

# Attendance Policy

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1.1	27 April 2020	H Fox	Reviewed no substantive changes. Clarification added with regard to issuing body for Penalty notices.
1.2	02 March 2022	G Smith	There have been slight changes and clarifications about the attendance processes and the support offered by schools.
1.3	24 June 2022	L Paton	Reviewed in line with guidance and expectation for September 2022
1.4	26 June 2023	J Macdonald	New policy template introduced
1.5	11 <sup>th</sup> September 2024	J Macdonald	Additional information on data recording

*This policy has been written with consideration given to working practices. By adopting this policy, a reduction in workload has been facilitated by reducing the need for individual academies to interpret the policy locally.*

This policy draws from and must be read in conjunction with the DFE [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance)

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## **APPENDIX 1 – Supporting Children with Emotionally Based School Avoidance/Non-Attendance**

### **PART 1**

The name and contact details of the senior leader responsible for strategic approach to attendance will be published by each school. The name and contact details of school staff who pupils and parents should contact about attendance on a day-to-day basis will be published by each school. The name and contact details of school staff who pupils and parents should contact for more detailed support with attendance will be published by each school (see school level appendix).

### **Statement of Intent**

Dartmoor Multi-Academy Trust promotes good attendance through our positive and welcoming ethos. Within all of our settings each individual is valued and encouraged to do their best. The national policy landscape continues to increasingly emphasise the importance of wellbeing and relationships in shaping positive outcomes for young people. Improving wellbeing is a key priority at The Trust. The ethos and culture of our schools is such that it supports positive attitudes towards attendance from all stakeholders. We are committed to developing strong relationships between staff, pupils, parents and the local community by supporting at the earliest opportunity where need is identified.

Fundamental to the Attendance Strategy is the principle of partnership working. All stakeholders have a role in working together to promote and achieve a regular pattern of attendance for the young people in all our schools.

Attendance is everyone's business, and everyone involved with the care of children is equally responsible for ensuring children's attendance. This means schools, LAs, social care, NHS workers and community partners all have a responsibility to see every child in school every day, and to wrap support around that child. All partners should make children's attendance a top priority. The Secretary of State for Education, Bridget Phillipson, has stated that 'Parents have a responsibility to send their children to school, and schools have a responsibility to create welcoming, engaging and inclusive spaces for pupils. The Government's approach to absence is 'support first' – spotting attendance issues early and working with families to help children back into school".

The Trust recognises that good attendance occurs when young people enjoy, and are excited, about coming to school. School staff are committed to creating an environment that is conducive to high levels of attendance. Measures include:

- Creating a climate where attendance and punctuality are valued as a priority by the whole school community, including pupils, parents, staff and governors.
- A positive ethos and culture
- Ensuring pupils are included and engaged
- Using nurturing approaches and creating safe spaces where learners can thrive
- Addressing barriers to learning and participation, taking into account the needs of all young people
- Teach and model a love of learning, helping families to see the value of the education that is offered to them
- Promoting positive relationships among young people and adults
- Developing positive, open, and effective communication between home and school and providing support, advice and guidance for parents and pupils

- Creating personalised and achievable targets for pupils, based on their medical needs and/or additional needs that are realistic and appropriate for each individual
- Reviewing and improving anti-bullying measures
- Promoting the importance of good attendance through celebration and recognition. (Attendance celebration systems used within a school will take exceptions for 'authorised absence' into account, which are pupils whose absence marks relate to a recognised impairment (as the Disability Discrimination Act requires us to treat those with a disability 'more favourably') or those pupils granted leave for religious observance.

The Trust actively promotes and encourages 100 per cent attendance for all our pupils. We recognise that parents have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised to celebrate positive patterns of attendance in an appropriate and sensitive manner, as well open communication when there is a concern about absence. Parents/carers have a key role to play in promoting and supporting regular attendance of their children in school and Trust staff are committed to working in partnership.

If there are challenges which affect a pupil's attendance, we will investigate, identify and strive in partnership with parents and pupils to resolve those problems as quickly and efficiently as possible. We will support our families and use a focused approach to enable the pupil to achieve full attendance at all times.

## Absence Procedures

In cases of pupil absence from school, parents/carers are requested to contact the school by sending an email, text message or telephone call before the start of the school day. Parent/carers are asked to provide a reason for the absence so that it can be accurately recorded. If a young person does not attend school, the absence will be checked against details of contacts made by the parents, including expected date of return to school. If a parent has not advised the school that their child will be absent, then it must be assumed that they are unaware of the absence and that the pupil is either missing or absent without parental awareness. This must be recorded as unauthorised absence until an explanation is received by the school. The young person's form tutor/class teacher will contact the parent/carer after any unauthorised absence to establish if support is needed. The tutor/class teacher will also check in with the pupil when they return to school to establish if any support is needed and to offer support and encouragement. If a pattern of absence is becoming apparent, school staff are committed to continuing to work alongside parents/carers to resolve any issues, based on positive and trusting relationships between the home and school.

It is important that information about pupils' attendance and absence is recorded and that information is used to inform interventions to support pupils.

Parents/Carers will be contacted when a young person has not arrived in school. This is usually done by text message and sometimes parents will receive a phone call from the Attendance Officer or another member of staff if there has been no communication about the reason for absence.

If attempts to contact the parent are not successful, then emergency contact numbers, such as those of other family members, will be used.

If the parent/carer cannot be contacted to confirm the whereabouts of the pupil, the record of absence will be passed to their form tutor/class teacher who will consider the information in light of known attendance issues, support needs or current concerns about the young person. This member of staff will follow the School's absence procedures and follow up as appropriate. If there are known safeguarding concerns, the information will also be shared with the Designated Safeguarding Lead to determine appropriate next steps.

Home visits may be carried out for children who have not arrived at school and no reason has been provided, or should there be a concerning pattern of absence emerging. This is to ensure there are no identified difficulties the school could/should be supporting the child/family with.

Many issues relating to absence in school can be dealt with quickly and promptly by in school support and by ensuring that there are positive relationships in place to support young people and their families. However, there may be occasions when absence from school becomes a more significant cause for concern and The Trust schools will consider the most appropriate next steps in consultation with the pupil and parents/carers, to ensure improved attendance, these may include:

- High quality pastoral care systems for early response to absence and signs of difficulty
- Effective approaches for assessment and planning for additional support needs to address any barriers to learning that might be impacting on attendance
- Early support meetings between the student's form tutor/class teacher and the parent/carer to identify and discuss any potential barriers to attendance
- Creation of a supportive, time-limited 'Attendance Support Plan' which clearly outlines targets for the student and parent/carer, as well as the supports and structures required to be in place to support wellbeing and/or additional needs
- Initiation of a multi-agency Early Help Assessment (EHA)

\* If all support in school has been exhausted and attendance has not improved, the school will discuss the concerns with the Local Authority Attendance Improvement Team who may consider measures for compulsory compliance by parents/carers of young people through Education Supervisions Orders, Attendance Contracts, Fixed Penalty Notices or Prosecution.

## Managing Attendance – day to day processes

Individual schools will publish the timings of the school day. Pupils arriving after registration opens but before registration closes are deemed as late 'before registration closes'. Pupils arriving after registration closes are considered 'late after registration has closed', They will lose their mark for the whole session and the absence is recorded as 'unauthorised'.

Each child will receive an AM session mark and a PM session mark. PM registers will be taken AFTER the lunch break.

Parents are expected to inform the school if their child is absent by email/text/telephone giving the reason for absence. The school will follow first day calling procedures for pupils who are absent with no explanation as follows:

1. After registers are taken and absence notifications are noted, a list of pupils absent with no explanation will be produced
2. Staff will double check that the child is not in school before starting calls.
3. Nominated member of staff will call/text everyone on the contact list. Messages will be left if there is a voicemail option.
4. Staff will try to call/text each contact twice if there is no response after the first attempt.
5. If there is no reply from anyone on the contact list, the school will consider if the child has additional agency support, such as a social worker, and will contact them.
6. If there is no contact, school intelligence regarding the child/family will be considered to decide possible next steps (this could include a home visit welfare check or a referral to children's services and statutory partners where appropriate)

The reason for late arrivals and early departures will be added as a comment in the session mark for the day so that the school and parents have a complete record of any absences for their child.

If the absence is for more than one day, the school should be kept informed on a daily basis.

## Communication

Schools have a duty to regularly keep parents/carers informed of their child's attendance. At the DMAT, each school will report attendance twice each half term, so as all parents and carers can be aware of attendance levels and actively promote good attendance with their child/children.

Schools within the DMAT will also send letters to parents if attendance falls below a certain level, to offer support and arrange meetings to develop Attendance Support Plans. We do expect parents to engage with this process so as we can work collaboratively to ensure every young person accesses the education they deserve.

Initial letters will be sent at the following points;

Attendance below 95% - Letter to offer support, identify barriers and invite parents to make contact if there is anything they feel school can support with

Below 90% - A meeting will be arranged in school to develop an Attendance Support Plan, a letter will be sent informing parents of the date and time of the meeting.

Subsequent letters will follow depending on support plan review dates, progress made, engagement.

If there has been no engagement from parents or no improvement following support, the school will meet with the Trust Education Welfare and Inclusion Lead to discuss possible next steps and arrange a more formal meeting which may lead to referral to the Local Authority Attendance Improvement Team.

Letters will be sent home to inform parents/carers if their child/children's attendance falls below 96 % and if their child/children is arriving at school late and it is becoming a concern.

## Expectations

### 1.1 The Dartmoor Multi Academy Trust will:

- Take an active role in attendance improvement, support schools to prioritise attendance, and work with leaders to fulfil expectations and statutory duties
- Ensure school staff receive training on attendance.
- Regularly review attendance data and help school leaders focus support on the pupils who need it.

### 1.2 All schools will:

- Build strong relationships with families: work with each identified pupil and their parents to understand and address reasons for absence, including any in-school barriers to attendance
- Identify, signpost and support access to any required services when out of school barriers are identified
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan, and ensuring the provision outlined in the pupil's EHCP is accessed
- If an attendance issue persists, take an active part in the multi-agency effort with the local authority and other community partners to support the pupil and family
- Where absence becomes persistent (90% and under), put additional targeted support in place to remove any barriers and develop a robust, supportive, time-limited attendance support plan
- 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, reminding families of their legal duty in regard to their child's attendance. An Attendance contract may be developed between the school and parent/carer.
- Where there are safeguarding concerns, intensify support through statutory services.
- Have a whole school culture that promotes the benefits of good attendance
- Publish an attendance policy on the school website which all staff, pupils and parents understand.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance.
- Employ robust daily processes to follow up absence
- Proactively use data to identify pupils at risk of poor attendance.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Agree a joint approach for all severely absent (50% and under) pupils with the local authority.

### 1.3 We ask Pupils to:

- Do all they can to attend school and all of their lessons every day and on time, except when a statutory reason applies (See Part 2 - 3.1).

- Be ready to learn.
- Play a positive role in the life of the school and make the most of the educational opportunities available to them.
- Ask a member of staff for support if they are experiencing difficulties either at home or in school and engage in the support provided.
- Celebrate their successes and achievements.

#### 1.4 We ask Parents/carers to:

- Ensure their child attends every day the school is open except when a statutory reason applies
- Ensure their child attends punctually, dressed in full uniform and equipped to learn.
- Notify the school as soon as possible when their child has to be unexpectedly absent
- Only request leave of absence in exceptional circumstances and to do so in advance.
- Avoid making medical or dental appointments during school time as far as possible - Where possible, medical appointments should be made out of school hours or during school holidays. For any appointments during the school day, please send in a copy of your child's appointment card/letter.
- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered – including any attendance support action plans, voluntary early help plan or attendance contracts to prevent the need for legal intervention.

**Please follow this process if your child is going to be absent from school:**



### **How the school is promoting and incentivising good attendance**

Each school will publish its own strategies and procedures (see school level appendix)



## PART 2 – Important Information for Parents/Carers

### Legislation

**The Education Act 1996 requires parents/carers to ensure their child receives effective, fulltime education, either by regular attendance at school or otherwise. Schools are responsible for and are expected to accurately record admission and attendance registers.**

### DMAT strategy for using data to target attendance improvement efforts

Attendance data informs action planning and supports the identification of key priorities in our school development plan and future revisions of this policy. The attendance data will be reported to the Hub Principal/Principal and all other relevant staff, to facilitate discussions with pupils and families. Data will also be used by the school to monitor the impact of any interventions put in place to modify them and inform future strategies.

Pupil-level absence data is collected regularly and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average and use the following ways of monitoring data to inform practice;

- Monitor session, daily and weekly attendance data.
- Analyse attendance data for individual pupils, groups and cohorts across the school in order to identify patterns, trends and anomalies. Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions.
- Identify the pupils who need support and focus efforts on developing targeted actions.
- All individual student attendance and identified cohort data will be collected weekly and recorded on the Trust tracker. This will be available to the Central Trust team for review, and to support action planning for groups and individuals.
- Conduct a thorough analysis of half-termly, termly and whole-year data to identify patterns and trends.
- Benchmark data at whole school, year group and cohort level against local, regional and national level.
- Devise specific strategies to address areas of poor attendance identified through data.

### Authorised and Unauthorised absences

#### 1.1 Authorised Absences

An authorised absence is when approval has been given in advance for a pupil of compulsory school age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. This may include:

- An absence for illness for which we have granted leave
- Medical or dental appointments may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency
- Religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parents

or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance

- An absence due to a change to exceptional circumstances
- All children who are in receipt of an educational offer *different* to full time education in their home school, will be recorded on the Trust Wide 'Flexible Offer' tracker. Authorised absences for such arrangements will be coded accordingly. Central Trust staff will have access to the 'Flexible Offer' Tracker to ensure they are aware of any child not in school for a pre-agreed reason at any given time.

## 1.2 Unauthorised Absences

An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence.

Reasons may include:

- Parents keeping children from attending unnecessarily or without reason
- Missing sessions before or during the school day
- Absences which have never been properly explained
- Arrival after the register has closed
- Day trips and holidays in term time
- Leaving the school without authorisation during the day

## 1.3 Absences during Term Time

- Permission must be sought in advance to take a pupil out of school during term time, which can only be requested from a parent/carer with parental responsibility and with whom the child normally lives, using the appropriate Absence Request Form (S2 Form) for all other non medical absence.
- If the circumstances relating to this request are considered exceptional and the absence is authorised by the school, the authorising of the absences will be conditional on the child's attendance being satisfactory up to the date covered by this request. If the academy withdraws the authorisation due to the attendance dropping to an unacceptable level, the parent/carer will be informed of this in writing.
- If a request is refused and the child is taken out of school, this will be recorded as an unauthorised absence, which may then be liable to a penalty notice, payable by each parent/carer, or the subject of court proceedings which could result in a fine of up to £2,500 and/or a term of imprisonment of up to 3 months.
- A session is defined as one half day of school. If a student misses a full day of education this is counted as 2 sessions.

## Pupils with medical conditions or special educational needs and disabilities

Schools should be the place where every child can find support for their needs, with routes into more specialist support where this is necessary. This means that every school should be able to support children with SEND, with mental health needs, children who have problems at home, or who are experiencing bullying (Dame Rachel de Souza, Children's commissioner for England).

2.1 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. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil. That said, in

working with parents/carers to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This should include:

- Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals promptly and working together with those services to deliver any subsequent support. Implementing an Individual Healthcare plan so all relevant staff are aware of difficulties and support needed.
- Working with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, schools should work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support.
- Establishing strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensuring joined-up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

2.2 Pupils with long-term illnesses or other health needs may need additional support to continue their education, such as alternative provisions provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see further information on supporting pupils with medical conditions at school.

## Truancy

It is the legal responsibility of parents/carers to ensure their child attends all lessons as required. Parents/carers will be informed by the school if their child has been identified as truanting from school and absence processes will be followed. We would appreciate a collaborative approach with parents to eliminate any truancy issues identified.

## When Attendance causes concern

3.1 If a child of compulsory school age fails to attend regularly at a school, at which they are registered, or at a place where alternative provision is provided for them, Parents will be offered supportive meetings to discuss the school's attendance concerns.

**It is important to note that unauthorised absence could mean that parents/carers may be guilty of an offence and can be prosecuted by the local authority. In order to avoid this, we encourage partnership working at all times.**

- 3.2 Parents will be contacted on the first day of absence whenever any student is absent without reason, or persistently late, and will be reminded, if necessary, of their legal responsibility for ensuring that a child of compulsory school age attends school regularly.
- 3.3 The Attendance Officer/Form Tutor/Class Teacher/ Senior Leader is responsible for following up any concerns for attendance, informing parents where there are concerns regarding attendance, and for reporting persistent problems to the designated senior leader.
- 3.4 Parents may be offered supportive meetings to discuss the school's attendance concerns once a child has dropped to 92% attendance, and parents/carers will be invited into a meeting to develop an attendance action plan once attendance has dropped to 90% or below.
- 3.5 The school will consider any 'reasonable adjustments' that can be made to support and improve attendance.
- 3.6 As part of the strategy to improve attendance, parents and carers will be offered Early Help at every stage. You can find information about this here [A one minute guide to Early Help in Devon - Devon Safeguarding Children Partnership \(devonscp.org.uk\)](#)
- 3.7 Notification letters will be sent home where a child's attendance or punctuality is of concern or drops below an acceptable standard as follows:
  - Below 96% attendance (Letter 1)
  - Below 92% attendance (Letter 2)
  - Below 90% attendance (Letter 3)
  - 5 sessions late within 4 weeks (Late Letter 1)
  - 15 sessions late (Late Letter 2)
  - Medical information letter, only where the school has reasonable doubt about the authenticity of the illness

## **Persistent and severe absence**

- \* Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.
  - \* Severe Absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.
  - \* Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.
- 4.1 Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), schools and local authorities will work together to put additional targeted support in place to remove any barriers to attendance and reengage these pupils. In doing so, the DMAT schools will take into consideration the reasons for absence and re-enforce the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches. Where appropriate, when a child within the Trust falls below 90% attendance (persistently absent – PA), an Attendance Support plan will be developed in partnership with the parent and any other professionals who may be able to help, to improve attendance and prevent it from falling further.
  - 4.2 Pupils who are PA will be discussed as a potential concern at weekly or fortnightly attendance review meetings. Where pupils have an identified special educational need, the school

SENCO will also provide support, so that the impact of needs are clearly understood and appropriate, supportive actions are taken.

- 4.3 Particular focus will be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils 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 across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support.
- 4.4 If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements have been provided but persistent or severe absence for unauthorised reasons continues, the school will consider whether this constitutes a safeguarding concern. Any safeguarding concerns will be discussed with the DSL to consider appropriate next steps. Further information is available in the statutory guidance on Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
- 4.5 In all cases, schools and local authorities will make patterns of both persistent and severe absence a focus of their regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible. Both persistent and severe absence are central to school, trust, and local authority level strategies for improving attendance.

**There are 190 school days each year, this means that there are 175 non-school days a year.**

Attendance %	Rating	As a guide (number of days missed)	Description
100%	Perfect Attendance	0	This is the best chance of success for your child
97%	Good Attendance	5	
95%	Improvement Required	9	Less chance of your child succeeding as it is harder for them to make progress – Support will be offered to remove any barriers to attendance
92%	Concern	15	
<b>Below 90% (persistent absence)</b>	<b>Serious Concern **</b>	<b>19</b>	<b>Serious Concern</b> <b>Missing this much education can cause a significant disadvantage to your child. An attendance support plan will be put in place to ensure your child's attendance can improve. Without improvement to attendance the consequence could be legal action.</b>

## Referral to the LA Attendance Improvement Team

Children who are persistently absent from school will be monitored by the Local Authority School Attendance Improvement Team. Where concerning patterns of absence have been identified, these children will be discussed during regular meetings between the school and Local Authority team and actions will be agreed upon, including potential legal procedures.

## Attendance prosecution

### Purpose of prosecution and when it may be appropriate

160. If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the local authority.

161. Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case. Where it is decided to pursue prosecution, only local authorities can prosecute parents and they must fund all associated costs, including in the preparation of court documentation.

162. Local authorities have the power to prosecute:

- Parents who fail to comply with a school attendance order issued by the local authority to require a parent to get their child registered at a named school (under section 443 of the Education Act 1996). This may result in a fine of up to level 3 (£1,000).
- Parents who fail to secure their child's regular attendance at a school, for which there are 2 separate offences: section 444(1) where a parent fails to secure the child's regular attendance; and section 444(1A) where a parent knows that the child is failing to attend school regularly and fails to ensure the child does so. The section 444(1) offence may result in a fine of up to level 3 (£1,000) and the section 444(1A) offence may result in a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who fail to secure the regular attendance of their child at a place where the local authority or governing body has arranged alternative provision (under sections 444 and 444ZA). This may result in a fine of up to level 3 (£1,000), or if the parent is found to have known the child was not attending regularly and failed to ensure that they did so, a fine of up to level 4 (£2,500), and/or a community order or imprisonment of up to 3 months.
- Parents who persistently fail to comply with directions under an Education Supervision Order (under Schedule 3 to the Children Act 1989) or breach a Parenting Order or directions under the order (under section 375 of the Sentencing Act 2020). These may result in a fine of up to level 3 (£1,000).

The decision to prosecute rests solely with the LA as an independent prosecuting authority, but in deciding whether to prosecute the local authority may wish to consider:

- The level of engagement from the parent and whether prosecution is the only avenue left to demonstrate the severity of the issue to the parent and/or cause parental engagement with the support they require.
- Whether all other legal interventions have been considered and are not appropriate or have been tried and have not worked.
- Whether statutory children's social care intervention would be more appropriate in the case (including a Child in Need or Child Protection Plan), especially where absence is severe.
- The parent(s)' response to the Notice to Improve and/or warning(s) and/or evidence given in the interview under caution – including any statutory exemptions to prosecution that might apply (see below).
- The Attorney General's guidelines for public prosecutors, including public interest tests and equalities considerations.

The 1996 Act also sets out the circumstances in which a pupil has not failed to attend school regularly and therefore the parent has not committed an offence under section 444(1) or (1A) of the Act (the statutory defences). These are:

- The parent proves the pupil was prevented from attending by their ill health or any unavoidable cause, including exclusion.
- The pupil has been granted leave of absence by the school or, in the case of alternative provision, by a person authorised to do so.

- The absence was on a day set aside for religious observance by the religious body to which the pupil's parent(s) belong.
- The parent proves the local authority were under a duty to provide transport to the school and have failed to do so.
- If the school is an independent school, the parent proves that the school is not in walking distance of the pupil's home and the local authority have not made suitable arrangements for the child to either board at the school or be admitted to a statefunded school closer to home.
- If the absence was from certain types of alternative provision, the parent proves the child is receiving education otherwise than by regular attendance.
- If the absence was from alternative provision, the parent had not been notified about the provision in writing before the absence.
- If the child has no fixed abode and the parent can prove that their trade / business requires them to travel, and the child has attended school as regularly as the nature of the trade or business permits, and (if the child is 6 or over) the child has attended school for at least 200 sessions during the preceding 12 months up to and including the date on which the proceedings were instituted.

## **National framework for penalty notices**

### Purpose of penalty notices

175. Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered or, in certain cases, at a place where alternative provision is provided. Penalty notices can be used by all schools (with the exception of independent schools) where the pupil's absence has been recorded with one or more of the unauthorised codes and that absence(s) constitutes an offence. A penalty notice can be issued to each parent liable for the offence or offences. They should usually only be issued to the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence).

176. Penalty notices are intended to prevent the need for court action and should only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

177. Penalty notices must be issued in line with the Education (Penalty Notices) (England) Regulations 2007, as amended and can only be issued by a headteacher or someone authorised by them (a deputy or assistant head), a local authority officer or the police. They must also be issued in line with Local Codes of Conduct which are drawn up and maintained by each local authority.

178. Where a penalty notice is issued by someone other than a local authority officer, the person issuing the penalty notice is expected to check with the local authority before doing so and must also send them copies of any penalty notices issued.

179. A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion. The school must have notified the parents of the days the pupil must not be present in a public place. This type of penalty notice is not included in the National Framework and therefore not subject to the same considerations about support being provided or count towards the limit as part of the escalation process in the case of repeat offences for non-attendance.

### **National threshold when it is appropriate to issue a penalty notice**

180. All state funded schools must consider whether a penalty notice is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice. Schools should not have a blanket position of issuing or not issuing penalty notices and should make judgements on each individual case to ensure fairness and consistency across the country. The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

181. When the Local Authority becomes aware that the threshold has been met, they are expected to make the following considerations to decide whether to issue a penalty notice in each individual case:

- Is support appropriate in this case?
  - If yes, schools are expected to continue with the existing support without a penalty notice or issue a Notice to Improve if that support is not working or is not being engaged with. A penalty notice can be issued if either has not worked.
  - If no, for example a holiday in term time, a penalty notice should be issued subject to the other conditions below.
- Is a penalty notice the best available tool to improve attendance and change parental behaviour for this particular family or would further support or one of the other legal interventions be more appropriate?
- Is issuing a penalty notice in this case appropriate after considering any obligations under the Equality Act 2010 such as where a pupil has a disability?
- (For local authorities only) Is it in the public interest to issue a penalty notice in this case given the local authority would be responsible for any resulting prosecution for the original offence in cases of non-payment? If the answer to those questions is yes, then a penalty notice should be issued. If not, another tool or legal intervention should be used to improve attendance.

182. Support is defined as any activity intended to improve the pupil's attendance, not including issuing a penalty notice or prosecution. As part of this consideration, schools and local authorities should consider what suitable forms of support are currently available in school and where necessary from other services and agencies in the area. They should then decide whether any of those things are appropriate in the individual cases and for those that are appropriate, whether they have been provided previously or could be provided now instead of taking legal



action. The local authority's decision on whether sufficient support has been provided before issuing a penalty notice should be treated as final.

183. Whatever action is taken after the national threshold has been met, schools, and local authorities where appropriate, should monitor the impact of the action, and if it does not lead to attendance improvement review the case and consider alternative actions.

184. The National Framework does not prevent a penalty notice from being used in other cases where an offence has been committed but before doing so authorised officers are expected to make the same considerations as set out above. If in an individual case the local authority (or other authorised officer) believes a penalty notice would be appropriate, they retain the discretion to issue one before the threshold is met. This might apply for example, where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for birthdays or other family events. If local authorities wish to exercise this discretion to issue a penalty notice earlier in such circumstances, they should make this clear in their Local Code of Conduct.

## Policy Circulation

- This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.
- This Policy will be published on each school's website and circulated to all parents.
- This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- The Trust Executive Team, is responsible for overseeing, reviewing and organising the revision of this Policy.

**The Trust is committed to providing a full and effective educational experience for all pupils. We believe that if pupils are to benefit from education, punctual, daily attendance is crucial. Irregular attendance undermines the educational process and can lead to educational and social disadvantage.**

## Relevant legislation and guidance

[Working together to improve school attendance](#)

[Summary table of responsibilities for school attendance](#)

[The Education Act 1996](#)

[Education Act 2002 \(legislation.gov.uk\)](#)

[The Children Act 1989](#)

[The Crime and Disorder Act 1998](#)

[The Anti-social Behaviour Act 2003](#)

[The Education and Inspections Act 2006](#)

[The Sentencing Act 2020](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024 \(legislation.gov.uk\)](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006](#)

[The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)

[The Education \(Penalty Notices\) \(England\) Regulations 2007 \(legislation.gov.uk\)](#)

[Parental responsibility measures for attendance and behaviour](#)

[Children and Young Persons Act 1933 \(legislation.gov.uk\)](#)

[Children and Young Persons Act 1963 \(legislation.gov.uk\)](#)

[Equality Act 2010 \(legislation.gov.uk\)](#)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

[Children missing education](#)

[Keeping children safe in education](#)

[Working together to safeguard children](#)

[Elective home education](#)

[Alternative provision: statutory guidance for local authorities](#)

[Exclusion from maintained schools, academies and pupil referral units in England](#)

[Supporting pupils at school with medical conditions](#)

[Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](#)

[Ensuring a good education for children who cannot attend school because of health needs](#)

[Promoting and supporting mental health and wellbeing in schools and colleges](#)

[Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](#)

[Approaches to preventing and tackling bullying](#)

[Voices of England's missing children](#)

## **APPENDIX 1 - Emotionally Based School Avoidance/Non-attendance (EBSA/NA)**

### **Contents**

1. Dartmoor Multi-Academy Trust Guiding Principles for supporting children with EBSA/NA
2. SOP for supporting students with EBSA/NA
3. Understanding EBSA/NA – Risk factors, signs and indicators
4. Links to further reading, assessments and guidance

### **1. Dartmoor Multi-Academy Trust – Guiding Principles for supporting children with EBSA/NA**

#### **1.1 Introduction**

These Guiding Principles outline our commitment to supporting children who experience Emotionally Based School Avoidance/Non-Attendance (EBSA/NA). EBSA/NA is a complex issue that requires a compassionate, individualised, and sometimes multi-agency approach, to ensure that pupils receive the necessary support to attend school regularly and engage with their education.

#### **1.2 Objectives**

- Early identification of children experiencing EBSA/NA.
- To provide tailored attendance support plans that address the individual needs of children with EBSA/NA.
- To work collaboratively with parents, carers, and where appropriate, external agencies.
- To promote a school environment that fosters emotional well-being and encourages attendance.

#### **1.3 Devon County Council definition of EBSA/NA**

Emotionally based school avoidance/non-attendance (EBSA/NA) occurs when stress exceeds support and anxiety builds up to the point that a child or young person (CYP) cannot go to school. Non-attendance tends to arise due to a combination of factors.

## **1.4 Roles and Responsibilities**

### **School Leadership Team**

- Promote a whole-school approach to mental health and well-being.
- Ensure staff receive training on recognising and supporting children with mental health difficulties.
- Oversee the implementation and effectiveness of this policy.

### **School Attendance Champion**

- Lead the strategic approach to managing and supporting EBSA/NA within the school.
- Liaise with external agencies and ensure coordinated support for children with EBSA/NA.
- Monitor the progress of children with EBSA/NA and report to the Local Stakeholder Board.

### **School Attendance Officer**

- Identify and monitor students showing signs of EBSA/NA.
- Maintain accurate records of attendance and interventions.
- Communicate with parents/carers about attendance concerns and support options.

### **Pastoral Support Team**

- Provide emotional and practical support to children with EBSA/NA.
- Develop and implement individualised attendance support plans in collaboration with relevant staff and external professionals.
- Monitor and review the effectiveness of support regularly.

### **Teachers and Tutors**

- Foster a supportive and understanding classroom environment.
- Be vigilant in identifying early signs of EBSA/NA and refer concerns to the pastoral support team and attendance officer
- Support the re-engagement of students returning from absences due to EBSA/NA.

## **1.5 Identification and Assessment**

### **Early Identification**

- Teachers, tutors, and pastoral staff will be aware of the early signs of EBSA/NA, such as frequent absences, anxiety, and changes in behaviour.
- Concerns will be reported to the School Attendance Officer.

### **Assessment**

- A comprehensive assessment will be conducted by the pastoral support team, involving the student, parents/carers, teachers, and external professionals, where appropriate (See *section 4 for links to possible assessment tools*)

- The assessment will consider the child's emotional, social, and academic needs.

## **1.6 Support Plan Development**

### **Individualised Attendance Support Plans**

- Based on the assessment, an individualised attendance support plan will be developed, outlining specific interventions and strategies.
- Support plans may include flexible attendance arrangements (time limited), reduced timetables (time limited), referrals to counselling or mentoring services, and reasonable adjustments in the classroom.

### **Parental and Carer Involvement**

- Parents and carers will be actively involved in the development and implementation of the attendance support plan.
- Regular communication will be maintained to review progress and make necessary adjustments.

## **1.7. Interventions and Support Strategies**

### **In-School Support may include**

- Where appropriate, Safe spaces within the school where students can go when feeling overwhelmed will be identified.
- Access to school-based mentoring/pastoral support.
- Peer support programs and social skills input.

### **External Support**

- Referral to external agencies such as Early Help Family hubs, Child and Adolescent Mental Health Services (CAMHS), Young Devon, YSMART.
- Coordination with local authority support services when absence is persistent (below 90%)
- Collaboration with educational psychologists and other specialists when absence is classed as severe (below 50%).

### **Gradual Reintegration**

- A phased return to school may be implemented, starting with part-time attendance and gradually increasing as the child's confidence and well-being improve.
- Regular review meetings to assess progress and adjust the plan as needed.

## **1.8. Monitoring and Review**

### **Ongoing Monitoring**

- The pastoral support team will regularly monitor the attendance and well-being of children with EBSA/NA.
- Feedback from the student, parents/carers, and teachers will inform ongoing support.

### **Review Meetings**

- Regular review meetings will be held with all stakeholders to evaluate the effectiveness of the support plan and make necessary adjustments.
- Progress will be documented, and any changes to the plan will be communicated to all relevant parties.

## **1.9. Creating a Supportive School Environment**

### **Whole-School Approach**

- Promote a culture of understanding and support for mental health and well-being.
- Implement programs and activities that build resilience and coping skills among all students.
- Encourage open discussions about mental health to reduce stigma.

### **Staff Training**

- Provide ongoing training/resources for staff on EBSA/NA and related mental health issues.
- Equip staff with the skills to identify and support students with emotional and mental health needs.

## **1.10. Conclusion**

Supporting children with EBSA/NA is a priority for our school. Through early identification, individualised support, and a collaborative approach, we aim to help every child overcome their barriers to attendance and achieve their full potential.

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This policy will be reviewed annually and updated in accordance with any changes to statutory guidance or school procedures.

Links and Guidance

## **2. Standard Operating Procedure (SOP) for Supporting Children with Emotionally Based School Avoidance (EBSA/NA)**

### **2.1. Purpose**

To provide a structured approach for identifying, assessing, and supporting students experiencing Emotionally Based School Avoidance/Non-Attendance (EBSA/NA) to ensure they receive the necessary help to attend school regularly and engage with their education.

### **2.2. Scope**

This SOP applies to all staff members, including the school leadership team, teachers, tutors, pastoral support team, and external agencies involved in supporting children with EBSA/NA.

### **2.3. Devon County Council Definition**

**EBSA/NA:** Emotionally based school avoidance/non-attendance (EBSNA) occurs when stress exceeds support and anxiety builds up to the point that a child or young person (CYP) cannot go to school. Non-attendance tends to arise due to a combination of factors.

### **2.4. Responsibilities – See EBSA/NA Policy**

### **2.5. Procedure**

#### **Early Identification**

1. **Training:** Ensure all staff are trained to recognise signs of EBSA/NA, such as frequent absences, anxiety, and behavioural changes.
2. **Observation:** Teachers and tutors should monitor students' attendance and behaviour for early signs of EBSA/NA.
3. **Reporting:** Concerns about potential EBSA/NA should be reported to the School Attendance Officer immediately.

#### **Assessment**

1. **Initial Contact:** The students' tutor contacts parents/carers to discuss their observations and concerns, and gather preliminary information.
2. **Referral:** The case is referred to the Pastoral Support Team for a comprehensive assessment.

3. **Assessment Meeting:** An assessment meeting is held with the student, parents/carers, teachers, and relevant external professionals to understand the child's needs.

### Developing a Support Plan

1. **Individualised Attendance Support Plan:** Based on the assessment, the Pastoral Support Team develops an individualised support plan outlining specific interventions and strategies.
2. **Parental Involvement:** Parents/carers are involved in developing the support plan and agree on the strategies and interventions.
3. **Flexible Arrangements:** The plan may include flexible attendance, reduced timetables, and referrals to external support.

### Implementation of Support

1. **In-School Support:** Implement in-school support such as safe spaces, mentoring and peer support programs.
2. **External Support:** Refer to external agencies like CAMHS, educational psychologists, or local authority services as needed.
3. **Monitoring:** The Pastoral Support Team regularly monitors the student's attendance and well-being.

### Review and Adjustment

1. **Regular Reviews:** Hold review meetings every four to six weeks with the student, parents/carers, and involved staff to assess the effectiveness of the attendance support plan.
2. **Adjustments:** Make necessary adjustments to the attendance support plan based on feedback and progress.
3. **Documentation:** Keep detailed records of all interventions, meetings, and adjustments to the support plan.

### Reintegration Process

1. **Phased Return:** For students returning after prolonged absences, implement a phased return to school starting with part-time attendance. Consider the possibility of hybrid education for a time limited period, including online learning
2. **Supportive Measures:** Ensure the student has access to ongoing emotional support and a designated safe space within the school.
3. **Communication:** Maintain open communication with the student and parents/carers throughout the reintegration process.

## 2.6. Creating a Supportive Environment

### Whole-School Approach

1. **Promote Mental Health Awareness:** Implement programs that promote mental health and well-being across the school.
2. **Reduce Stigma:** Encourage open discussions about mental health to reduce stigma and create a supportive school culture.

### Staff Training

1. **Regular Training:** Provide ongoing training for staff on recognising and supporting students with EBSA/NA and related mental health issues.



2. **Resource Provision:** Equip staff with resources and strategies to support students effectively.

## **2.7. Documentation and Record-Keeping**

1. **Attendance Records:** Maintain accurate daily attendance records for all students.
2. **Intervention Records:** Document all interventions, support plans, and review meetings for students with EBSA/NA.
3. **Confidentiality:** Ensure all records are kept confidential and shared only with relevant staff and external professionals.

## **2.8. Review of SOP**

1. **Annual Review:** This SOP will be reviewed annually by the school leadership team to ensure it remains effective and up-to-date with current guidelines and best practices.
2. **Feedback:** Gather feedback from staff, students, parents/carers, and external professionals to inform the review process.

This SOP provides a structured and compassionate approach to supporting children with EBSA/NA, ensuring they receive the necessary help to attend school regularly and succeed academically.

### 3. Understanding EBSA/NA – Risk Factors, Signs and Indicators (Guidance for staff)

#### 3.1 Understanding the risk factors

Underlying causes of EBSA/NA may include factors related to school, home or the needs of the CYP. Every CYP is different, and analysis of these factors is needed.

<b>School</b> Factors that push the CYP from school	<b>Home</b> Factors that pull the CYP towards home	<b>Child</b> Factors that may affect the child or young person
<ul style="list-style-type: none"> <li>• Avoiding uncomfortable feelings brought on by attending school, such as feelings of anxiety or low mood.</li> <li>• Avoiding situations that might be stressful, such as academic demands, social pressures, relationship breakdown and/or aspects of the school environment.</li> <li>• Bullying</li> <li>• Transition between Key Stages, Year Groups, Schools</li> <li>• Ineffective provision for identified needs</li> <li>• Activities that the CYP cannot manage (eg PE, public performance/speaking)</li> <li>• Transport or journey to school</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Reducing separation anxiety from significant others, such as parents or carers or other family members.</li> <li>• Wanting to be at home in order to, for example, gain attention from parents and carers, feel safe or take part in preferred activities during school time.</li> <li>• Change in the Family dynamic leading to distress for CYP</li> <li>• Parent physical or mental health difficulties</li> <li>• Siblings at home</li> <li>• Loss and bereavement</li> <li>• Young Carer responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitised stress pathways and difficulties with self regulation.</li> <li>• Difficulties with trust, forming and maintaining relationships and low feelings of self worth</li> <li>• Difficulties coping with change, challenge, accepting help and sensory sensitivities.</li> <li>• Fear of Failure and low self-confidence</li> <li>• SEN – if unidentified or unsupported</li> </ul>

#### 3.2 Signs and Indicators of Emotionally Based School Avoidance (EBSA/NA)

##### Frequent Absences

- Regular unexplained absences from school.
- Frequent late arrivals or leaving school early
- Internal truancy/avoiding lessons.

### **Physical Symptoms**

- Complaints of physical ailments such as headaches, stomach aches, or nausea, especially in the mornings before school.
- Frequent visits to first aid without a clear medical reason.

### **Behavioural Changes**

- Reluctance to leave parents/carers.
- Refusal to get ready for school.
- Withdrawal from social interactions and activities previously enjoyed.

### **Anxiety and Distress**

- Expressing fears or worries about school, specific subjects, teachers, or peers.
- Displaying physical signs of stress, such as sweating, shaking, or rapid heartbeat when discussing school.
- Avoidance behaviours, such as hiding school bags, uniforms, equipment or homework.

### **Academic Concerns**

- Sudden decline in academic performance.
- Difficulty concentrating or completing schoolwork.
- Reluctance to participate in classroom activities or discussions.

### **Social Indicators**

- Complaints of bullying or negative peer interactions.
- Isolation from friends and reluctance to participate in group activities.
- Frequent changes in friendship groups.

### **Emotional Indicators**

- Expressions of hopelessness or feeling overwhelmed by school demands.
- Increased irritability related to school topics.
- Low self-esteem or negative self-talk about academic abilities.

### **Home Indicators**

- Unusual/Changing attachment to home or family members.
- Reluctance to engage in activities outside the home, even on weekends or holidays.
- Seeking constant reassurance from parents/carers about school-related concerns.

### Changes in Routine

- Difficulty sleeping or changes in sleep patterns, such as trouble falling asleep or waking up frequently at night.
- Loss of appetite or changes in eating habits related to school stress.

### Communication difficulties

- Avoidance of conversations about school or changes the topic when school is mentioned.
- Regular requests to stay home from school without clear reasons.

Recognising these signs early is crucial in addressing EBSA/NA effectively. If several of these signs are observed, it is important to conduct a thorough assessment and provide appropriate support to the child.

## 4. Links to further reading, assessments and guidance

1 - [A relational approach to emotionally based school non-attendance \(EBSNA\) - Support for schools and settings \(devon.gov.uk\)](#)

- **Devon Guide for School -**

[devoncc.sharepoint.com/sites/PublicDocs/Education/Children/Forms/AllItems.aspx?id=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport for schools and settings%2FInclusion%2FSocial%2C emotional and mental health%2FRelational Learning%2FEBSNA%2FEBSNA VST Oct 23 final version - guide for schools%2Fpdf&parent=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport for schools and settings%2FInclusion%2FSocial%2C emotional and mental health%2FRelational Learning%2FEBSNA&p=true&ga=1](https://devoncc.sharepoint.com/sites/PublicDocs/Education/Children/Forms/AllItems.aspx?id=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport%2FInclusion%2FSocial%2C%2Femotional%2FRelational%2FLearning%2FEBSNA%2FEBSNA%20VST%20Oct%2023%20final%20version%2Fguide%2Fschools%2Fpdf&parent=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport%2FInclusion%2FSocial%2C%2Femotional%2FRelational%2FLearning%2FEBSNA&p=true&ga=1)

- **Devon Guide for Parents –**

[devoncc.sharepoint.com/sites/PublicDocs/Education/Children/Forms/AllItems.aspx?id=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport for schools and settings%2FInclusion%2FSocial%2C emotional and mental health%2FRelational Learning%2FEBSNA%2FEBSNA VST Oct 23 final version - guide for parents and carers%2Fpdf&parent=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport for schools and settings%2FInclusion%2FSocial%2C emotional and mental health%2FRelational Learning%2FEBSNA&p=true&ga=1](https://devoncc.sharepoint.com/sites/PublicDocs/Education/Children/Forms/AllItems.aspx?id=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport%2FInclusion%2FSocial%2C%2Femotional%2FRelational%2FLearning%2FEBSNA%2FEBSNA%20VST%20Oct%2023%20final%20version%2Fguide%2Fparents%2Fcarers%2Fpdf&parent=%2Fsites%2FPublicDocs%2FEducation%2FChildren%2FSupport%2FInclusion%2FSocial%2C%2Femotional%2FRelational%2FLearning%2FEBSNA&p=true&ga=1)

- **Devon Assessment Tool -** [EBSNA VST Oct 23 final version - guidance materials and templates.docx \(sharepoint.com\)](#)

- **Advice for Classroom Teachers** - [Advice for classroom teachers - Support for schools and settings \(devon.gov.uk\)](#)

2 - [School attendance and mental wellbeing | Anna Freud](#)

3 - [lancashire-ebsa-guidance-strategy-toolkit-2023-update.pdf](#)