Ormiston Academies Trust

Sandymoor Ormiston Academy
Attendance policy
(incl. Children with health needs who cannot attend school, CME and EHE)

Policy version control

Policy type	Statutory / OAT mandatory template
Author In consultation with	Nikki Cameron, Safeguarding Manager Steph Morley, Deputy Safeguarding Manager Jane Nolan, Director of Inclusion Paula Jones, Director of Secondary Quality and Standards
Approved by	Rob Pritchard, National Director of Education, June 2023
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Review	Policies will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force
Description of changes	▪ Hyperlinks removed ▪ Keeping in Children Safe in Education updated to 2023 ▪ 11.2.4 – removal of 'on the same day

Contents

1.Policy statement and principles

1.1. Improving attendance is everyone's business.

1.2. At Sandymoor Ormiston Academy we will develop and maintain a whole school culture that promotes the benefits of high attendance.

1.3. We aim for an environment which enables and encourages children to enjoy and excel in their education.

1.4. We recognise that some children find it harder than others to attend school therefore the academy will build strong and trusting relationships with children and parents to:

1.5. promote good attendance and remove any barriers to attendance.

1.6. act early to address patterns of absence.

1.7. Successfully treating the root causes of absence and removing barriers to attendance requires the academy and local partners to work collaboratively with, not against families.

1.8. 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.

1.9. Where a child is registered at this academy, parents have an additional legal duty to make sure their child attends regularly.

1.10. We will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, facilitate **support,** formalising it when necessary, and **enforce** attendance through statutory intervention when all other avenues have been exhausted.

2.Why regular attendance is important

2.1. Good attendance is essential for children to get the most out of their school experience, including their well-being and wider life chances.

2.2. Regular and punctual attendance is essential for effective learning; children with poor attendance achieve less in both primary and secondary age groups.

2.3. For the most vulnerable children, regular attendance is also an important protective factor.

3.Safeguarding

3.1. Safeguarding and promoting the welfare of children is everyone's responsibility.

3.2. Difficulties with attendance and lateness may be signs that something is worrying a child and they and/or their family are in need of early help and support.

3.3. Lack of, or erratic attendance, persistent absence or children missing education are safeguarding issues and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual or child criminal exploitation, and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.

3.4. Where children have or have had a social worker or are in need of safeguarding support, this will inform decisions about attendance issues.

3.5. More information on safeguarding and the protection of children can be found in the academy's Child Protection and Safeguarding Policy.

4. Vulnerable children

4.1. It is important for parents/carers/social workers to let the academy know of any specific vulnerability in relation to their child or home circumstances. If uncertain about what would be considered a vulnerability, parents should contact the safeguarding team on:safeguarding@sandymooroa.co.uk

5. Context

5.1. The law relating to attendance and safeguarding

5.1.1. Section 7 of the Education Act 1996 states that:

"the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable:

(a) to age, ability and aptitude and

(b) to any special educational needs he/she may have

either at school or otherwise"

5.2. Compulsory school age

5.2.1. A child must start full-time education once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday - whichever comes first.

5.2.2. A child can leave school on the last Friday in June if they will be 16 by the end of the summer holidays. (See attendance coding guide in 'School attendance Guidance for maintained schools, academies, independent schools and local authorities').

5.2.3. They must then do one of the following until they are 18:

- stay in full-time education, for example at a college.
- start an apprenticeship or traineeship.
- spend 20 hours or more a week working or volunteering, while in part-time education or training

5.3. Safeguarding

5.3.1. Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and children under the age of 18.

5.4. Other relevant guidance/advice

- Keeping Children Safe in Education Sept 2023 - statutory guidance for schools

- Working together to safeguard children – statutory guidance for safeguarding partners.

- The Special Educational Needs and Disabilities Code of Practice 0-25 years

- The Education (Pupil Registration) (England) Regulations 2006

- Working together to improve school attendance May 2022

- Looked After Children

- Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities January 2013

- Children Missing Education Statutory Guidance for Local Authorities Sept 2016

- Gypsy, Roma and Traveler Children: supporting access to education.

- General information and advice for academies can also be found in the Government's publication Missing Children and Adults – A Cross government strategy.

- Statutory Guidance on Children who run away or go missing from home or care.

- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation Department for Education

- NSPCC Protecting children from sexual exploitation.

- Elective home education guidance for local authorities April 2019

- Elective home education – a guide for parents April 2019

- Alternative Provision Statutory guidance for local authorities Jan 2013

- Local Authority Information:

  - [Halton Local Authority](#)
  - [LSCB – children missing from home or care protocols](#)
  - [LA guidance on Gypsy Roma and Traveller attendance,](#)
  - [CSE/CCE protocols]](#)

5.5. Related academy policies

- Child Protection and Safeguarding
- Admissions
- Suspension and Exclusion
- Anti-bullying
- Behaviour
- Supporting Children with Medical Needs
- Special Educational Needs and Disabilities (SEND)

6. Roles and responsibilities
6.1. People with responsibility for attendance

Role	Name	Contact details
Principal	Sally Jones	jonesa@sandymooroa.co.uk
Senior Leader with responsibility for attendance	Miss Ashlie Davies	daviesa@sandymooroa.co.uk
Academy Attendance Officer	Mrs Diane Moore	moored@sandymooroa.co.uk
Designated Safeguarding Lead	Mrs Rebecca Ruddock	ruddockr@sandymooroa.co.uk

Academy SENCo	Mrs Deborah Fairhead	fairheadd@sandymooroa.co.uk
Academy Mental Health Lead	Mrs Michelle Elder	elderm@sandymooroa.co.uk
Academy LAC Coordinator	Miss Ashlie Davies	daviesa@sandymooroa.co.uk
Local authority named officer for the education of children with additional health needs	Halton Borough Council	
Local authority named officer for SEND	Halton Borough Council	
Local authority named officer for elective home education	Mrs Julia Calcasola	Julia.calcasola@halton.gov.uk
Local Authority Virtual School Head	Mr Benjamin Holmes	Benjamin.holmes@halton.gov.uk
Other LA contacts		

6.2. Roles and responsibilities: all children

Trustees/Governors	Academies	Parent/carer
Recognise the importance of attendance and promote it across the academy's ethos and policies Take an active role in attendance improvement, support the academy to prioritise attendance, and work together with leaders to set whole school cultures.	Adhere to the guidance in 'Working together to improve school attendance' Ensure strong relationships with families are formed to understand and remove barriers to attendance Has a coordinated, holistic approach which focuses on the individual needs of each child and ensures that all key staff	Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g., sickness).

Regularly review attendance data; supporting and challenging leaders to focus improvement efforts on individual children or cohorts who need it most Ensure school leaders fulfil expectations and statutory duties. Ensure school staff receive training on attendance, ensuring key attendance staff also receive bespoke safeguarding training to support their role Ensure that all governors have familiarised themselves with at least sections 1-3 of 'Working together to improve school attendance'	i.e., DSL, SENCo, Mental Health Lead and LAC Coordinator are involved in attendance support Monitor and analyse weekly attendance and trends looking at individual children, cohorts and groups Have a clear school attendance policy on the school website which all staff, children and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Have a dedicated senior leader with overall responsibility for championing and improving attendance. Shares information and works collaboratively with other schools in the area, local authorities and partner agencies	Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.

6.3. Roles and responsibilities: children at risk of becoming persistently absent (PA)

Trustees/Governors	Academies	Parent/carer

Regularly review attendance data and help school leaders focus support on the children who need it	Proactively use data to identify children at risk of poor attendance. Work with each identified child and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act 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.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.

6.4. Roles and responsibilities: persistently absent children

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	Continued support as for children at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help

	necessary this includes working with partners. 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. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings	plan to prevent the need for legal intervention.

6.5. Roles and responsibilities: severely absent children

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	Continued support as for persistently absent children and: Agree a joint approach for all severely absent children with the local authority.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

6.6. Roles and responsibilities: cohorts of children with lower attendance than their peers

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Not applicable

6.7. Roles and responsibilities: children with medical conditions or SEND with poor attendance

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	Maintain the same ambition for attendance and work with children and parents to maximise attendance. 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 child's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.

6.8. Roles and responsibilities: children with a social worker

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the pupils who need it	Inform the child's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.

The row above this table (from the previous table):

	Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	

7.Promoting regular attendance and punctuality

7.1. Helping to create a pattern of regular, punctual attendance is everybody's responsibility – parents/carers/social workers, children and all members of academy staff.

7.2. To help us all to focus on this we will:

7.3. Report to parents termly on their child's attendance.

7.4. Celebrate improved attendance – to be done sensitively and taking into account the specific circumstances.

7.10 Reward good attendance through rewards assemblies and certificates

7.11 . Notify parents termly of any changes to attendance information or procedures through the attendance bulletin.

7.12   Admissions and attendance register ('the school roll')

7.12.1 The academy will keep an admission register and attendance register. The contents of which includes:

- All children on roll at the academy
- All children's personal details including full legal name
- At least two, and preferably three, telephone numbers for different trusted adults

- The date of admission (or re-admission)
- Information regarding parents and carers
- Details of the school last attended.

7.12.2 The academy will enter children on the admissions register at the beginning of the first day on which it has been agreed by the academy that the child will start, or the day that the academy has been notified that the child will attend the academy.

7.12.3 On each occasion, we will record children's attendance using the national codes. (For details of current national attendance codes see School attendance guidance

7.12.4 A child's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil registration) (England) Regulations 2006 as amended.

7.13 Family contact details

7.13.1 In order to allow us to safeguard children it is important that parents and carers provide the academy with their current contact details and provide at least two, and preferably three, other contact numbers of trusted adults in case of emergency where possible.

8 The academy day

(NB. Academies MUST ensure their arrangements for the school day comply with paragraph 31 in Working together to improve school attendance)

8.10 The school day starts at 8.30am and we expect your child to be in class at that time.

8.11 Late arrival before registers close, they will be given a late mark upon their arrival to their form room.

8.12 Registers are marked by 9am and 12.30pm and your child will receive a 'late' mark if they are not in by that time.

8.13 At 9am and 12.30pm the registers will be closed. This will be no longer than 30 minutes after the start of the academy day.

8.14 If your child arrives after that time, they will receive an unauthorised absence mark that shows them to be on site but not counted as a present for statistical / legal purposes.

8.15 Children arriving late to the academy should sign into the school building via the Inventry system which will give an attendance slip which must be shown to the class teacher to confirm they have been registered at the academy.

8.16 Lateness

8.16.1 Poor punctuality is not acceptable. If a child misses the start of the day, they can miss work and do not spend time with their class teacher getting vital information / instructions and news for the day.

Late arriving children also disrupt lessons. It can also be embarrassing for the child; this can encourage absence.

8.17 How we manage lateness

8.17.1   If your child is late to school we will monitor and follow the behavior procedures.

8.17.2   If your child has a persistent late record, you will be asked to meet with The Attendance Team to identify what the barriers are and together seek a resolution.

8.17.3   Please approach us at any time if you are having problems getting your child to school on time so that we can work with you. The earlier we identify a problem the more chance of success we can have.

9 Support and intervention

9.10 Whilst having the highest expectations of attendance, the academy recognises that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual children and families.

9.11 The academy will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support rather than reaching immediately for punitive approaches.

9.12 We monitor attendance and punctuality throughout the year and understand that certain groups of children may be more at risk of poor attendance.

9.13 We will aim to build strong and positive relationships between the academy and families. The academy will treat all children and parents with respect and dignity, considering circumstances holistically.

9.14 Early intervention can prevent poor attendance.

9.15 We will, in the first instance, support children and parents by working together to address any in-school barriers to attendance.

9.16 Where barriers are outside of the academy control, the academy will work with the child, family and other partners to support them to access any support they may need voluntarily. This may include referrals to services and organisations that can provide support.

9.17 When absence intensifies, so will the support provided. The academy will work in tandem with the local authority and other relevant partners.

9.18   Where voluntary support has not been effective and/or has not been engaged with, the academy will work with the local authority to put formal support in place e.g., parenting contract or an education supervision order.

9.19   Where support would not be appropriate or has not been successful or engaged with, and it is likely to change parents' behaviour, a fixed penalty notice may be issued by the local authority.

9.20   The academy, working with the local authority may seek to intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).

9.21   The academy, working with the local authority, may seek to prosecute parents where all other routes have failed or are not deemed appropriate.

9.22   Where a child or family needs support we will endeavour to ensure the best placed person in the academy works with them and remains their key point of contact.

9.23 Effective school attendance and management

| PREVENTION of poor attendance through good whole school attendance management (See letter 1) | ALL CHILDREN Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and approaches) |
| | CHILDREN AT RISK OF POOR ATTENDANCE Using attendance and absence data rigorously to support children with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern |

| EARLY INTERVENTION To reduce absence before it becomes habitual (see letters 2 and/or 3) | CHILDREN WITH POOR ATTENDANCE Intervening as early as possible and agreeing an action plan for children with high levels of absence and those demonstrating growing disengagement with school |

| TARGETED reengagement of persistent and severely absent children. (see letters 3 and/or 4) | PERSISTENTLY AND SEVERLY ABSENT CHILDREN Put additional targeted support in place, where necessary working with partners, and agree a join approach with local authorities for severely absent children. |

10 Types of absence

10.10 Every half-day absence from school is classified by the academy (not by the parents), as either **authorised** or **unauthorised**. This is why information about the cause of any absence, is always required, preferably in writing.

10.11 Severely absent

    10.11.1 A child is considered to be severely absent (SA) if they miss 50% or more of their schooling across the school year for whatever reason.

10.11.2 These children will be given top priority for more intensive support across a range of partners.

10.11.3 All our SA children and their parents will be supported through an action plan. The plan may include:

- Allocation of additional support through a mentor, or bespoke support plan.
- Individual incentive programmes
- Participation in group activities around raising attendance.

10.11.4 All SA cases are also automatically made known to the local authority to agree a joint approach.

10.11.5 The data in relation to SA cases will also be made known to the academy's education director and the governing body.

10.12 Safeguarding of severely absent children

10.12.1 If all avenues of support have been offered, but severe absence for unauthorised reasons continues, it is likely to constitute neglect and the academy will consider whether there is a need to refer into children's social care.

10.12.2 Safe and well checks, including home visits will be carried out and recorded. The frequency of home visits will be determined on a case-by-case basis following a risk assessment by the academy, in consultation with relevant partner agencies.

10.13 Persistent absenteeism (PA)

10.13.1 A child is considered to be persistently absent (PA) if they miss 10% (equivalent to 1 day or more a fortnight across a full school year) or more of their schooling across the school year for whatever reason.

10.13.2 Any case that is seen to have reached the PA threshold or is at risk of moving towards that level, is given priority and parents will be informed of this immediately.

10.13.3 PA children are tracked and monitored carefully through welfare visits and communication with parents/carers and other relevant agencies and we also combine this with academic mentoring where absence affects attainment.

10.13.4 All our PA children and their parents/carers will be supported through an attendance action plan. The plan may include:

- Allocation of additional support through a mentor, or bespoke support plan.
- Individual incentive programmes
- Participation in group activities around raising attendance.

10.13.5 The data relating to PA cases are also automatically made known to all senior leaders and the local authority.

     10.13.6   If your child has, or is at risk of, reaching the threshold for PA, you will be asked to provide evidence for any future absence. This may be medical evidence for illness which can be in the form of prescriptions, medicine packaging or hospital letters.

10.14 Authorised absences

     10.14.1   An authorised absence is where the academy has either given permission in advance for the child to be absent or where an explanation offered is accepted as satisfactory justification for absence.

     10.14.2   Absence may generally be authorised for the following reasons:

- Illness, medical or dental appointments for which the academy has granted leave (appointments should be made outside the academy day where possible) Illness can be authorised for 5 days without medical evidence, these 5 days do not have to be consecutive. After the 5 days school can and may ask for addition medical evidence in order to authorise any further illness.
- Unavoidable cause (which is expected to be an emergency and unavoidable)
- Days of religious or cultural observance for which the academy has granted leave
- Traveler child travelling for the purposes of parents' employment which has been agreed with the academy
- Other exceptional circumstances at the discretion of the principal i.e., funerals, weddings (see section 7.3 below for further information).

10.15 Unauthorised absences

     10.15.1   An unauthorised absence is where either no explanation has been given for the child's absence or where the explanation offered is not considered acceptable by the academy

     10.15.2   This includes:

- Parents/carers keeping children from attending the academy unnecessarily or without reason
- Parents / carers keeping children off school to assist with translation
- Absences which have not been properly explained
- Children who arrive at school too late to get a late mark i.e., after registers have closed (see section 5 above for times)
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time which have not been agreed by the academy
- Leaving the academy without permission during the school day (truancy)

     10.15.3   If an absence is recorded as unauthorised and absence is causing a concern the academy may refer this to the Local Authority's Education Service at any point. (Processes for Children Missing Education CME are listed in section 8 below)

10.15.4   The Local Authority can use various sanctions to promote regular attendance such as issuing a Penalty Notice Fine or initiate court proceedings.

10.15.5   Whilst any child may be absent sometimes, it can be that they are reluctant to attend or there are safeguarding concerns.

10.15.6   Any problems with regular absence are best sorted out between the academy and the parents/carers and the child.

11 Absence procedures

11.10 If children are absent parent/carers must:

- Contact us as early as possible and at the latest by 08.00am on the first day of absence and give an expected return date.
- You can contact us via email at: attendance@sandymooroa.co.uk or telephone call on 01928571217 Ext. 308.
- **Call every day thereafter to advise school of your child's progress.**
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us;
- or, you can call into the academy and report to reception, who may arrange for a member of staff to speak with you.

11.11 Safeguarding

11.11.1   To ensure that a child is safe and well, and to understand the reason for absence so that it can be recorded with the correct code on the register, any unexplained absences will be followed up immediately.

11.11.2   The senior leader with responsibility for attendance, liaising with the DSL, SENCo, Mental Health Lead Looked After Children Coordinator, as appropriate, will ensure that children who are vulnerable are prioritised for contact.

11.11.3   A written risk assessment will be put in place to determine the type and frequency of safe and well checks that are needed and actions to be taken including referrals to Multi Agency Support Hub (MASH) and the police if required.

11.11.4   Therefore, if a child is absent, we will:

- Telephone, text or email you on the first day if we have not heard from you with a reason for your child's absence. We may need to speak to your child to ascertain that they are safe and well.
- Follow up with a text message to any parents/carers whom the academy are unable to contact via telephone.
- Visit the home if there is continued lack of contact, to carry out a safe and well check on the child
- Carry out daily safe and well checks where appropriate, particularly for children at risk of harm

11.11.5 We may contact the police and/ or local authority staff to assist with safe and well checks, particularly if there are additional safeguarding or welfare concerns.

11.12 Leave in term time

11.12.1 There is no entitlement in law for any leave of absence from the academy in term time.

11.12.2 Taking leave in term time will affect a child's education as much as any other absence and we expect parents to help them by not taking children away in term time.

11.12.3 We require parents to observe the term times of the academy. All applications for a leave of absence must be made in advance to the principal and will only be considered if there are exceptional circumstances.

11.12.4 If the academy grants a leave request, we will determine the length of time that the child can be away from the academy. We do not have the discretion to authorise holidays during term time, apart from very rare occasions where it meets the exceptional circumstance criteria. This must be applied for in advance by the parent and agreed by the principal.

11.12.5 In making a decision, the school will consider the circumstances of each application individually, including any previous pattern of leave in term time.

11.12.6 Each request for absence under an exceptional circumstance category will be considered individually.

11.12.7 When making the decision the following factors may be considered:

- the amount of time requested
- the age of the child
- the child's general absence/attendance record
- proximity to internal or external test/examinations
- length of the proposed leave
- child's capacity to catch up any work missed
- child's educational needs
- general welfare of the child
- safeguarding concerns
- circumstances of the request
- purpose of the leave
- frequency of the activity
- when the request was made.
- when leave of absence has been granted, the absence will be recorded as authorised, using the appropriate register symbol.

11.12.8 Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a penalty notice.

11.13 Appointments

11.13.1   As far as possible, medical and dental appointments should be made outside of the academy day. Where this is not possible, a note and appointment card should be sent to the academy prior to the appointment.

11.13.2   Children must attend the academy before and after the appointment wherever possible. If the appointment requires the child to leave during the day, they must follow the academy's signing out procedure.

11.13.3   Should a child arrive late to the academy, following an appointment, they should report to Reception to sign in via Inventry system which will give them an attendance slip which must be shown to the class teacher to confirm that they have been registered at the academy.

11.14 Religious or cultural observance

11.14.1   Parents must inform the academy in advance if absences are required for days of religious observance. The academy will authorise absences where a reasonable request is made. Parents should inform the academy PRIOR to any absence due to religious observance.

12   Children missing education (CME)

▪ Children Missing Education Statutory Guidance for Local Authorities Sept 2016

12.10 The Local Authority (LA) officers with responsibility for CME are Stat guidance template (publishing.service.gov.uk)

12.11 For the purpose of this policy, children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

12.12 Children who go missing from education are at significant risk of underachieving, and becoming victims of harm, exploitation, radicalisation or serious violence and/or becoming NEET (not in education, employment or training).

12.13 Children who are already known to children's social care, who are on a child in need or child protection plan or in the care of the local authority are additionally vulnerable and in need of robust protection.

12.14 Where a child has not returned to the academy for ten days after an authorised absence or is absent from the academy without authorisation for twenty consecutive school days the child can be removed from the admission register, but only if the academy and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. Records of all checks must be kept on the child's file. Taking a child off roll must be seen as a last resort.

12.15 This only applies if the academy does not have reasonable grounds to believe that the child is unable to attend because of sickness or unavoidable causes.

12.16 Before removing a child from the register, the academy will make reasonable enquiries, with the local authority, to ascertain the whereabouts of the child, compliant with GDPR, which could include:

- making contact with the parent, relatives and neighbours, using known contact details
- checking with agencies known to be involved with family
- checking with the local authority and school from which child moved originally, if known
- checking with any local authority and school to which a child may have moved
- checking with the local authority where the child lives, if different from the academy's location
- making home visit(s), and if appropriate

12.17 All home visits will be risk assessed before being carried out.

12.18 No member of staff should enter a child's home on their own. 'Doorstep' only visits may be carried out by a lone member of staff if it is safe and appropriate to do so.

12.19 Other than in an emergency, staff must not enter a child's home if the parent/carer is absent. Staff should always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a senior leader.

12.20 The academy will treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts.

12.21 Safeguarding

12.21.1   For children at risk of harm or neglect:

- The DSL will ensure the academy response to identifying children missing from education supports identifying potential abuse or exploitation and also prevents them from going missing in the future
- The academy will follow local child protection procedures.

12.21.2   However, if a child is in immediate danger or at risk of harm, a referral will be made immediately to children's social care Multi-Agency Safeguarding Hub (MASH) and the police as per the academy's safeguarding procedures.

13 Missing children/runaways

13.10 Should the academy suspect a child has gone missing/run away, the DSL will ensure the academy's child protection procedures are followed and the police and MASH are contacted.

14 Children supervised by the youth justice system

14.10 LA youth offending teams are responsible for supervising children (aged 8 to 18).

14.11 Where a child is registered at the academy prior to custody, the academy will keep the place open for their return.

15 Children of migrant families/unaccompanied minors

15.10 There is an increased risk of a child missing education if they are part of a new migrant family who may not yet have settled into a fixed address or may have arrived in to an LA area without the authority becoming aware.

15.11 If the academy becomes aware of such families, they will notify the LA immediately.

16 Children of service personnel

16.10 If the academy is concerned about the continuity of education for a child leaving the academy, the attendance officer will contact the Ministry of Defense: Children's Education Advisory Service (CEAS) for advice.

16.11 The most effective way to contact the CEAS team is via email: DCYP-CEAS-Enquiries@mod.gov.uk
CEAS helpline: 01980 618244 or 94344 8244

17 Children of gypsy, Roma and traveler (GRT) families

17.10 When a GRT child leaves the academy without naming their next destination school, the academy attendance officer will contact the LA. If necessary, the academy will consult the Education Welfare Service for advice on the best strategies to ensure minimal disruption to the child's education.

18 Suspensions and permanent exclusions

18.10 All incidents where a child is sent home due to poor behaviour, will be coded on the register as an exclusion, even if pre-agreed with a parent, i.e., children being sent home during lunch times. If an exclusion is for part of the day (including lunchtime), it will be noted as a half day exclusion. (See academy exclusion policy for details). All exclusions count as an absence.

18.11 Safeguarding

18.11.1   Whilst a child is excluded from school, parents have a duty to ensure that their child is safe and well and appropriately supervised at home.

18.11.2   A child must not be present in a public place during academy hours throughout the exclusion period, unless there is reasonable justification for this. Parents may be liable to prosecution and/or receive a penalty notice from the local authority if their child is present in a public place during academy hours during the dates of the exclusion. It will be for the parent to show reasonable justification.

18.11.3   The principal will take account of the legal duty of care when sending a child home following an exclusion.

18.11.4   The academy will continue to ensure regular safe and well checks are completed. This is particularly important for additionally vulnerable children.

18.11.5   Following a permanent exclusion, safe and well checks will be carried out until the result of any appeal is known.

19 Elective home education (EHE)

(See also appendix 5 EHE Guidance)

19.10 Elective home education is a term used to describe a choice by parents to provide education for their children at home instead of sending them to the academy full-time.

19.11 Whilst many home-educated children have an overwhelmingly positive learning experience this is not the case for all and can mean some children are less visible to services that are there to keep them safe and supported.

19.12 DfE guidance for local authorities sets out the role and responsibilities of LAs Elective home education whilst this guidance is primarily aimed at LAs, academies, our attendance staff and those maintaining the academy registers, will make themselves familiar with it.

19.13 The academy will also follow the local authority policy and protocols. Elective home education: departmental guidance for local authorities (publishing.service.gov.uk)

19.14 The decision by parents as to how to educate their child, whether at a school or at home, should be an informed, active and positive one. It is important that parents obtain sufficient information when making that decision.

19.15 Parents who wish to educate their child at home are advised to discuss their decision with the academy first.

19.16 Please contact the Attendance team at: attendance@sandymooroa.co.uk

19.17 The academy will ensure they:

▪ respond positively and constructively
▪ take all necessary steps to resolve any issues in school that may be influencing parents' consideration of EHE
▪ signpost the parent/carer to the local EHE Team, or the School Admissions team, who will provide further advice and guidance to help the parent to make an informed choice.

19.18 Academy response to a parental request for elective home education

	Actions
Parent / child verbally/informally informs staff member that EHE is likely to be pursued or being seen as an option	Refer the information to principal immediately via email New EHE file is begun and CPOMS entry made Record will be stored on file and counted in data return.
Parent informs academy, in writing of intention, to EHE	▪ Principal informs LA EHE Officer (EHEO) Education Welfare Service and Halton Borough Council. ▪ Principal informs education director ▪ DSL notified to confirm if there are any safeguarding concerns that may need to be considered and informs any relevant safeguarding partners i.e., social worker ▪ SENCo to be notified for children with SEND ▪ Risk assessment to be completed for any vulnerable child Parent/child invited into academy for a supportive meeting with the principal to: ▪ explore the reasons for the request to EHE and determine if there are any barriers which the school can assist in overcoming ▪ parent to be given LA EHEO contact ▪ parent to be signposted to Elective home education: guide for parents
Follow up to meeting if parent/ carer decides to continue with EHE	EHE letter 1 sent (see appendix 5)
Final stage/parent confirms intention to EHE	If no response from parent within 5 working days following the meeting/discussion above to finally confirm the intention to EHE, principal to: ▪ confirm with education director that child can be removed from roll. ▪ inform the LA EHEO ▪ inform social worker or other professional where relevant

	- send EHE letter 2 (see appendix 5) - close file and keep record in line with GDPR

19.19 Monitoring of EHE trends

19.19.1 The academy will ensure that EHE data is monitored for patterns and liaise with the LA where there are concerns.

19.19.2 Data will be reported to strategic progress boards.

19.20 EHE and SEND

(See appendix 5 for EHE guidance)

19.20.1 Parents' right to educate their child at home applies equally where a child has special educational needs (SEN), including if they have an Education, Health and Care (EHC) Plan, but the education provided must be "suitable to the child's age, ability, aptitude and SEN". Please refer to the government SEND code of practice.

19.20.2 Parents may also home educate children who have SEN but do not have EHC plans.

19.21 Safeguarding

19.21.1 The academy will complete a risk assessment for any vulnerable children for whom a parent elects to educate at home and will work closely with safeguarding partners if they feel that a child's welfare or safety is compromised.

20 Children with medical conditions or special educational needs and disabilities

20.10 Children with medical conditions or special educational needs and disabilities are additionally vulnerable and face greater barriers to attendance than their peers.

20.11 The attendance ambition for these children will be the same as they are for any other child.

20.12 In working with their parents to improve attendance, the academy will be mindful of the barriers these children face and put additional support in place where necessary to help them access their full-time education. In all cases the academy will be sensitive and avoid stigmatising children and parents and will develop individual approaches that meet each child's specific needs.

20.13 The academy will ensure that children with additional vulnerabilities are accurately identified and have a named lead professional responsible for coordinating their holistic needs. This will include monitoring their attendance.

20.14 The academy will develop good support for children with these additional needs, for example by making reasonable adjustments e.g., for uniform, transport, routines, access to support in the academy and lunchtime arrangements.

20.15 If the needs and barriers are individual to the child this may include provision of mentoring, careers advice, college placements, 1-2-1 tuition or out of hours learning, or where appropriate an education, health and care plan or alternative provision. Where the needs are wider and a whole family response is more appropriate, this is likely to include a voluntary early help assessment.

20.16 We will ensure that joined up pastoral care is in place where needed and consider whether a time-limited phased return to the academy would be appropriate, for example for those affected by anxiety about school attendance.

20.17 The academy will contact their local authority named officer for the education of children with additional health needs [insert name here] when it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative due to health needs.

20.18 To support children with medical conditions or special educational needs and disabilities who cannot attend, the academy will:

- put in place a comprehensive health care or similar plan which addresses medical, educational, social, emotional and mental health needs, which has been contributed to by the child, where appropriate, and parents/carers
- for children already on other plans this can be an addendum to the existing plan where appropriate to avoid duplication of plans
- ensure that cases are regularly reviewed and escalated if necessary to the relevant agencies including seeking advice from the Education Welfare Service. Records of decisions taken and the rationale for them should be recorded
- where children have an EHC plan 'work with the local authority to deliver any provision specified on an EHC Plan.'
- liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child
- have a designated member of staff who will be responsible for the child and act as the main point of contact
- liaise with the local authority to monitor that the child receives full time education, which is of good quality, (as defined in the statutory guidance Alternative Provision (2013) which allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible (*full time is not defined in law but should equate to what the child would normally have in school- unless it would not be in the child's best interests, e.g. in KS4 this would be 25hrs a week)*
  - DfE Statutory Guidance: *Ensuring a good education for children who cannot attend school because of health needs*, January 2013
- liaise with any alternative provision to ensure the child is safeguarded and carry out due diligence checks

21   Alternative provision

21.10 All professionals have a statutory responsibility to safeguard and promote the welfare of children. The tracking and reporting of attendance at alternative provision is an essential component in achieving this.

21.11 Children at alternative provision are additionally vulnerable and will be closely monitored. The attendance ambition for children at alternative provision will be the same as they are for any other child.

21.12 The senior leader with responsibility for alternative provision is mcguckinn@sandymooroa.co.uk

21.13 Most children at alternative provision will be D coded (dual registered at another school) and the academy is ultimately responsible for ensuring their safety and well-being, including home visits when necessary i.e., in the case of non-attendance.

21.14 The arrangements for monitoring of attendance, contacting of parents and carrying out safe and well checks will form part of a written individual plan, agreed with the child, parents and alternative provider before the child begins their placement.

21.15 Alternative providers are required to contact the academy on the first day whenever the child is absent.

21.16 Attendance at off-site alternative provision will be monitored daily by the Attendance team who will ensure that swift action is taken when a child does not attend their alternative provision place.

21.17 The academy will make regular visits to the alternative provision to meet the child, their link tutor and to check on their well –being, attendance and academic progress.

21.18 The senior leader with responsibility for alternative provision will ensure arrangements are in place to formally monitor, report on attendance at alternative provision to SLT on a weekly basis, liaising with the DSL, SENCo, Mental Health Lead, LAC coordinator or other key colleagues as necessary.

21.19 Children whose attendance falls below the academy's target will receive support and intervention in line with this policy. The academy will work jointly with the alternative provision to put in place a comprehensive, regularly reviewed, written plan to support better attendance.

21.20 There is an expectation that any safeguarding concerns are raised with the designated safeguarding lead and that all alternative providers adhere to the child protection and safeguarding policies held by the academy.

22   Part-time timetables

22.10 All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Academies have a statutory duty to provide full time education for all children.

22.11 In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a child's individual needs. For example, where a medical condition prevents a child from attending full-time education and a part-time timetable is considered as part of a re-integration package.

22.12 A part-time timetable will not be treated as a long-term solution. Any individual support programme or other agreement will have a time limit by which point the child is expected to attend full-time or be provided with alternative provision.

22.13 A part-time timetable should not be used to manage a child's behaviour.

22.14 Part time timetables will be in place for the shortest time necessary and last no longer than 6 weeks. Formal written reviews will take place at least fortnightly and will include the child, parents/carers and other professionals as appropriate.

22.15 There will be an identified lead person with responsibility for monitoring the part -time timetable.

22.16 A written agreement/plan between the academy, the child and the parent will be drawn up. It will record the details of the timetable, responsibilities for safeguarding and review dates. Records of all review meetings will be added to the plan.

22.17 In agreeing to a part-time timetable, an academy has agreed to a child being absent from the academy for part of the week or day and therefore must record it as authorised absence.

22.18 Safeguarding

22.18.1 The academy will ensure that the DSL has been consulted, a risk assessment carried out and suitably robust arrangements are in place to ensure the ongoing safeguarding of any child on a part time timetable.

23 School targets and initiatives

23.10 The school has targets to improve attendance, and everyone has an important part to play in meeting these targets. Targets for the school and for classes are displayed in the school and on the academy website.

23.11 The academy has set a whole school attendance target of 96% attendance and will keep parents/carers updated regularly about progress and how their child's attendance compares.

23.12 Details of academy absence levels can be found by contacting the Attendance Team on: attendance@sandymooroa.co.uk

23.13 The academy's target is to achieve better than this as good attendance is the key to successful schooling.

23.14 Information on any projects or initiatives that will focus on these areas will be provided in the Attendance Bulletin.

23.15 Academy leaders, governors and OAT education directors, DSL, SENCo, Mental Health Lead and LAC Coordinator ensure that attendance data, particularly for identified vulnerable groups is closely and regularly monitored identifying trends or patterns and assessing the impact of actions taken and that inclusive and non-discriminatory practices are employed.

24 Rewards

24.10 100% attendance will be acknowledged in the following ways:

- Eligibility for rewards trips.
- Awards at the end of term to celebrate 100% attendance.
- Awards and prizes at the end of the year to celebrate 100% attendance.

Good/improving attendance and punctuality will be acknowledged in the following ways:

- Awards at the end of each term.
- Eligibility for rewards trips.
- Trips and rewards are a privilege. Where attendance drops below 95% these privileges may be taken away. Year 11 students are expected to attend at least 95% of their final term to be eligible to attend prom. Each case will be reviewed individually.

25. Attendance codes

The academy will use the attendance codes as outlined in the Working together to improve school attendance guidance and will ensure any subsequent guidance is followed.

Appendix 1
EHE guidance

Definition of EHE	Elective Home Education (EHE) is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time (DfE Elective Home Education – Guidance for Parents 2019)
Background and context	The House of Commons report on Home Education (January 2022 - estimates that in October 2021 there were around 81,200 children nationally registered for home education. This number is only an estimate as there is no legal duty on parents/ carers to register their child if they are receiving home education. Data shows that in 2019 (pre-Covid19 pandemic) there were 60,500 children nationally registered for home education.
DfE Guidance	**EHE guidance stipulates:** ▪ Parents and guardians who choose to home-educate their children are responsible for ensuring that the education provided is efficient, full-time and suitable to the child's age, ability, aptitude and any special educational needs they may have. ▪ They are not required to provide a broad and balanced curriculum and do not have to follow the National Curriculum. Home educating parents must be prepared to assume full financial responsibility, including the cost of any public examinations. ▪ Local authorities have no formal powers or duty to monitor the provision of home education. However, they do have duties to identify children not receiving a suitable education, and to intervene. ▪ The Department for Education (DfE) recommends that local authorities should contact people home educating their child on at least an annual basis, so they are aware of the suitability of the education being provided. ▪ There are two key DfE documents that provide guidance to Local Authorities and parents on EHE: ▪ Elective home education: departmental guidance for local authorities ▪ Elective home education: guide for parents
Reasons for Elective Home Education	Local authority guidance states that parents may choose to Electively Home Educate (EHE) their child for several reasons: ▪ Ideological or philosophical views ▪ Religious or cultural beliefs ▪ Dissatisfaction with the school system, or the school which the child attends ▪ Bullying of the child at school ▪ Health reasons, particularly mental health of the child ▪ As a short-term intervention for a particular reason ▪ A child's unwillingness or inability to go to school. ▪ Special educational needs, or a perceived lack of suitable provision in the school system for those needs

	- Disputes with a school over the education, special needs or behaviour of the child, in some cases resulting in 'off-rolling' - Familial reasons which have nothing to do with schools or education (e.g. using older children educated at home as carers) - As a stop-gap while waiting for a place at a school Although some local authorities run voluntary registration schemes, there is currently no legal obligation for a parent to register or inform a local authority that their child is being home educated **NB:** 19% of EHE in 2021 was attributed to Covid-19 and 19% attributed to philosophical/ lifestyle choice. (the DfE does not currently collect EHE data, therefore this data only represents those parents that responded to their local LA with the reason for their decision to EHE their child).
Removing a child from the school admissions register	All schools must follow the statutory guidance to remove a child from their admissions register. The guidance states: - Where a child has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register after making reasonable enquiries to establish the whereabouts of the child. This can only be applied if the school does not have reasonable grounds to believe that the child is unable to attend because of sickness or other acceptable and unavoidable cause. - Maintained schools have a safeguarding duty in respect of their children, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their children. - All schools (including academies and independent schools) must notify their local authority when they are about to remove a child's name from the school admission register under any of the fifteen grounds listed in the regulations (The Education (Pupil Registration) (England) Regulations 2006 - When removing a child's name, the notification to the local authority must include: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the admission register - A child''s name can only be removed from the admission register under regulation 8 if the school and the local authority have failed to establish the child's whereabouts after jointly making *reasonable* enquiries. Local authorities and schools should agree roles and responsibilities locally in relation to making joint enquiries.
Special Educational Needs and Elective	Parents' right to educate their child at home applies equally where a child has special educational needs (SEN), including if they have an Education, Health and Care (EHC)

Home Education	Plan, but the education provided **must** be "suitable to the child's age, ability, aptitude and SEN".
	- Local authorities should work in partnership with parents to ensure that the SEND of these children are met when the LA already knows the children have SEN. LAs should fund the SEND needs of home educated children where it is appropriate to do so.
	- In cases where LAs and parents agree that home education is the right provision for a child with an EHC plan, the plan should make clear that the child will be educated at home. If it does then the LA, under Section 42(2) of the Children and Families Act 2014, **must** arrange the special educational provision set out in the plan.
	- In cases where the EHC plan gives the name of a school or type of a school where the child will be educated and the parents decide to educate at home, the LA is not under a duty to make the special educational provision set out in the plan provided it is satisfied that the arrangements made by the parents are suitable. The LA must review the plan annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEN needs continue to be met. If it is, the LA should amend the plan to name the type of school that would be suitable but state that parents have made their own arrangements under Section 7 of the Education Act 1996.
	- Parents **must** notify the school in writing that their child is receiving education otherwise than at a school and the school **must** then remove the child's name from the admissions register. If the school is a special school, the LA **must** give consent for the child's name to be removed.
	- If at any point a LA concludes that the home education for a child with an EHC plan does not meet the child's needs, the LA is required to intervene through the school attendance order framework. This should be a step of last resort after all other avenues of support have been been unsuccessful.
	- Parents may also home educate children who have SEN but do not have EHC plans. LA should work with parents and consider whether to provide support in the home to help parents make suitable provision.
	- Government SEND Code of Practice 0-25 (10.30 - 10.38)
Ofsted	Ofsted undertook a study into Elective Home Education in 2019 Exploring moving to home education in secondary schools
	In this study Ofsted state their position with regards to Elective Home Education and how they will review this as part of the inspection process:
	- Our new education inspection framework explores how the school's curriculum is helping disadvantaged pupils and those with special educational needs and/or disabilities (SEND) to overcome barriers to learning.
	- We will carefully evaluate the reasons for pupils leaving when pupil movement is unusually high. Where off-rolling is found, we will continue to report on this clearly and are likely to judge leadership and management as inadequate.

	▪ We will explore an inspection methodology that enables, where appropriate and where pupil movement into home education is very high, inspectors to take the views of parents who have moved their children into home education into their inspection evidence. The Leadership and Management section of the Ofsted School Inspection Handbook, section 'Inclusion and off-rolling' 298, clearly details how inspectors will judge whether schools have an 'inclusive culture' School inspection handbook (www.gov.uk)
OAT policy	Guidance on EHE can be found in this OAT Attendance policy. Key points to note: ▪ Parents must inform the academy in writing that they intend to educate their child at home. ▪ Once the letter of notification, written by the parent/carer, to home educate has been received, the academy will immediately notify the local authority elective home education officer (EHEO) ▪ The parent and child will be offered the opportunity to discuss their decision with the principal ▪ OAT academies will never seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record or has a special educational need. In the case of exclusion, we will follow the relevant legislation and have regard to the statutory guidance
Approaches and strategies	Below are a range of strategies to be employed by schools as part of the EHE process to avoid, whenever possible, a child being removed from roll and being electively home educated. ▪ Key member of the senior team to be involved in initial parent meetings and conversations to establish the reasons for the preference to home educate ▪ DFE guidance to be shared with parents when the academy is informed of the preference to home educate ▪ Letter to be sent to parents outlining the safeguarding responsibilities and offering the opportunity to discuss their child's individual case. OAT template may be used, but this should not be a generic letter. ▪ The Local Authority EHE team representative to be invited to all parent meetings ▪ Local Authority EHE paperwork to be completed with relevant risk assessments for those learners that are deemed vulnerable. Academy SENCO to be involved in the referral process to ensure that additional needs are recorded and shared appropriately with the Local Authority ▪ All EHE discussions to be recorded onto CPOMS via the EHE category at the earliest possible opportunity ▪ From the point the parent first decides to EHE, to the point that the child is removed from roll, the child will be coded 'O' if they do not attend.(Unauthorised absence) ▪ The academy will accept the child back onto their roll if the decision to EHE is reconsidered by the parent. (Provided there is a place)

	- All safeguarding checks, including home visits, will continue until the child is removed from roll. - Staff training to be delivered to middle and senior leaders on additional safeguarding risks for children who are home educated - Leaders should review EHE data and look for trends in EHE cases, particularly for children with SEND, Pupil Premium, behaviour concerns, and high numbers of exclusion.
OAT support and guidance	Additional support and guidance can be obtained from the following: - Regional Director (for specific area) - Director of Inclusion (Jane Nolan) - OAT Deputy Safeguarding Manager (Stephanie Morley) - LA Elective Home Education team - Elective home education (www.gov.uk) - Elective home education: guide for parents (www.gov.uk)

Appendix 2

Learning from serious case reviews

- CHSCB -Local Review Chadrack Report (chscp.org.uk)
- 2019 Nottinghamshire Child KN15 Overview (nspcc.org.uk)