

Margaret Roper Catholic Primary School

Caring, Learning and Achieving Together as part of God's Family



PUPIL ATTENDANCE POLICY

The name and contact details of the Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school, is:

Name: Dermot Mooney

Email address or contact details: head@margaretroper.croydon.sch.uk

The name and contact details of the school staff member parents/carers should contact about attendance on a day-to-day basis is:

Name: Miss A Middleton

Email address or contact details: office@margaretroper.croydon.sch.uk

The name and contact details of the school staff member parents/carers should contact for more individual support with attendance

Name: Miss A Middleton

Email address or contact details office@margaretroper.croydon.sch.uk

The name of our linked Governor with responsibility for monitoring attendance is:

Mr Bernard Munn

School Nursing Team – 12 Lennard Road, Croydon, CR9 2RS

Tel: 020 8274 6391 Email: ch-tr.croydonschoolnurses@nhs.net

Education Welfare Office Consultant – J Lovatt

Tel: 07885 282 464 Email: jlovatt@teamewo.com

Staff consulted:

Ratified by the Governing Body:

Review Date: *Updated 26112025*

Margaret Roper Catholic Primary School

Pupil Attendance Policy

This policy cross references with the following policies:

Home/School Agreement
Safeguarding Policy
Positive Behaviour Policy & Statement of Behaviour Principles
Anti-Bullying Policy
Keeping Children Safe in Education (DfE)
Working together to improve school attendance (DfE)

Contents:

	Page
1. Introduction & Background	3
2. Promoting Regular Attendance	4
3. Understanding Types of Absence	5
4. Persistent Absenteeism (PA) and Severe Absenteeism (SA)	5
5. Absence Procedures	6
6. Late Arrival	7
7. Late Collection	8
8. Understanding Barriers to Attendance	10
9. Local Authority Attendance Support Services	10
10. School Attendance and the Law	11
11. National Framework for Penalty Notices	11
12. Deletion from Roll	12
13. Absence Data	13
Appendices:	
A: DfE guidance Summary table of responsibilities for school attendance	14
B: Illness Absence Guidance	18
C: Croydon Penalty Notice Guidance	18
D: Absence Request Form	19
E: Pupil Absence Procedures – At a Glance Guide	20
F: Emergency Contact Form	22
G: Good Attendance & Timekeeping Means...	23
H: Absence – Daily Check List	25
I: Model attendance letter	26
J: Model late registration letter	27
K: Model concerns monitoring letter	28
L: Children missing from education referral form	29

1. Introduction and Background

Margaret Roper Catholic Primary School recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;

- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education, it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the Headteacher, not the parent/carer, who can authorise the absence.**

2. Promoting Regular Attendance

At Margaret Roper Catholic Primary School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, Catholic ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

The name and contact details of the Senior Attendance Champion (the senior leader responsible for the strategic approach to attendance in our school) is:

Name: Dermot Mooney - Headteacher

Email address or contact details: head@margaretroper.croydon.sch.uk

The governor with responsibility for monitoring attendance is **Mr Bernard Munn**

Helping to create a pattern of regular attendance is the responsibility of parents/carers, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters;
- Promote the benefits of high attendance;
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Celebrate excellent attendance by displaying and reporting individual and class achievements in assemblies and newsletters weekly.
- Reward good or improving attendance with certificates termly.
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

3. Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent/carer), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents/carers to medical appointments;
- their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

4. Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents/carers to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

5. Absence Procedures

The name and contact details of the school staff members and parents/carers should contact about attendance on a day to day basis is:

Name: Miss A Middleton – Office Manager/ Attendance Officer

Email address or contact details: office@margaretroper.croydon.sch.uk

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

If a child is absent from school the parent/carer must follow these procedures:

- Contact the school on the first day of absence before 8.40am, when our register closes;
- You may email the school office on the email shown above, or leave an answer phone message if nobody is available to take your call, or you may call into school personally and speak to the office staff.
- Keep the school updated, if absence continues.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, parents/carers and school staff can consider the advice contained in the NHS Guidance on School Absence and Childhood Illness – Link in Annex B

If your child is absent we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to contact parents/carers by telephone and/or email, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding;
- A referral will be made to Local Authority if no contact has been made with parents/carers by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "missing from education."

If absence continues we will:

- Write to you if your child's attendance is below 95% / causing concern, and/or where punctuality is a concern;
- Arrange a meeting if necessary so that you may discuss the situation with our Senior Attendance Champion or

- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

6. Late Arrival

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at Margaret Roper Catholic Primary School are:

Gates open: 8.15am

(please do not leave children unaccompanied on the playground before 8.25am).

Children admitted to the building: 8.25am

Registration starts: 8.30am

Registration closes: 8.40am

End of the school day: 3.00pm

How we manage lateness:

- The school day starts at **8.25am** when children can begin to come into school;
- Registers are taken at **8.30am**;
- Children arriving after **8.40am** are required to come into school via the school office. If accompanied by a parent/carer they must sign them into our 'Late Book'
- At **9.00am** the registers will be closed for late marks. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with the Senior Attendance Champion, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents/carers and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality.

7. Late Collection

Occasionally a parent may be late to collect a child. We accept that there are exceptional circumstances where there are unavoidable delays for parents/carers in collecting their child(ren). These procedures are designed to add clarity for school staff and parents/carers on what happens in school if late collection occurs.

At Margaret Roper Catholic Primary we try to ensure that our children are dismissed from class promptly as we appreciate that parents/carers may need to collect from another setting or travel to another activity. We ask that parents/carers are available to collect their child by the time specified, as this aids staff who have additional professional responsibilities at the end of the teaching day. Late collection is also distressing for our children.

Contact details

It is essential that we have up-to-date contact details for you at all times. Phone numbers and email addresses change, and we ask that you keep us updated with at least two contact numbers for different adults (and preferably more). If we need to contact you urgently; for instance, if your child is unwell or not collected on time, it is vital that we can do so.

If it is not the usual person collecting your child(ren)

If you know that you are not collecting your child, and the person collecting is not a usual person you have designated who is known to us, we ask that you notify us in advance, if possible in writing, by email or by telephone message. You can also leave a message at the start of the day with the member of staff on gate duty. If the person collecting is not known to us, we will ask for Identification to verify who they are. If you designate another parent/carer to collect your child(ren), please make sure that you have informed us of your consent, talked to them in person and not simply left a text message for them that they may have not received.

Persons prohibited from collecting children

Very occasionally circumstances may arise where the parent or carer wishes for a person or persons to be prohibited from collecting their child(ren). If this arises, we ask that the primary carer; that is the person with whom the child(ren) normally reside, to contact the Headship Team to discuss this. Normally our school will generally respect the wishes of the primary carer, but may need to see copies of court orders, residence orders and so on to verify these wishes. Where there is lack of clarity at the end of the school day, our school staff will not release the child until they have contacted the primary carer and verified the circumstances and their wishes. It is important that the child(ren) involved is not traumatised or upset by any uncertainty and we request parents/carers to ensure that any disagreement between adults is kept from the child(ren) involved.

Late collection at the end of the school day

If a parent/carer knows they are likely to be delayed by a few minutes we ask that they call the school office and leave a message. If the switchboard is busy, please leave a message which will be passed on. Alternatively, parents/carers can send an email to the school office.

Staff will continue to supervise children in their care for a reasonable period (at most until 3.10pm). After this time, pupils will be escorted to the school office where they will be supervised. When the parent/carer arrives at school to collect their child(ren) they should report to the office to sign their children out in the late book.

Children who are not collected by 3.30pm may be transferred to After School Club as an exception. Once this takes place the parent/carer will be liable for the full evening charge.

Late collection records are tracked by the Attendance Officer and the Headship Team.

Parents/carers of children who are collected late repeatedly (more than 3 times in a term) will be invited to meet with a member of the headship team to discuss the causes and to plan for action to avoid this in the future.

It should be noted that choosing to access After School Club on an 'ad-hoc' basis is not an option for parents/carers and the circumstances outlined in the paragraphs above should be considered exceptional. Places in After School Club should always be booked in advance to ensure that we provide adequate staffing ratios.

Pupils transferring to an optional after school activity

Pupils are dismissed to their parents/carers/carers at 3pm by a member of school staff.

Pupils transferring to an after-school activity (e.g. Lego club) will be accompanied by their teacher to the club, apart from older junior children who will be sent to their club leader at the club base. A register will be taken at the start of the club by the club leader and absences will be followed up to check the child is accounted for. ***For this reason, we ask that where a child does not attend a club the adult collecting them is explicit in informing school staff, preferably in writing, that their child has been collected.*** This will ensure that the club leader/school has accurate information about the whereabouts of each child.

At the end of the optional club, the club leader is responsible for dismissing each pupil to an appropriate adult. If their parents/carers are late to collect them, procedures as outlined in section 3 will apply.

Children not collected by the end of after school club.

After School Club finishes at 5.55pm. By that time all children should have been collected by their parents/carers.

If a parent knows that they may be unavoidably delayed, they are asked to telephone the After School Club leader on 020 8688 0945 as soon as they know, informing the team and estimating a collection time.

If children are not collected by 6pm, a member of staff will telephone the parent who usually collects (and other adults listed in our contact details) and ascertain when they are likely to be able to collect. If it is likely that this will be after 6.15pm, a member of the headship team will become involved to support the after school club leader and team. In the event that no adult is contactable at least two members of staff will wait with the child. If, by 6.30pm, the child has not been collected and no contact has been made with any appropriate adult, a member of staff will contact the Social Services Emergency Duty Team (EDT) for advice. At this point it may be that the child is escorted by school staff to a place of safety advised by social services or the matter may be handed over to the police for supervision. *It must be stressed that the outcomes in this paragraph are highly unlikely, especially if communication with an*

appropriate adult can be established. However, the school wishes to make clear the scenario if adults are not contactable.

8. Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents/carers and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, the Education Welfare Service, Mental Health and Emotional Wellbeing support services, or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these pupils, however we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for summary tables of responsibilities for school attendance.

9. Local Authority Attendance Support Services

Local Authority Attendance Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents/carers are expected to work with the school, Education Welfare Service and Local Authority to address any attendance concerns. Parents/carers should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice or prosecution in the Magistrates Court.

10. School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024, which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents/carers have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents/carers may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

For more information about Croydon Local Authority response to Attendance and the Law see:

[School attendance and the law | Croydon Council](#)

11. National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent/carer (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction. **See Annex C**

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence

during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent/carer who has made the application is therefore allowing the leave of absence, and also that all parents/carers who are on the holiday are allowing the leave. Where a parent/carer removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Croydon Council Penalty Notice Code of Practice, in respect of each parent/carer believed to have allowed the absence.

At Margaret Roper Catholic Primary School 'exceptional circumstances' will be interpreted as:

... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time.

We will not consider applications for leave during term time:

- At any time in September. This is very important as your child needs to settle into their new class as quickly as possible.
- During assessment and test periods in the school's calendar affecting your child.
- When a pupil's attendance record already includes any level of unauthorised absence or where they have already been granted authorised leave within the academic year.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents/carers are however advised to read with their children and encourage them to write a diary while they are away.

12. Deletion from Roll

For any pupil leaving Margaret Roper Catholic Primary School, other than at the end of year 6, parents/carers/carers are required to provide the school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents/carers keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the pupil being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

13. Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We 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.

Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024.pdf

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>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</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>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</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 persistent absence.</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 and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting 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 regular 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, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and 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>Continue 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 a referral to 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>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance 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>Continue 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>Continue 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>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<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>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

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 the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

Annex B – Illness Absence Guidance

https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UK_HSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf

Annex C – Croydon Information about Penalty Notices New Penalty Notice Guidance

<p><u>Who will receive a fine?</u></p> <p>Fines are issued per parent, per child. A parent is defined as the person who has parental responsibility and lives with the child during school time regardless of who applied for the leave.</p>	<p><u>Types of Fines</u></p> <p><i>Penalty Notices for Unauthorised Holiday:</i> 5 consecutive days of unauthorised term time leave.</p> <p><i>Penalty Notices following Notice to Improve:</i> 10 sessions of unauthorised absence in a rolling 10-week period. These days do not have to be consecutive and can include a mixture of G, O and U codes, or non-effective engagement.</p>	<p><u>How many fines can be issued?</u></p> <p>Maximum of 2 penalty notices per child, per parent can be issued within a rolling 3-year period, which can span school academic years and areas.</p>
<p><i>Where difficulties arise with school attendance, professionals should take a “support first” approach in line with the DfE’s ‘Working to improve school attendance guidance’, only resorting to legal enforcement when necessary. The aim is that the need for legal enforcement is reduced taking a supportive approach to tackle the barriers to attendance and intervening early before absence becomes entrenched.</i></p>		
<p><u>First Offence:</u></p> <p>The first time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be £160.00 per parent, per child, paid within 28 days. Reduced to £80.00 per parent, per child, if paid within 21 days.</p>	<p><u>Second Offence (within 3 years):</u></p> <p>The second time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be £160.00 per parent, per child, paid within 28 days.</p>	<p><u>Third Offence and any further offences (within 3 years):</u></p> <p>The third time an offence is committed for term time leave or irregular attendance, a Penalty Notice will <u>not</u> be issued and the case will be presented straight to the Magistrate Court. Magistrate Fines can be up to £1,000 or up to £2,500 under Section 444 (1A).</p>

Annex D – Leave of absence form

Absence Request Form

This form is to be filled on by the Parent/Carer and returned to the Headteacher **prior to the period of absence.**

It is the Headteachers discretion whether this absence is authorised. This will only be granted in exceptional circumstances. Please note that unauthorized absence could result in a fine of up to £160 per parent. Please consult our Attendance Policy for full details.

Child's Name Class

Child's Name Class.....

Child's Name Class.....

Will be absent from (give dates)

From

To

The exceptional circumstances for which leave is requested:

.....
.....
.....

Signature of Parent/Carer **Date**.....

Official use only

Headteacher

Class teacher

Absence request form 2025-26

Annex E – Pupil Absence Procedures – At a Glance Guide

The procedures identified in this document are a summary of the information contained in sections 5, 6 and 11 of the Attendance Policy 2024-5

The name and contact details of the school staff members and parents/carers should contact about attendance on a day to day basis is:

Name: Miss A Middleton – Office Manager/ Attendance Officer

Email address or contact details: office@margaretroper.croydon.sch.uk

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

If a child is absent from school the parent/carer must follow these procedures:

- Contact the school on the first day of absence before 8.40am, when our register closes;
- You may email the school office on the email shown above, or leave an answer phone message, or call into school personally and speak to the office staff.
- Keep the school updated, if absence continues.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons.

If your child is absent we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to contact parents/carers by telephone and/or email, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding;
- A referral will be made to Local Authority if no contact has been made with parents/carers by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be “missing from education.”

If absence continues we will:

- Write to you if your child's attendance is below 95% / causing concern, and/or where punctuality is a concern;
- Arrange a meeting if necessary so that you may discuss the situation with a member of our SLT or
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

The times of the start and close of the school day for all pupils at Margaret Roper Catholic Primary School are:

Gates open: 8.15am

(please do not leave children unaccompanied on the playground before 8.25am).

Children admitted to the building: 8.25am

Registration starts: 8.30am

Registration closes: 8.40am

End of the school day: 3.00pm

How we manage lateness:

- The school day starts at **8.25am** when children can begin to come into school;
- Registers are taken at **8.30am**;
- Children arriving after **8.40am** are required to come into school via the school office. If accompanied by a parent/carer they must sign them into our 'Late Book'
- At **9.00am** the registers will be closed for late marks. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will **not** count as a present mark and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;

Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school-week period can span different terms, school years or education settings.

Sanctions may include issuing each parent/carer (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance

At Margaret Roper Catholic Primary School 'exceptional circumstances' will be interpreted as:

... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time.

A Leave of Absence Request Form must be completed in advance of the absence. This is available to download from the school website

Annex F: Emergency Contact Form

Dear Parent/Carer,

Should your child suffer illness or have an accident at school, we may need to get in touch with you quickly. For this purpose, please supply the details required below and return this form to the office as soon as possible.

**Please note, it is very important to notify the office of any future change in these details.
Please use BLOCK CAPITALS**

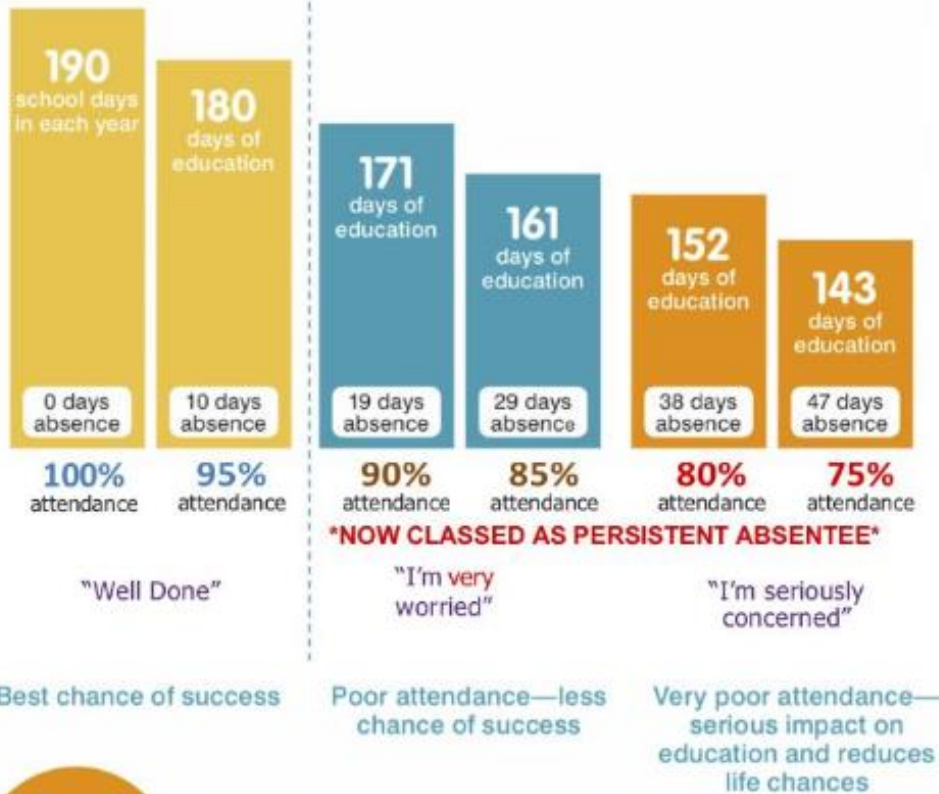
Child's Surname _____ **First Name** _____

Home Address: 	Telephone No:
Mother's Full Name Place of work & address: Email:	Telephone No. & Extn. Mobile:
Father's Full Name: Place of work & address: Email:	Telephone No. & Extn. Mobile:
<u>Name & Address</u> of another person who would take charge of your child until parent/carer reached; <i>(Please state whether contact is a relative etc.)</i> 	Telephone No: Mobile:
Name & Address of child's Doctor 	Telephone No:
Signature of Parent/Carer	Date:

Annex G – Good Attendance & Timekeeping Means....

Good attendance means...

Being in school at least 95% of the time
or 180 to 190 days ...



There are 365 days in a calendar year

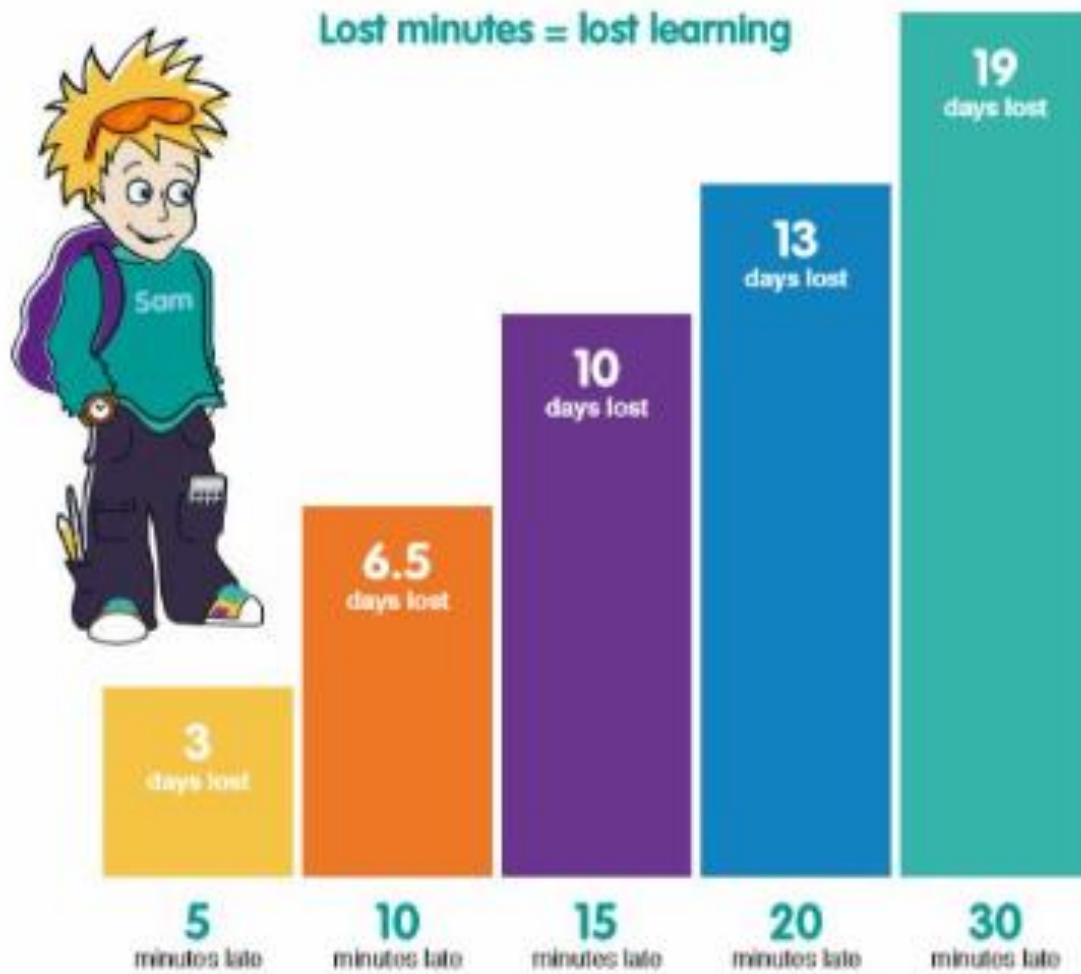
175 days are not spent at school
So there's plenty of time for shopping, holidays and appointments



Did you know? A two week holiday in term time means that the highest attendance a child can achieve is 94.7%

Good time keeping means ...

Making sure your child is at school
and ready to learn, before the bell rings!



Did you know?

Being 15 minutes late each day is the same as missing two weeks of school!*

*Over one full academic year

Annex H – Absence Daily Check List

MARGARET ROPER CATHOLIC PRIMARY SCHOOL

ABSENCE - First Day - Daily Check List

DAY: _____ DATE: _____

Contact parent/carers at approximately 10.00 a.m.

<u>CLASS</u>	Child's Name	<u>Code</u>	Comments
REC			
<u>Y1</u>			
<u>Y2</u>			
<u>Y3</u>			
<u>Y4</u>			
<u>Y5</u>			
<u>Y6</u>			

Parents notified office reason for absence by:

A = Telephone Call

V = Verbal

H = Holiday

L = Late

CA = Continued Absence from previous day

Tx = Text mssg sent

T = Office telephoned parents

E = Email

G – Unauthorised Holiday

Annex I – Model Attendance Letter



Margaret Roper Catholic Primary School

Russell Hill Road, Purley, Surrey, CR8 2XP
Telephone: 020 8660 0115 Fax: 020 8660 9656
Email: office@margaretoper.croydon.sch.uk
Head Teacher: **D. J Mooney**
Assistant Head Teachers: C. Garcia, E. Holloway

Date as sent

Dear ,

Re: - Attendance **XXXXX** Term **202X**

As you know, The Croydon Local Authority frequently remind all schools, that the law requires regular and punctual attendance at school, for all children of statutory school age.

We are committed at Margaret Roper to improving children's punctuality and attendance. This really has such a positive impact on our children, improving their performance and attainment at primary level, continuing into their secondary education and adult life.

Therefore, with this in mind and following our meeting with the Education Welfare Service, we wish to make parents/carers aware of punctuality concerns or attendance below 95% of all pupils. We feel by giving feedback on a regular basis, we can work together to improve matters. A copy of your child's attendance and recorded lateness is attached, for your information.

If you would like to meet and discuss any issues, please do not hesitate to contact the school office for an appointment.

Yours sincerely,

Dermot J Mooney

Mr D J Mooney

Headteacher

Appendix J - Model late registration letter



Margaret Roper Catholic Primary School

Russell Hill Road, Purley, Surrey, CR8 2XP
Telephone: 020 8660 0115 Fax: 020 8660 9656
Email: office@margaretroper.croydon.sch.uk
Head Teacher: [D. J Mooney](#)
Assistant Head Teachers: C. Garcia, E. Holloway

Date as sent

Dear XXXXX

Re: - Attendance XXX Term 202X

We are following up on Punctuality concerns and I wanted to inform you that XXXXX has been late on a total of XX occasions this term.

As you know, The Croydon Local Authority frequently remind all schools, that the law requires regular and punctual attendance at school, for all children of statutory school age.

We are committed at Margaret Roper to improving children's punctuality and attendance. This really has such a positive impact on our children, improving their performance and attainment at primary level, continuing into their secondary education and adult life.

Therefore, I wanted to inform you that should XXXXX punctuality fail to improve, the matter may be referred to Education Welfare Service.

We wish to make parents/carers aware of punctuality concerns and feel by giving feedback on a regular basis, we can work together to improve matters.

A hard copy of this letter will be sent home today.

If you would like to meet and discuss any issues, please do not hesitate to contact the school office for an appointment.

Yours sincerely,

Dermot J Mooney

Mr D J Mooney – Headteacher

Appendix K – Model concerns monitoring letter



Margaret Roper Catholic Primary School

Russell Hill Road, Purley, Surrey, CR8 2XP
Telephone: 020 8660 0115 Fax: 020 8660 9656
Email: office@margaretroper.croydon.sch.uk
Head Teacher: [D. J Mooney](#)
Assistant Head Teachers: C. Garcia, E. Holloway

Date as sent

Dear XXXXX

I hope you are both well.

We have noticed that XXXXX is regularly late for school and over the last few weeks this has increased.

We are concerned that is missing out on early learning and this may have an impact on her performance. The start of the school day is officially 8.30am, school doors open at 8.25am to start preparation work for their day then. According to our records, the frequency of lateness seems to be increasing.

Please try to ensure that Arrives punctually every day.

If there is any way we can help to improve this, we'd be happy to have a discussion with you.

Many thanks

Kind regards

Yours sincerely,

Miss A Middleton

Attendance Officer
Margaret Roper Catholic Primary
Russell Hill Road
Purley
Surrey
CR8 2XP

Tel: 0208 660 0115
Fax: 0208 660 9656

Appendix L – 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 ?		

- We have no knowledge of the questions marked with a star above.