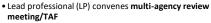


Appendix 1

Flowchart – The three stage approach to managing attendance concerns



- Attendance concerns raised with parent/carer and statutory repsonsibility of LA made clear
- Multi-agency assessment and plan to improve attendance agreed
- If the child or young person is not known to FEH, CSC or YOS, complete FEH referral if criteria met
- Likely consequences if attendance does not improve recorded and shared in writing with parent/carer
- Timescales set for review
- If no improvement in agreed timescale, move to stage 2

Stage two – Formal attendance action

- LP requests consultation with Senior Education Welfare Officer (SEWO)
- LP convenes attendance and inclusion TAF
- Multi-agency review of existing plan and barriers to progress
- Attendance contract negotiated with parent/carer and network by LP with SEWO support
- School to consider requesting a **penalty notice** if this is the best available tool to improve attendance
- Decision made by SEWO and LP whether to issue formal Notice to improve
- If no improvement in agreed timescale, or parent does not agree contract, move to stage 3

The LP should not close any family where attendance remains a concern, unless they have completed stage one and two actions and have escalated the case to stage three

LP requests consultation with SEWO

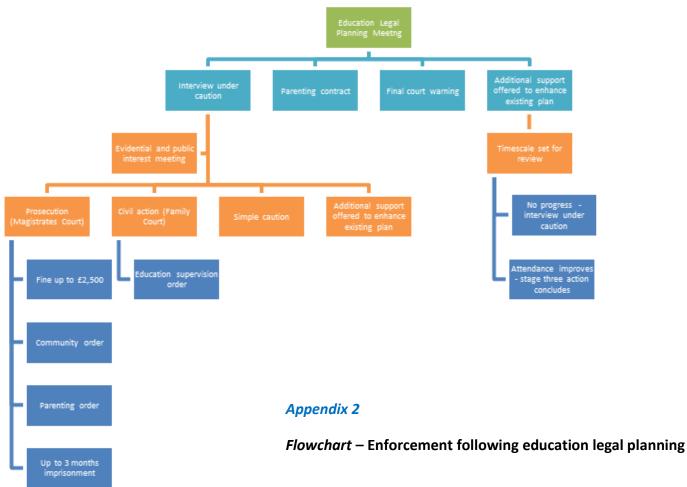
- SEWO completes full attendance and inclusion consultation/assessment
- SEWO and LP agree whether to proceed to education legal planning meeting (ELPM)
- SEWO convenes ELPM withing 20 days of consultation • LP/school complete report to the ELPM and submit no later
- than 5 days prior to the meeting
- SEWO chairs education legal planning meeting, decision made whether to proceed to interview under caution
- If not, parenting contract agreed or updated /final court warning issued with date for review ELPM

Stage three -Statutory attendance action

Stage one – Inital attendance action

Please refer to enforcement options flowchart







Appendix 3

Flowchart – The three stage approach to school inclusion

 School/Lead professional (LP) convenes Team Around the Family (TAF) meeting in response to concerns
Multi-agency assessment and plan agreed to address factors contributing to ris k of exclusion

• If the child or young person is not known to FEH, CSC or YOS, complete FEH referral if criteria met

 Consider restorative interventions in-school to promote positive relationships and increased collaboration with parent/carer and young person
Ensure arrangements are in place for assessment of undiagnosed or unmet SEN needs

 Agree timescale for review and likely consequence if behaviour does not improve

> Stage one – Early Identification of risk of exclusion

Stage two – Risk of permanent exclusion

• If a referral has not already been made to FEH, this should take place at this stage

- Family allocated to SEWO for an Attendance and
- Inclusion consultation
- SEWO convenes an Alternatives to Exclusion meeting
- Network considers **additional support** that may be required, such as FEH 'whole family' work, CAMHS, parenting support or health intervention
- SEWO explores with school and family whether a managed move would be appropriate option
- Network to consider whether a temporary placement in alternative provision would reduce risk (or outreach support from the KS1/2 behavioural support provision)

 School submits notification of permanent exclusion to the FEH inbox. All permanently excluded children are screened by an FEH manager to determine whether additional support is required

- Education Inclusion Team **pass the information to the SILS** (or SEND if the child has an EHCP)
- SEWO writes to the parent explaining the process of enrolment with SILS and that they are entitled to support from FEH
- If SILS assess that they cannot meet the needs of a young person they will complete a referral to the local authority Alternative Provision service

• SEWO/LP support process guided by principles of reparation, reintergration and fairness

Stage three -Reintegration following permanent exclusion