

<b>Children and Young People Select Committee</b>			
<b>Title</b>	Lewisham School Attendance and Exclusions	<b>Item No</b>	7
<b>Contributors</b>	Ruth Griffiths, Service Manager – Access Inclusion and Participation		
<b>Class</b>	Part 1	<b>Date</b>	28 <sup>th</sup> June 2017

## **1. Purpose of report**

- 1.1 As part of its work programme the Committee has requested a report on Lewisham's school attendance (absence and persistent absence) and exclusion performance indicators and outcomes. Officers produce this report annually as part of accountability and performance monitoring.
- 1.2 This report sets out the context, legal framework and position in relation to attendance (absence and persistent absence) and exclusions in Lewisham. It also provides an analysis of Lewisham performance indicators and the actions that the local authority and Lewisham education providers are taking to effect progress.

## **2. Recommendations**

The Select Committee is asked to note the significant improvement in the work programme to support and safeguard our most vulnerable children and young people by:

- Improving levels of attendance of children and young people in Lewisham schools and attending Lewisham Alternative Provision.
- Reducing the number of fixed term and permanent exclusions from Lewisham secondary schools.
- Increasing in the number of children and young people who are reintegrated back in to Lewisham Schools.

In 2015/16 total school absence (primary and secondary) improved and was above or in line with national and London averages. Lewisham primary schools were in the best quartile for total absence. However Lewisham persistent absence rates still need to improve as we remained behind national and London averages. Positively the Lewisham PRU reported improved absence rates for 2015/16. Lewisham Children Missing Education (CME) figures are at the lowest for three years.

Still concerning are the high permanent exclusion figures for Lewisham secondary schools in 2015/16 and as a consequence a key action for improvement in the Lewisham Alternative Provision Review. However data collected in 2016/17 show significant improvements in permanent exclusions from Lewisham schools.

### 3. Policy context

#### 3.1 **The Lewisham's Children and Young People's Plan 2015 – 2018: Together with families, we will improve the lives and life chance of the children and young people in Lewisham.**

Six specific areas have been prioritised to raise the attainment and achievement of secondary age pupils and young people. These are providing sufficient school places, improving achievement at school, attendance at school, engagement post-16, attainment post-16 and LAC attainment. All six priority areas, like the plan's main outcome areas, are underpinned by the SEND Strategy to deliver outstanding and inclusive improvement.

#### 3.2 **AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.**

- To increase attendance at primary and secondary schools from our performance in all measures which are below the London average in 2015/16, to be in line with the London average by 2018.
- To reduce exclusions at secondary schools from our performance which are well below the England average in 2015 to be in line with the London average by 2018.

#### 3.3 **Update on the Lewisham Alternative Education Provision Review**

The Children and Young People Directorate carried out a review of the strategy, structures and systems for Alternative Provision at all Key Stages and this concluded in April 2016.

The review aimed overall to improve the Alternative Provision model, over the next two to three years, to better meet the needs of children and young in Lewisham. The following recommendations are specifically linked to this report:

- **Key Action 1:** Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.
- **Key Action 2:** Implement a programme to increase the number of children and young people who are re-integrated back in to Lewisham Schools.
- **Key Action 3:** Implement a programme to improve levels of attendance of children and young people attending Lewisham Alternative Provision.
- **Key Action 10a:** Develop and implement provision that fills the gaps identified in the Review.
- **Key Action 10b:** Alternative Providers. Ensure that Pupils who are referred to the Medical Programme receive the statutory requirements for education.

This report provides the detail of the progress in relation to the key actions which are monitored by the Lewisham Inclusion Board that meets every six weeks.

#### 3.4 **Changes to the Access, Inclusion and Participation Service**

In May 2016 the new Service of Access, Inclusion and Participation was created within the Children and Young People Directorate. This change was brought about to consolidate the findings in the Lewisham Alternative Provision Review and ensure that the key actions are delivered. It has resulted in:

- Restructures across the Attendance and Admissions and Appeals teams to ensure the effective delivery of local authority statutory duties.
- The creation of the Fair Access, Elective Home Education and Alternative Provision Team to respond the Alternative Provision Review Action Plan of improvement.
- The appointment of the Safeguarding in Education Lead to ensure that the local authority's obligations regarding safeguarding in education and alternative provision settings are being fulfilled and risk is reduced. The development and implementation of the Lewisham Safeguarding audit for all Lewisham education providers.
- The improvement of the Service Level Agreement for improving attendance in Lewisham education providers.
- The creation of systems, structures and reporting mechanisms to monitor our most vulnerable children and young people.
- Better cross agency working and communications.

#### **4. The legal framework for the attendance and exclusions (fixed and permanent)**

##### **4.1 What are the legal requirements on local authorities in relation to school attendance?**

Details on the legislative requirements are set out in **Appendix 1** but they can be summarised as:

The government expects schools and local authorities to:

- Promote good attendance and reduce absence, including persistent absence;
- Ensure every pupil has access to full-time education to which they are entitled;
- Act early to address patterns of absence;
- Encourage parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly; and
- Ensure all pupils to be punctual to their lessons.

##### **4.2 What are the legal requirements on local authorities in relation to pupil exclusion?**

Details on the legislative requirements are set out in **Appendix 2** but they can be summarised as:

- The legislation governs the exclusion of pupils from: maintained schools; Academy schools / Free Schools; Alternative Provision Academies / Free Schools; and pupil referral units in England.
- The legislation provides statutory guidance to head teachers; governing bodies; local authorities; Academy Trusts; independent review panel members; independent review panel clerks; and special educational needs experts must have regard when carrying out their functions in relation to exclusions.

#### **5. Background**

##### **Attendance - national context – pupil absence in schools in England 2015/16**

##### **5.1 Context of how data is sourced**

Pupil-level attendance data for primary, secondary and pupil referral units is collected once each term via the Department for Education (DfE) School Census data collection return and published in a Statistical First Release (SFR). Full-year

attendance data for special schools is collected once annually at the Autumn School Census<sup>1</sup>.

- 5.2 The **national** pupil absence data outlined below is published in the DfE Statistical First Release (SFR) in March 2017 and gives annual attendance data for 2015/2016.
- The overall absence rate across state-funded primary, secondary and special schools has remained at the same rate of **4.6%** 2015/16 as in 2014/15. The overall absence rate has remained broadly stable since 2013/14.
  - Overall **absence rates** have followed a generally downward trend since 2006/2007 when the overall absence rate was **6.5%**.
  - The **overall absence** rate in **primary** schools has remained the same at **4%**.
  - Overall absence in secondary schools improved from **5.3%** to **5.2%**
  - Overall absence in special schools the rate improved from **9.4%** to **9.1%**.
  - The overall absence rate for pupil referral units in 2015/16 was **32.6%**, up from **31.5%** in 2014/15.
  - The total number of days missed across all state-funded primary, secondary and special schools due to overall absence has risen from **54.5 million** in 2014/15 to **54.8 million** in 2015/16. This reflects a slight increase in overall absence of **0.54%**.
  - Family holidays (authorised and unauthorised) accounted for **8.2%** of all absences in 2015/16 compared to **7.5%** in 2014/15.
  - The overall absence rate for pupil enrolments known to be eligible for and claiming free school meals (FSM) was **7.0%**, compared to **4.1%** for non FSM enrolments.
  - The percentage of FSM eligible enrolments that were persistent absentees was **21.6%**, compared to **8.2%** of pupil enrolments that were not eligible for free schools meals.
  - For state-funded primary schools, state-funded secondary schools and special schools, the percentage of pupils who are persistent absentees according to the new definition decreased from **11.0%** in 2014/15 to **10.5%** in 2015/16.
  - Special schools have the highest rate of persistent absence (**26.9%** of enrolments) but have also seen a decrease from **27.5%** in 2014/15.
  - The overall absence rate for Lewisham Children Looked after is **7.9%** (authorised is 5.2% and unauthorised is 2.7%). **70%** of the cohort have over 95% attendance, there are no Children Missing Education but however 19.9% of the cohort are Persistently absent.
  - Currently the Lewisham Youth Offenders Service is are not yet able to provide school attendance data for young people on orders. However there will be pilot with Welfare Call to track the school attendance of a cohort of young people. Those on roll at Abbey Manor College, and those subject to our live reoffending tracker. This is approximately 120 young people. The pilot will start in September and run for three months with a view to extending it to our full caseload who are of school age.

## 6 The Lewisham Context – Pupil Absence

### 6.1 Absence in Primary Schools (see Table A, Appendix 3)

Total absence from primary schools (unauthorised and authorised) for 2015/16 in Lewisham has remained at **3.9%**. Lewisham primary schools were in the **A** quartile

---

<sup>1</sup> The data collected through the School Census is one-term retrospective; that is, the recording period relates to the preceding academic school term.

and ranked **38<sup>th</sup>** nationally. Lewisham's total absence for primary has improved since 2014 by **0.20%**, and was better than England at **4%**, London at **4.1%** and our statistical neighbours at **4.05%**.

#### 6.2 **Absence in Secondary Schools (see Table B, Appendix 3)**

Total absence from secondary schools (authorised and unauthorised) for 2015/16 in Lewisham has improved to **5.2%**. Lewisham secondary schools were in the **B** quartile and ranked **71<sup>st</sup>** nationally. Lewisham's total absence has improved since 2011 by **1.30%**, is in line with England at **5.2%** but worse than London at **4.9%** and its statistical neighbours at **4.87%**. Overall there has been a positive trend since 2008 and attendance has improved (similar to primary).

#### 6.3 **Absence in all Lewisham Schools (see Table C, Appendix 3)**

Total school absence (authorised and unauthorised) across all schools in Lewisham remained at **4.5%**. Lewisham was ranked **53<sup>rd</sup>** and were in the **B** quartile. Total absence has increased from 2014 and is better than England at **4.60%**, in line with London at **4.5%** but slightly worse than its statistical neighbours at **4.46%**.

Overall absence in Lewisham special schools was **8.9%**, better than London at **9.2%** and better than England at **9.1%** for 2015/16.

#### 6.4 **Persistent Absence in all Lewisham Schools**

In September 2015, a revised persistent absence measure was introduced where a pupil enrolment is classified as a persistent absentee if they miss 10% or more of their own possible sessions. This was reduced to 15% so it is difficult to make a year to year analysis.

Total Persistent Absence from all schools in Lewisham was **10.8% (Table D)** for 2015/16. This puts Lewisham as rank **88<sup>th</sup>** and in the **C** quartile. This is worse than its statistical neighbours at **10.19%**, London at **10%** and England at **10.5%**.

The special school Persistent Absence rate in Lewisham was **24.7%**, but better than London at **28.6%** and better than England at **26.9%** for 2015/16

The secondary Persistent Absence rate in Lewisham was **13.4%**, worse than its statistical neighbours at **11.8%**, London at **11.7%** and England at **13.1%** averages **(Table E)**.

The primary Persistent Absence rate in Lewisham was **8.8%** and worse than its statistical neighbours at **8.75%**, London at **8.6%** and England at **8.2% (Table F)**.

#### 6.5 **Summary of main findings from Lewisham data 2015/16**

- **0.26%** of primary phase pupil overall absence is coded as having "no reason yet" compared to **0.04%** nationally.
- Primary illness is under-represented as a reason code **2.7%** in Lewisham compared to **2.2%** nationally.
- At secondary phase, illness was recorded as the reason for absence for **2.2%** of missed sessions compared to **2.9%** nationally.
- Lewisham has a higher proportionate overall absence for "other authorised" **0.35%** to **0.31%** "no reason yet".

- Schools at primary and secondary phase record up to **0.8%** of absence sessions as “other unauthorised” (the national average is **0.6%**).
- At secondary phase White British students have almost double the level of persistent absence as White British students nationally (**13.6**).

6.6 A key action of the Lewisham Alternative Provision Review is to improve the attendance at the Lewisham PRU (Abbey Manor College). Pupil absence at the Lewisham PRU has improved significantly in 2015/16<sup>2</sup>. The First Statistical Release 2015-16 shows overall absence at **27.6%** which was better than national at **32.6%** and is closing the gap against London at **27.2%**.

<b>PRU Absence %</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Lewisham	44.5	37.0	27.6
London	27.8	27.1	27.2
National	31.4	31.1	31.7

(Terminology and factors affecting attendance can be found in Appendix 5)

## 7. Lewisham’s model of attendance intervention

<b>Statutory</b> (open to all LA Maintained Schools /Academies)	<b>Traded Services</b>
<ul style="list-style-type: none"> <li>▪ Register Audits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review of whole school attendance systems and support to develop revised systems.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Attendance Enforcement</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Children Missing Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole school data analysis and action planning.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Child Employment/Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persistent Absence tracking - advice and support.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Administration of Penalty Notices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Convening and Chairing Attendance Panel Meetings and completing Parenting Contracts.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Statutory Enforcement</li> </ul>	<ul style="list-style-type: none"> <li>▪ A combined package of early intervention strategies and some initial enforcement action.</li> </ul>

### 7.1 Non traded statutory attendance, enforcement and safeguarding for all Lewisham local authority maintained schools and academies

This includes register audits from all Lewisham schools and academies, tracking and preventing Children Missing Education, enforcing and licensing Child Employment and Performance, the administration of Penalty Notices and the investigation and implementation of statutory attendance enforcement. It also includes a register check at each school on an annual basis.

### 7.2 The Attendance, Welfare and Inclusion Service – support to schools

<sup>2</sup> SFR51\_2016 and is Autumn and Spring terms data.

Currently the Service supports Lewisham schools through a Service Level Agreement and Traded Service where schools purchase attendance support depending upon the needs of their school. The Lewisham Model of Attendance Intervention has been devised to deliver attendance support to schools.



Lewisham's Model of attendance intervention support to schools is replicated in this three stage single framework. This enables the local authority to provide a service to schools and academies to help support our vulnerable children and improve overall attendance, achievement and attainment. In 2016/17 56 Lewisham schools have purchased Service Level Agreement attendance support from the Attendance Service.

### 7.3 **Lewisham's model of attendance intervention: Traded service to local schools and academies**

When a school purchases the service an Attendance Welfare Officer is appointed to identify how the school can effectively to address attendance and punctuality concerns. An action plan would then be agreed and reviewed on a termly basis to meet the needs of the school during the academic year.

**Stage 1 – (universal):** early intervention and whole school support strategies.

**Stage 2 - (targeted):** early attendance support for individual pupils and families - attendance level is between 80% and 90% over a 12 week period.

**Stage 3 – (specialist):** legal intervention (statutory functions – no charge).

### 7.4 **Network meetings for primary and secondary Attendance Leads**

These meetings with school attendance staff are coordinated and led by the Attendance Welfare and Inclusion Service and are held every term (six times a year). Following restructure and in order to maximise existing resource the Primary and Secondary Schools Network Meeting were merged. Aimed at School Attendance Officers, the highest attendance record in May recorded 35 schools. The forum is used to share best practice, inform on service developments, regulations and to contribute to work force development. Each sessions follows an agenda that has covered training in the following areas:

- a) Safeguarding and CME protocols
- b) The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- c) Service approach to reducing persistent absences using work book
- d) Revised court process for prosecutions and Penalty Notices

The network provides attendance professionals with the opportunity to raise concerns, challenge practice and establish a uniform way of working in Lewisham. Handouts and guidance documents are usually provided. In July the meeting will introduce group supervision for stuck or challenging cases in order to draw on the collective experience and knowledge of attendees.

#### 7.5 **Register / attendance audits – all schools**

A new system has been introduced in Autumn to ensure that schools were complying with legal requirements and statutory advice on keeping admission registers and the attendance register. Under Regulations 10 and 11 of The Education (Pupil Registration) (England) Regulations 2006 (amended) 2010, the local authority are required to inspect pupil registers in maintained schools.

The purpose of a Register Inspection is to ensure that the school is fully complying with the legal requirements and statutory advice relating to the keeping of both the admissions register and the attendance register.

Therefore, whilst the inspections are not compulsory for academies, they were encouraged to participate as we believe that this process is a helpful one, with the local authority acting in a supportive capacity to provide any necessary guidance to ensure that the relevant systems and structures around pupil registration are in place in every Lewisham school.

All academies have agreed to participate.

In the Spring term the focus was on secondary schools and the two most used alternative provisions, New Woodlands and Abbey Manor. The summer term the Attendance Team will carry out the register audits in all Lewisham primary schools.

#### 7.6 **Changes to the previous Register Audit process**

7.6.1 **Format:** to allow for easier statistical analysis all of the questions were reformatted to require yes/no responses. This was then able to provide accurate information about each individual school's performance

7.6.2 **Content:** safeguarding reviews had highlighted areas where it was recognised that greater scrutiny was required e.g. on and off-rolling of students, informal exclusions, the monitoring of attendance and overall support for children at off-site provision and persistently absent students. In order to ensure that appropriate evidence could be gathered on these areas, case study exemplars were incorporated into the audit for the following:

- Elective Home Education cases
- Looked after children
- Children at Alternative Provision
- Persistent Absentee cases

#### 7.7 **Outcomes and findings for secondary schools**

In response to requests from Headteachers, schools receive results giving an overall percentage and then by the following breakdown:

<b>Statutory</b>	
------------------	--

Below 100%	Audit unsuccessful
<b>Good Practice</b>	
90 - 100%	Blue
75 - 89%	Green
65 - 74%	Amber
0 - 64%	Red
<b>Best Practice</b>	
80 - 100%	Blue
70 - 79%	Green
50 - 69%	Amber
0 - 49%	Red

Of all schools reviewed, only one school has achieved 100% score in all three of the above categories. The lowest performing school achieved 87% in the statutory category, with seven statutory items which needed to be addressed.

With the exception of the 1 school who achieved a 100% score, **all** remaining 15 schools/Alternative Provisions had statutory items that needed to be rectified.

#### 7.8 **Key learning for secondary schools**

The audit has exposed a number of issues in schools about the monitoring of internal systems in place to support statutory requirements. Whilst schools appear to know the legal stipulations, through the random cases that we have reviewed, there is evidence that for whatever reason these processes do not always appear to have been followed.

Some codes are being used inconsistently by schools across the board as there is some confusion about when they should be used. The local authority action is to issue clear guidance about this.

There have been a number of instances where schools are off-rolling processes in a timely manner before receiving confirmation of their placement in another school or receiving from the parents in writing confirmation of home education.

All schools have been provided with reports detailing the points that need to be addressed and are required to respond in writing within two weeks to acknowledge the statutory items which are raised and confirm how these will be addressed. The statutory items will be followed up in the summer term.

All schools are aware that the Register Audit report should be shared with Governing Bodies that should sign off any subsequent action plan if one is required.

#### 7.9 **Feedback from schools**

All schools have been asked to complete Survey Monkeys giving feedback on the process and their overall experience and any input will be used to improve the primary audits scheduled for this term.

Schools overwhelmingly felt the audit was a useful process and that the quality of the visit and follow up advice/information received was either high/very high, with 91.7% of the 12 schools who responded feeding this back:

---

The audit was useful and the officers carrying it out were supportive and informative whilst remaining professional. Areas highlighted will be addressed and we felt like the process was conducted very well

4/27/2017 2:56 PM [View respondent's answers](#)

---

The audit process is an invaluable way of finding out our strengths and weaknesses. It was a very useful experience.

4/27/2017 9:30 AM [View respondent's answers](#)

---

A really professional and useful visit. Clearly supportive.

4/27/2017 8:03 AM [View respondent's answers](#)

---

I was very happy with the review outcome - it is very reassuring to know that as a school we are doing so much to such a high standard. However I think 100% in all areas - otherwise deemed unsuccessful is a little demoralising. A score of 102 out of 111 in most other assessments would be far from unsuccessful. I think this is particularly true in the non statutory categories. Other than that a very positive exercise. Thank you

4/20/2017 9:04 AM [View respondent's answers](#)

---

Really useful practice and makes you look into the fine details which can sometimes be forgotten in weekly monitoring

4/20/2017 8:05 AM [View respondent's answers](#)

---

## 7.10 Children Missing Education (CME)

The Attendance Welfare and Inclusion Service is responsible for the local authority's statutory work in relation to Children Missing Education. Meeting legislative guidance, the team has systems to enable us to establish the identities of children of statutory school age in our borough, as far as it is possible to do so, who are not registered pupils at a school, and are not receiving "suitable education" otherwise than at a school.

### 7.10.1 The Department for Education (DfE) defines CME as:

*"a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)".*

### 7.10.2 The Team reviewed how to deliver on this very important aspect of safeguarding all Lewisham children. This includes whole team investigation by allocation and a 10 step check culminating in verification from Immigration and Border Control. No referral for "Missing Child" in this context is ever closed and is periodically referred to the Lewisham MET Missing Persons and Child Sexual Exploitation meeting.

### 7.10.3 Lewisham CME Headlines (data collected locally)

- Referrals 14/15 – 422.
- Referrals 15/16 – 442.
- Referrals 285 (September 2016– end of April 2017).

Referrals actively worked on by the new CME named Officer and the five Attendance and Welfare Officers in the service.

There has also been a number of other referrals that have been stepped-down from CME to non-attendance matters.

#### 7.10.4 CME referrals 2016/17 include:

Male	Female
161 / 285 (57%)	124 / 285 (43%)

Ethnicity	
Not Known	<b>133</b>
Black African	<b>30</b>
White British	<b>26</b>
White other	<b>21</b>
Black Caribbean	<b>15</b>
Mixed White British / Caribbean	<b>13</b>
Black other	<b>10</b>
Other	<b>37</b>

Referrers	
Lewisham Schools	<b>211</b>
Other local authorities / schools	<b>49</b>
NHS	<b>12</b>
Lewisham Admissions	<b>7</b>
Lewisham Children's Services	<b>3</b>
Not Known	<b>3</b>

The age of which a CME is referred is highest in Years 1 (34) and 2 (28). But lowest in Y6 (13) and Y11 (18). The Year 6 factor might be due to the secondary transition and for Y11 GCSE's.

Of the 285 referred cases 57 of them are still considered open. However of the 57 case 25 are classified as stagnated or moved abroad. Then an investigation has stagnated the CME Officer will complete the above checklist and upload to the National Missing Pupil's database.

From the 57 open case, and 25 stagnated, these leaves 32 open.

#### 7.11 What is happening in 2016/17 to improve attendance in Lewisham

- **Termly Primary and Secondary Network Leads Meetings:** take place every half term
- **Secondary Register Audits:** now completed, Primary register audits underway.
- **Children at Risk list:** has been established to take multi agency approach to the most challenging cases.
- **The Attendance Workbook:** Following reduced staffing capacity as a result of restructure the service response has been the introduction of a systemic and targeted approach to reducing persistent absences. Consequently, the Team has launched the "Workbook" with the buy in schools to identify persistent absentees, invite parents to panel meetings and agree actions to improve attendance. Following the identification of persistent absentees by year group, the process views proportionality in terms of which year group contributes most to whole school persistent absence figures. Parents are then invited to attend a panel with the allocated Attendance Officer. Actions are agreed and attendance is monitored for a period of six weeks. Parents are warned that if attendance is not sustained

prosecution will follow. In one Primary school a pupil with historic irregular attendance of around 81%, has following a panel sustained 100% attendance over a six week period. At Sydenham School, out of 57 referrals for panel meetings, 45 or 79% pupils recorded improvement in the week immediately after the panel. 12 or 21% showed no improvement and if this persists, court action will follow.

- The **Safeguarding in Education Coordinator** is now appointed to ensure that the local authority's obligations regarding safeguarding in education and alternative provision settings are being fulfilled and risk is reduced.
- **Penalty Notices:** the local authority has issued 75 Penalty Notices to parents for irregular school attendance since September 2016. To date only 57 have been paid as the local authority cannot prosecute for non-payment but for the offence of failure to ensure regular school attendance. However, local authority has issued court warning letters and identified those that meet the criteria for prosecution. There are currently two cases in court, one of which had previously failed to pay the penalty notice and attendance had not improved. The local authority is reviewing the efficacy of penalty notices and the impact it has on improving attendance.
- **Child Employment:** Since 1<sup>st</sup> September 2016 to date the local authority has processed 93 Chaperone, 197 child employment licences and 11 work permits. While safeguarding children underpins this area of work, it has provided opportunities for Lewisham children to experience the work environment and to develop soft skills like confidence, self-esteem and in some instances parents have alluded to benefits to their learning and development. The local authority is however mindful to ensure that these performances do not adversely affect school attendance. This service ensures 100% with statutory timeframes.
- In tandem with CME the local authority has developed processes to capture and record pupils taken off roll under the current 15 point criteria specified by The Education (Pupil Registration) (England) Regulations 2006 as amended in 2016. The Team is making contact with parents to ascertain current school status and to offer support with school admissions where required. The service will be providing further guidance to schools through the Schools Attendance Networking Group on 6<sup>th</sup> July 2017.
- There are closer links with the Lewisham MET Operational (Missing, Exploited and Trafficking) Group to ensure best practice around information sharing for our most vulnerable children and young people.
- A strategic review of Lewisham's 'Parent Support' groups has been commissioned to ensure more effective support and early help for children and young people who have poor attendance.

## 8. Exclusions (fixed and permanent) and reintegration

### 8.1 What are exclusions? The definitions

There are two types of exclusion – fixed period (suspended) and permanent (expelled). Lewisham schools are responsible for providing high-quality education provision for all children on their roll. Where it is necessary to exclude a child or young person for a fixed period, schools should set and benchmark work for the first five school days.

A fixed period exclusion is where a child or young person is temporarily removed from school. If the exclusion is longer than five school days, the school is responsible for arranging full-time education from the sixth school day onwards. The child can only be removed for up to 45 school days in one academic year.

Schools also have the authority to direct children and young people to off-site provisions for reasons of behaviour, or to provide alternative education to meet specific needs. The placement must be kept under evaluation and involve parents/carers and the children and young people in the assessment of his/her educational needs.

## 8.2 Fixed term exclusions and how does Lewisham compare?

- Lewisham overall fixed term exclusions at **3.72%** were worse than our statistical neighbours (**3.55%**), London (**2.9% and rank at 28**) and England averages (**3.5%**) for 2014/15.
- In particular secondary fixed term exclusions were at **7.9%** for 2014/15, which were worse than our statistical neighbours (**7.45%**), London (**5.94% and rank at 28**) and England averages (**6.2%**).
- The primary fixed term exclusions have declined and were at **0.91%** better than our statistical neighbours (**0.97%**) and England averages (**1.02%**), but below London (**0.68% and rank at 26**) for 2014/15. (See Appendix 4: Tables G,H & I).

## 8.3 Permanent Exclusions and how does Lewisham compare?

Permanent exclusion means that a pupil is expelled. The local authority is responsible for arranging suitable full-time education for all permanently excluded pupils. This means that the local authority must arrange full-time education from the sixth school day onwards. In Lewisham Abbey Manor College generally provides an alternative education for children and young people who are permanently excluded.

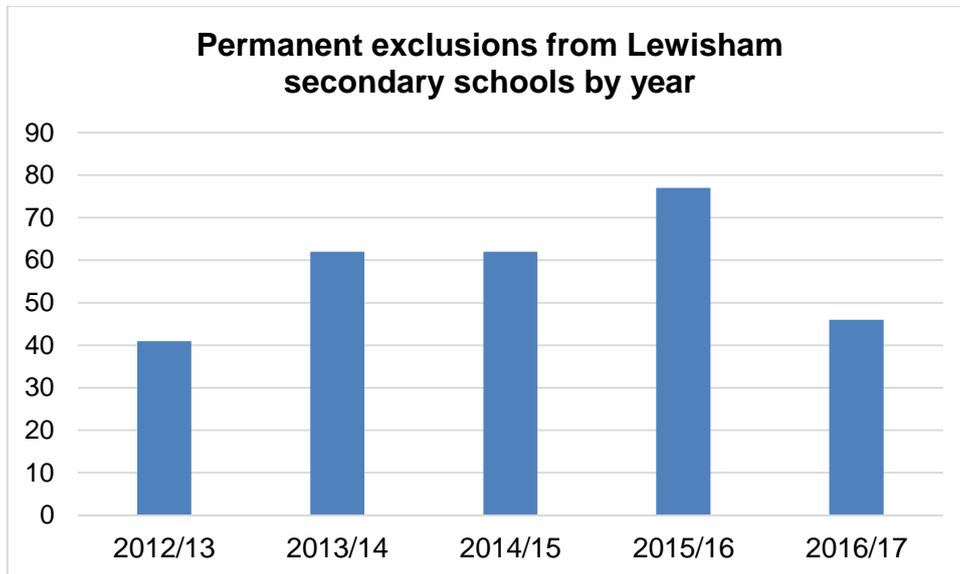
## 8.4 Lewisham overall permanent exclusions

- At **0.13%** were worse than our statistical neighbours (**0.07%**), London (**0.07%**) and England averages (**0.06%**) for 2014/15.
- Primary permanent exclusions have remained at 0% since 2008.
- However secondary permanent exclusions were at **0.38%**, which were worse than our statistical neighbours (**0.16%**), London (**0.15%**) and England averages (**0.13%**) for 2014/15. (See Appendix 4: Tables J,K & L).

## 8.5 Locally collected data

During the school academic year **2015/16** 77 pupils were excluded from Lewisham schools. This year up to the end of May 2017 there have been **46** permanent exclusions, **31 or 40%** less than 2015/16. There have been **14** permanent exclusions from out of borough secondary schools in 2016/17 with the highest borough being Southwark (with four schools). **Four** of the children and young people who were permanently excluded have SEN support but **none** of them have an EHCP or statements of SEN. 13 of the children and young people are FSM (or non known).

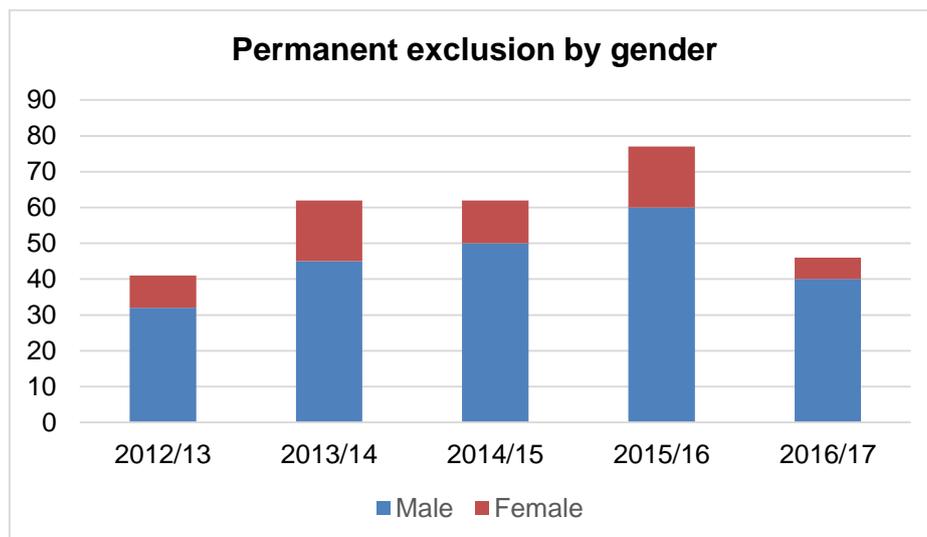
PEX 2012/13	PEX 2013/14	PEX 2014/15	PEX 2015/16	PEX 2016/17
41	62	62	77	46



#### 8.6 Exclusions by gender

Generally more boys are excluded than girls, this is consistent through the previous years.

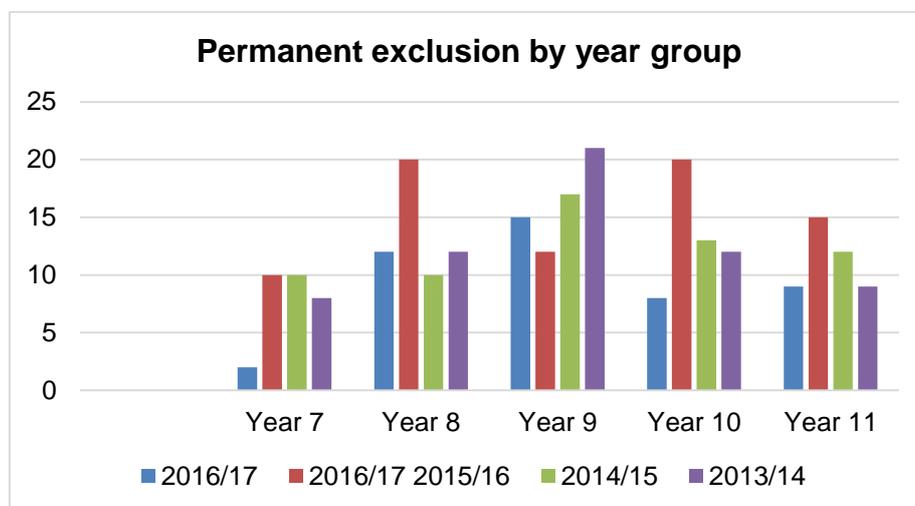
Gender	2012/13	2013/14	2014/15	2015/16	2016/17
Male	32	45	50	60	40
Female	9	17	12	17	6
<b>Total</b>	<b>41</b>	<b>62</b>	<b>62</b>	<b>77</b>	<b>46</b>



### 8.7 Exclusion by year group

Most of the permanent exclusions for 2016/17 came from Year 9 pupils and this seems to be consistent with previous years.

Year group	2016/17	2015/16	2014/15	2013/14
Year 7	2	10	10	8
Year 8	12	20	10	12
Year 9	15	12	17	21
Year 10	8	20	13	12
Year 11	9	15	12	9
<b>Total</b>	<b>46</b>	<b>77</b>	<b>62</b>	<b>62</b>

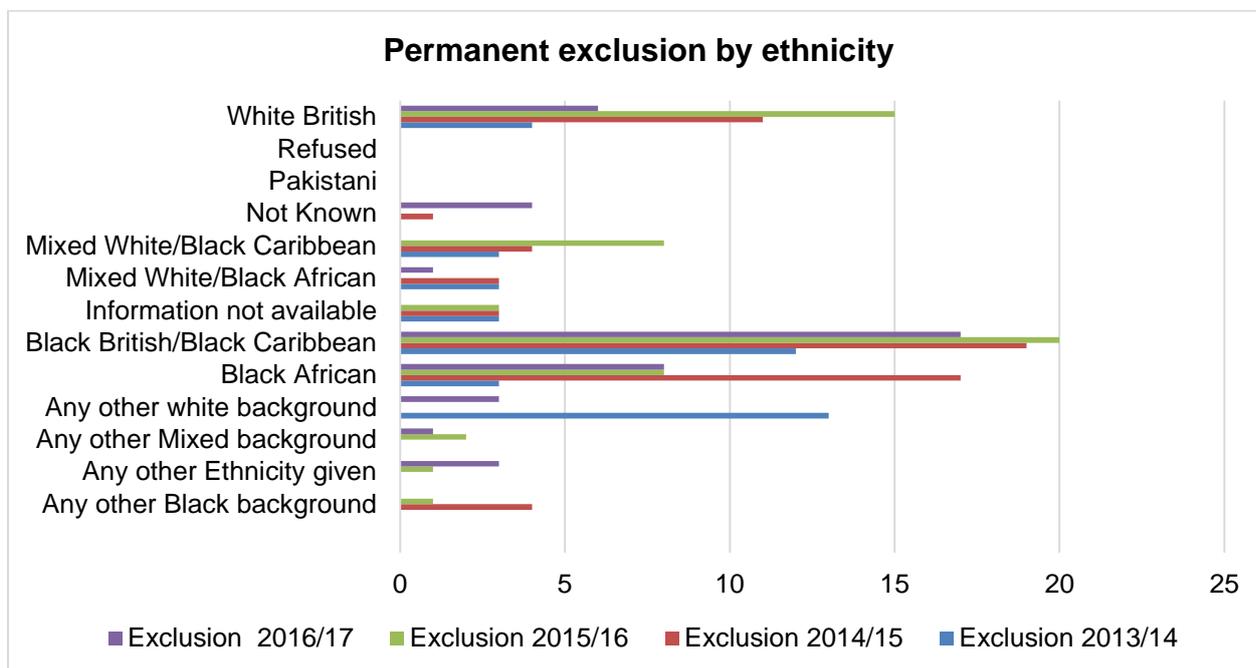


### 8.8 Exclusion by ethnicity

The majority of exclusions affect Black British/Black Caribbean pupils, Black African. There is an increase in the number of White British pupils excluded last academic year compared with previous years.

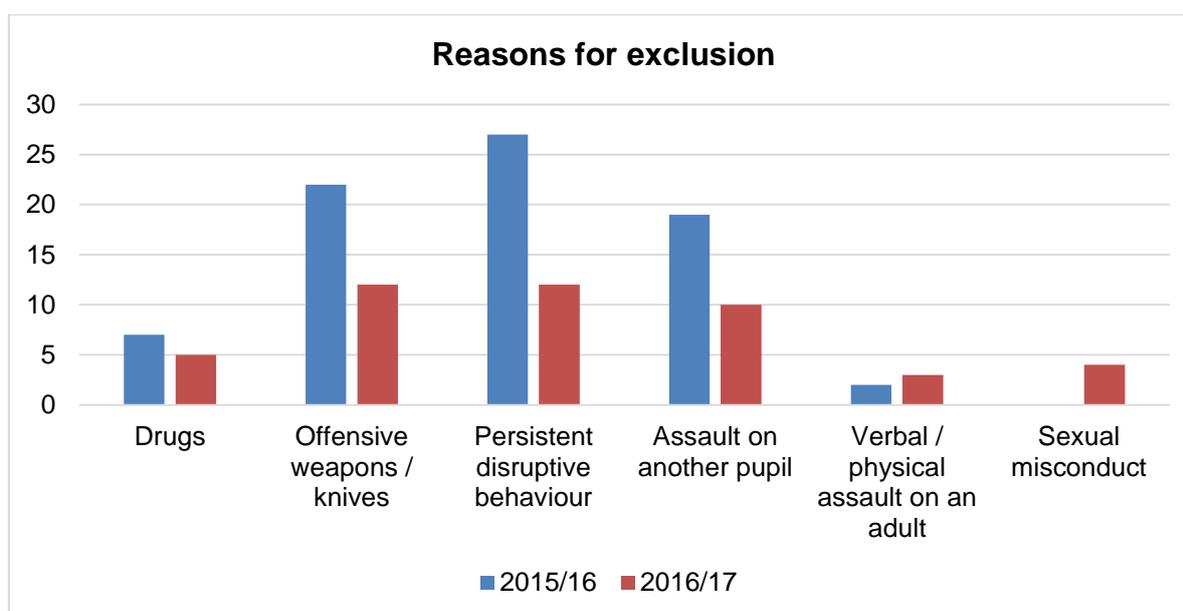
Ethnicity	Exclusion 2013/14	Exclusion 2014/15	Exclusion 2015/16	Exclusion 2016/17
Any other Black background	0	4	1	0
Any other Ethnicity given	0	0	1	3
Any other Mixed background	0	0	2	1
<b>Any other white background</b>	13	0	0	3
<b>Black African</b>	3	17	8	8
<b>Black British/Black Caribbean</b>	12	19	20	17
Information not available	3	3	3	0
Mixed White/Black African	3	3		1
Mixed White/Black Caribbean	3	4	8	0
Not Known	0	1	0	4
Pakistani	0	0	0	0

Refused	0	0	0	
<b>White British</b>	4	11	15	6



### 8.9 Exclusion reasons

Reason	2015/16	2016/17
Drugs	7	5
Offensive weapons / knives	22	12
Persistent disruptive behaviour	27	12
Assault on another pupil	19	10
Verbal / physical assault on an adult	2	3
Sexual misconduct	0	4



The main reasons for exclusion continues to be is “**Persistent Disruptive Behaviour**” 12 but joint with offensive weapons / knives. Both have decreased since 2015/16.

Data from the London MET Police shows in the 12 months to March 2017 knife crime injury under 25 (non domestic) as:

<b>Lewisham</b>	87
<b>Lambeth</b>	134
<b>Southwark</b>	125
<b>Croydon</b>	104
<b>Greenwich</b>	75
<b>Newham</b>	99
<b>Hackney</b>	93
<b>Haringey</b>	92

This is worse for Lewisham, compared to 75 the year before, but there is an increase across the whole of London. This should be compared to the offensive weapons / knives permanent exclusions in Lewisham schools for 2016/17 figures which are better.

#### 8.10 **Children Looked After (CLA) and low rates of exclusions**

The term 'Looked After' was introduced by the Children Act 1989 and refers to children and young people:

- under the age of 18
- who live apart from their parents or family
- who are supervised by a social worker from the local council children’s services department.

8.11 Presently, there are just under 460 Children Looked After registered with the Lewisham Virtual School. In order to support these Children Looked After, a Virtual School (VS) model has been adopted by Lewisham. The Virtual School is an organisational tool to enable effective coordination of educational services for Children Looked After at a strategic and operational level. The Virtual School does not exist in real terms as a building, and children do not attend; they remain the responsibility of the school at which they are enrolled. The Virtual School in Lewisham is specifically geared up to avoid exclusions. Welfare contacts every school that has a Children Looked After on roll every day. The Virtual School also contacts Alternative Provision where appropriate. The ‘Welfare Call’ data is managed in real time by a specialist attendance officer.

8.12 The following information relating to exclusion rates places Children Looked After and the Virtual School in a very favourable position:

- Educated in Alternative Provision – 1.7%
- Temporary exclusions – 29 pupils: a total of 121 days
- Permanent exclusions – 0%
- Children missing in education – 1

This low exclusion rate has been achieved by the Virtual School ensuring that the local authority is immediately aware of any fixed-term exclusion. The local authority is then able to instantly intervene and support the school in managing the behaviour and thus avoid further permanent exclusions. This support may include accessing immediate or temporary Alternative Provision where appropriate of day one after a six day fixed term exclusion.

This is a further drop in exclusions and the lowest ever children and young people in Alternative Provision. Alternative Provision is provided for children and young people who are on roll at a school but attend some form of off-site provision. It does not apply to children and young people at PRUs or specialist provisions.

8.13 **What has been done to decrease the number of permanent exclusions?**

- Schools are aware and take responsibility for reducing exclusions.
- Targets set as part of the Lewisham Secondary Challenge and more collaborative approach across Lewisham secondary schools to reduce exclusions.
- The implementation of the revised Fair Access and Managed Moves Protocols allows schools to consider alternative options for reducing exclusions.
- Safeguarding in Education Coordinator now in post.
- Fair Access, Elective Home Education and Alternative Team Manager now in post.
- The introduction of the 'Children at Risk' Group that reviews weekly the progress of children who are at risk of exclusion or out of school to ensure they have an appropriate education.
- The revised Offensive Weapons Strategy includes collaboration with the Police and the Youth Offending Service in relation to prevention of permanent exclusions.
- Reviewed best practice in other local authorities.
- There is an improved system where permanently excluded children and young people are referred to the local authority in the first instance (Inclusion & Reintegration Officer). Each case is looked at on an individual basis to ascertain the following:
  - a) Current academic levels, potential GCSEs or other qualifications.
  - b) Risks in terms of reason for exclusion.
  - c) Any risk posed to the children and young people attending Abbey Manor College or other provision in the borough.
  - d) Links with the Youth Offenders Service (YOS).
  - e) Links to other services such as Children Social Care (CSC).
  - f) These case-by-case assessments are carried out via weekly meetings. Each case is looked at and a decision is made regarding where the child should continue his/her education.
- There is an increase the range of high quality alternative provision for children and young people at risk of exclusion.

- Abbey Manor College, which has always taken KS3 permanent exclusions and has recently established a short term intervention programme for this key stage when New Woodlands ceased to offer this service at the end of the Spring Term.

**9. Reintegration update on key action: Increase the number of children and young people who are re-integrated back in to Lewisham Schools.**

9.1 Through the revised Fair Access Protocols a new system of reintegration has been introduced to track excluded children and young people who are ready for reintegration.

In 2015/16 the reintegration rate of pupils at New Woodlands was minimal. Abbey Manor College had improved its reintegration process, meaning more children and young people who are excluded from secondary schools had greater chance of reintegration – these reintegrations were referred back to Fair Access Panel.

Since June 2016 the number of children and young people who have been reintegrated into Lewisham schools is:

9.2 **Primary:** Nine children were reintegrated from New Woodlands School (NW)

Year 3	Year 4	Year 5	Year 6
1	1	2	5

9.3 **Secondary:** 17 children and young people were integrated from New Woodlands School, Abbey Manor College (AMC) and other Alternative Provision

Year 7	Year 8	Year 9	Year 10
AMC – 1 NW - 1	AMC – 2 NW – 1 Other - 1	AMC – 7 NW – 1 Other – 1	AMC – 1 NW - 1

**10. Lewisham Medical Programme**

- 10.1 Local authorities must arrange suitable full-time education (or as much education as the child’s health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education.
- 10.2 Local authorities should provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. The education children receive is of good quality, as defined in the statutory guidance *Alternative Provision (2013)*, 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.
- 10.3 Lewisham, like many local authorities nationally, is experiencing a growing demand for support/tuition for children and young people with mental health issues. This means the current Medical Programme was unable to cope with the demand on the service which includes the inability to provide for the growing numbers, range and

severity of mental health disorders and provide a successful education programme that meets needs and support reintegration.

This could include arranging:

- home teaching
- a hospital school or teaching service
- a combination of home and hospital teaching

The local authority must make sure a child or young person continues to get a full time education - unless part time is better for their health needs.

Lewisham currently commissions Abbey Manor College to support all children and young people who cannot attend school due to health needs. The current arrangements have operated for a number of years. The overall aim of the Medical Programme was to offer a broad and balanced curriculum. All learners on entry receive an initial assessment and an Individual Learning Plan (ILP).

Referrals to the Medical Programme for children and young people diagnosed with medical issues come through the Fair Access Panel. The local authority need to reconsider how it manages and refers children and young people to the Medical Programme. Lewisham, like many local authorities nationally, is experiencing a growing demand for support/tuition for children and young people with mental health issues. This means the current Medical Programme is unable to cope with the demand on the service which includes the inability to provide for the growing numbers, range and severity of mental health disorders and provide a successful education programme that meets needs and support reintegration.

The Hospital School is provided and managed by Abbey Manor College and is located in University Hospital Lewisham. It is a small well-appointed and resourced multi-purpose classroom with sufficient facilities to accommodate a small group of learners (maximum of 8–12). The referrals and admissions come from the ward on a daily basis. At the time of the Alternative Provision Review, there were currently six learners at the hospital school, five of whom were learners of between primary and secondary school age and one learner post-16. On average, the provision caters for 17–20 learners per term. Learners are Lewisham residents either educated inside or outside of the borough. They remain on the school roll and generally attend the provision for between one day and two weeks.

#### 10.4 **Proposal for change**

From September 2017 the Medical Programme and Hospital School is managed by the Lewisham Virtual School. Funding would be provided from High Needs Block to maintain this service:

- Ensure that there are qualified tutors to provide tuition to the growing number of children and young people who are eligible for the medical programme.
- To cater for growing demand through an online learning tool.

This service will meet the needs of Lewisham's most vulnerable children and young people who are unable to access mainstream education:

- Medical Programme needs
- Mental Health Needs

- Children Looked After
- School refusers
- Children at risk

Lewisham Virtual School has a well-developed, multi-agency service that has been recognised by a range of agencies, including OFSTED as being well-placed to meet the needs of vulnerable learners. Given the intrinsic vulnerabilities of the cohort served by The Medical Programme it was decided that it would be best managed within Lewisham Virtual School.

## **11. Financial implications**

- 11.1 There are no direct financial implications arising from this report.
- 11.2 In 2016/17 the Attendance and Welfare budget (£365k) was met from the Education Services Grant. The grant has now been cut apart for the element that related to the statutory services operated by the Council. The later has been transferred to the Dedicated Schools Grant. It is from this transferred sum that the Attendance and Welfare budget is now met.
- 11.3 In addition the Attendance and Welfare service offers non-statutory services to schools.  
The income for 2017/18 is expected to be £186K.
- 11.4 Currently the total budget for 2017/28 is £551k.
- 11.5 In February 2013 the revenue budget savings 2013-16 agreed a saving of £200k from an Attendance and Welfare budget in 2013/14 (from £1.1m). Much of this and further funding reductions were transferred to other services or back to schools. The Attendance and Welfare team in 2017/18 deliver the same service but with a 50% reduction in funding.

## **12. Legal implications**

- 12.1 There are no specific legal implications arising as a result of this report. A summary of all relevant legislation is included at Appendix 1 and 2.

## **13. Crime and Disorder Implications**

- 13.1 There are no crime and disorder implications.

## **14. Environmental Implication**

- 14.1 There are no environmental implications.

## **15. Equalities Implication**

- 15.1 There are no direct equality implications arising from this report. The proposals and initiatives set out in this report are intended to eliminate unlawful discrimination and

harassment, promote equality of opportunity and good relations between different groups in the community and to recognise and to take account of people's differences.

For further information please contact Ruth Griffiths, Service Manager – Access, Inclusion and Participation on 020 8314 3499.

## 17. **Appendix 1: Legislation in relation to school attendance**

These requirements are contained in:

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013

**Education Act 1996 - Parental Duty (S.7):** *“The parent of every child of compulsory school age<sup>3</sup> shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and any special educational needs he may have, either by regular attendance at school or otherwise. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence. The term ‘parent’ includes those who have parental responsibility for, or care of, a child.”*

**Under Section 576 - Parents/Carers:** The term parent refers to either one/both parents or the child’s carer. **S.576** defines parent to include:

- All natural parents whether they are married or not.
- Any person who although not a natural parent has parental responsibility for a child or young person.
- Any person whom although not a natural parent ‘has care’ of a child or young person.

**Under section 444 - prosecution for irregular Attendance:** If a pupil fails to attend school regularly, the local authority can prosecute a parent unless the parent can prove that one of the statutory defences apply.

**Under sections 437- 443 - School Attendance Order:** The local authority must serve a School Attendance Order on the parent of a child who fails to prove the child is receiving suitable education where the local authority believes that the child should attend school. Failure to comply with a School Attendance Order is an offence unless the parent can prove that the child is receiving suitable education outside of school.

**Children Act 1989 - Education Supervision Order (Section 36):** An Education Supervision Order makes the local authority responsible for educating a child of compulsory school age. Local authorities may apply for an Education Supervision Order instead of, or as well as, prosecuting parents for poor attendance.

**Education (Pupil Registration) Regulations 2006:** These regulations govern the creation and administration of the admission and attendance registers. They contain details relating to:

- Putting pupils on the admission and attendance register on the expected/agreed date the pupil should start.
- The information that must be obtained and recorded about a pupil and their parents/carers.

---

<sup>3</sup> Compulsory school age is defined as the start of the term commencing on or after a child’s fifth birthday, until the last Friday in June in the school year that they reach their sixteenth birthday.

- When schools should take the register and recording of absence/attendance.
- The criteria that permits a school to remove a registered pupil from their roll.
- The circumstances in which a school must notify the local authority of nonattendance or the removal of a pupil from roll.
- The preservation of registers.

**Under the Education and Inspections Act 2008 (Sections 103, 104 and 105):**

Any parent of any pupil found in a public place whilst excluded from school in the first 5 days of any exclusion may be issued with a Penalty Notice or be prosecuted. The Lewisham Council Code of Conduct on the issuing of Penalty Notices sets out the arrangements for implementing this in Lewisham.

**Under the Anti-Social Behaviour Act 2003:** Section 19 relates to the making of Parenting Contracts for **exclusion from school** or **poor attendance**. Section 20 refers to the use of Parenting Orders in relation to exclusion from school or poor attendance. Section 23 refers to the use of Penalty Notices for poor attendance (see Lewisham’s Penalty Notice Code of Conduct (Attendance)).

**Under Children and Young Persons Act 1993:** This deals with child employment and child health and safety. Any employer of a child of compulsory school age must ensure that they have a work permit which legally entitles them to work. An employer may be prosecuted for employing children and young people illegally (see Lewisham’s Child Employment details etc).

**Under the Children (Performance) Regulations 1968 and Child and Young**

**Person’s Act 1963:** The licensing for children employed in entertainment and the licensing of Chaperones. All children from birth until they cease to be of compulsory school age must be licensed to performance. The law states the hours children may work and when they may do this.

**Government Guidance:** The recently issued by the Department for Education (DfE) revised statutory guidance on School Attendance Departmental advice for maintained schools, academies, independent schools and local authorities. October 2014 gives education providers clear guidance about their responsibility in regards to school attendance. It says:

*“pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.*

*The government expects:*

- *Schools and local authorities to:*
- *Promote good attendance and reduce absence, including persistent absence;*
- *Ensure every pupil has access to full-time education to which they are entitled;*  
*and,*
- *act early to address patterns of absence.*
- *Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.*
- *All pupils to be punctual to their lessons”*

*“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 the parents may be guilty of an offence and can be prosecuted by the local authority.*

*Only Local authorities can prosecute parents and they must fund all associated costs. Local authorities should consider the Attorney General's Guidelines for Crown Prosecutors in all prosecution cases.*

*Local authorities must conduct all investigations in accordance with the Police and Criminal Evidence (PACE) Act 1984....."<sup>4</sup>*

## **Appendix 2: Legislation in relation to exclusions (fixed and permanent)**

The principal legislation for exclusions is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the

---

<sup>4</sup> Advice on School Attendance, Department for Education, March 2013, p17

panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

### Appendix 3:

Table A:

#### Total absence from Primary Schools - authorised and unauthorised - (inc State funded Schools only from 2011)

Local Authority, Region and England	2008	2009	2010	2011	2012	2013	2014	2015	2016	-	Change from previous year
209 Lewisham	5.34	5.28	5.04	4.80	4.20	4.10	3.70	3.90	3.90	-	0.00
986 London Statistical Neighbourhoods	5.66	5.52	5.36	5.10	4.30	4.50	3.90	4.10	4.10	-	0.00
970 England	5.86	5.63	5.42	5.22	4.40	4.49	3.96	4.08	4.05	-	-0.03
	5.26	5.30	5.21	5.00	4.40	4.70	3.90	4.00	4.00	-	0.00

					Quartile bands				
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including			
209	Lewisham	↔	0.00	38	A	3.90	4.00	4.20	4.70

**Total absence from Primary Schools - authorised and unauthorised - (inc State funded Schools only from 2011)**

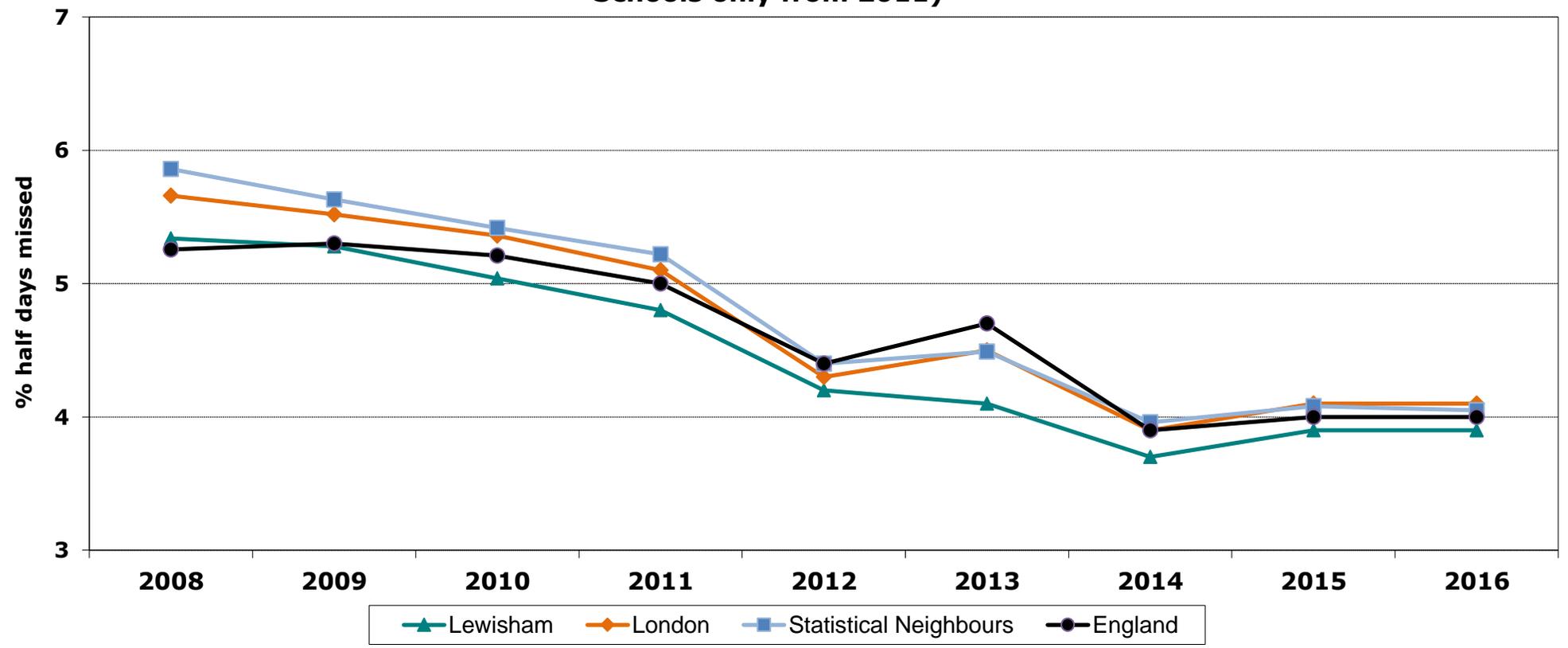


Table B:

**Total absence from Secondary Schools - authorised and unauthorised (inc. State Funded Schools only from 2010)**

Local Authority, Region and England		2008	2009	2010	2011	2012	2013	2014	2015	2016	-	Change from previous year
209	Lewisham	7.70	7.49	6.78	6.50	5.50	5.30	5.00	5.30	5.20	-	-0.10
986	London	7.05	6.88	6.41	6.00	5.30	5.20	4.80	4.90	4.90	-	0.00
	Statistical Neighbours	7.28	7.11	6.57	6.25	5.41	5.25	4.80	4.90	4.87	-	-0.03
970	England	7.33	7.21	6.88	6.50	5.90	5.90	5.20	5.30	5.20	-	-0.10

						Quartile bands			
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including			
209	Lewisham	↓	-0.10	71	B	4.90	5.20	5.50	6.90

**Total absence from Secondary Schools - authorised and unauthorised (inc. State Funded Schools only from 2010)**

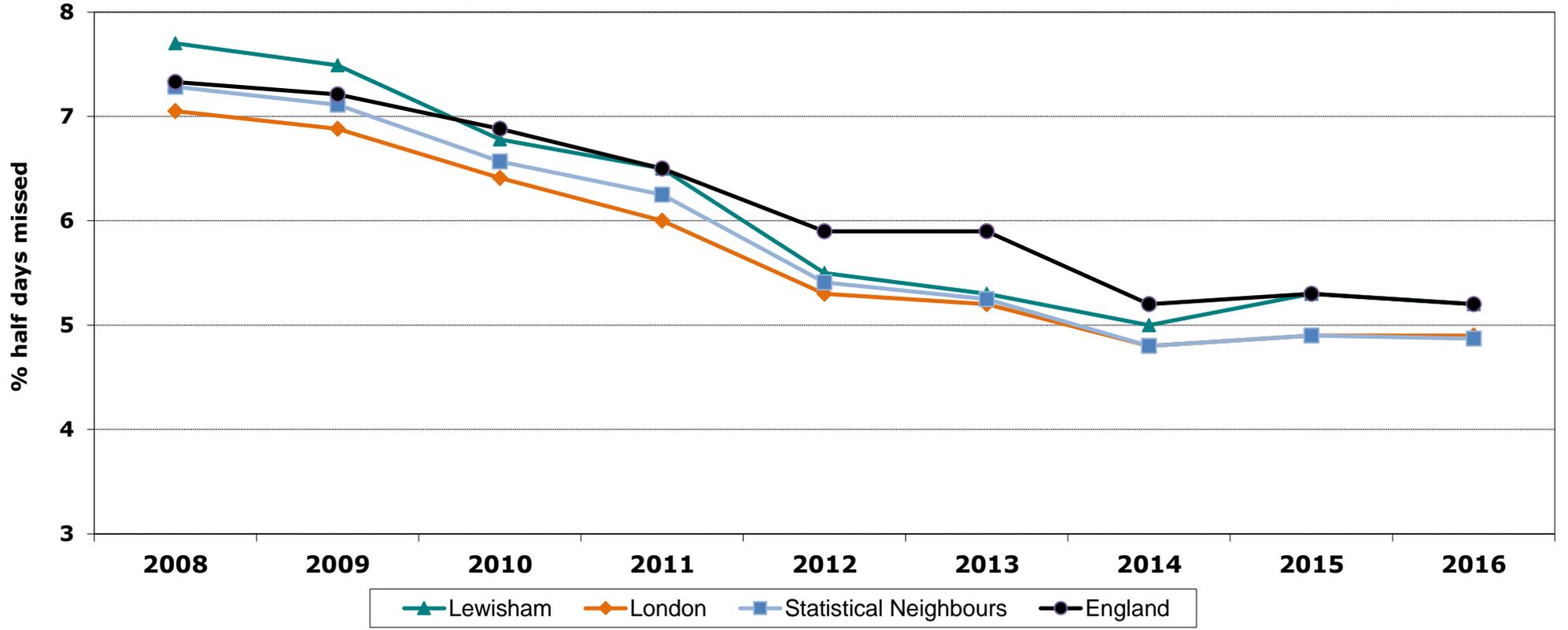


Table C:

**Total School Absence - authorised and unauthorised**

Local Authority, Region and England		2008	2009	2010	2011	2012	2013	2014	2015	2016	-	Change from previous year
209	Lewisham	6.14	6.05	5.73	5.60	4.80	4.70	4.20	4.50	4.50	-	0.00
986	London	6.24	6.09	5.77	5.60	4.80	4.80	4.30	4.50	4.50	-	0.00
	Statistical Neighbours	6.41	6.19	5.80	5.70	4.89	4.84	4.36	4.46	4.46	-	0.00
970	England	6.22	6.18	5.93	5.80	5.10	5.30	4.50	4.60	4.60	-	0.00

Quartile bands

		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including			
209	Lewisham	↔	0.00	53	B	4.40	4.60	4.80	5.50

**Total School Absence - authorised and unauthorised**

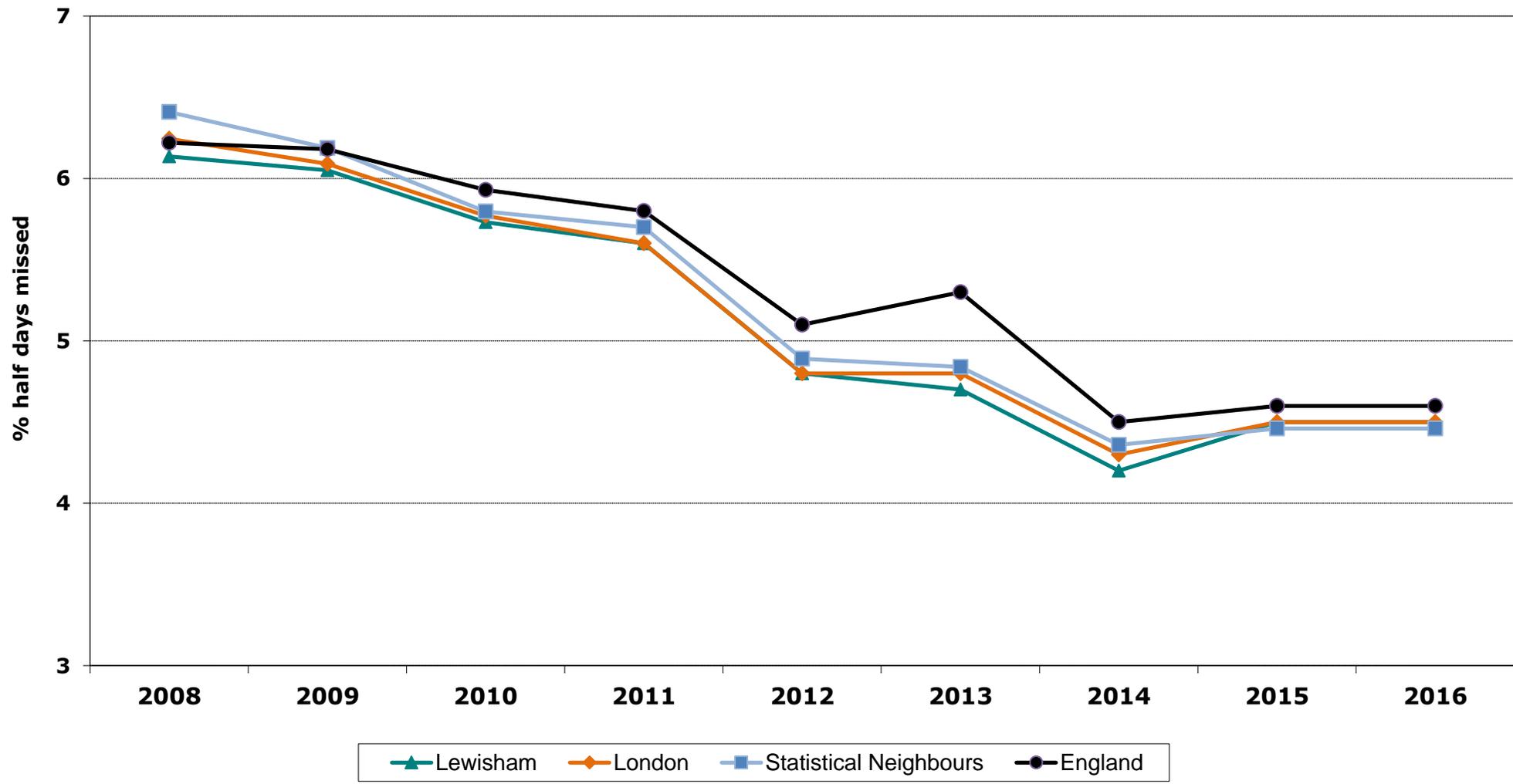


Table D:

State Funded Total persistent absence rates

Local Authority, Region and England		-	-	-	2011	2012	2013	2014	2015	2016*	-	Change from previous year
209	Lewisham	-	-	-	6.20	5.20	4.00	3.60	4.10	10.80	-	6.70
986	London	-	-	-	5.50	4.50	3.80	3.10	3.30	10.00	-	6.70
	Statistical Neighbours	-	-	-	6.02	4.71	3.98	3.15	3.40	10.19	-	6.79
970	England	-	-	-	6.10	5.20	4.60	3.60	3.70	10.50	-	6.80

\* New definition

					Quartile bands				
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including			
209	Lewisham	□	6.70	88	C	9.40	10.55	11.30	15.10

**State Funded Total persistent absence rates**

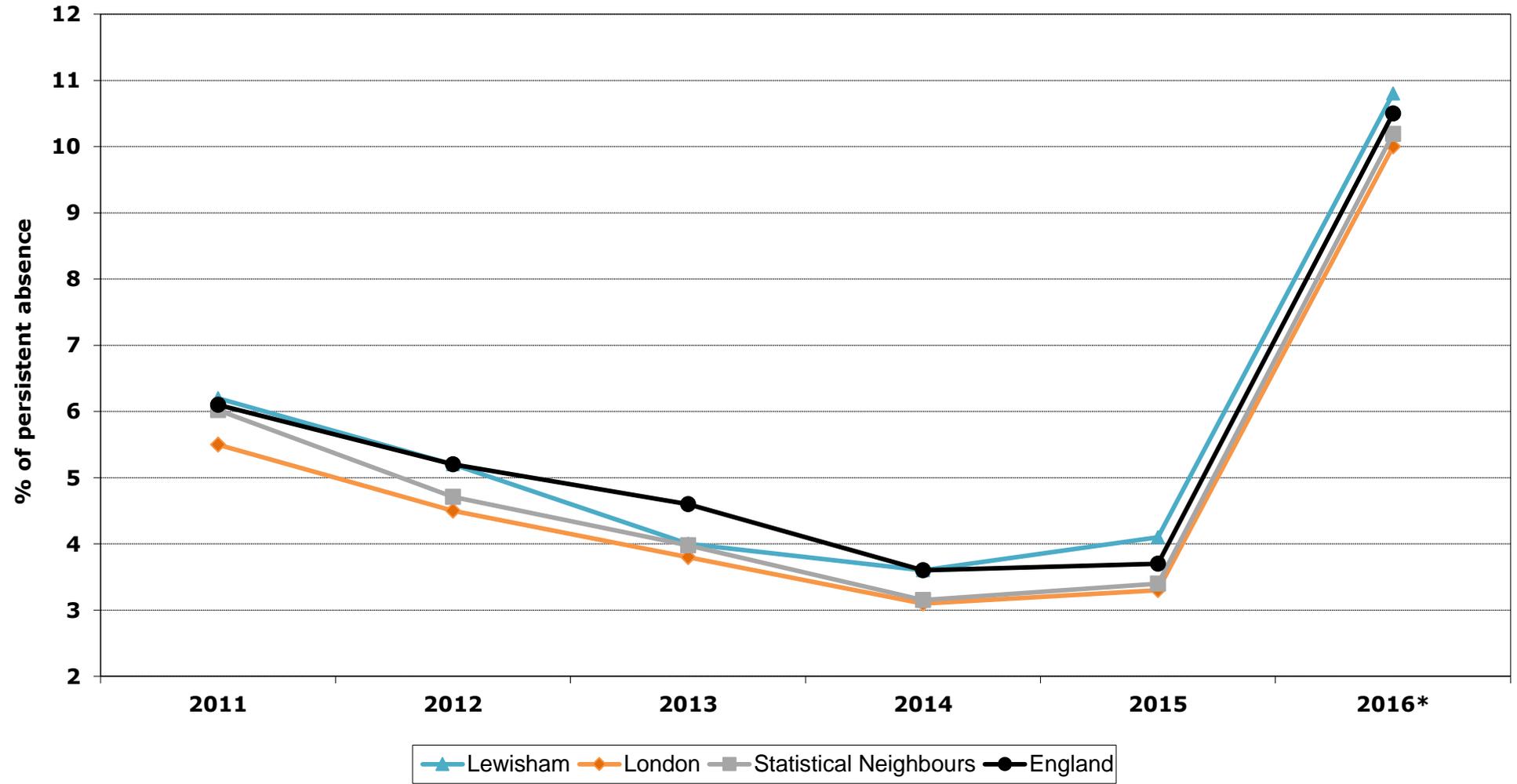


Table E:

State Funded Secondary persistent absence rates

Local Authority, Region and England	-	-	-	2011	2012	2013	2014	2015	2016*	-	Change from previous year
209 Lewisham	-	-	-	9.00	7.30	5.60	5.40	6.10	13.40	-	-
986 London	-	-	-	7.10	6.10	5.00	4.30	4.50	11.70	-	-
Statistical Neighbourhoods	-	-	-	7.90	6.33	5.30	4.27	4.62	11.80	-	-
970 England	-	-	-	8.40	7.40	6.50	5.30	5.40	13.10	-	-

\* New Definition

Quartile bands

	Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including			
209 Lewisham	□	-	82	C	11.75	13.20	14.10	21.30

**State Funded Secondary persistent absence rates**

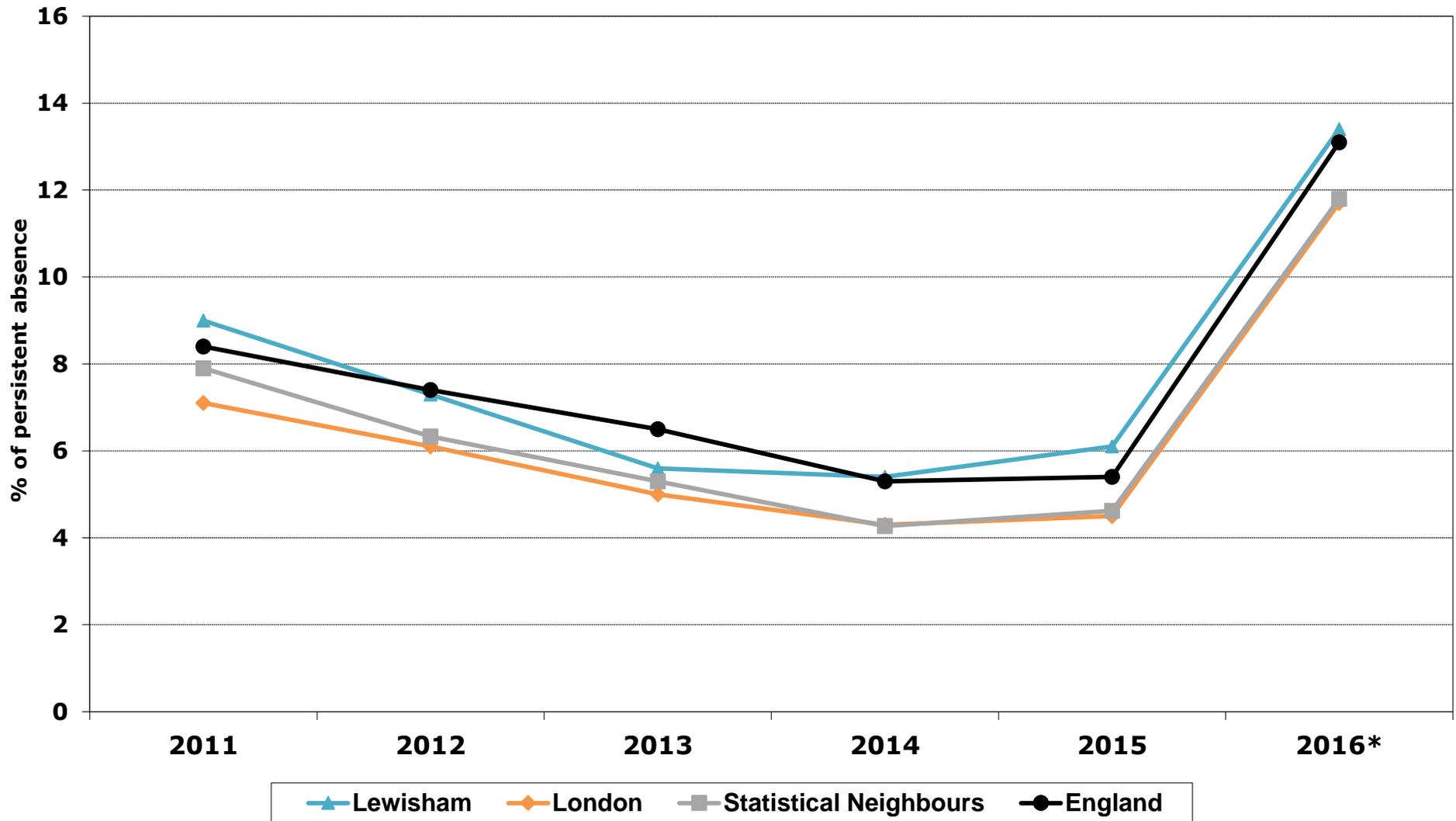


Table F:

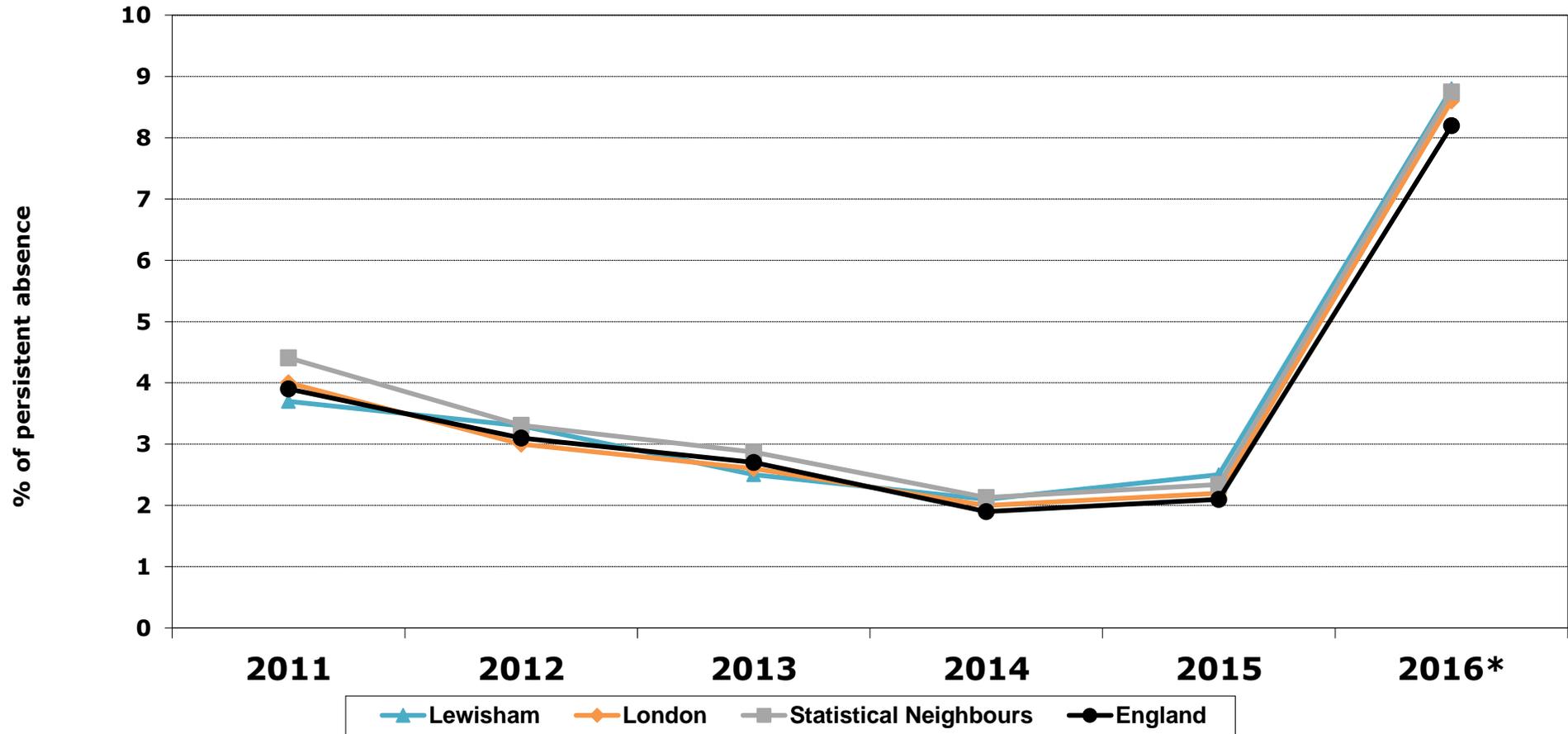
State Funded Primary persistent absence rates

Local Authority, Region and England	-	-	-	2011	2012	2013	2014	2015	2016*	-	Change from previous year
209 Lewisham	-	-	-	3.70	3.30	2.50	2.10	2.50	8.80	-	6.30
986 London Statistical Neighbourhoods	-	-	-	4.00	3.00	2.60	2.00	2.20	8.60	-	6.40
970 England	-	-	-	4.41	3.31	2.87	2.13	2.34	8.75	-	6.41
	-	-	-	3.90	3.10	2.70	1.90	2.10	8.20	-	6.10

\* New Definition

						Quartile bands			
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including			
209	Lewisham	□	-	99	C	7.40	8.20	9.20	11.80

**State Funded Primary persistent absence rates**



**Table G:**

	<b>% Total Fixed term exclusions</b>				
	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Lewisham	3.73	3.26	3.31	3.72	4.04
Stat. Neighbour	5.08	4.35	3.91	3.55	3.92
Stat. Neighbour Rank	1	1	3	8	7
London	4.02	3.57	3.13	2.91	3.28
London Rank	16	15	20	28	27
England	4.34	4.05	3.53	3.50	3.88
England Rank	58	42	71	101	102

**Table H:**

	<b>% Secondary Fixed Period Exclusions</b>				
	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Lewisham	8.27	6.85	7.07	7.90	8.12
Stat. Neighbour	11.30	9.62	8.49	7.45	8.07
Stat. Neighbour Rank	2	1	3	7	6
London	8.36	7.49	6.45	5.94	6.71
London Rank	16	14	19	28	25
England	8.40	7.85	6.75	6.62	7.51
England Rank	79	59	90	115	101

**Table I:**

	<b>% Primary Fixed Period Exclusions</b>				
	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Lewisham	0.90	1.07	1.06	0.91	0.84
Stat. Neighbour	1.11	0.95	0.90	0.97	1.21
Stat. Neighbour Rank	4	8	7	7	2
London	0.75	0.70	0.66	0.68	0.81
London Rank	21	28	28	26	18
England	0.91	0.90	0.88	1.02	1.10
England Rank	89	114	116	79	57

**Table J:**

	<b>% Total Permanent Exclusions</b>				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	0.16	0.09	0.10	0.13	0.18
Stat. Neighbour	0.08	0.08	0.07	0.07	0.07-
Stat. Neighbour Rank	10	6	7	10	11
London	0.08	0.08	0.07	0.07	0.07
London Rank	22	18	19	20	32
England	0.07	0.07	0.06	0.06	0.07
England Rank	133	97	107	132	138

**Table K:**

	<b>% Secondary Permanent Exclusions</b>				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	0.42	0.24	0.29	0.38	0.49
Stat. Neighbour	0.19	0.19	0.18	0.16	0.16
Stat. Neighbour Rank	10	7	10	10	11
London	0.17	0.17	0.16	0.15	0.17
London Rank	31	26	31	28	32
England	0.13	0.14	0.12	0.13	0.15
England Rank	130	117	129	131	138

**Table L:**

	<b>% Primary Permanent Exclusions</b>				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	0.00	0.00	0.00	0.00	0.00
Stat. Neighbour	0.02	0.01	0.02	0.02	0.01
Stat. Neighbour Rank	-	1	1	1	1
London	0.01	0.01	0.01	0.01	0.01
London Rank	-	1	1	1	1
England	0.01	0.02	0.02	0.02	0.02
England Rank	-	1	1	1	1

## **Appendix 5: Absence terminology and factors**

### **Differentiation of absence terminology**

The national codes enable schools to record and monitor attendance and absence in a consistent way which complies with the regulations. The data helps schools, local authorities and the Government to gain a greater understanding of the level of, and the reasons for absence.

### **Authorised absence**

The school has either given approval in advance for a pupil to be away as justification for absence:

- Leave of absence authorised by the school in exceptional circumstances.
- Excluded by not alternative provision made.
- Holiday authorised by the school (in exceptional circumstances and discretionary).
- Illness (not medical or dental appointments).
- Medical or dental appointments.
- Religious observance.
- Study leave.
- Gypsy, Roma and Traveller (travelling for occupational purposes).

### **Unauthorised absence**

The school is not satisfied with the reasons given for the absence:

- Holiday not authorised by the school.
- Reason for absence not yet provided
- Absent from school without authorisation.
- Arrived in school after registration closed.

### **Factors affecting children and young people's attendance:**

- At risk of harm and neglect and live in complex and chaotic homes
- Known to the Youth Justice System
- Moving in and out of the borough
- Families who actively seek to avoid contact with professionals
- Periods of homelessness or temporary housing
- Trafficked and/or exploited children
- Children who have experienced domestic abuse
- Children who are at risk of female genital mutilation
- Children with disabilities or medical conditions
- Children who are young carers
- Children who are at risk of forced marriage
- Children who are at risk of peer on peer abuse
- Children who are at risk of radicalisation
- Children who are bullied and victims of crime
- Children involved in the gang culture and antisocial behaviour and drug and substance misuse
- Children at risk of exclusion