

Attendance policy

Carlton Digby School



Approved by:	Governing Body	Date: March 2023
Last reviewed on:	Version 1	
Next review due by:	July 2025 (or earlier if the need arises)	

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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the Head Teacher to account for the implementation of this policy

3.2 The Head Teacher

The Head Teacher is responsible for:

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

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Tricia Marron and can be contacted via 0115 956 8289 or office@carltondigby.notts.sch.uk.

3.4 The Family Support Worker

The Family Support Worker is responsible for:

- Making daily phone calls in the event of non-attendance
- Contact parents to support pupils with ongoing low attendance
- Liaising with the senior leadership team to identify reasons and patterns for absence and support requirements
- Work with relevant agencies to promote positive attendance
- Encourage parental engagement through workshops, meetings, and other relevant events

3.5 Class teachers

Class teachers are responsible for:

- Recording attendance on a daily basis. Registers must be completed twice per day (morning by 9.30am and afternoon by 1.15pm).
- Input the correct codes into the registers (see appendix 1)
- Enter reasons for absence into the comments box for **EVERY** absence for monitoring purposes
- Submit register information to the office via the SIMs Teacher app registers

3.6 School administrative staff

School admin staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the relevant person in order to provide them with more detailed support on attendance
- Ensure the registers have been completed accurately
- Submit returns to the local authority as required

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call, email or message the school to report their child's absence before 9am on each day of the absence, giving reasons for absences and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Provide evidence of medical appointments (e.g. clinic letters)
- Ensure that holidays are not taken during term time (see section 5.2 for information on legal sanctions)

3.8 Pupils

Pupils are expected to:

- Attend school every day on time

4. Recording attendance

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include a relevant comment behind the amendment (eg time of arrival if late).

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

The school day is 8.45am – 3.20pm.

The register for the first session will be taken by 9.15am and will be kept open until 9.30am. The register for the second session will be taken by 1.15pm and will be kept open until 1.30pm.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school admin staff, sending an email or sending a Dojo message (see also section 7).

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

Parents/carers should provide evidence of medical appointments (e.g. clinic letter).

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Between 9.30 – 9.45am (after the register has closed) will be marked as late, using the appropriate code (L)
- After 9.45am will be marked as absent, using the appropriate code (U)
- Time of arrival will be added by the member of staff entering the code

See appendix 2 for further details on how school will monitor and address ongoing issues with lateness.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact social care or the police

- If the child is subject to a child in need plan or child protection plan, social care will be informed and an appropriate course of action will be identified
- If no contact has been made with parents by 12noon of the second day of absence, a member of the Senior Leadership Team will visit the pupils home to conduct a welfare check
- The appropriate authorities (e.g. social care, children missing education team) will be alerted to the unexplained absence as required

We will:

- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary
- If absence continues, the school will consider involving the children missing education team at the local authority
- We will ensure that we have at least **TWO** emergency contact numbers on record for each pupil

4.6 Reporting to parents/carers

The school will inform parents about their child's attendance and absence levels on a regular basis. At the end of the academic year, a full attendance report will be provided alongside the pupil annual report.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The Head Teacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Head Teacher's discretion, including the length of time the pupil is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The Head Teacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

5.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a Head Teacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

6. Strategies for promoting attendance

To manage and improve attendance effectively, we will:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

We will employ a number of strategies to promote regular attendance, including:

- Consistency of high-quality provision
- Certificates
- Praise
- Rewards
- Letters to parents at the end of school year stating their child's attendance percentage
- Regular updates on school attendance in the newsletter and governors report
- Whole school attendance targets within the school improvement plan
- Parent / carer events to support parental engagement with school

7. Attendance monitoring

See appendix 2 for details.

7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

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

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

7.4 Part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

The school will:

- Ensure that a part-time timetable is not used to manage a pupil's behaviour
- Ensure that a part-time timetable is only in place for the shortest time necessary and is not be treated as a long-term solution
- Ensure that any pastoral support programme or other agreement has a time limit by which point the pupil is expected to attend full time, either at school or alternative provision
- Conduct (at least) a formal termly review with parents/carers

In agreeing to a part time timetable, the school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised. Late marks should be administered in the same way, with regard given to the time expected to be in school.

7.5 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

See appendix for further details.

7.6 ATTEND framework meetings

Where a pupil's attendance has been identified as requiring an ATTEND framework meeting (see appendix 2 for criteria), the school will:

- Contact parents to arrange a meeting at a mutually convenient time
- Utilise the ATTEND framework paperwork

- Mutually agree an action plan based on identified areas from both parents and professionals to support positive attendance
- Hold review meetings every two weeks (a minimum of 3 to 4 review meetings)
- Continue to provide support to families as required to support improvements in attendance

See appendix 3 for further details.

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 2 years by the Senior Leadership Team.

At every review, the policy will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

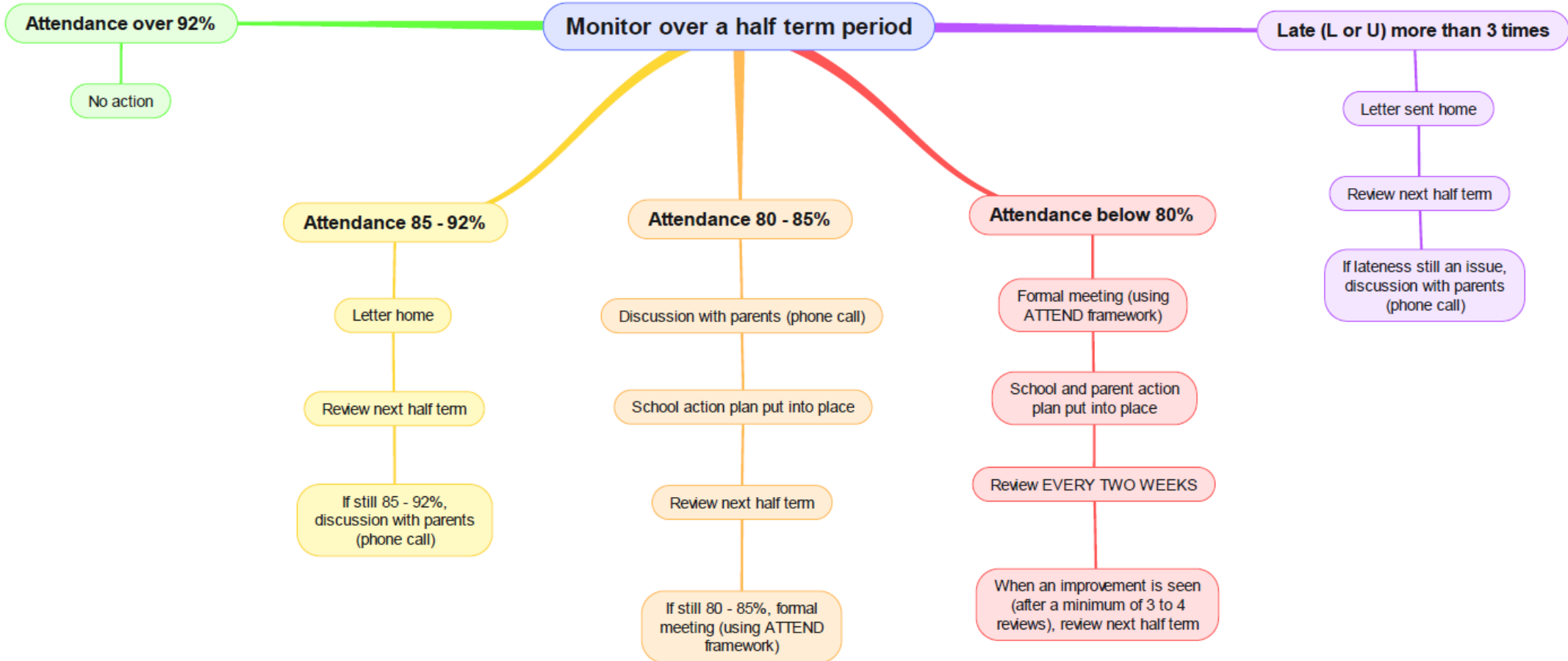
The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
AUTHORISED ABSENCE		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
UNAUTHORISED ABSENCE		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: Pupil Attendance Management Procedures



Note: the above is for when there are no valid and acceptable reasons for absence AND/OR patterns of absence have been identified



ATTEND Form for Professionals

For the assessment of factors contributing to school non-attendance

Name of Pupil	
Address	
Date of Birth	
School	
School Year	
% attendance figure	
Completed by (name and role)	
Date of Completion	

Description of current situation
Historic % attendance and lateness rates (create a timeline if helpful):
Concerns:
Strengths (e.g. successful engagement in school, ongoing friendships, activities, enjoying periods of attendance and relationships with school staff):
Pupil views:
Parent / carer views:

CONTRIBUTING FACTORS:

If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Pupil and Parent/Carer forms to broaden understanding of the underlying issues. If ticking multiple factors, prioritise which are the most important by adding an asterisk.

Anxiety		
A1	Significant fear of an aspect of the school environment (e.g. open spaces, enclosed spaces, crowds, noise, social interaction, transport to school)	<input type="checkbox"/>
A2	Significant fear of something happening at school (e.g. social exclusion, bullying, getting sick, having a panic attack, failing academically)	<input type="checkbox"/>
A3	General school phobia characterised by a fear reaction (e.g. tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression, oppositional behaviours) when near to school, before school, discussing school. Insomnia on school nights	<input type="checkbox"/>
Health and Well-Being		
H1	Mental or physical health problem / condition that impacts on daily life (e.g. IBS, migraine, severe period pains, OCD, enuresis, depression, eating disorder, ASC, ADHD, dyslexia, dyspraxia, anxiety / panic attacks, hearing or visual impairment (including CVI), physical disability, language impairment, epilepsy, other)	<input type="checkbox"/>
H2	Gender dysmorphic	<input type="checkbox"/>
Sensory factors: (in particular for pupils on the Autistic Spectrum)		
SE1	Intolerance to certain sensory input (e.g. fabric of school uniform, proximity to others, noise, lighting, smells, other)	<input type="checkbox"/>
Social Factors		
SO1	Bullying / loss of class friend / isolated / falling out with another pupil	<input type="checkbox"/>
SO2	Problems involving social media or cyberbullying	<input type="checkbox"/>
SO3	Bad reputation at school	<input type="checkbox"/>
SO4	Feelings of social exclusion due to cultural / ethnic / gender / LGBTQ identity	<input type="checkbox"/>
Academic Factors		
AC1	Learning difficulties / special educational needs	<input type="checkbox"/>
AC2	Finds work too hard / easy	<input type="checkbox"/>
AC3	Trouble with certain teacher	<input type="checkbox"/>
AC4	Mistrusts teachers / worries about interactions with teachers	<input type="checkbox"/>
AC5	Exam anxieties	<input type="checkbox"/>
AC6	PE/games difficulties	<input type="checkbox"/>
AC7	Finds school hierarchy / rules too strict / inflexible	<input type="checkbox"/>

Factors relating to change		
C1	Change of schools / move from primary to secondary / transitional year group	<input type="checkbox"/>
C2	Recent move to UK / English is an additional language	<input type="checkbox"/>
Family Factors		
F1	Parental mental or physical health needs	<input type="checkbox"/>
F2	Significant parental anxiety about CYP's health	<input type="checkbox"/>
F3	Safeguarding concerns (e.g. domestic violence, alcohol / substance misuse in family)	<input type="checkbox"/>
F4	Loss / separation / bereavement	<input type="checkbox"/>
F5	Stressful or traumatic life events (e.g. house fire, burglary, redundancy, dispute with neighbours / landlords)	<input type="checkbox"/>
F6	Change in family structure e.g. new sibling, new blended family	<input type="checkbox"/>
F7	Young carer	<input type="checkbox"/>
F8	Money worries / debts / family living in poverty	<input type="checkbox"/>
F9	Inadequate housing	<input type="checkbox"/>
F10	Practical difficulties getting to school (e.g. other children with additional needs, transport issues, health problems)	<input type="checkbox"/>
F11	Significant distress separating from main attachment figure	<input type="checkbox"/>
F12	Cultural values which do not prioritise school-based education	<input type="checkbox"/>
Other Factors		
O1	Liberal access to PC, phone, games console, internet, TV, food, lounging (bed / sofa / duvet), cigarettes, drugs	<input type="checkbox"/>
O2	Girlfriend / boyfriend out of school	<input type="checkbox"/>
O3	Same-age or older peers out of school	<input type="checkbox"/>
O4	Other family members at home during the day	<input type="checkbox"/>
O5	Work / earnings out of school	<input type="checkbox"/>
O6	Extra attention from, or time with, a parent	<input type="checkbox"/>
O7	Greater control over environment and routines at home	<input type="checkbox"/>
O8	Access to social online gaming	<input type="checkbox"/>
O9	Access to learning through other means (online / family member)	<input type="checkbox"/>
O10	Membership to a gang or radical group	<input type="checkbox"/>
O11	At risk of Child Sexual Exploitation (CSE)	<input type="checkbox"/>
O12	Low motivation – sees little point to school	<input type="checkbox"/>

Maintenance / secondary factors		
M1	How to explain absence to friends – social embarrassment	<input type="checkbox"/>
M2	Facing teachers	<input type="checkbox"/>
M3	Specific anxieties relating to returning to the school environment	<input type="checkbox"/>
M4	Inability to catch up with school work	<input type="checkbox"/>
M5	Secondary trigger event (such as a family separation or bereavement)	<input type="checkbox"/>
M6	Difficulty accessing professionals	<input type="checkbox"/>
M7	Disrupted sleep cycles (late nights, sleep during the day)	<input type="checkbox"/>
M8	Strained relationships / lack of trust between school / family / professionals	<input type="checkbox"/>
Any other contributing factors		
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

ATTEND Form for Parents / Carers



For the assessment of factors contributing to school non-attendance

Name of Child	
Date of Birth	
School	
School Year	
Completed by (name and relationship)	
Date of Completion	

My child's strengths
What are they good at? What activities do they enjoy?
When have they had good attendance at school?
What helps?
Who are their friends?
If you could name one adult they trust at school, who would it be?

What is stopping my child from going to school?

Worry	
<i>My child is worried about:</i>	
Open spaces	<input type="checkbox"/>
Being bullied	<input type="checkbox"/>
Getting sick/germs/viruses	<input type="checkbox"/>
Feeling trapped	<input type="checkbox"/>
Having a panic attack	<input type="checkbox"/>
Doing badly in lessons	<input type="checkbox"/>
Crowds	<input type="checkbox"/>
Public transport	<input type="checkbox"/>
Socialising with other people	<input type="checkbox"/>
The school bus	<input type="checkbox"/>
Getting into trouble	<input type="checkbox"/>
Something else	<input type="checkbox"/>
<i>My child is so afraid of school that they:</i>	
Sweat	<input type="checkbox"/>
Breath too fast	<input type="checkbox"/>
Cry	<input type="checkbox"/>
Have a racing heart	<input type="checkbox"/>
Panic	<input type="checkbox"/>
Run away	<input type="checkbox"/>
Get angry	<input type="checkbox"/>
Find it hard to sleep on school nights	<input type="checkbox"/>

Health and wellbeing

<i>My child has:</i>	
Migraine headaches	<input type="checkbox"/>
Seizures	<input type="checkbox"/>
Dyslexia	<input type="checkbox"/>
Dyspraxia	<input type="checkbox"/>
IBS	<input type="checkbox"/>
ADHD	<input type="checkbox"/>
An eating disorder	<input type="checkbox"/>
OCD	<input type="checkbox"/>
Depression	<input type="checkbox"/>
Sight problems	<input type="checkbox"/>
Autism	<input type="checkbox"/>
Speech and language difficulties	<input type="checkbox"/>
Severe period pains	<input type="checkbox"/>
Hearing problems	<input type="checkbox"/>
Anxiety / panic attacks	<input type="checkbox"/>
Physical disability	<input type="checkbox"/>
Another condition not listed here (please list)	<input type="checkbox"/>
My child feels like they are in the wrong gender body	<input type="checkbox"/>

Sensory overload

<i>My child finds it hard to put up with:</i>	
The fabric of school uniform	<input type="checkbox"/>
Smells	<input type="checkbox"/>
Noise	<input type="checkbox"/>
Moving between lessons	<input type="checkbox"/>
Bright lighting	<input type="checkbox"/>
Being too close to others	<input type="checkbox"/>
Something else in the school environment	<input type="checkbox"/>

Fitting In	
My child is being bullied	<input type="checkbox"/>
My child has a bad reputation at school	<input type="checkbox"/>
My child feels lonely and doesn't really have friends	<input type="checkbox"/>
My child has recently fallen out with someone	<input type="checkbox"/>
My child is having problems involving social media or cyberbullying	<input type="checkbox"/>
My child feels they don't fit in with others. They struggle at lunch and break times	<input type="checkbox"/>
My child feels they don't fit in with others because they are a different religion or race	<input type="checkbox"/>
My child feels they don't fit in with others because they are gay / lesbian or have a different gender identity	<input type="checkbox"/>

School work and teachers	
My child finds the work too HARD	<input type="checkbox"/>
My child finds the work too EASY	<input type="checkbox"/>
My child doesn't trust the teachers	<input type="checkbox"/>
My child is having trouble with a certain teacher	<input type="checkbox"/>
My child finds school rules too strict	<input type="checkbox"/>
My child worries teachers will get angry with them	<input type="checkbox"/>
My child is worried about exams	<input type="checkbox"/>
My child is worried about doing PE or getting changed for PE	<input type="checkbox"/>

Changes	
<i>My child recently moved:</i>	
Schools	<input type="checkbox"/>
From primary to secondary	<input type="checkbox"/>
Year group or class	<input type="checkbox"/>
House	<input type="checkbox"/>
To the UK	<input type="checkbox"/>
English is not my child's first language and they are still learning it	<input type="checkbox"/>

Things at home	
I, or another parent or carer, has physical or mental health problems	<input type="checkbox"/>
I worry a lot about the physical and mental health of my child	<input type="checkbox"/>
It is not always safe at home because of fighting and arguments, drinking or drugs	<input type="checkbox"/>
We have had a death in our family	<input type="checkbox"/>
We have had stressful things to cope with at home (e.g. house fire, burglary, redundancy)	<input type="checkbox"/>
We have had a big change in our family (e.g. new baby, new parent / carer, new step-siblings, divorce or separation)	<input type="checkbox"/>
My child sometimes has to look after me, another parent / carer or brothers and sisters due to physical or mental health difficulties	<input type="checkbox"/>
We worry a lot about having enough money	<input type="checkbox"/>
There are lots of problems with where we live (e.g. damp, too crowded, we keep having to move, disagreements with neighbours or landlord)	<input type="checkbox"/>
I find it hard to get my child to school in the mornings for practical reasons (e.g. other children with additional needs, transport issues, health problems)	<input type="checkbox"/>
My child feels really worried about being away from me or another parent/carer - they find it distressing when we separate	<input type="checkbox"/>
We don't feel school is that important in our family - we think there are other ways of learning things	<input type="checkbox"/>

Other things that stop my child getting back to school	
My child has access to comforts (e.g. computer, phone, play station or X-box, internet, TV, food, staying in bed or on the sofa, cigarettes, drugs)	<input type="checkbox"/>
My child has a girlfriend / boyfriend off school	<input type="checkbox"/>
My child is influenced by friends who are also off school	<input type="checkbox"/>
Other people in our family are at home during the day	<input type="checkbox"/>
My child works and earns money while they are out of school	<input type="checkbox"/>
My child gets extra attention from, and time with, me or another parent/carer	<input type="checkbox"/>
My child can completely control their environment at home (e.g. what they wear, who they see, when they go to bed or get up, what they eat, routines)	<input type="checkbox"/>
I am worried my child might be: <ul style="list-style-type: none"> • involved in gang activities • influenced by a radical religious or nationalist group • at risk of being sexually exploited by someone older than them 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
My child does a lot of online gaming and has friends through it	<input type="checkbox"/>
My child feels they are learning what they need to online or through friends or family	<input type="checkbox"/>
My child feels that school is pointless and does not want to be part of 'the system'	<input type="checkbox"/>

Things that make it harder for my child to go back to school

My child doesn't know how to explain why they have been away to friends	<input type="checkbox"/>
My child worries about facing teachers	<input type="checkbox"/>
My child worries that if they get into school, they won't be allowed to leave if they need to	<input type="checkbox"/>
My child feels safe at home	<input type="checkbox"/>
My child doesn't think they can catch up with school work that they missed	<input type="checkbox"/>
No-one is really helping my child	<input type="checkbox"/>
My child goes to bed too late or sleeps badly and has trouble waking up early. My child feels tired and sometimes catches up with sleep during the day	<input type="checkbox"/>
People disagree about how to help my child	<input type="checkbox"/>
My relationship with my child's school is strained/has broken down	<input type="checkbox"/>

Is there anything else that stops your child going to school?
Of all the reasons ticked on this form, which are the most important?
What is your worst fear / best hope for your child?
What actions do you hope will be taken by the school next?



ATTEND Action Planning Form

Address all issues identified as contributing factors. Please see accompanying guidance notes for support when planning strategies.

Review and update this plan at least every two weeks.

Name of Pupil	
Date of Birth	
School Year	
Completed by (name and role)	

Date of Completion		% attendance at date of plan	
Date of 1st Review		% attendance at 1st review	
Date of 2nd Review		% attendance at 2nd review	
Date or 3rd Review		% attendance at 3rd review	
Date of 4th Review		% attendance at 4th review	

Code	Support Strategy	Actions to be taken	Review of Actions / Impact