

Every Minute Counts

How can we raise the profile of good attendance with our children and support when attendance is a concern?

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Aims of today:

- **To understand the links between attendance and positive educational outcomes**
- **To consider how professionals can support the attendance of Children in Care**
- **To understand Emotionally Based School Avoidance and how to support Children in Care**

90%?

- 90% attendance means a child misses 10% of their time at school.
- This is equivalent to missing $\frac{1}{2}$ a day every week.
- That's three lessons worth of learning that child is missing out on, every week.
- That's a total of 19 days of absence over the academic year



Students who attend more get better grades.

Department for Education research shows that 17 school days of absence results in all of a student's GCSE grades dropping by one grade.

Attendance is directly linked to achievement.

If your child's grades suffer because of poor attendance, the qualifications they miss out on could have a long-term impact on their future.



Peterborough Virtual School and Attendance of Children in Care

Attendance monitoring and tracking is priority for the Virtual School for Children in Care and comes under the remit of our Inclusion and Engagement team.

If our young people are not attending school, they will not be progressing and fulfilling their educational potential. They also stand to struggle socially, to build friendships and to be safeguarded.

It is crucial to mention that Attendance is everyone's responsibility and we all have a part to play in supporting our children and young people in care.

Within PVS, daily attendance is collected via the PEP platform, eGOV. Data is then analysed and if required, the Inclusion and Engagement Team will reach out to settings to ascertain what support can be provided.



Attendance of Children in Care

Attendance, engagement and exclusion need to be considered together for Children in Care. They are **three times more likely** to be excluded than other children, but it is important to know that many young people in care do well in their education.

Children in care are **more likely** to miss education because of **disruption** in their lives, however **working together** and creating **positive relationships** is the key to supporting our children and young people.

Local Picture – CiC absence

Percentage of Children in Care with unauthorised absence

	2017	2018	2019	2020	2021	2022	2023
Peterborough	1.5	1.4	1.2	-	1	1.4	2.6
East of England	1.1	1.3	1.4	-	1.3	2	2.6
Statistical Neighbours*	1.32	1.56	1.72	-	1.43	2.6	3.17
England	1.3	1.5	1.7	-	1.5	2.3	3

Total Peterborough % of unauthorised absence is 2.1%

Percentage of Overall Absence for Children in Care

	2017	2018	2019	2020	2021	2022	2023
Peterborough	4.9	5.9	4.9	-	8.4	7.2	8.5
East of England	4.7	5.1	5.4	-	9.6	8.5	8.2
Statistical Neighbours*	4.61	5.1	5.06	-	8.73	8.04	8.26
England	4.7	5	5.1	-	9.1	7.8	8.3

Total Peterborough % of overall absence is 7.52%

Local Picture – CiN absence

Percentage of Children in Need with unauthorised absence

	2017	2018	2019	2020	2021	2022	2023
Peterborough	3.8	4.4	5.4	-	5.4	8.1	11.5
East of England	3.8	4.2	4.8	-	4.1	6.6	8.2
Statistical Neighbours*	5.24	5.39	5.88	-	4.85	7.75	9.3
England	4.2	4.6	4.9	-	4.3	6.9	8.2

Total Peterborough % of unauthorised absence is 2.1%

Percentage of Overall Absence for Children in Need

	2017	2018	2019	2020	2021	2022	2023
Peterborough	11.6	13.8	14.9	-	18.3	19.1	24.8
East of England	11	11.5	12.7	-	15.2	17.8	19.6
Statistical Neighbours*	11.4	11.62	12.8	-	14.41	16.29	17.76
England	10.5	11.1	11.5	-	13.7	16.3	17.6

Total Peterborough % of overall absence is 7.52%

Delays in Admissions

- One of the most common reasons for a fragmented school journey is the potential number of schools our children / young people may face.
- Several of our CYP had several layers of complexity when changing schools – complex SEND, trauma, need for behaviour / inclusion support, Alternative Provision and Reduced Time Tables.

What responsibilities do you have
to ensure timely admissions for
CiC?



Local Picture - suspensions

Percentage of Suspensions of Children in Care

	2017	2018	2019	2020	2021	2022
Peterborough	14.29	12.94	11.83	8.59	13.75	13.66
East of England	12.1	12.24	13.04	10.64	10.98	12.79
Statistical Neighbours*	12.74	12.26	11.75	9.82	9.32	12.3
England	11.44	11.25	11.32	9.35	9.76	12.22

Total Peterborough % of suspensions is 4.88%

Percentage of Suspensions of Children in Need

	2017	2018	2019	2020	2021	2022
Peterborough	9.93	14.4	18.77	18.65	21.23	22.44
East of England	9.37	9.59	10.63	9.65	9.71	12.43
Statistical Neighbours*	11.29	10.53	12.18	9.88	9.79	12.37
England	9.4	9.51	10.29	8.94	8.69	11.92



Education as a Protective Factor

For all our Children and Young People in care, as well as Children in Need, attending an educational setting allows for a layer of protection. When in school, staff have a safeguarding duty towards all children. If they are not in school, staff don't have eyes on their pupils.

What measures can settings put in place to ensure that CYP are attending every day?

Raising Aspirations and Ambitions



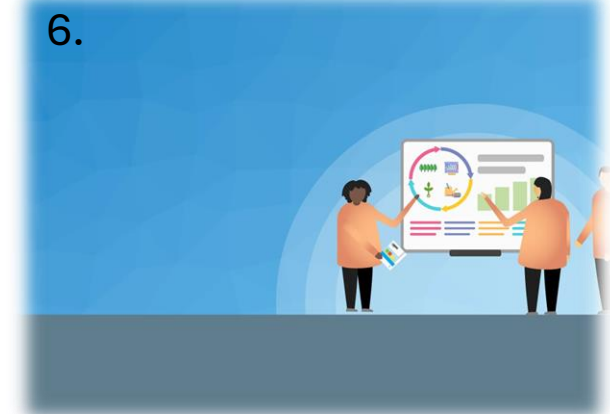
AMBITION

CONFIDENCE

SUCCESS

ATTENDANCE

Supporting School Attendance



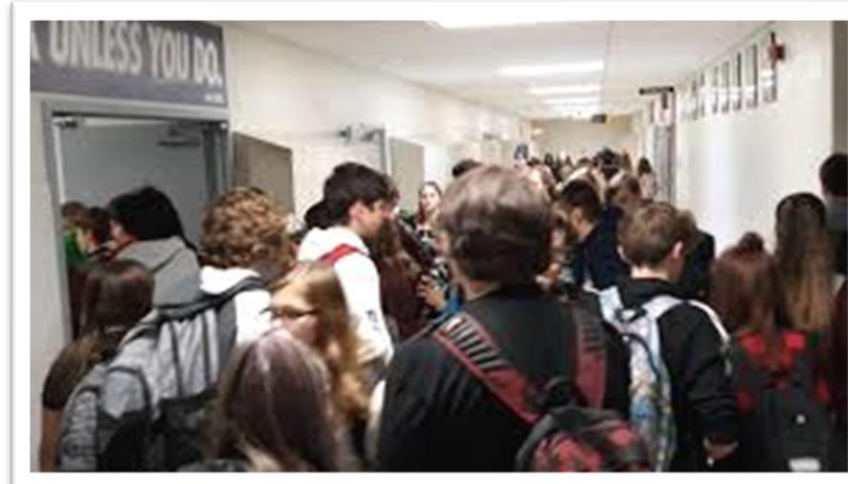


Emotionally Based School Avoidance

Emotionally-based school avoidance (EBSA).

- Common reasons children avoid going to school
- Identifying EBSA
- The Impact of EBSA
- Strategies for addressing EBSA

The most common reasons children avoid going to school



Difficulty attending school with periods of prolonged absence.

Child reluctant to leave home and stays away from school with the knowledge of the parent/carer,

Confusion or extreme absent mindedness shown in school due to lack of concentration resulting in lower attainments.

Frequent absences for minor illnesses.

The young person expresses a desire to attend classes but is unable to do so.

Anxiety on separation and unusual dependence on family members e.g., worry expressed about the safety of those at home.

Depression and sense of isolation resulting in, low self-esteem and lack of confidence.

Identifying EBSA

Challenging behaviours, particularly in relation to specific situations at school.

For younger children reluctance to leave parents or get out of the car.

Physical changes i.e., sweating, sickness, aching limbs, headaches, panic attacks, abdominal pain, rapid weight loss or gain

Severe emotional upset with excessive fearfulness, outbursts of temper.

Complaints of feeling ill on school days.

Patterns in absences, e.g. particular days and/or subjects, after weekends and holidays

Social isolation and avoidance of classmates or peer group.

Regular absence without indication of anti-social behaviours.

Evidence of under-achievement of learning potential.

Reluctance to attend school trips.

The Impact of EBSA

The consequences of EBSA extend beyond academic performance, affecting various aspects of a teenager's life:

- **Social Isolation**
- **Academic Setbacks**
- **Emotional Distress**



Strategies for addressing EBSA

**School
Support**

**Parental /
carer
Involvement**

**Professional
Help**

**Peer
Support**





EBSA resources

- www.the-educational-psychologists.co.uk/resources
- www.edpsyched.co.uk/ebsa-horizons
- www.annafreud.org/resources/schools-and-colleges/school-attendance-and-mental-wellbeing
- www.nessieined.com
- [Cambs learn Together Flow Chart](#)



Thank you for your involvement in today's workshop.

Please be back in the conference room by 1.15pm for our keynote speaker, Kriss Akabusi.