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| --- | --- |
| First day telephone calls/home visits questioning reason for absence and offering advice/supportive challenge  |  |
| Letters sent to all parents share attendance concern  |  |
| Have you spoken to the form tutor/head of year/pastoral manager? |  |
| Has someone spoken to the Young person to establish the reason/hear their voice?(age /ability dependent) |  |
| Have you met with the parents/carers and asked why the child isn’t attending school? Do these reasons match with the reason the child provided? |  |
| Have family circumstances been considered and have you considered with the family what support may help them at this time? Have any referrals to other agencies been offered? |  |
| If regularly late, has the school start time been shared with parents. Have you provided them with an alarm clock/used a sticker chart etc.Would the child benefit from attending breakfast club to ensure they are on school site on time each day? Would being met at the school gate help? |  |
| Checked to see if siblings are having the same absences. Have you contacted the school the siblings attend?  |  |
| Have you spoken to other staff members to ascertain any other reasons for absence? Look at the patterns on ‘by-lesson attendance’, and if patterns are evident speak to those teachers.  |  |
| Is the child a Young Carer, and is this having an impact on their attendance?  |  |
| Consider if there are any unmet learning needs  |  |
| Is English the second language for this family? Have letters and meetings been translated to allow fair access to school concerns for parents? |  |
| If EHCP in place are the outcomes being supported, when was this last reviewed? |  |
| Has the child’s health been considered, have you received any medical evidence |  |
| If external services are involved has a meeting taken place? E.g., TAF, CIN. If there is a lead professional from EHCM, YOS, CAMHS or CSC they should be consulted before an enforcement referral is made.  |  |
| Where absence is attributed to anxiety or young persons mental health have support mechanism been put in place e.g. ARNA, ATTEND, MHST |  |

Holding a Structured Conversation with a Parent about their child’s attendance at school

• Hello [Parent’s name].

• I am [caller’s name] from [school name]. How are you doing today?

• I’m calling because, just like you, we want to do all we can to be sure [child’s name] is successful in school and one way we can help make this happen is to be sure [s/he] gets to school each day.

• When [child’s name] misses school [s/he] also misses valuable learning time and this can make [her/him] fall behind in [her/his] school work.

• Our attendance records show that [child’s name] has missed [number] days of school.

• Sometimes these absences add up before we know it so I thought I’d call to see if you might be able to help us out.

• How can we work together to get [child’s name] to school each day and on time? Give parent time to talk; parent may begin to talk about ways the parent can do things differently do get child to school. Open discussion: depending on how the conversation is going and how open the parent is, the caller may want to add a comment about how we all face daily pressures, and we want to help support you any way we can

• We would like to invite you to a meeting in school to discuss any barriers to attendance and how we can help as a school. If there are multiple support needs and you consent to support, we would like to discuss referring your family for Early Help Support. This will include a full assessment leading to a robust plan of support.

• If you don’t wish to consent to support and the unauthorised absences continue, we may need to make an enforcement only referral to the Local Authority. This is because we have a statutory duty to work with the LA to enforce school attendance. We obviously wish to avoid this option and hope to work together to improve your child’s attendance.

• If (in the future) your child is absent due to illness, we ask that you provide medical evidence so that the absence can be authorised by school.

• School registers close (half an hour?) after the start of each session. If your child arrives after the registers have closed then they are accruing an unauthorised absence.

• My staff and I are here to help, and we look forward to working with you.

• Please don’t hesitate to let me know how we can be helpful to you and [child’s name] so [s/he] doesn’t miss more school.

• Thanks for taking time to talk today. I look forward to seeing [child’s name] soon

**Send an attendance certificate home and consider summarising your conversation in a letter**