

Agenda

Contextual Safeguarding & Attendance

Feedback – You Said We Did

Case Study and Flowcharts

Social Care & Attendance

School Presentation

Information from LA

Practical FAQs (FPNs)

Problem-Solving Activity

Message from DfE

Summer Term Hubs

Contextual Safeguarding



Contextual Safeguarding: Re-writing the rules of child protection | Carlene Firmin | TEDxTottenham

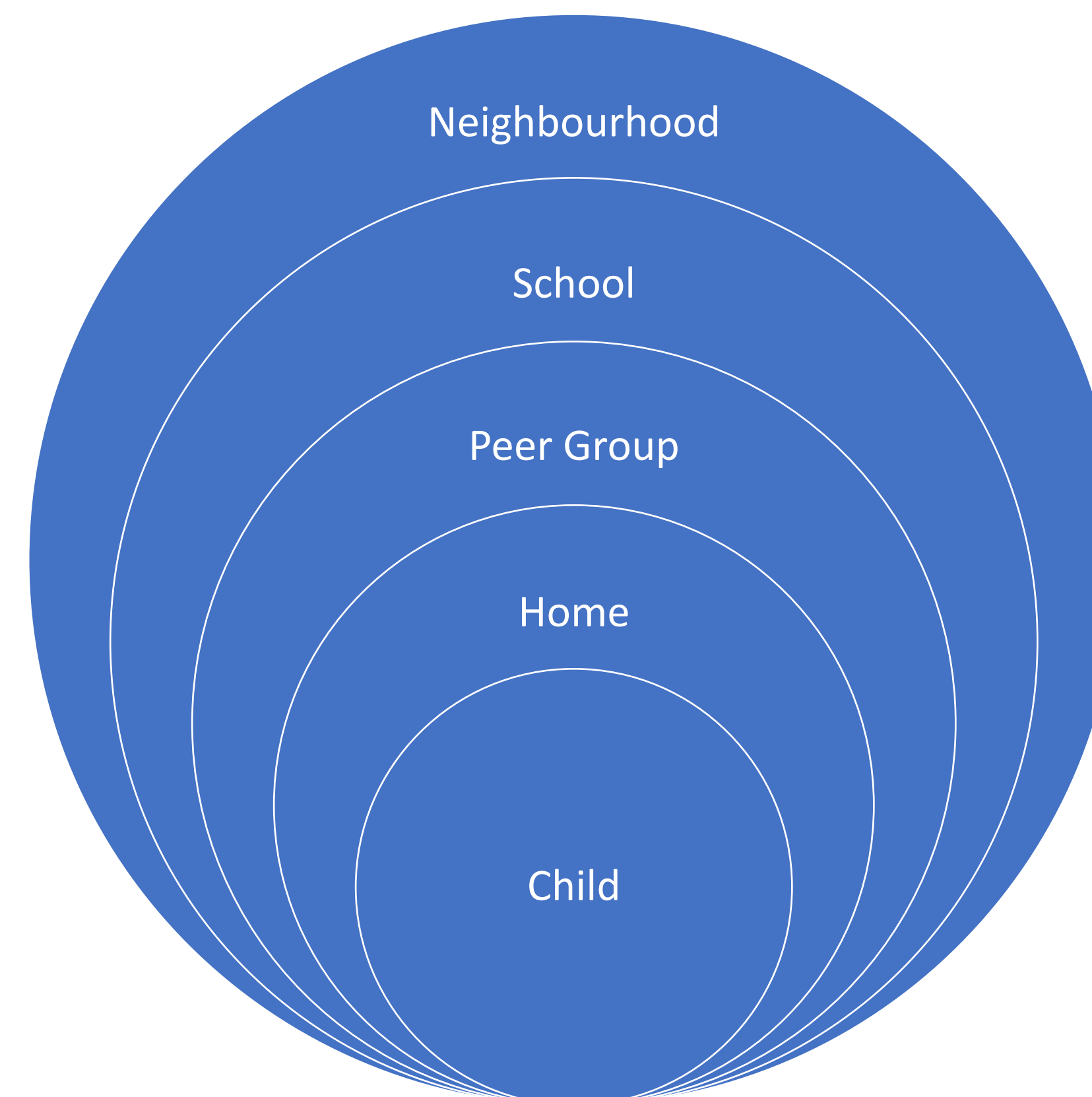


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Contextual Safeguarding: Re-writing the rules of child protection | Carlene Firmin | TEDxTottenham

You Said, We Did



Emerging Themes from “You said, we did”

Multi-disciplinary working, including social care

Health, including working with GPs, school nursing, mental health services

Young Carers – identification and support

Parenting training & support, especially for neurodiversity and mental health

Parental engagement

Support in writing attendance contracts

Emotionally Based School Avoidance (EBSA)

Holidays

Military leave

Transition from primary to secondary

Direct family work

Culture of belonging

Transport

Planned outcomes related to “You said, we did”

Case studies showing multi-disciplinary support

Flow charts – showing range of advice and guidance or strategies available

Practical FAQs, e.g. around Fixed Penalty Notices

Opportunities for joint problem-solving with other schools

Sharing of good practice

Opportunities for schools to work with schools with similar characteristics

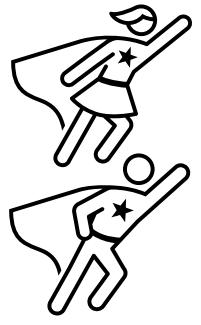
Shared mechanism for comms and information

High impact, low cost strategies

Ensure consistency of messaging within LA and wider services

Access to shared resources, e.g. support plans, attendance contracts, letters

Signposting to ACES/Trauma training



Parenting support – Extract from New Document

Hampshire CAMHS
PACE

<https://hampshirecamhs.nhs.uk/events/>

Hampshire
Safeguarding Children
Partnership (HSCP)

www.hampshirescp.org.uk/parents-and-carers/

Hampshire & Isle of
Wight Support for
Neurodiverse Families
(Barnardo's)

<https://www.barnardos.org.uk/what-we-do/services/hampshire-and-iow-support-neurodiverse-families>

Early Help
Family Help Teams

Havant.fh1@hants.gov.uk

PBS Wellbeing Support
Service

<https://pbs.hants.gov.uk/wellbeing-support-service>

Hampshire School
Nursing Teams

<https://www.what0-18.nhs.uk/resources/information-on-local-healthcare-services/school-nursing-hampshire>



Agency / Provider	Course Information	Area
Barnardo's https://www.barnardos.org.uk/what-we-do/services/hampshire-and-iow-support-neurodiverse-families	Provides evidenced based skills building programmes for parents and carers who have children aged 3-17 who: 1. Have a diagnosed Autistic Spectrum Condition (ASC) 2. Have a diagnosis of <u>Attention Deficit Hyperactivity Disorder</u> (ADHD) 3. Have Autism or ADHD traits	Hampshire (based in Hedge End)

Case study #1

Child X

On SEND register – Cognition & Learning
Significant SEN support & intervention in place

Significant medical needs

X lives with parents and many siblings (aged pre-school to adult) several siblings also have additional needs.

Attendance:

2022-2023 = 82.3%

2023-2024 = 67.9%

Current = 26.6%

Additional support sought from a wide range of external agencies

Health/ Medical Needs
– Perplexing Presentations

Vulnerable Family
– Social Care involvement

Parental Mental Health & Anxiety

Family's view of the importance / value of education

EBSA

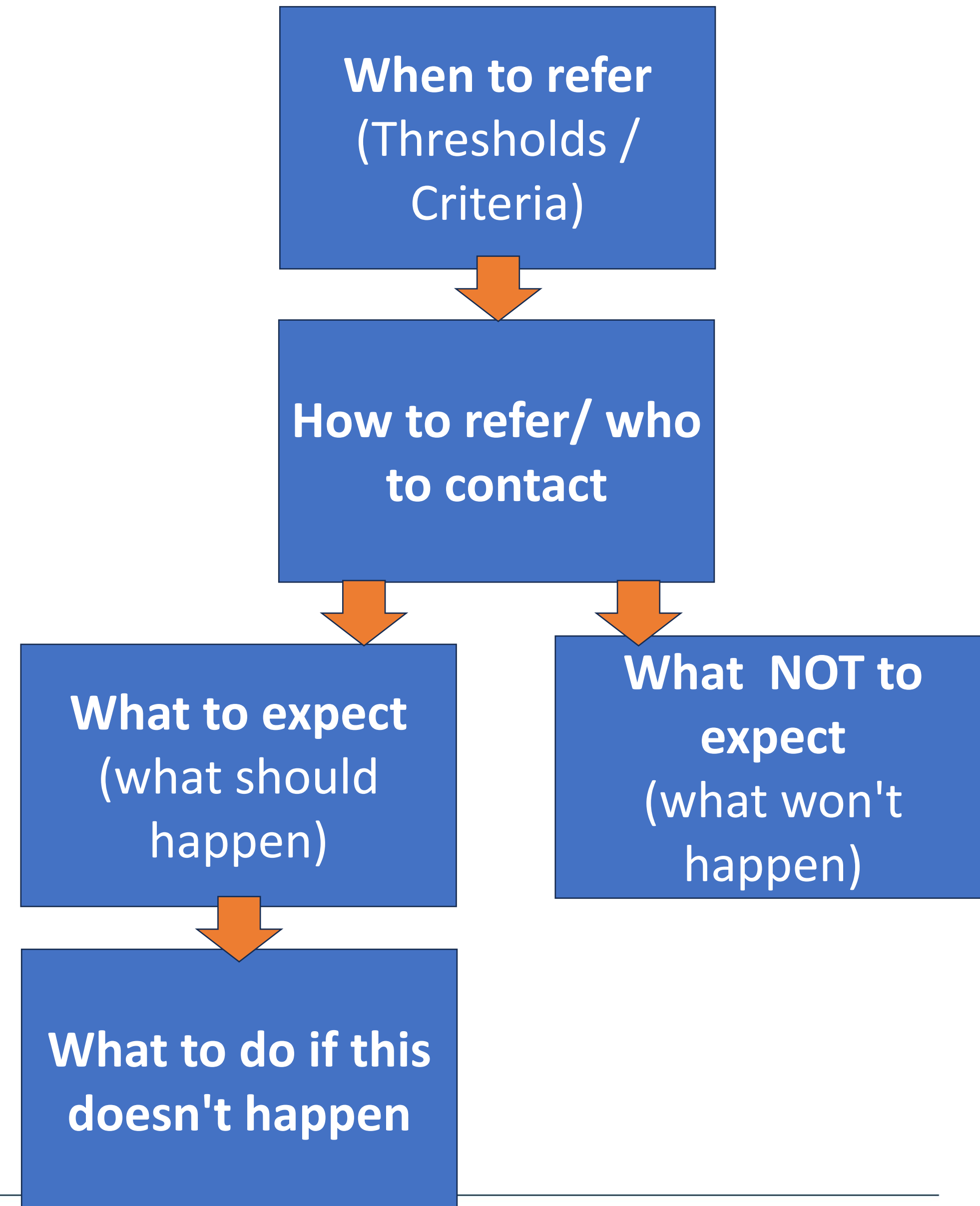
Many different agencies involved – issues around information sharing

School as a constant

Case Study – Work in progress update

Relevant agencies/services:

- GP
- School Nursing
- Continence specialist
- Social Care / Family Help Teams
- SEN
- MHST
- Adult services



Working with social care on attendance (VIDEO)



If you have questions, please use the post-hub evaluation form to submit them and we will work with social care colleagues to answer these in the next hub.

Targeting Support Meetings (TSMs)

Purpose

- Identify, discuss, and agree action plans and joint approaches for severely absent pupils (where they do not already have a plan in place).
- Discuss and agree approaches for persistently absent pupils where they have barriers to attendance that require a multi-agency response to overcome.

Booking

- Via the booking link for IEE (attendance) hub
- Evaluation will include link

Experience so far

- Severely Absent Pupils, Persistently Absent Pupils
- Attendance for cohorts
- Generic improving attendance approaches

Attendance FAQs

Communication with the Inclusion Support Service – Mendix Form

20 day absence & removal from roll

Penalty Notices

Legal Intervention



Communication with the Inclusion Support Service – Mendix Form

[Hampshire County Council - School forms start](#)

[Hampshire County Council - Contact reason](#)

 Hampshire
County Council

School forms

Contact reason

I want to: required

Make a Referral to Legal Intervention Team

Report a child missing in education

Notify of a 15 Day Absence

Inform of Elective Home Education

Inform of Reduced Hours Provision Start/Update/End

Ask for advice

Request a Penalty Notice Number

Make a Medical Referral to the Inclusion Support Service

Contact reason

I want to: required

Ask for advice

What is your query about? required

Suspension or Permanent Exclusion

Attendance

Extended leave of absence

Child missing in education

Elective Home Education

Reduced Hours

Penalty Notice

Legal Intervention

20 Day Absence & Removal From Roll

Ground I - The pupil has been continually absent from school for 20 school days

Where a pupil has been continuously absent from the school for a period of 20 school days or more and:

- at no point during that period did any of the circumstances in regulation 10(3) Table 2 or 10(4) Table 3 other than the ones for codes G, N, or O apply,
- the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause, and
- **the school and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances, but:**
 - they have not succeeded, or
 - they have succeeded but they **agree that there are no reasonable grounds to believe that the pupil will attend the school again**, taking into account any reasonable steps they could take (either jointly or separately) to secure the pupil's attendance.

Where a pupil has been located and their circumstances discovered but they have not returned to school, a joint decision is required between the school and the local authority before this ground is used.

This ground cannot be used in any case where:

- the pupil could reasonably be supported to return to school regardless of whether that support has been provided
- a pupil is absent because of a health reason
- ~~attendance legal action to cause the pupil to return to school could reasonably be taken instead.~~

This means **the final criterion will be met very rarely**, usually when a pupil has been out of the country for a prolonged period and there are no signs of the pupil returning.

Penalty Notices

To issue or not to issue?

- Once penalty notice is issued it cannot be withdrawn less there are errors in it, or it shouldn't have been issued in the first place.
- If the penalty notice is unpaid, the parents/carers will be taken to court for the original offence around the non-attendance.
- It is vital that schools only issue a penalty notice if they are prepared for the process to follow through, potentially to court and a conviction for parents/carers.

2nd Offence (in a 3- year rolling period)

- The correct request needs to be completed for a second offence in a three-year rolling period but checks will be made centrally too.
- There is no option with a second offence to pay at the reduced fee, and it will automatically be charged at the higher rate of £160.
- If a pupil has moved from another Local Authority are during that three-year rolling period, schools will need to check with the other Local Authority prior to submitting a request to a PN number.

Child seen in a public place (in first 5 days of suspension or exclusion)

- In discussions with HCC Legal Services around the definition of 'public place' and when it might be appropriate for this to be used.
- Looking to bolster template letters for suspension and exclusion around expectations

Timescales

- Dates of limitation start from the first day of an unauthorised holiday and so prompt requests for numbers and issue of penalty notices is vital.
- Schools should request a penalty notice number within 7 school days of the last day of holiday.

Unpaid Penalty Notices

- If a penalty notice is unpaid, please return the requested documentation promptly to avoid the penalty notice having to be withdrawn as out of statutory timescales

Questions from Parents

- Penalty notices are issued on behalf of schools and it is the Head Teacher's decision to issue - questions and queries from parents are the responsibility of the school.
- LA tracking numerous calls from parents where they have been directed by the school to the LA.
- School queries should be submitted (by the school) to LitQueries@Hants.gov.uk

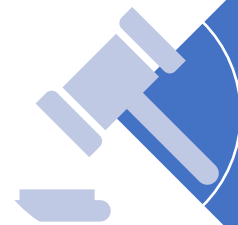
Legal intervention



A referral for legal intervention may not mean prosecution is inevitable
process of warnings may be sufficient to effect change



Quality of referrals



Back logs in courts but schools to continue to refer if appropriate



New information, if it arises, to be presented before court appearance



Letter to update parents of intention to prosecute being developed



**Prosecution does not always effect change but we have a
statutory responsibility to protect a child's right to education**



Department
for Education

Head Teachers Attendance Hub Meetings

- Update on the work with Hampshire LA and the DfE Adviser

January 2025

Overview

We have been working together since Autumn 2022.

Through your determination and leadership, you have worked incredibly hard to change the culture in Hampshire so that attendance is everyone's business.

You have faced challenges in terms of funding and resources, as there was no additional funding provided for the implementation of this guidance.

I have taken back the points raised to DfE Policy Officers.

What you have achieved

You have been tenacious in your approach and have

- developed your strategy, shaping and communicating the offer of support**
- a strategic I&EE Board**
- devised a Hub model**
- developed a Multi disciplinary approach**
- offered TSMs**
- developed access to data and tracking**

Sought feedback on your offer

Developed opportunities for sharing best practice and joint problem solving

Focussed on the role of tutor and teachers, Head teacher meeting and greeting at the school gate

Themes

Military families

Holiday letters

Rural schools

You are continuing to develop

Parental engagement

EBSA

Transitions

**Flow charts on advice and
guidance**

Partnership working with...
Virtual school
Social Care
the Voluntary sector
Police
YOT
CAMHS
School nurses
Public Health
GPs and Social Prescribing

You're looking at how you can
develop the Website
Webinars and Podcasts and You
Tube Videos

**Thank you for working with me
over the past 28 months.**

**I am greatly impressed with how
far you have come on this
journey.**



Department
for Education

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DFE Attendance Adviser

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gov.uk/dfe | [@education.gov.uk](https://education.gov.uk) | fb.com/education.gov.uk

Summer Term Hubs... Next Theme

Transition

Y7-Y8 transition project

Transition back into Mainstream

Transition for LAC and CWSW

HSCP Thematic audits