Governor/Trustee Monitoring Focus:
Attendance & Children Missing Education

School	Cleaswell Hill
Governor/Trustee	Gill Finch
Date	3.2.2025

Focus: Attendance & Children Missing Education (CME)
Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in the future. (KCSIE)

	Answers & evidence
Does the school have an attendance policy and procedures that comply with current guidance?	Robust policies and procedures Familiar with and adhering to LA and DfE guidance docs Strategic approach to attendance written (school cohort) including graduated response
Are daily registers completed correctly using the correct codes?	Spot-checked as part of Governor monitoring visit 5.2.25
What happens when a child is absent from school? Is contact made with the parents or carers? Are valid reasons obtained for the absences? If the absence is invalid, is the parent informed the absence will not be authorised?	First day contact always attempted with follow-up calls Where possible Yes. Plus all absence unauthorised if letter 2 has been sent
What steps are taken for those pupils where the school has been unable to make contact?	All emergency numbers tried

Are rapid response home visits made for vulnerable pupils who are absent and no reason has been given?	Yes school will make a home visit if there is a welfare concern

Has the school introduced any initiatives to improve attendance in the past academic year? If so, is there any evidence to indicate if this is having an impact?	Ongoing initiatives as part of strategic response written in June 2023. Significant effort to work with parents/carers Reduced PA due to interventions despite increase in numbers on roll Areas for focus- Project 10/training/celebration/promotion/parent survey
What methods does the school use to promote the importance of attendance to pupils?	Values- belonging, welcome Curriculum- exciting learning offer, Enrichment Passports Work with families- often not in a child's control Pupils promotional art work, 'why school is important' Celebrate- Ping home
What methods does the school use to promote the importance of attendance to parents or carers?	DfE expectations LA banner campaign Policy and strategies including graduated response Communications via available channels Newsletter Benchmark figures clear Attendance codes- clarity and transparency- in policy Days lost learning visual Website

	Survey
	Yellow Pages of contacts
	Build engagement
	Possible Attendance booklet?
Has the local authority issued any fixed penalty notices for attendance or holidays on behalf of the school in the last academic year?	No
Does the school inform the Local Authority of details of pupils who fail to attend regularly or those who have missed ~~10~~ **15 days consecutive** or more with unauthorised absence?	Targeted Support meetings continue 3-4 weekly with LA (EWO) Section 19 Duty of Education Act- health needs
Have any children been removed from the school register at a non-standard transition point? If so, why? (A standard transition point is when a child completes the final year of education normally to that provided by the school.)	Yes Elective Home Education
Have any children been suspended or excluded during the last 12 months? If so, has the school followed appropriate policies and guidance?	Yes
How are the welfare and safety of excluded pupils monitored?	Short suspension. No welfare concerns. Team around the family as CYPS and DCT involved

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School		Focus of visit	
Governor/Trustee		Name of staff supporting during visit	
Date and time of visit		Date report shared with HT/DSL/GB/board	

Activities undertaken during the visit (These should be agreed prior to the visit) *For example: learning walk, joining a lesson, meeting with middle or senior leader, observing arrivals/departures, observing form time, meeting with identified staff, talking to students or meeting parents*
Observations and points to note during the visit. *For example: observations during learning walk or lessons, key points from discussions with staff or students and comments about structures, routines and systems observed, including safeguarding culture and safeguarding systems. Comment on the impact on student outcomes, such as improved skills, knowledge or understanding*
Areas where the governing body/trustees have or could have an impact/areas for future development