable by vaccination (see immunisation schedule). There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak, it may be necessary to provide antibiotics with or without meningococcal vaccination to close contacts. The Duty Room will advise on any action needed.
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. The Duty Room will give advice on any action needed.
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required.
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact the Duty Room.
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts.
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic.

* denotes a notifiable disease. It is a statutory requirement that doctors report a notifiable disease to the Director of Public Health via the Duty Room.
Outbreaks: If a school, nursery or childminder suspects an outbreak of infectious disease, they should inform the Duty Room.

Good hygiene practice

Handwashing is one of the most important ways of controlling the spread of infections, especially those that cause diarrhoea and vomiting, and respiratory disease. The recommended method is the use of liquid soap, warm water and paper towels. Always wash hands after using the toilet, before eating or handling food, and after handling animals. Cover all cuts and abrasions with waterproof dressings.

Coughing and sneezing easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue. Wash hands after using or disposing of tissues. If tissues are unavailable sneeze or cough into the crook of the elbow and not hands. Spitting should be discouraged.

Personal protective equipment (PPE). Disposable gloves and disposable plastic aprons must be worn where there is a risk of splashing or contamination with blood/body fluids (for example, nappy or pad changing). Goggles should also be available for use if there is a risk of splashing to the face. Correct PPE should be used when handling cleaning chemicals.

Cleaning of the environment, including toys and equipment, should be frequent, thorough and follow national guidance. For example, use colour-coded equipment, follow Control of Substances Hazardous to Health (COSHH) regulations and correct decontamination of cleaning equipment. Monitor cleaning contracts and ensure cleaners are appropriately trained with access to PPE.

Cleaning of blood and body fluid spillages. All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately (always wear PPE). When spillages occur, clean using a product that combines both a detergent and a disinfectant. Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses and suitable for use on the affected surface. Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills.

Laundry should be dealt with in a separate dedicated facility. Soiled linen should be washed separately at the hottest wash the fabric will tolerate. Wear PPE when handling soiled linen. Children's soiled clothing should be bagged to go home, never rinsed by hand. See www.nidirect.gov.uk/articles/default/files/Laundry_Leaflet_04_16.pdf

Clinical waste. Always segregate domestic and clinical waste, in accordance with local policy. Used nappies/pads, gloves, aprons and soiled dressings should be stored in correct clinical waste bags in foot-operated bins. All clinical waste must be removed by a registered waste contractor. All clinical waste bags should be less than two-thirds full and stored in a dedicated, secure area while awaiting collection.

Sharps, eg needles, should be discarded straight into a sharps bin conforming to BS 7320 and UN 3291 standards. Sharps bins must be kept off the floor (preferably wall-mounted) and out of reach of children.

Sharps injuries and bites

If skin is broken as a result of a used needle injury or bite, encourage the wound to bleed/wash thoroughly using soap and water. Contact GP or occupational health or go to A&E immediately. Ensure local policy is in place for staff to follow. Contact the Duty Room for advice, if unsure.

Animals

Animals may carry infections, so wash hands after handling animals. Health and Safety Executive for Northern Ireland (HSENI) guidelines for protecting the health and safety of children should be followed.

Animals in school (permanent or visiting). Ensure animals' living quarters are kept clean and away from food areas. Waste should be disposed of regularly and litter boxes not accessible to children. Children should not play with animals unsupervised. Hand-hygiene should be supervised after contact with animals and the area where visiting animals have been kept should be thoroughly cleaned after use. Veterinary advice should be sought on animal welfare and animal health issues and the suitability of the animal as a pet. Reptiles are not suitable as pets in schools and nurseries, as all species carry salmonella.

Visits to farms. For more information see <https://www.hse.gov.uk/publications/preventing-or-controlling-ill-health-animal-contact-visitor-attractions>

Vulnerable children

Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity. Schools and nurseries and childminders will normally have been made aware of such children. These children are particularly vulnerable to chickenpox, measles and parvovirus B19 and, if exposed to either of these, the parent/carer should be informed promptly and further medical advice sought. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza. This guidance is designed to give general advice to schools and childcare settings. Some vulnerable children may need further precautions to be taken, which should be discussed with the parent or carer in conjunction with their medical team and school health. Vulnerable children will have been offered COVID-19 vaccinations and booster vaccinations.

Female staff* – pregnancy

If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated by a doctor who can contact the duty room for further advice. The greatest risk to pregnant women from such infections comes from their own child(ren), rather than the workplace.

- Chickenpox can affect the pregnancy if a woman has not already had the infection. Report exposure to midwife and GP at any stage of pregnancy. The GP and antenatal carer will arrange a blood test to check for immunity. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles.
- German measles (rubella). If a pregnant woman comes into contact with German measles she should inform her GP and antenatal carer immediately to ensure investigation. The infection may affect the developing baby if the woman is not immune and is exposed in early pregnancy.
- Slapped cheek disease (fifth disease or parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), inform whoever is giving antenatal care as this must be investigated promptly.
- Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed she should immediately inform whoever is giving antenatal care to ensure investigation.
- All female staff born after 1970 working with young children are advised to ensure they have had two doses of MMR vaccine.

*The above advice also applies to pregnant students.

Immunisations

Immunisation status should always be checked at school entry and at the time of any vaccination. Parents should be encouraged to have their child immunised and any immunisation missed or further catch-up doses organised through the child's GP.

For the most up-to-date immunisation advice and current schedule visit www.publichealth.hscni.net or the school health service can advise on the latest national immunisation schedule.

Routine childhood immunisation programme

When to immunise	Diseases vaccine protects against	How it is given
2 months old	Diphtheria, tetanus, pertussis (whooping cough), polio, Hib and hepatitis B (6 in 1) Rotavirus Meningococcal B infection	One injection Orally One injection
3 months old	Diphtheria, tetanus, pertussis, polio, Hib and hepatitis B (6 in 1) Pneumococcal infection Rotavirus	One injection Orally One injection
4 months old	Diphtheria, tetanus, pertussis, polio, Hib and hepatitis B (6 in 1) Meningococcal B infection	One injection One injection
Just after the first birthday	Measles, mumps and rubella Pneumococcal infection Hib and meningococcal C infection Meningococcal B infection	One injection One injection One injection One injection
Every year from 2 years old up to and including Y12	Influenza	Nasal spray or injection
3 years and 4 months old	Diphtheria, tetanus, pertussis and polio Measles, mumps and rubella	One injection One injection
Girls and boys 12 to 13 years old	Conditions caused by human papillomavirus including cervical cancer (in girls) and cancers of the mouth, throat, anus and genitals (in boys and girls) and genital warts.	Two injections at least six months apart
14 to 18 years old	Tetanus, diphtheria and polio Meningococcal ACWY	One injection One injection

This is the Immunisation Schedule as of September 2022. Children who present with certain risk factors may require additional immunisations. Always consult the most updated version of the "Green Book" for the latest immunisation schedule on www.gov.uk/government/publications/immunisation-against-infectious-disease-the-green-book/the-green-book

Staff immunisations. All staff should undergo a full occupational health check prior to employment; this includes ensuring they are up to date with immunisations, including two doses of MMR.

Original material was produced by the Health Protection Agency and this version adapted by the Public Health Agency.
12-22 Linenhall Street, Belfast, BT2 8BS.
Tel: 0300 555 0114.
www.publichealth.hscni.net

Children Missing from Education & Pupils Added/Removed from Roll

**Information & guidance for all schools, including
independent schools, free schools & academies**

Version 5 – Updated September 2019

CROYDON
www.croydon.gov.uk

Children Missing from Education and Pupils Added/Removed from Roll

Guidance for Education Providers

Version 5 – Updated September 2019

CHILDREN MISSING FROM EDUCATION (CME)

1. Introduction

Croydon Council is concerned about any child missing education, as it is not just attainment at risk, but also potentially safety and welfare. Children who are not receiving a suitable education are more likely to be vulnerable and at risk of negative outcomes which may have implications on later life chances. They are also at greater risk of becoming NEET (Not in Education, Employment or Training).

The key purpose of the Children Missing Education (CME) Policy is to ensure that children missing, or at risk of missing, education are identified, monitored and re-engaged in appropriate full-time education with lasting success, and that children who move out of Croydon they are monitored until they are engaged in education elsewhere, so that no child 'slips through the net'.

a) Legal context

In summary the procedures in this policy support:

- The Education and Inspections Act 2006 which places a duty on local authorities to make arrangements to enable them to identify children and young people of compulsory school age missing education in their area.
- These procedures are in line with the Local Authority's statutory duty under Section 436A of the Education Act 1996, as amended by Section 4 of the Education and Inspections Act 2006, which requires all local education authorities to make arrangements to establish (so far as it is possible to do so) the identities of children in their area who are not registered at a school, for example, at home, privately or in alternative provision, and are not receiving a suitable education;
- Section 175 of the Education Act 2002, which places a duty on local authorities to exercise their functions with a view to safeguarding and promoting the welfare of children;

In January 2009 revised Statutory Guidance was issued for Local Authorities in England to identify Children Not Receiving a Suitable Education (this guidance has since been revised again and reissued in a much-slimmed down version). Further statutory guidance was published in July 2015 and revised September 2016 in the Keeping Children Safe in Education document.

The policy should be read in conjunction with:

- The Education (Pupil Registration) Regulations 2006 amended 2016
- Children Missing Education – Statutory Guidance, DfE 2016
- School Attendance – Statutory Guidance, DfE 2019
- Keeping Children Safe in Education – Statutory Guidance, DfE 2019
- Croydon Safeguarding Children Board Interagency Policies and Procedures

b) Purpose of the document

This document is intended to inform Local Authority (LA) staff, head teachers, governing bodies of schools and other involved agencies about the policy and procedures to be followed in order to prevent children becoming Children Missing Education (CME). Unless otherwise specified, 'school' means all schools

whether maintained, non-maintained or independent schools, including academies and free schools, alternative providers and pupil referral units.

The best way for Croydon Council and schools to support the welfare of all children is to ensure that they are all on a school roll and that children do not 'slip' off school rolls and become 'missing' or that they are registered with the LA as home educated. All schools are strongly encouraged by Croydon Council to adopt this policy as good practice.

The purpose of the Children Missing Education (CME) policy is to enable the Local Authority to fulfil its statutory duty to provide education for all children of compulsory school age. It also outlines the processes in place to identify and monitor children and young people missing education, identify those at risk of becoming missing from education and the monitoring systems to ensure that action is taken to re-engage them with 'suitable education'. 'Suitable education' is defined as efficient full-time education suitable to their age, ability and aptitude and to any additional educational needs.

The policy applies to children of compulsory school age who are not on school roll, who are not receiving a suitable education otherwise than being at school and have been out of any educational provision for a substantial period of time. In relation to children who are registered at a school and not attending regularly this would be subject to interventions through existing education welfare procedures.

The duty to identify children not receiving an education does not apply to children whose parents have chosen to electively home educate them. Parents have a duty to ensure that their children receive an efficient and suitable full-time education. This may be through regular attendance at school or otherwise (Section 7, Education Act 1996), and they may arrange this outside the state or independent school system.

Procedures within this policy will also ensure that all children's services in Croydon:

- Meet statutory duties relating to the provision of education and safeguarding the welfare of children missing education
- Ensure that robust multi-agency systems are in place to identify and oversee children missing education or at risk of missing education
- Ensure that monitoring and reporting systems are in place in order to identify an allocated worker for all children missing education.

c) Definition for Children Missing Education (CME)

A **Child Missing from Education** is defined by the DfE as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)." In Croydon, referrals for CME are accepted after 10 working days of reasonable checks being carried out by the educational provider and their Designated Safeguarding Lead.

Section 436A of the Education Act 1996 (*as amended by the Education and Inspections Act 2006*) requires all local authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a "suitable education". We stand a better chance of ensuring a child's safety if we know how and where they are receiving their education.

By "suitable education" we mean efficient full-time education suitable to the child's age. Children Missing from Education should not be confused with:

- Children who are **on roll at a school but are not in regular attendance**. In this case, referrals should be made to the Education Welfare Service, or the school's Attendance and Welfare Officer;
- Children who are receiving Home Education (known as **Elective Home Education**);

- Children whose parents have applied for a school place, and the application is being dealt with via the **Admissions procedures**.

It is important that all agencies work closely together to ensure that the dangers of children becoming missing from education are reduced, as these children are at much greater risk of significant harm and are particularly vulnerable. **The Children Act 2004** places a duty on all agencies to work together to promote the welfare of children and to share information appropriately.

All information is processed in accordance with the General Data Protection Regulation 2016 and **Data Protection Act 2018**.

The processing of personal information is necessary for:

- Compliance with a legal obligation (Article 6.1(c)) and/or
- The performance of a task carried out in the public interest (Article 8.1(e)).

The processing of special category information is necessary for:

- The purpose of carrying out obligations in the field of social protection law (Article 9.2(b)); or
- The establishment, exercise or defence of legal claims (Article 9.2(f); or
- Reasons of substantial public interest (Article 9.2(g). In particular it is necessary for the purposes of exercising a function conferred on the Council by an enactment (Statutory and government purposes – Data Protection Act 2018 - Schedule 1, Part 2, paragraph 6(2)(a)).

As noted above, Croydon Council has a duty to ensure that children within its boundaries are being appropriately educated, and it is necessary for this function that we obtain this information.

In Croydon, the main reasons behind Children Missing from Education are those who fail to start at an appropriate education provision either at the start of the new academic year or following a mid-year transfer, becoming lost from school rolls, or failure to register at a new school when moving in or out of the Borough.

Unfortunately there are also many other explanations behind CME, meaning that there are a lot of possible variants. As well as the main reasons already stated, please see below for a list of potential alternative triggers of CME and circumstances which may make a child more likely to be affected by these factors:

- Moving in and out of boroughs and beginning the school application process;
- Failure of schools to notify the Local Authority of a child being off-rolled, or being excluded;
- Withdrawal of a child from school by the parent/ carer;
- Failure to transition between schools;
- Disengagement;
- Frequent house moves, periods of homelessness or time spent in refuge/ temporary accommodation;
- Youth Offending Service involvement;
- Generational disengagement;
- Children of Gypsy, Roma and Travelling families;
- Children of immigrant families;
- Asylum seekers and unaccompanied minors (Looked After Children);
- Young carers;
- Children with Special Educational Needs;
- Children who are privately fostered or are known to Children's Social Care (e.g. Child Protection Plan, Child In Need)
- Trafficked children;
- Children who have experienced domestic violence and other adverse family circumstances.

By identifying and working with these families, Croydon aim to reduce the number of children and young people who are missing from education. Statistics shows that children who suffer from a history of poor attendance, or have periods of missed education, are more likely to face future issues in relation to:

- Homelessness
- NEET (Not in Employment, Education or Training)
- Anti-social/ Criminal behaviour
- Social disengagement
- Mental health issues
- Substance abuse
- Neglect and emotional abuse
- Sexual exploitation/ involvement in the sex trade
- Teenage parenthood
- Physical health issues
- Forced marriage
- Poverty

2. A multi-agency approach

Children who remain disengaged from education provision are potentially exposed to higher degrees of risk that could include engagement in anti-social or criminal behaviour, social disengagement and/or sexual exploitation. Children and young people from these groups often have complex needs due to difficult family dynamics or social or lifestyle factors, all of which may contribute to the withdrawal process and failure to make successful transition. The vulnerability of many children missing education requires that practitioners across all agencies and services use multi-agency approaches to identify and re-engage these children and their parents to return to appropriate education quickly and to develop action plans and make relevant referrals to ensure successful reintegration.

a) Missing Monday Panel

The Missing Monday panel was introduced in September 2015. “Missing Monday” is a weekly multi-agency panel whose purpose is to help reduce the numbers of children and young people in Croydon who are absent from education, or who go missing from a school roll. The panel consists of LA services from Learning Access, School Admissions, YOS, Early Help, CSC and Safer London. The panel adopts a multi-agency approach to form a holistic picture of the child and to identify a lead agency and clear actions to support a return to accessing education.

Services are able to refer individual pupils to the panel to access a multi-agency approach which captures the relevant information around that child speedily, reducing the risk of children falling through the gaps. Where the panel has sufficient concerns re a child referrals will be escalated.

b) Children Missing Education referral processes

Croydon Council employs a dedicated Children Missing Education Officer whose role is to receive notifications of children possibly missing education, and to manage local procedures in line with statutory guidance.

c) The Local Authority / Children Missing Education Officer will:

- Produce a written policy and procedure which will be reviewed annually
- Ensure that there are embedded arrangements to identify and provide services for children missing education
- Identify and provide clear notification routes and processes for key stakeholders
- Investigate Children Missing Education referrals made by schools, other agencies and other LA's
- Support the Fair Access Panel and out of school children and families with action planning for reintegration into education where possible
- Maintain a database of CME
- Use the Lost Pupil Database area of the S2S site for recording children missing education

- Ensure that up to date information regarding school places and access to alternative provision is readily available
- Ensure appropriate monitoring systems are in place
- Deliver training to schools and agencies to support the CME function, if requested
- Support schools to make an effective contribution to the referral processes
- Support and encourage schools to transfer files via S2S
- Monitor the effectiveness of processes
- Information share with other services including the point of contact for CSE
- Provide reports to senior managers, elected members, the LSCB and the DfE against agreed criteria
- Ensure representation at regional and local meetings

CME Risk Assessment and checks

Once a CME/Leaver Notification has been received, the CME Officer will conduct an initial risk assessment based on the presenting information and an initial check to see if the child is currently known to Children's Social Care. The risk assessment process will help prioritise the CME caseload to ensure the most urgent cases are dealt with promptly and appropriately.

Once a case has been prioritised, checks will be carried out to gather information in relation to the child and their family which may help to locate the child. These checks may include:

- Information to be gathered from the previous school, e.g. attendance, behaviour, any risk factors;
- Does the child have any siblings of school age;
- Is any information available in relation to the siblings' current educational status;
- Are the family known to the Youth Offending Service;
- Have any members of the family come to attention on the PNC (Police National Database)
- Are any of the family members known to any internal agencies, e.g. Family Resilience Service, CYPRS, SEN
- Relevant information from the LA's benefits database

Notifications will be returned to the referrer if:

- the form has not been fully completed;
- the presenting issue is poor attendance and the child is not missing from education, i.e there is not information to suggest that the child and/or family have moved away from Croydon;
- all necessary checks listed on the form haven't been completed prior to the notification being made;

Appendix One includes a detailed flowchart for internal CME processes.

Risk Assessment

All cases should be continuously risk assessed to ensure actions are conducted based on the current level of risk. The timeline below displays our current response times based on the level of need. Response times may differ dependant on current CME caseloads.

STAGE 1	Universal	Within 10 days
STAGE 2	Vulnerable	Within 5 days
STAGE 3	Complex	Within 2 days
STAGE 4	Acute	Within 1 day

Child's level of need	Educational level of need					
			CONFIRMED WHEREABOUTS	DESTINATION KNOWN BUT NOT CONFIRMED	DESTINATION UNKNOWN	DESTINATION UNKNOWN & SAFEGUARDING CONCERNS
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	IN EDUCATION	LEVEL 1	1	2	3	4
	OPEN APPLICATION WITH ADMISSIONS	LEVEL 2	2	4	6	8
	HISTORY OF POOR ATTENDANCE	LEVEL 3	3	6	9	12
	OUT OF EDUCATION	LEVEL 4	4	8	12	16

Children Moving Abroad will be treated as **Destination Unknown** (Level 3) or higher in all circumstances

Failure to engage

Should a parent refuse or fail to engage with the CME or EHE team, and not actively seek a school place, it may be necessary for the relevant Officer to make a referral to the EWS in order for a School Attendance Order, and subsequent proceedings, to be pursued.

The parent/ carer should be made aware of their legal obligation to ensure that their child is receiving suitable education and failing to take responsibility for this can result in the Local Authority taking legal action.

Case closure

CME cases should be closed when:

- The child has a destination which has been verified;
- All education databases have been updated to reflect the above;
- A child is missing despite all reasonable efforts to locate them. In this case, the child's details will be uploaded by the originating school onto the National Missing Children's Database via School to School (s2s)

d) The role of partner agencies

There is an expectation under the Children Act 2004 that all agencies will work together to promote the safeguarding and welfare of children and to share information so that children and young people do not 'slip through the net' and become missing.

There is a fundamental principle that all professionals and practitioners of Croydon Council and partners have some level of responsibility around the issue of children missing education. In terms of ensuring that children are identified and monitored, referred appropriately, with needs assessed and coordinated interventions put in place. Therefore, as notification can be received from within the local authority, external agencies, the public, schools, children and young people and other local authorities, it is vital that all agencies understand and use the referral route appropriately and consistently.

e) Who do I contact?

If you know or suspect that a child is missing from education, please let us know straight away.

If a family have **moved into Croydon** and have school age children who are in need of educational placements, please ensure that contact is made with the School Admissions Team on 0208 726 6400 or email School.Admissions@croydon.gov.uk.

If a child has been **permanently excluded** and parents are in need of some advice, contact should be made with our Exclusion Prevention Officer on 0208 726 7438 or by email to: Exclusions@croydon.gov.uk.

Should a parent wish to **electively home educate** their child, it is imperative that you contact is made with our Monitoring and Support Teacher (EHE) for advice and support, and to register their interest on 0208 726 6167

If you are aware of a child of compulsory school age who is **not attending an educational provision**, please complete our CME referral form and submit this to ChildrenMissingfromEducation@croydon.gov.uk.

Checks are always carried out before contacting parents or carers. By notifying us you are helping to ensure the safety and wellbeing of some of the most vulnerable children in our community and your assistance is welcomed.

3. Responsibilities of All Schools and Education Provisions

Schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils.

Schools have a key role in ensuring that children do not become CME. All schools are required to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

From 1st September 2016, under The Education (Pupil Registration (England) (Amendment)) Regulations 2016, all schools, including independent schools, are required to:

- Inform their LA when they are about to delete a pupil's name from the admission register under all fifteen grounds;
- Record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the name of the destination school (where they can reasonably obtain this information);
- Inform their LA of the pupil's destination school and home address if the pupil is moving to a new school; and

- Provide information to their LA when registering new pupils within five days, including the pupil's address and previous school (where they can reasonably obtain this information). The Education (Pupil Registration (England) (Amendment) Regulations 2016 www.education.gov.uk

Off rolling

Ofsted have defined the practice of 'off-rolling' as follows:

The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.

They have stated that schools found to have carried out 'off-rolling' are at risk of being judged 'inadequate' by Ofsted. Following this guidance will reduce the possibility of a school being found to have 'off-rolled' pupils.

In order to assist schools to fulfil their statutory duty the following forms are included as Appendices to this guidance:

Appendix A: Pupil Migration Form

For starters this form must be completed for all in-year admissions to a school roll and emailed to PupilMigration@croydon.gov.uk within five days of admission.

For leavers this form must be completed for all deletions from roll as soon as the grounds for deletion is met and no later than the time at which the pupil's name is deleted from the register. The form must also be emailed to PupilMigration@croydon.gov.uk.

Appendix B: Children Missing from Education referral form

There are some circumstances where further investigation will need to be undertaken by the Children Missing Education Officer before a school can be advised to remove a child from their roll. In these circumstances a referral should be made to the CME Officer.

The following is a summary from The Education (Pupil Registration (England) (Amendment) Regulations 2016 which sets out the **grounds for deletion from roll** and the appropriate action for schools to take.

Deleting a pupil of compulsory school age from the school admission register as set out in the Education (Pupil Registration) (England) amendment Regulations 2016

1. 8(1) (a) - *where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.*

A School Attendance Order (SAO) is an order issued by the Local Authority to the parent of a pupil in circumstances where the parent has failed to provide their child with a full time education, either by the child being on roll at a school, or by providing a "suitable, efficient" education other than at school. A school may be asked to remove a child from roll by the LA following the withdrawal of an SAO.

Action: submit a Pupil Migration form

2. 8(1)(b) - *except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.*

Once a new school has confirmed that the pupil is on roll with them, the pupil can be removed from roll.

Action: submit a Pupil Migration form

3. *8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.*

This applies in instances such as a managed move through either the Fair Access Panel or when arranged between schools and agreement has given by the trial school to make the move permanent.

- The original school should not remove the pupil from roll until after the trial period has been completed and the new school has confirmed that the pupil may remain on roll.
- During a managed move, the previous school should code the pupil's attendance at the trial school as "D" as s/he is "dual-registered" and attending a separate provision.
- The trial school should code attendance/absence as normal.

For school to school arranged managed moves the managed move notification form should be completed by the initiating school and sent to fairaccess@croydon.gov.uk

Appendix E provides more guidance on Managed Moves

Action: submit a Pupil Migration form.

4. *8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.*

Section 10.5 of the DfE's Elective Home Education: Guidelines for local authorities states: "Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them".

- A school should not remove a pupil from roll until they have received in writing a request from a parent to home educate.
- The school must also notify the Local Authority the a parent has decided to home educate their child(ren).
- Schools should therefore complete the CME/Off Role Notification form and also provide copies of any written notification from the parent.
- Schools must not remove a pupil from roll if a parent requests to remove their child from roll but no subsequent education provision is identified.

Action: Submit a Children Missing Education referral and provide copy of written notification from parent. Pupil should remain on roll until confirmation is received from the LA's Elective Home Education Monitoring and Support Teacher. Once confirmation is received a Statutory Notification of a Deletion from a Croydon School Roll should be submitted.

5. *8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.*

A "reasonable distance" is defined by the DfE as being 45 minutes away by public transport if the child is of a primary school age, or 1 hour 15 minutes if the pupil is of a secondary school age.

- The school can off roll once confirmation has been received from the Local Authority that the child is no longer living within a reasonable distance of the school.

Action: Submit a Children Missing Education referral and provide copy of written notification from parent of new address. Pupil should remain on roll until confirmation is received from Children

Missing Education Officer. Once confirmation is received a Statutory Notification of a Deletion from a Croydon School Roll should be submitted.

6. 8 (1)(f) - *in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —*
- (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;*
 - (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and*
 - (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.*

It is important that a parent provides the school with a date at which the pupil will return to school. If the pupil does not return to the school the school should;

- Write to the parent reminding them of the return date, and warning them that if the pupil does not return to school within 10 days they may be removed from the school roll.
- If the pupil subsequently fails to return to school the school should investigate as per the usual CME procedure.
- Once the school confirms that they are unable to locate the family, the school must complete a CME referral and send it to the Local Authority.
- The school must await confirmation from the local authority before removing a child from roll.

Action: Submit a Children Missing Education referral and provide copy of any correspondence with parent re the period of leave. Pupil should remain on roll until confirmation is received from Children Missing Education Officer. Once confirmation is received a Statutory Notification of a Deletion from a Croydon School Roll should be submitted.

7. 8(1)(g) - *that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.*

The school should liaise with the School Nursing Service at an early stage in such cases. The LA commissions the Springboard tuition service to provide educational support for those pupils who are currently unable to attend school regularly due to ill health. Removal from roll should only be considered when appropriate medical advice has been sought

Action: Submit a Children Missing Education referral and provide copy of any correspondence relating to the illness. Pupil should remain on roll until confirmation is received from Children Missing Education Officer. Once confirmation is received a Statutory Notification of a Deletion from a Croydon School Roll should be submitted.

8. 8(1)(h) - *that he has been continuously absent from the school for a period of not less than twenty school days and —*
- (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);*
 - (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and*
 - (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is;*

If a pupil is still living at a given address and has stopped attending the school they **must not** be removed from roll. This should be treated as an attendance issue and appropriate referrals made to the Education

Welfare Service. Schools have a duty under section 12 of these regulations to notify the LA where a pupil has a period of unauthorised absence of 10 days or more. In such cases referrals should be made to the Education Welfare Service. If this process has not been followed schools will be required to reinstate pupils back on the school roll.

Schools should undertake reasonable enquiries to ascertain a pupil's whereabouts before making a referral to the Children Missing Education Officer.

Action: Submit a Children Missing Education referral and provide copy of any correspondence relating to any change of address and enquiries made by the school. Pupil should remain on roll until confirmation is received from Children Missing Education Officer. Once confirmation is received a Statutory Notification of a Deletion from a Croydon School Roll should be submitted.

9. *8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.*

In this scenario there should be regular contact between the Youth Offending Service and School regarding any pupil at risk of a custodial sentence.

- If the pupil receives a custodial sentence and remains on the school roll, the Youth Offending Service should be consulted to confirm that the pupil will be receiving education provision during their sentence.
- If they are then the absence may be coded as "B" as they are being educated at an off-site provision.
- Schools can contact Marina Grandison (Senior YOS Education Project Worker) on 020 8404 5856 or via email (marina.grandison@croydon.gov.uk)

Action: Submit a Children Missing Education referral and provide copy of any correspondence with the Youth Offending Service. Pupil should remain on roll until confirmation is received from Children Missing Education Officer. Once confirmation is received a Statutory Notification of a Deletion from a Croydon School Roll should be submitted.

10. *8(1) (j) - that the pupil has died.*

The Local Authority should be notified as per usual reporting procedures.

Action: submit a Pupil Migration form

11. *8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and—*
(i) the relevant person has indicated that the pupil will cease to attend the school; or
(ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.

A statutory notification should be completed for all pupils in year 11 when they have ceased to attend the school. Details of planned destination should be provided where known.

Action: submit a Pupil Migration form

12. *8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.*

All independent schools are required to notify the LA of a deletion from their roll.

Action: submit a Pupil Migration form

13. 8(1) (m) - that he has been permanently excluded from the school.

Action: Notification of the permanent exclusion to the LA should be made in the first instance by completing the Notification of Exclusion form (Appendix D). If at the conclusion of the permanent exclusion process the pupil is to be removed from roll then a Pupil Migration form roll needs to be submitted.

14. 8(1) (n) - where the pupil has been admitted to the school to receive nursery education that he has not on completing such education transferred to a reception, or higher, class at the school.

Action: Submit a Pupil Migration form

4. Children Moving Abroad

The issue of children being removed from roll by schools with no known destination (including “moving abroad”) and the potential risks posed were the focus of a letter from Ofsted to the Secretary of State for Education in July 2015:

“....HMI found that schools often did not record a destination for children. In many cases, schools only noted very generic reasons for a child being removed from the register. Examples of this included ‘gone to live with grandparents’, ‘moved to Manchester’, ‘gone back to Libya’ or, in a number of cases, simply ‘moved abroad’....”

“....We cannot be sure that some of the children whose destinations are unknown are not being exposed to harm, exploitation or the influence of extremist ideologies. We do not know whether these children are ending up in unregistered provision.”¹

Our on-going review of CME referrals has identified instances where the referring school had identified children who had moved abroad but had failed to ask any further questions or undertake any additional checks, instead relying on the word of the parent. This is not sufficient enough to protect children as per the response from Ofsted.

The expectation of the Local Authority placed on schools when they are notified that a child is moving abroad is:

1. School to arrange to meet with the family as soon as possible (within 5 school days). The School is able to invite their allocated Education Safeguarding and Investigations Officer to this meeting.
2. Meeting takes place with one/both/all parents. The school should ascertain:
 - Who from the family is leaving the country? If the child is travelling without the family ask why not, and who the child will be travelling with. If the child is travelling with one parent, is the other parent aware?
 - When is the family leaving the country? If it's at short notice this should be explored i.e. why do you need to leave the country so quickly? Leaving at short notice is reason for concern.
 - Where is the family moving to? The name of the country isn't sufficient enough. If a family is moving to a different country they will know their final destination. If they do not this is a cause for concern.

¹ Advice letter from, Her Majesty's Chief Inspector, on the latest position with schools in Birmingham and Tower Hamlets to Secretary of State for Education, July 2015.

- The exit details – i.e. flight/ferry/channel tunnel details. Ask the parent(s) to bring evidence that they are leaving the country. If the family are unable to provide this, this would be a cause for concern.
- What school(s) will you be sending your children to once you've moved abroad. An exact school may not be known, however the parent should have a range of schools in mind. If they haven't, this may be a cause for concern.
- What are you planning to do with your current property? If a family has thoroughly planned their exit from the country, they will have sold their family home or handed their landlord/letting agent their notice of intention to leave the property.

3. School to consider the information received during the meeting and consider the following actions:

- If the school has only spoken to one parent, confirm your understanding of the situation verbally with the other parent. This will ensure both parents have given consent to the child moving abroad.
- If the family are leaving the country at short notice, do the reasons given sound reasonable?
- The main concerns about children moving abroad are in relation to them becoming vulnerable to becoming radicalised or exposed to extremist behaviour and being exposed to Female Genital Mutilation (FGM). The Foreign and Commonwealth Office publish and regularly update guidance on which countries are safe to travel to (<https://www.gov.uk/foreign-travel-advice>) and will highlight any particular threats linked to Terrorism. The World Health Organisation has also published a list of countries where FGM is prevalent which schools can also access: (<http://www.who.int/reproductivehealth/topics/fgm/prevalence/en/>) .
- If you have any concerns linked to this speak to the Learning Access team
- If the family are unable to provide copies of their travel details, this is a cause for concern, as the family may be hiding their true destination. If family continue to be unwilling to provide copies of this, ask for the name of the travel company/airline, on what date and time are they leaving the country and when they expect to arrive at their destination.
- Providing a name or names of schools the parent is considering sending their child to will enable contact to be made with the new school to ensure that the child has arrived and has not gone missing. If the family has refused to name a new school ensure that this is noted on the CME Referral Form.
- This is an indicator of whether or not the family have planned to leave the country, and if they have, they will have a clear plan of what is going to happen to their property once they've left. Providing this information will support the LA in tracing the child if they cease attending the school but do not leave the country.

4. Following the school's consideration of this information, they can contact the SPOC Consultation line (0208 726 6464) if this raises safeguarding concerns. Once these checks have been completed and the school have confirmed that they are satisfied that the child is moving abroad, the school must submit a CME Referral form.

Once the LA is satisfied that the child has left the country to a known destination, the school will then be informed that the child can be removed from roll.

Requesting Access to your Personal Data:

Under GDPR and the Data Protection Act 2018, parents/carers and young people have the right to request access to information that we hold about them. To make a request for your (or your child's) personal information, contact the Council's Information Management Team at SAR@croydon.gov.uk.

Personal data will not be retained for longer than necessary in relation to the purposes for which they were collected. Based on best practice and statutory guidelines, data storage and retention periods vary depending on service need and the age of a child at point of interaction with our services.

There is usually a legal reason for keeping your personal information for a set period of time. For each service, our data retention schedule lists how long your information may be kept for – this ranges from months for some records to decades for more sensitive records. Following the relevant retention period, we will securely destroy the information.

If you would like to see a copy of our retention schedule, please e-mail Chris.Roberts@croydon.gov.uk

Appendix A:

Instructions for using the Pupil Migration Form

Starters/Pending Admissions

Snapshot of the starter page.

[illegible][illegible]

Please ensure that you also complete the 'Vacancies Summary' section of the Starters form:

Appendix B: Children Missing from Education referral form

Notification of Child Missing from Education

Once completed, please email to childrenmissingfromeducation@croydon.gov.uk with any additional documents.

Your Designated Safeguarding Lead (DSL) should also be notified of this notification.

Child Details:

Child's FORENAME:	
Child's SURNAME:	
Ethnicity:	
First Language:	
Unique Pupil Number (UPN):	
Date of Birth:	
Gender:	
Current Address:	
New address (if known or applicable)	
Parent/Carer (1) Name:	
Parent/Carer (1) Address:	
Telephone Number	
Email Address	
Parent/Carer (2) Name:	
Parent/Carer (2) Address:	
Telephone Number:	
Email address:	
Emergency Contact details provided in pupil registration:	
GP Surgery:	

Reason for Referral

Referrer Details:

Name of Agency/School:	
Name of Referrer:	
Referrer Position/Job Title:	
Referrer Email Address:	
Referrer Telephone Number:	

Referral Date:	
Last day of attendance:	

Please provide information below regarding attempts to make contact with the family within the last 10 days: please note if these checks are not complete or evidence of attempts to gain information not provided your referral may be returned.

SCHOOL CHECK:	DATE(S)	OUTCOME	COMPLETED BY
Phone call – parent			
Email to parent			
Letter sent			
Home visit made			
Sibling schools contacted			
Phone call - Emergency Contacts			
New School, new address and travel information (if applicable)			
Contact with other agencies involved with family			
Contact with new boroughs Admissions Team. (If applicable)			
Any other additional information relevant to this referral:			

Where possible please submit a photo of the child and copies of identification available, e.g. passport, birth certificate via childrenmissingfromeducation@croydon.gov.uk

CME SAFEGUARDING CHECKLIST- Assessing a Child's Vulnerability

Assessing vulnerability requires a combination of professional knowledge and experience of safeguarding and local circumstances. Agencies should follow their own safeguarding procedures and have regard to the London continuum of need:

<http://croydonlcsb.org.uk/professionals/policies/#thresholds-amp-indicators-of-need>

This guidance should be considered when a child is missing from education to ascertain their vulnerability and assist in the decision making process for making a referral.

	YES	NO
Does the child have a formal child protection plan/child in need plan?		
Is the child 'looked after' (LAC)?		
Is there a history of domestic violence, parental mental health, parental substance or alcohol misuse?		
Has there been adult's or children's criminal justice involvement in the past or at present?		
Is this child mixing with known offenders?		
Is there a good reason to believe that the child may be a victim of crime?		
Is this child at risk of sexual exploitation? (please refer to CSE risk assessment)		
Are there wider concerns about this child or their family with regards to possible radicalisation? (Please refer to PREVENT guidance)		
Are there religious or cultural reasons to believe that the child is at risk? <ul style="list-style-type: none">• Rites of passage or forced marriage planned for the child• Female genital mutilation• Historical information relating to older siblings.		
Does the child have any health requirements that place the child at risk?		
Was the child noted to be depressed/self-harming prior to the unexplained absence?		
Is there a person present in, or visiting the family that has convictions for an offence against a child?		

Croydon Council will process any information shared in line with the provisions of the General Data Protection Regulation. Any personal information will be held in confidence and shared only where necessary. This data will be removed from council records after 25 years from the date of the child or young person's date of birth. Under the General Data Protection Regulation, you have the right to make a formal request to the Council for access to personal data held about you or your child. Croydon Council has a duty under the Children's Act 2004 to work with partners to provide and improve services to children and young people. Information provided will be shared with schools as necessary to arrange suitable provisions for your child. Croydon Council may also use this information for other legitimate purposes and may share this information where required with other bodies responsible for administering services to children and young people. To view our full Privacy Statement please visit: <https://www.croydon.gov.uk/democracy/data-protection-freedom-information/privacy-notices/education-youth-engagement-service-privacy-notice>

Appendix C: Notification of Permanent Exclusion

NOTIFICATION OF EXCLUSION FORM

Section 5 of The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 requires all state-funded schools, including academies and free schools, to notify the local authority of all permanent and fixed term exclusions.

PLEASE COMPLETE ALL RELEVANT SECTIONS OF THIS FORM

The completed form should be sent, along with a copy of the exclusion letter, to Croydon Council either by email to exclusions@croydon.gov.uk or by post to
Exclusion Notification, Croydon Council,
Floor 2 (Zone D), Bernard Wetherill House, 8 Mint Walk, Croydon, CR0 1EA

Name of school:		
	Tel:	contact e-mail:
Pupil name:	First name	Surname
Address:		
Borough of residence:		Phone no. for family:
Date of birth:		Year group:
UPN		Gender:
SEN status: <input type="checkbox"/> No SEND <input type="checkbox"/> School Support <input type="checkbox"/> EHCP	(Please also specify primary SEND need)	
Ethnic origin:		Child looked after: Y/N
Free School Meals:	Y/N	Asylum Seeker: Y/N
Parent/carers name		

Fixed term (no. of days)	Permanent: Y/N
Date exclusion commenced:	
Date exclusion ended:	
Total no. of days excluded this year:	

Reason for Exclusion (Please tick of highlight):

- ☐ **Physical assault against a pupil**
Includes: fighting, violent behaviour, wounding, obstruction and jostling
- ☐ **Physical assault against an adult**
Includes: violent behaviour, wounding, obstruction and jostling
- ☐ **Verbal abuse/threatening behaviour against a pupil**
Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse harassment, verbal intimidation,
- ☐ **Verbal abuse/threatening behaviour against an adult**
Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation,
- ☐ **Bullying**
Includes: verbal, physical, homophobic bullying, racist bullying
- ☐ **Racist abuse**
Includes: racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- ☐ **Sexual misconduct**
Includes: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
- ☐ **Drug and alcohol related incidents**
Includes: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking alcohol abuse, substance abuse
- ☐ **Damage**
Includes: damage to school or personal property belonging to any member of the school community: vandalism, arson, and graffiti
- ☐ **Theft**
Includes: stealing school property, stealing personal property (pupil or adult), stealing from local shops, on a school outing
- ☐ **Persistent disruptive behaviour**
Includes challenging behaviour, disobedience, persistent violation of school rules
- ☐ **Other**
Includes: incidents which are not covered by the categories above but this category should be used sparingly
- ☐ **Possession of an offensive weapon**

Additional information required for Permanent Exclusions

Pupil Name:

Name of school contact:	Tel: contact e-mail:
Head of Year:	Tel: contact e-mail:
Previous schools:	
Previous exclusions (permanent or fixed term) Please give reasons	
Is the pupil on the Child Protection register? Y/ N	Is the Pupil a Looked After Child? Y/ N Does the pupil have free school meals? Y/ N
Does the pupil have a history of poor attendance? Y/N	Please give recent attendance
Relationships with peers	Relationships with staff
Summary of support received or other agencies/organisations involved with the pupil. (please attach any PSP or IEP)	
Reading age:	Spelling age:
CATS scores: Verbal Non verbal	SATS scores (indicate Key Stage) English Maths Science
Strengths Academic and Social	

Attitude to Work																																	
Parent/Carer view on exclusion																																	
Student View on exclusion																																	
<p>Risk Assessment for placement at PRU Depending on your response we may ask for a more comprehensive risk assessment</p> <p>Are there any risks relating to:</p> <table border="1"> <thead> <tr> <th>AREA OF RISK</th> <th>YES</th> <th>NO</th> <th>DON'T KNOW</th> </tr> </thead> <tbody> <tr> <td>Violence</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Offending</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mental Health</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Family & Relationships</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Neglect</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Alcohol & Drugs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Please provide any additional information.</p>		AREA OF RISK	YES	NO	DON'T KNOW	Violence				Offending				Mental Health				Family & Relationships				Neglect				Alcohol & Drugs				Other (please specify)			
AREA OF RISK	YES	NO	DON'T KNOW																														
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Other (please specify)																																	

Croydon Council will process any information shared in line with the provisions of the General Data Protection Regulation. Any personal information will be held in confidence and shared only where necessary. This data will be removed from council records after 25 years from the date of the child or young person's date of birth. Under the General Data Protection Regulation, you have the right to make a formal request to the Council for access to personal data held about you or your child.

Croydon Council has a duty under the Children's Act 2004 to work with partners to provide and improve services to children and young people. Information provided will be shared with schools as necessary to arrange suitable provisions for your child. Croydon Council may also use this information for other legitimate purposes and may share this information where required with other bodies responsible for administering services to children and young people.

To view our full Privacy Statement please visit:

<https://www.croydon.gov.uk/democracy/data-protection-freedom-information/privacy-notices/education-youth-engagement-service-privacy-notice>

Appendix D: Summary of school action when decision made to remove pupil from roll:

Statutory Ground for deletion from roll	School Action Required
Subsection (1) (a) LA amendment to existing School Attendance Order	Submit a Pupil Migration form
Subsection (1) (b) Pupil has transferred and been registered at another school	Submit a Pupil Migration form
Subsection (1) (c) Dual registration has come to an end	Submit a Pupil Migration form
Subsection (1) (d) the school has received written notification from the parent that the pupil is to be home educated	Submit a Children Missing Education referral and provide copy of written notification from parent. Pupil should remain on roll until confirmation is received from the LA's Elective Home Education Monitoring and Support Teacher. Once confirmation is received a Pupil Migration form should be submitted.
Subsection (1) (e) Pupil no longer ordinarily resides at an address which is a reasonable distance from the school	Submit a Children Missing Education referral and provide copy of written notification from parent of new address. Pupil should remain on roll until confirmation is received from Children Missing Education Engagement Key Worker. Once confirmation is received a Pupil Migration form should be submitted
Subsection (1) (f) (i) (ii) (iii) Leave of absence exceeding 10 school days granted AND pupil has failed to return to school within 10 school days	Submit a Children Missing Education referral and provide copy of any correspondence with parent re the period of leave. Pupil should remain on roll until confirmation is received

immediately following the expiry of the period for which leave of absence was granted	from Children Missing Education Engagement Key Worker. Once confirmation is received a Pupil Migration form should be submitted
Subsection (1) (g) School medical officer has certified that pupil unlikely to be in fit state to attend school before ceasing to be of compulsory school age	Submit a Children Missing Education referral and provide copy of any correspondence relating to the illness. Pupil should remain on roll until confirmation is received from Children Missing Education Engagement Key Worker. Once confirmation is received a Pupil Migration form should be submitted
Subsection (1) (h) Child has not been located following 20 days unauthorised absence and reasonable enquiries have confirmed child no longer resides at given address	Submit a Children Missing Education referral and provide copy of any correspondence relating to any change of address and enquiries made by the school. Pupil should remain on roll until confirmation is received from Children Missing Education Engagement Key Worker. Once confirmation is received a Pupil Migration form should be submitted.
Subsection (1) (l) Pupil is detained for a period of not less than four months and the proprietor does not have reasonable grounds to believe the pupil will return at the end of that period	Submit a Children Missing Education referral and provide copy of any correspondence with the Youth Offending Service. Pupil should remain on roll until confirmation is received from Children Missing Education Officer. Once confirmation is received a Pupil Migration form should be submitted.
Subsection (1) (j) Pupil has died	Submit a Pupil Migration form
Subsection (1) (k) Pupil will cease to be of compulsory school age when the school next meets and school has been informed that pupil will cease to attend school	Submit a Pupil Migration form
Subsection (1) (l) Pupil has ceased to be a pupil at an Independent school	Submit a Statutory Notification of a Deletion from a Croydon School Roll
Subsection (1) (m) Pupil has been permanently excluded from school	Complete a notification of permanent exclusion to the LA. Once the

	permanent exclusion is ratified submit a Pupil Migration form.
Subsection (1) (n) Pupil was on roll during nurse's education phase but has not transferred to a reception or higher class within the school	Submit a Pupil Migration form

Appendix E – Managed Moves: Good Practice Guidance

1. Introduction

- 1.1 Schools, parents and pupils have used a 'fresh start' in a new school as a formal or informal alternative to permanent exclusion for many years. A change of school can be particularly valuable if it is perceived that a pupil's difficulties are the result of inappropriate peer relationships or if the relationship of trust between parent and school has broken down.
- 1.2 Best practice suggests that managed moves are planned between schools with the consent and co-operation of respective student's parents/carers in collaboration with the Local Authority. Managed Moves are best used as part of the school's early intervention strategies.
- 1.3 It is recommended that there is a clear protocol to govern the use of 'managed moves' as an alternative to permanent exclusion to ensure consistency of practice
- 1.4 It is the view of Croydon Council that 'managed moves' can be a useful tool to avoid permanent exclusion but that such moves must be carefully planned and implemented if the pupil's difficulties are not to be exacerbated leaving the sending school with no option but to refer to the Primary Fair Access Panel.
- 1.5 Managed moves have been evidenced to be successful when schools and parents are transparent in their sharing of information.
- 1.6 This guidance does not apply to pupils moving in and out of PRUs. Such pupils will usually be subject to dual registration and the PRUs have their own guidance for schools on pupils who are accepted for respite at a PRU or who are being reintegrated to mainstream school.
- 1.7 When a pupil is 'managed moved' to a new school the new school should place the pupil on roll and take over full responsibility for that pupil. A managed move is a trial period at a new school and is undertaken with the agreement of all parties (including the parents/carers). All parties must be aware of what will happen if the managed move fails. The maximum time for this trial period is twelve weeks and fixed period needs to be set at initial meeting. Planned review meetings should be held with school and parent/carer at six weeks intervals.

If placement is agreed to be unsuccessful, pupils must return to their original school.

The school where the pupil was attending on the managed move should produce a report setting out the interventions and support put in place and the reasons it was unsuccessful.

- 1.8 Failure of a managed move should not automatically lead to Permanent Exclusion. Schools should make their decisions re next steps at their discretion on an individual case by case basis.

2. Good practice to be followed

- 2.1 The following is considered to be a step by step 'good practice' guide to 'managed moves':

- Meeting at original school with parents/carers and pupil explores the option of a 'fresh start' at a new school. Pupil and parental preferences are sought and the realities of the situation discussed. Minutes of the meeting are kept on pupil's file. It may be appropriate to invite other adults who have been involved with the pupil to this meeting.
- Managed Moves for students with Statements of Special Educational Needs or Educational Health and Care Plans need to be referred to the SEN team.
- In respect to Looked after Children the child's social workers; carer and the Virtual School must be notified of any managed move.
- The Head teacher makes contact with the 'new school', discusses the pupil and secures school's agreement to the transfer in principle. In some cases it might be appropriate for another professional to make the initial approach.
- The Learning Access team can assist head teachers with identifying schools with vacancies in the appropriate year group if needed.
- Parents are requested to complete the LA School transfer form.
- The original school sends paperwork to the new school including (as a minimum):
 - the pupil's attendance records
 - conduct log
 - copies of any IEPs or PSPs
 - current academic attainment data.
 - any medical needs
- Details of child protection and safeguarding information should be shared, in the appropriate manner, with the receiving school only once managed move has been agreed between all parties.
- As deemed appropriate a risk assessment could be completed by the sending school and sent to receiving school as part of initial information sharing process.
- The new school meets with the parents and pupils. At this meeting as well as the expectations of the new school and general arrangements for transfer and induction (e.g. uniform requirements, times of school day etc) the pupil's support needs should be discussed. Individual support plan is devised by the school in consultation with parent/carers and young person. A start date should also be agreed. This should be no later than two weeks after the meeting.
- The pupil's progress should be reviewed with parents after the first two weeks and then half termly until the pupil is considered well settled. If placement is agreed to be unsuccessful, return to original school is supplemented by a full report.
- The transfer is agreed and the school notifies the Learning Access Team.
- The pupil is dual registered for the period of the managed move and can only be ended when confirmation of a successful move is received from the new school.

- The pupil is offered a start date and the full record is transferred from the original to the receiving school. This must include all records relating to Child Protection/safeguarding concerns which may have been held separately from the child's main school record. These should be transferred within three weeks from the date of the approach.

2.2 Evidence from this and neighbouring LAs suggests that if the move is not properly planned and in particular if parental or pupil wishes have not been fully considered then the 'managed move' is not likely to be successful. **It is essential** that the transferring pupil should be well supported by the new school during the transition period. This should include as a minimum entitlement:

- access to a named adult with whom the pupil/parent can share anxieties and concerns;
- access to a specialist behaviour mentor or teacher in order to address behaviour concerns and peer support through a buddy or mentoring scheme. (More detail is given in 4 below)

3. Support for pupils

3.1 The following could be considered as support for transferring pupils. The list is not exhaustive and the support can be 'mixed and matched' in order to provide an appropriate individualised package:

- Access to the SENCO or specialist SEN teacher for baseline testing and needs assessment
- Specialist SEN teaching support
- Learning or Behaviour Mentor individual support
- Access to the school's assigned Educational Psychologist
- Access to small group support in eg Social skills or anger management
- Access to a counsellor
- TA support
- LSU support/Pastoral Support
- Peer support – e.g. a buddy
- In school support procedures such as report cards, access to a named teacher, etc.
- A mentor from the voluntary or community sector
- Access to after school clubs and activities
- Learning mentor from virtual school if appropriate (LAC only)

4. Funding

4.1 When a pupil is subject of a 'managed move' during the financial year it is for schools to agree what, if any, funds will be transferred to the new school to support the managed move. AWPU is automatically corrected for the Autumn and Spring terms and it would seem reasonable to transfer the remaining portion of the AWPU from the original school to the new school along with an Pupil Premium Grant (PPG). This would mirror the DfE requirements for funding arrangements concerning permanently excluded pupils.

Funding to support pupils with a statement of SEND/EHCP will automatically be transferred to the receiving school with effect from the date of transfer provided that SEND is informed. Schools can also make use of delegated SEN funding to purchase additional support for pupils.

4.2 The receiving school should consider using 'in-house' support for example learning or behaviour mentors, LSUs etc.

5. Practice to be avoided

5.1 Advising parents to remove their child from roll and 'find another school'. In practice this often results in the child being out of school for a considerable period of time.

5.2 Advising parents to remove their child from roll and 'Electively Home Education'. In practice unless parents are seeking to 'educate otherwise' for philosophical, ideological or religious reasons the education provided is rarely 'suitable or efficient'. This may also place the pupil at additional safeguarding risks.

5.3 Transferring children without adequate induction or support.

5.4 Providing receiving school with insufficient information and/or unrealistic picture of student's strengths, difficulties or needs. This practice could result in negative impact on the child.

Other professionals who may be involved with pupils and their parents/carers who could be involved at any stage during the 'managed move' process:

- SENCO
- Mentor or Teaching Assistant
- Assigned Educational Psychologist
- Member of the Virtual School (if looked after)
- Support teacher
- Education Welfare Officer
- Social Worker

MANAGED MOVE NOTIFICATION FORM

PART A – to be completed by original school

Name of Pupil	Date of Birth	NCY
School:	Ethnic Origin:	
Date of admission to current school		
Previous schools		
LAC	Yes/No	SEN status
Other agency involvement		
% Attendance last term	Punctuality	
No & length of fixed term exclusions in last year		
Any internal or external arrangements made in addition to or as an alternative to exclusion		
Reason(s) for Managed Move		
Proposed new school		
'Trial' period agreed	Yes/ No	Length of 'trial' (no longer than 1 term)
Arrangements if 'trial' unsuccessful		
Date of meeting with parent to agree managed move		
Signed:	Headteacher.....	
	Parent/Carer.....	
	Pupil.....	

PART B – to be completed by new school

School Name:	
Date of Interview at new school	
Start date at new school	Trial period Yes/No
Induction arrangements:	
Arrangements if 'trial' unsuccessful	

Signed: Headteacher

PLEASE SEND TO: fairaccess@croydon.gov.uk

Appendix F – Pupil leavers form



Pupil Leavers form

Dear Parent

Please complete this form and attach any addition information.

Child's Name:	Parent's Name:
DOB:	DOB:
Year Group:	Telephone Number: Email address:
Your full new address:	New school Name and Address (if known):
The last day your child will be attending school:	
The reason why your child is leaving	

MOST IMPORTANTLY, PLEASE ATTACH A COPY OF YOUR FLIGHT DETAILS:

Thank you

