

# Croydon Education Welfare Service

## A staged intervention approach to school attendance

*February 2014*

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## Introduction

This document provides information to schools on the refocusing exercise currently being undertaken with the Education Welfare Service (EWS) in response to the recently released guidance on School Attendance issued by the Department for Education. The aim of this briefing document is to provide you with:

- An overview of the guidance;
- The implications for how the Education Welfare Service works with Schools, Academies and Free Schools;
- What is the Staged Intervention approach to School Attendance;
- Information on what are the schools responsibilities in terms of attendance.
- I am a school currently receiving “targeted” support from the EWS, what does this mean to me?
- I am a school that currently purchases a “Traded Service” from the Local Authority, what does this mean to me?
- I am a school that currently purchases a school attendance support service from a private provider and/or employ our own School Attendance Enforcement Officer, what does this mean to me?

## An overview of the guidance

The Department for Education (DfE) published revised statutory guidance on School Attendance in March 2013 and again in August 2013. Part of the guidance highlighted and reinforced the role of the Local Authority in regards to School Attendance Enforcement and how it should fulfill its duties in regards to the existing legislation (appendix 1). Relevant excerpts of the guidance are included below:

***“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.....”***

(Advice on School Attendance, Department for Education, March 2013, p17)

***Only local authorities can make decisions on whether parents should be prosecuted for school attendance offences. All schools (including academies) have a duty to refer regular absence (authorised and unauthorised) to the relevant local authority. This may include any evidence to show how they supported the pupil and parent to improve attendance. It is for each local authority to judge each referral on its own merits and make a decision on the next probable cause of action.***

***It is the statutory duty of local authorities to carry out investigations including witness statements leading up to prosecutions. Local authorities should conduct all investigations in accordance with PACE and Attorney General’s Guidelines for Crown Prosecutors. Local authorities cannot delegate this function to schools (including academies) or charge them for this service***

(Advice on School Attendance, Department for Education, March 2013, p23)

## **The Implication for how the Education Welfare Service will work with Schools, Academies and Free Schools**

The EWS was recently restructured in April 2013 in response to the continuing reduction in the General Local Authority Grant received from Central Government. The restructure aimed to maintain the improved quality of service being experienced by schools and to maximise the deployment of staff time to schools.

At present the Local Authority, Schools and Private Providers are undertaking varying degrees of attendance support and enforcement work. There will therefore need to be clarity about when the Local Authority instigates a “criminal investigation” and what it consist of. What is clear is that there is a legislative expectation that the Local Authority investigates all offences, whether or not it involves the parents of pupils at academies or schools it does not currently deliver a service to.

During 2012/13 the EWS expects there to be up to 200 prosecutions in relation to poor attendance with the EWS wholly responsible for at least 50% of these. Going forward the expectation is that the EWS will need to refocus on our statutory duties, with the expectation that EWS team members are deployed to investigate all offences, whether or not the offence is linked to a school, academy or free school that currently purchases support from a private provider. This will therefore add an additional layer of work which could potentially take EWS time away from the non-statutory support we currently undertake, such as that of providing core support to schools with “average” levels of attendance and below.

Despite the refocus on our statutory duties, the vision of the Education Welfare Service is still one focused on ensuring families still have the opportunity to receive the “welfare” support as soon as possible as research shows that is more likely to resolve patterns of poor attendance. A criminal investigation will only be instigated when patterns of poor attendance continue and evidence exists that demonstrates that parent/carer(s) have failed to engage effectively with schools and the Local Authority.

To achieve this, it is acknowledged that schools will need support understanding where their responsibilities lie and what the expectations of the Local Authority are. Part of this paper will provide schools with a framework within which to work and providing schools with a staged intervention model for poor attendance. This staged intervention model is designed to link with the Early Help and Staged Intervention Model relating to integrated multi-agency support for the needs of children, young people and families in Croydon.

### **What is the Staged Intervention approach to School Attendance?**

The Croydon EWS Staged Intervention approach is based on Croydon’s Model of Staged Intervention. The next excerpt and diagram are taken from Croydon Children & Families Partnership literature.

“Staged intervention is a process to identify, assess and support the needs of children and young people. It is an inclusive approach that involves parents/carers, children and young people, relevant staff and support services.

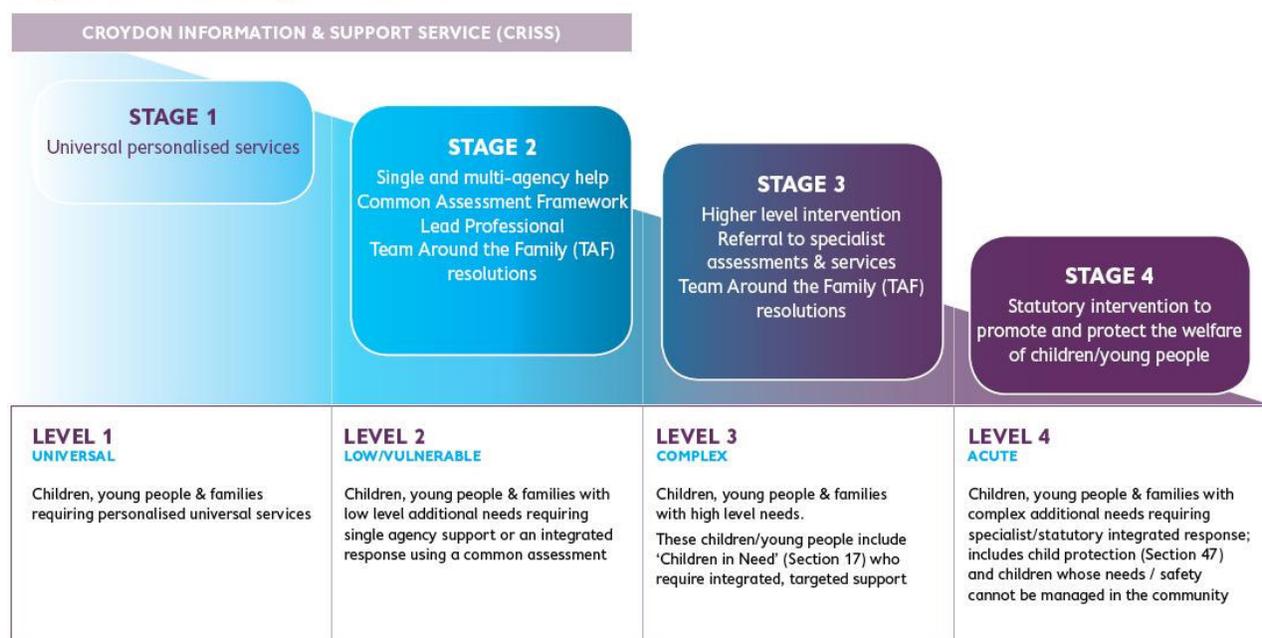
Staged intervention provides a solution-focussed approach to meeting needs at the earliest opportunity, with the most appropriate and least intrusive level of intervention that enables

services to plan how best to meet the needs of individual children, young people and families. It should assist in clearly setting out the support that is available and when it should be offered.

It should also enable practitioners to provide “early help” by effectively identifying, understanding and supporting the needs of children, young people and families.”

The EWS also has input into families who may be at Stage 3 and 4 of this model via our involvement as the Education Representative within the Multi-Agency Safeguarding Hub (MASH). The MASH is a centre which co-locates safeguarding agencies (and their data) with a view to identifying risks to children at the earliest possible point and responding with the most effective interventions. MASH will enable the multi-agency safeguarding team to work together to ensure vulnerable children are identified, properly cared for and protected.

### Croydon’s Model of Staged Intervention



(Early Help and Staged Intervention, An Overview for Practitioners, Croydon Council 2011, p3-4)

This fundamental view of intervening early also drives the vision of the Education Welfare Service; therefore its staged intervention for school attendance adopts the same model, but with the type of intervention dependant on the stage and level of “attendance” need.

### Stage 1: Needs met by Universal Services available to all

**Criteria: Attendance Level is between 90% and 100% over a 12 week period**

**Service Provider: Schools (but may purchase support from EWS)**

Children with levels of attendance between 90% and 100% will usually receive support from the school’s attendance officer through a mixture of telephone calls, letters and informal meetings with parents. This process is encapsulated via the Stage 1 Attendance Intervention Model Process (see appendix 2). The expectation is that schools will:

1. Have in place a first day contacting system with parents of children who are absent from school to establish why the child is absent, and when the child is expected to return.
2. Administer the School Attendance Monitoring Process when absence and/or punctuality become a concern.

3. Consider the use of Penalty Notices as an early intervention tool should the criteria within the LA's Penalty Notice Code of Conduct (see appendix) be met.
4. Have a praise/reward system in place for children who exceed the school's attendance target or who enter stage 1 from stage 2 or 3.

The template letters relating to this stage also form part of appendix 2.

When a Stage 2 request is made to the Education Welfare Service, as detailed below, evidence will be requested to demonstrate that Stage 1 intervention was implemented at the appropriate time. For this purpose a stage 1 tracking form has also been included within appendix 2 which can be used to record general contacts with the parent together with dates of when actions are completed.

**Stage 2: Child/Family may be vulnerable or have a low level need requiring single or multi agency support**  
**Criteria: Attendance Level is between 80% and 90% over a 12 week period**  
**Service Provider: Schools (but may purchase support from EWS)**

Children with attendance between 80% and 90% will require additional support to return them to over 90%. The support will take the shape of either welfare support or via the initial stages of enforcement action. This stage would have previously been undertaken by the Attendance and Welfare Officer, but since April 2013 would either have been undertaken by the AWO as part of targeted support to vulnerable schools, or part of a traded service package. The table below outlines what actions should be undertaken within this stage.

<b>Welfare Support</b>	<b>Initial Enforcement Action</b>
Pre-Common Assessment Form (CAF)	Penalty Notice Request (if attendance meets criteria – early intervention tool)
CAF/Early Help Assessment	Enforcement Letter 1 (Warning Letter)
Team around the Child/Family	Enforcement Letter 2 (Invite to APM)
School Meeting	Attendance Panel Meeting (APM)
Home Visits	Parenting Contract (Undertaken at APM)
In-School Pastoral/Mentoring Support	Home Visit (Should previous actions not result in engagement from the parent/carer)
Referral to Support Services (i.e. Family Resilience Service, Family Lives)	Stage 3 Intervention Request (Start of Criminal Investigation)
Specialist Assessment (i.e. SEN, CAMHS)	

The amount of welfare support/enforcement action undertaken by the school or their Attendance and Welfare Officer should be judged on a case by case basis, but there is an expectation that Welfare Support underpins any Enforcement Action, and vice-versa. Therefore prior to a child's attendance being progressed to Stage 3 action, there should be evidence that initial enforcement action has been undertaken (letters 1 and 2 have been sent, and APM/Parenting Contract attempted), and welfare support put in place where additional need has been identified. There should also be evidence that the parent/carer(s) have failed to effectively engage with Stage 1 and 2 interventions. For this purpose a stage 2 tracking form has also been included within appendix 3 which can be used to record general contacts with the parent together with dates of when actions are completed.

Appendix 3 contains template letters and forms relating to Stage 2 intervention.

**Stage 3: Child/Family may have a complex level of need requiring higher level intervention, including referral to specialist assessments & services. Criteria: Attendance Level is below 80%, with 20 sessions + of unauthorised absence in a 12 week period.**

**Service Provider: Education Welfare Service (via referral from school)**

When all attempts to engage with the family at intervention stages 1 and 2 have failed, and the criteria has been met, the school can refer to the EWS to undertake a Stage 3 Intervention, which initiates a criminal investigation in line with the Criminal Investigation Process.

To ensure that the investigation is as speedy as possible, the school should ensure the Stage 3 request is completed thoroughly, ensuring as much information and evidence of previous intervention is included, as well as naming any other practitioners who are currently involved with supporting the family.

The Criminal Investigation process is a minimum 3 step process which involves the examination of evidence presented to the local authority by the school together with the initial questioning of the parent. The aim of the investigation is to establish whether or not an offence has been committed, and if the EWS establishes that an offence has been committed, the parent/carer(s) will then be formally made aware (notified) of this and requested to attend an Interview Under Caution meeting as a last opportunity to disclose any further information before the LA instigates legal action.

If at any point during the Criminal Investigation process an additional need is raised that is currently unmet, or support for that need has not been sought, then the investigation will cease and the case returned to Stage 2 intervention.

If the EWS proceeds with legal action, a witness statement may be requested from the school outlining what intervention has preceded stage 3 intervention. In instances where schools have purchased the EWS to provide Stage 1 and/or Stage 2 intervention, the Attendance and Welfare Officer would provide the witness statement. In all instances the Headteacher would as a minimum have to sign a prepared attendance certificate, and submit a statement authenticating the process around how absence codes are recorded, and in what circumstances any changes in attendance/absence codes were made.

**Stage 4: Child/Young person has acute needs that require statutory intervention to promote and protect the welfare of children/young people. (Applies to all levels of pupil attendance)**

**Service Provider: Everyone has a responsibility to promote and protect the welfare of children and young people.**

This stage relates to any instances where the child/young person is identified as being at risk of, or has experienced, harm. Should a child be identified at being at stage 4, a referral should be made to Croydon Children's Social Care immediately so they can instigate a statutory response to protect the child. Action at this stage supersedes any ongoing intervention at any previous stage – the priority is to protect the child.

**What are the schools responsibilities in terms of attendance?**

**Maintenance of the school's attendance and admissions register**

Schools must adhere to the Education (Pupil Registration) Regulations 2006 (and subsequent amendments) which sets out the requirements for the contents of the registers, how they are marked, when pupils can be removed from the registers and when returns should be made to the local authority (i.e. when a child is missing from education – CME). It is also the school's decision on whether or not to authorise a pupil absence, each of which carry their own set of consequences in regards to tackling absence.

#### Section 12 – Statutory Returns to the Local Authority

Schools must notify the Local Authority in the following circumstances:

- A child fails to attend regularly  
Croydon Council defines a child who hasn't attended regularly as any child who is persistently absent (below 85%) over the period of one term. Submissions are normally made automatically via SIMS and the B2B system, or through regular contact with the Education Welfare Service. Any School that does not submit data via B2B or who does not have regular contact with the EWS will need to submit a half-termly return to the EWS.
- A child has been continuously absent for 10 school days and the absence is unauthorised. A return should be made to the Local Authority each time a pupil is absent for 10 continuous school days. A referral to the Children Missing from Education team should also be made should a child be absent from school and no contact has been received from the parent, despite the attempts of the school and/or their Attendance and Welfare Officer.
- A child is removed from the admissions register (in specific instances).  
A return should be made to the Local Authority when a child is removed from the school roll for the reasons outlined in the Notification from School Roll form.

All forms mentioned above together with associated guidance can be found in appendix 5.

#### **The duty of schools to safeguard and promote the wellbeing of pupils**

Section 175 of the Education Act 2002 places the duty on schools to make arrangements to ensure functions are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Poor Attendance is an early warning sign that a child's welfare is at risk, and therefore there is an expectation placed on schools to address attendance to secure a child's welfare.

#### **Attendance and Ofsted Inspections**

Ofsted will also focus in some part on attendance during their inspections of schools. They will examine the school's performance at that point of time and compare it to the previous 3 years via RaiseONLINE and the school's own data. They will also examine the school's strategies for promoting good attendance, analysing attendance across a range of vulnerable groups within the school, whether school attendance figures match that observed within lessons, and how schools support pupils with long term absence.

#### **I am a school that currently purchases a “Traded Service” from the Local Authority, what does this mean to me?**

These changes will have little impact upon you, apart from that Stage 3 intervention is not chargeable. As Stage 3 intervention makes up a small minority of the work the Education Welfare Service undertakes, and that we have committed to delivering a level of service to you via the Service Level Agreement, there will be no noticeable change.

## **I am a school that currently purchases a school attendance support service from a private provider and/or employ our own School Attendance Enforcement Officer, what does this mean to me?**

This may have a significant impact on you, as the Staged Intervention Model closely links to the Local Authority's existing best practice model, therefore changes may be necessary to incorporate this model. Private Providers/School Employee's will no longer be able to submit legal action requests, and can no longer undertake Stage 3 interventions as these fall squarely within the Local Authority statutory duty as highlighted earlier and in DfE guidance.

## **The Education Welfare Service Commitment to Schools and Families**

The Education Welfare Service has undergone a substantial amount of change already on the continuing drive to deliver excellent service to Croydon's children schools and families. The ongoing changes that have to made to provides the service with the opportunity to implement a consistent attendance staged intervention model across Croydon, ensuring that all families are treated equally, no matter which school or academy their child attends. Every school and academy in Croydon will also receive a consistent, free, independent investigation service, acting swiftly when "welfare" support has been provided via the staged intervention model.

# Appendix 1

## School Attendance and Criminal Procedure Legislation:

The EWS (as part of the Local Authority) has delegated duty to undertake Section 446 of the Education Act 1996:

### **Section 446 Education Act 1996 (Institution of Legal Proceedings for offences under S443 & 444)**

Proceedings for an offence under section 443 or 444 shall not be instituted except by a local education authority.

Section 443 and 444 are:

### **Section 443 Education Act 1996 (Enforcement of Pupils not on a school roll)**

#### **Offence: failure to comply with school attendance order.**

- (1) If a parent on whom a school attendance order is served fails to comply with the requirements of the order, he is guilty of an offence, unless he proves that he is causing the child to receive suitable education otherwise than at school.

### **Section 444 Education Act 1996 (Enforcement of School Attendance)**

#### **Offence: failure to secure regular attendance at school of registered pupil.**

- (1) 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.
- (1A) If in the circumstances mentioned in subsection (1) the parent knows that his child is failing to attend regularly at the school and fails without reasonable justification to cause him to do so, he is guilty of an offence.]

### **Police and Criminal Evidence Act 1984:**

Section 67(9) of PACE places a duty on persons other than police officers "who are charged with the duty of investigating offences or charging offenders" to have regard to any relevant provisions of the Codes of Practice.

### **Criminal Proceedings and Investigation Act 1996 (Amended by Criminal Justice Act 2003)**

"A person other than a Police Officer, who is charged with a duty of conducting an investigation with a view to it being ascertained, whether a person should be charged with an offence, or whether a person charged with an offence is guilty, shall have regard to any provisions in the Code of Practice.

### **Code for Crown Prosecutors:**

The Code for Crown Prosecutors is a public document, issued by the Director of Public Prosecutions that sets out the general principles Crown Prosecutors should follow when they make decisions on cases.

#### *Is there enough evidence against the defendant?*

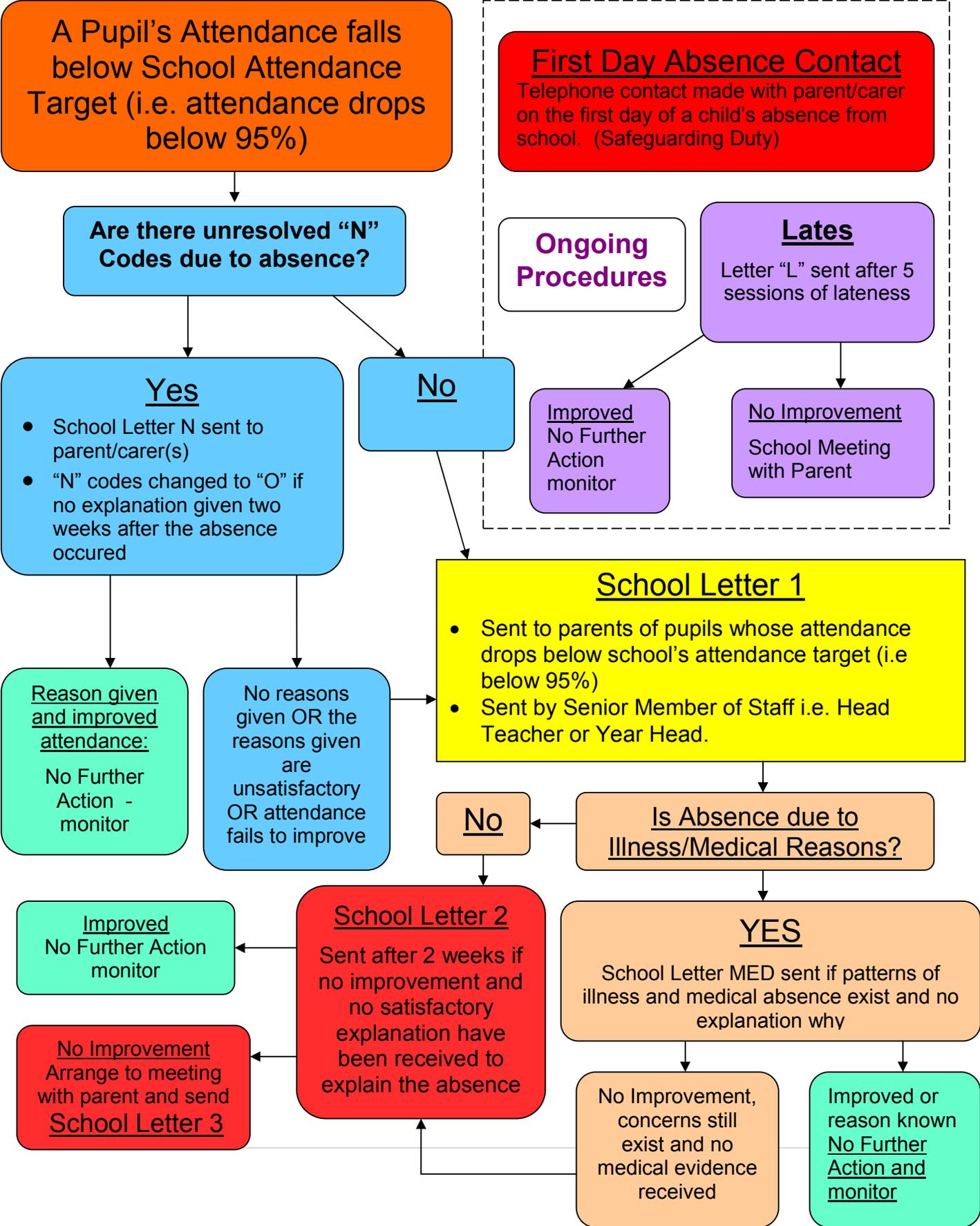
When deciding whether there is enough evidence to charge, Crown Prosecutors must consider whether evidence can be used in court and is reliable and credible. Crown Prosecutors must be satisfied there is enough evidence to provide a "realistic prospect of conviction" against each defendant.

#### *Is it in the public interest for the CPS to bring the case to court?*

A prosecution will usually take place unless the prosecutor is sure that the public interest factors tending against prosecution outweigh those tending in favour.

# Appendix 2 – Stage One Example Documents

## Stage One – School Attendance Staged Intervention Model



# Template Letter N

<Date >

<Address>  
<Address>  
<Address>  
<Address>

Dear <name of parent / carer>

According to our records, <name of pupil> has recently been absent from school. You will be aware that it is the parent's responsibility to notify the school on the first day of a pupil's absence to explain the reasons why the <s/he> is unable to attend school and an expected date when <s/he> should return. Unfortunately we have not received any contact from you.

I am therefore writing to you to give you an opportunity to explain the recent absences. Please complete the tear off slip below and return it to the school as soon as possible. Any absence that hasn't been explained within two weeks will be categorised as "**Unauthorised**" Absence – an explanation of this term and the possible consequences are attached.

If you wish to discuss this letter further, please contact me on <school telephone number>.

Yours sincerely

<School Contact>  
Designation  
School

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Please complete this slip and return to <location> as soon as possible.

**Dates of unexplained absence:**

<Dates of N Codes>

Explanation for the above dates of unexplained absence:

Parent/Carer Signature..... Date.....

# Template Letter 1

<Date >

<Address>

<Address>

<Address>

<Address>

Dear <Name of Parent>

As part of our commitment to improving the attainment of our pupils we monitor pupil attendance on a regular basis. During our regular monitoring of pupil attendance we identify any pupil whose attendance causes concern. We then issue a first Letter to register our concern with parents. We are therefore writing to you due to <Name of pupil>'s current level of attendance:

Attendance	<current attendance> %
Authorised Absence	<current AA> %
Unauthorised Absence	<current UA> %

The information below shows how attendance can affect your child's future progression.

## **Above 97%: Less than 6 days absence a year**

Excellent attendance! These young people will almost certainly get the best grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

## **95%: 10 days absence a year**

These pupils are likely to achieve good grades and form a habit of attending school regularly. Pupils who take a 2 week holiday every year can only achieve 95% attendance.

## **90%: 19 days absence a year**

Young people in this group are missing a month of school per year; it will be difficult for them to achieve their best.

## **85%: 29 days absence a year**

The Government classes Young People in this group as "Persistent Absentees", and it will be almost impossible to keep up with work. Parents of young people in this group could also face the possibility of legal action being taken by the Local Authority.

If you have any queries or would like to talk to anyone about attendance please do not hesitate to contact <named school person> on <telephone number>

Yours sincerely

<School contact>

## Template Letter MED

<Date >

<Address>

<Address>

<Address>

<Address>

Dear <name of parent / carer>

Since we wrote to you on <date of 1<sup>st</sup> letter>, <name of pupil>'s attendance has failed to improve significantly, and is now <attendance percentage>%. This is below what we expect and to put this into perspective 90% attendance is equivalent to missing 19 days of school per year.

When looking into the reasons why <name of pupil> has been absent from school, we noticed that the majority of the absence was linked to illness and/or medical reasons.

Due to the level of illness and/or medical absence, I must ask that if any further absence occurs, evidence must be received by the school that shows that the pupil has been absent and is being supported by a Doctor. Some examples of evidence that could be used are: Prescriptions, Appointment Cards, Doctor's Notes, e.t.c.

If this evidence is not supplied when your child returns after an illness or medical absence, your child's absence will be recorded as an "**unauthorised**" absence - an explanation of this term and the possible consequences are attached.

We would appreciate your support to make sure <name of child>'s attendance improves. The school will continue to monitor the situation and will be in touch again if it does not improve.

Thank you for your cooperation

Yours sincerely

<School Contact>

## Template Letter 2

<Date >

<Address>

<Address>

<Address>

<Address>

Dear <name of parent / carer>

Since we wrote to you on <date of 1<sup>st</sup> letter>, <name of pupil>'s attendance has failed to improve significantly, and is now <attendance percentage>%. This is below what we expect and to put this into perspective 90% attendance is equivalent to missing 19 days of school per year – your child will spend more time at home than at school this academic year!

Ongoing low attendance is a factor often linked to low levels of academic success. It is important that low attendance is dealt with as early as possible to prevent poor habits of attendance forming with <name of pupil>. Poor attendance habits now will make it increasingly difficult for you to ensure your child attends school regularly as they get older.

We wish to help <name of pupil> to improve <his/her> attendance. If you would like to discuss <name of pupil>'s attendance please contact <school contact> on <school contact number> and I will be happy to talk with you and if required arrange a meeting.

We would appreciate your support to make sure <name of child>'s attendance improves. The school will continue to monitor the situation and will be in touch again if it does not improve.

Thank you for your cooperation

Yours sincerely

<School Contact>

## Template Letter 3

<Date >

<Address>

<Address>

<Address>

<Address>

Dear <name of parent / carer>

As you will be aware from our previous two letters, we have concerns with regard to <name of pupil>'s attendance of <attendance percentage>%. Unfortunately we have not received a satisfactory reason for <name of pupil>'s absence and their attendance has failed to improve significantly.

I enclose your child's most recent registration certificate for your information.

Ongoing low attendance is a factor often linked to low levels of academic success. It is important that low attendance is dealt with as early as possible to prevent poor habits of attendance forming with <name of pupil>. Poor attendance habits now will make it increasingly difficult for you to ensure your child attends school regularly as they get older.

We wish to help <name of pupil> to improve <his/her> attendance. I would like you to attend a meeting with me on <date> at <time> to discuss what we can all do to help <name of pupil> *attend more regularly*.

If you are unable to attend this meeting, please contact me as soon as possible so we can arrange another time and date to meet.

Yours sincerely,

<School Contact>

# Template Letter LATES

<Date >

<Address>

<Address>

<Address>

<Address>

Dear <Name of Parent>

As part of our commitment to improving the attainment of our pupils we monitor pupil attendance on a regular basis. During our regular monitoring of pupil attendance we identify any pupil whose attendance causes concern, including those pupils who have arrived late to school on a number of occasions. . We are therefore writing to you due to <Name of pupil>'s current number of late sessions:

Attendance	<current attendance> %
Number of late sessions	<current AA> %
Number of "unauthorised" lates	<current UA> %

Being late to school can have a considerable impact over the whole school year. The table below shows you just how much time can be missed over a year just by being 5 minutes late to school every day:

<b>5 minutes late every day = 3 days of school lost a year</b>
<b>10 minutes late every day = 6.5 days of school lost a year</b>
<b>15 minutes late every day = 10 days of school lost a year</b>
<b>20 minutes late every day = 13 days of school lost a year</b>
<b>30 minutes late every day = 19 days of school lost a year</b>

We understand that the school mornings can be hectic, but when your child is late for school they are missing out on vital parts of their education. If your child arrives 30 minutes after the register has been taken, they will have an "unauthorised" late mark – this is the same as an "unauthorised absence" - an explanation of this term and the possible consequences are attached.

If you have any queries or would like to talk to anyone about attendance please do not hesitate to contact <named school person> on <telephone number>

Yours sincerely

<School contact>

# Stage 1 Intervention Tracker Form:

## First Day/General Contact Record:

Date	Details of Contact	Initial

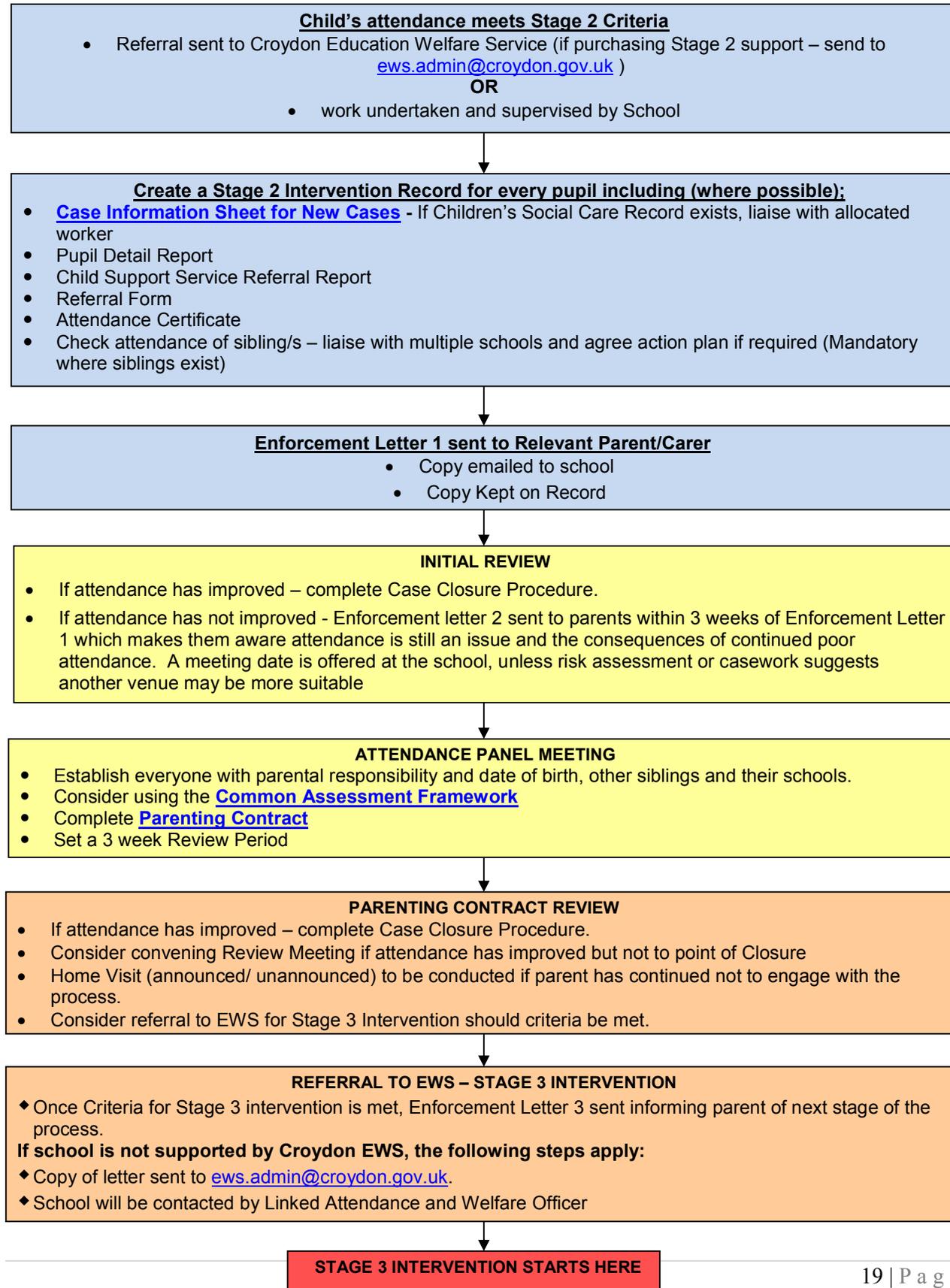
## School Attendance Staged Intervention Actions:

Type of Action:	Date
School Letter N <ul style="list-style-type: none"> <li>For use if N letters exist on attendance certificate but no reasons for absence have been received from parent.</li> <li>All N's should be unauthorised (turned to an O code) if no reason for absence is received from the parent within 2 weeks of the absence</li> </ul>	
School Letter 1 <ul style="list-style-type: none"> <li>For use if a pupil's attendance/absence drops below the school's expected level of attendance (i.e. 95% or 3 separate instances of absence) .</li> <li>Letter 1 acts as a low level warning letter to remind parents of the impact of poor attendance and puts attendance into context whilst offering support</li> </ul>	
School Letter Med <ul style="list-style-type: none"> <li>For use if a pupil is recording levels of absence due to illness or medical absences (I or M codes) but no medical evidence has been forthcoming.</li> <li>Letter 1 should be issued prior to using the Med letter.</li> </ul>	
School Letter 2 <ul style="list-style-type: none"> <li>For use should unauthorised absence continue following the issuing of School Letter 1, and if Letter MED has not resulted in medical evidence being received</li> <li>Letter 2 reinforces positives of regular attendance, offers support and highlights that attendance is being monitored</li> </ul>	
School Letter 3 <ul style="list-style-type: none"> <li>For use should unauthorised absence still continue and parent/carer(s) have failed to engage with the school.</li> <li>Parent is invited to attend meeting with School Attendance Contact to discuss reasons for absence and to consider possible support measures</li> </ul>	
Meeting with Parent: Please record details below:	

Next Steps:

1. **If through contact with parent/carer(s) it becomes apparent that the family have unmet needs that require additional/intensive support then consider:**
  - **Requesting Stage 2 School Attendance Intervention** from the Education Welfare Service (if school has Service Level Agreement with EWS) or conduct Stage 2 School Attendance Intervention Process – Attendance is below 90% in the last 12 weeks and unauthorised absence has been recorded
  - **Completion of Common Assessment Framework** (please refer to CAF guidance on Croydon Practitioner Space: ( <http://www.croydonpractitionerspace.co.uk/caf> )
  - **Referral to Children’s Social Care** (Please refer to Stage 4 within School Attendance Staged Intervention Model.
  
2. **If the parent/carer has failed to engage with you, or the pupil continues to record unauthorised absence and no satisfactory reason for absence has been provided consider:**
  - For low levels of attendance - **Referral to Local Authority for Fixed Penalty Notice (Please refer to Croydon LA Penalty Notice Code of Conduct for criteria)**
  - **Request for Stage 2 School Attendance Intervention** from the Education Welfare Service (if school has Service Level Agreement with EWS) or conduct Stage 2 School Attendance Intervention Process – Attendance is below 90% in the last 12 weeks and unauthorised absence has been recorded.

## Appendix 3 (Mandatory parts of letters are marked in yellow) Stage 2 Intervention Process, Template Forms & Letters Process:



## Stage 2 Attendance Intervention Request :

CROYDON COUNCIL – Education Welfare Service

Request for Stage 2 School Attendance Intervention

Please attach to this request:

1. Attendance Certificate displaying at least 12 previous weeks of attendance
2. Stage 1 School Attendance Intervention Tracking Form (S1TF)

<b>Organisation Details</b>		<b>Date of Request:</b>	<b>09.09.2013</b>
<b>Name of Requestor</b>		<b>Name of Organisation</b>	
<b>Postal Address</b>			
<b>Email Address</b>		<b>Telephone Number</b>	

<b>Details of all children under care of parent/carer(s)</b>				
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Name of School</b>	<b>Attendance</b>	<b>Part of Request?</b>
			%	<input type="checkbox"/>
			%	<input type="checkbox"/>
			%	<input type="checkbox"/>
			%	<input type="checkbox"/>

<b>Details of Family</b>		
<b>Name of Parent/Carer</b>	<b>Address</b>	<b>Telephone Number(s)</b>

<b>Multi-Agency Involvement</b>			
<b>Name of Professional</b>	<b>Agency</b>	<b>Type of Support Offered</b>	<b>Telephone/Email Address</b>

<b>Referral Details</b>			
<b>Attendance % (Last 12 weeks)</b>	<b>%</b>	<b>Number of Unauthorised absences (Last 12 weeks)</b>	
Reason(s) for Referral			
Assessment of Risk: Does the family pose any risk to professionals? If so please provide detail of the risk.			

<b>Child/Parenting/Environmental Factors: (Tick all that apply)</b>		
<b>Development of Child or Young Person</b>		
<input type="checkbox"/> Physical illness/health needs	<input type="checkbox"/> Disability-physical	<input type="checkbox"/> Disability-development delay
<input type="checkbox"/> Speech/language delay	<input type="checkbox"/> Diet/weight	<input type="checkbox"/> Sleep routine
<input type="checkbox"/> Personal safety issues	<input type="checkbox"/> Alcohol issues	<input type="checkbox"/> Drug issues
<input type="checkbox"/> Unsafe sexual activity/exploit.	<input type="checkbox"/> Mental health issues	<input type="checkbox"/> Emotional development issues
<input type="checkbox"/> Low self esteem	<input type="checkbox"/> Peer relationships	<input type="checkbox"/> Social Isolation
<input type="checkbox"/> Domestic abuse (previous)	<input type="checkbox"/> Domestic abuse (current)	<input type="checkbox"/> Previous abuse/harm
<input type="checkbox"/> Bereavement/loss/separation	<input type="checkbox"/> Family breakdown	<input type="checkbox"/> Risk of Entering Care System
<input type="checkbox"/> Separated from parent	<input type="checkbox"/> Behavioural problems at home	<input type="checkbox"/> Behavioural problems at school
<input type="checkbox"/> Bullying (aggressor)	<input type="checkbox"/> Bullying (victim)	<input type="checkbox"/> Discrimination (aggressor)
<input type="checkbox"/> Harmful sexual behaviour (agr)	<input type="checkbox"/> Anti-social behaviour/Gang Activity	<input type="checkbox"/> Discrimination (victim)
<input type="checkbox"/> Offending behaviour (current)	<input type="checkbox"/> Academic under-achievement	<input type="checkbox"/> Offending behaviour (risk of)
<input type="checkbox"/> School non-attendance	<input type="checkbox"/> Exclusion-risk of fixed term	<input type="checkbox"/> Exclusion-fixed term
<input type="checkbox"/> Exclusion-risk of permanent	<input type="checkbox"/> Exclusion-permanent	<input type="checkbox"/> Conflict (parental/family)
<input type="checkbox"/> Conflict (neighbourhood)	<input type="checkbox"/> Sibling of child with a disability	<input type="checkbox"/> Young person acting as carer
<input type="checkbox"/> English as a second language	<input type="checkbox"/> Lack of positive role model	<input type="checkbox"/> Poor hygiene
<input type="checkbox"/> Inadequate housing (adoles)	<input type="checkbox"/> Need for further assessment	<input type="checkbox"/> Statement of SEN
<input type="checkbox"/> Transition	<input type="checkbox"/>	<input type="checkbox"/>
<b>Parent/Carer (PC) Parenting Capacity</b>		
<input type="checkbox"/> Inconsistent/Inadequate Physical Care	<input type="checkbox"/> Lack of stability; poor emotional attachments	<input type="checkbox"/> Poor guidance, boundaries and stimulation
<input type="checkbox"/> Other: Please Indicate:		
<b>Family and Environmental</b>		
<input type="checkbox"/> Single parent family	<input type="checkbox"/> Teenage parent	<input type="checkbox"/> Large family
<input type="checkbox"/> Lack of support/social isolation	<input type="checkbox"/> Impact of family history	<input type="checkbox"/> Chaotic family conditions
<input type="checkbox"/> Physical health (PC)	<input type="checkbox"/> Mental health issues (PC)	<input type="checkbox"/> Learning disability (PC)
<input type="checkbox"/> English second language (PC)	<input type="checkbox"/> Conflict (neighbourhood)	<input type="checkbox"/> Family subject of discrimination
<input type="checkbox"/> Housing	<input type="checkbox"/> Financial difficulties/poverty	<input type="checkbox"/> Lack of community resources
<input type="checkbox"/> Pregnancy (PC)	<input type="checkbox"/> Alcohol issues (PC)	<input type="checkbox"/> Drug issues (PC)
<input type="checkbox"/> Immigration/EU/Refugee	<input type="checkbox"/> New to Area	<input type="checkbox"/> Parental crime/imprisonment
<input type="checkbox"/> PC involved in ASB	<input type="checkbox"/> Other: Please Indicate:	
<b>Additional Details: Please use the space below to provide any other relevant info:</b>		

Please send the completed request plus required document via either of the following methods:

Email: [EWS.admin@croydon.gov.uk](mailto:EWS.admin@croydon.gov.uk)

Fax: 020 9726 0573

Post: Croydon Education Welfare Service, 4<sup>th</sup> Floor, Bernard Wetherall House,  
8 Mint Walk, Croydon, CR0 1EA

In Person: Hand it to your Attendance and Welfare Officer

# Enforcement Letter 1:

Dear Mr. & Mrs. Child,

**Child's Name: Template Child      Date of Birth: 01/01/1900**  
**School: Tester School**  
**Current Attendance Level: 75%**

Regular attendance at school is a major focus for the Department for Education (DFE) and Croydon Council. In an effort to improve Template's school attendance, schools and the local authority work together to challenge parents who fail to ensure their children attend school regularly without any known justified cause.

Template's attendance this academic year is currently 75%. This is considerably below what the DFE and Croydon Council consider to be an acceptable level of attendance recommended for children to achieve their educational potential. Please note that parents are advised to provide an explanation for their child's absence. Absences through illness will no longer be authorised without medical evidence, for example a letter from your doctor, a copy of your child's prescription or an appointment card.

I will be monitoring your child's attendance for the next 4 weeks. Should there be any further unauthorised absences I will invite you to an Attendance Panel Meeting. It is the head teacher's decision as to whether to accept any parental explanation for absence. Please be aware that pupils arriving to school after the official close of registers will be marked as being 'unauthorised absent' unless there are legitimate reasons for your child's late arrival.

**Every day in school counts towards Template's future, and I thank you in advance for supporting Tester School in ensuring excellent school attendance.**

If you are experiencing any difficulties you wish to make me aware of or do not understand aspects of this letter please contact me on the above telephone number for further advice and guidance.

Yours sincerely

Cc.

## Enforcement Letter 2:

Dear Mr. & Mrs. Child

**Child's Name: Template Child**      **Date of Birth: 01/01/1900**  
**School: Tester School**  
**Current Attendance Level: 70%**

You will recall that I wrote to you on (date) regarding Template's poor attendance at Tester School. I enclose a copy of Template's registration certificate, showing that since (date), Template has had 30 sessions of unauthorised absence. You will notice that further unauthorised absence has occurred.

Unfortunately Template's attendance has failed to improve sufficiently. Template's current attendance is 70%. I am therefore inviting you to attend an Attendance Panel Meeting. The meeting is scheduled to take place at Tester School on (date) at (time) and a member of school staff will also be present. You will be asked to agree to a parenting contract to support Template's attendance at school. If you are unable to attend the meeting or require an interpreter please contact me as soon as possible.

At the meeting you will be formally reminded of your legal obligations according to the 1996 Education Act.

Absences through illness will no longer be authorised for your child without medical evidence, for example a letter from your doctor, a copy of your child's prescription or an appointment card. It is your responsibility to ensure that you inform the school of any absences through illness and to provide the appropriate medical evidence.

I must remind you that it is a parent's responsibility to ensure that their children receive an education. This is stated in Section 444 of the 1996 Education Act:

*"If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, their parent is guilty of an offence".*

Should you be prosecuted for failure to ensure Template's regular attendance at school, you may be sentenced to a fine of up to £2,500 and/or a 3 month custodial sentence.

If you are experiencing any difficulties you wish to make me aware of or do not understand aspects of this letter please contact me on the above telephone number for help.

Yours sincerely

Cc.

# Parenting Contract (All Mandatory apart from Job Titles):

## Parenting Contract – Croydon Council/Name of School

Pupil Name		Date of birth	
Address			
School		Year Group	

Attendance during last 12 weeks	%	Sessions of Unauthorised Absence	
---------------------------------	---	----------------------------------	--

Details of Parents / Guardians / Carers (including Absent Parent(s))			
Forename		DOB:	
Surname			
Relationship			
Address			
Contact Number			

Details of Supporting Agencies			
Member of School Staff		Role	
Attendance and Welfare Officer		Contact Details	

This Parenting Contract is a formal written agreement with the Parent(s), Pupil(s), school (and Local Authority) to support the following action plan to address the poor school attendance of the pupil.

A meeting was convened with the parent/carer, pupil, teacher and Attendance and Welfare Officer/Other Job Title (AWO) to address the following issues:

1. The reasons for the pupil's non-attendance at school.
2. Actions that can or need to be taken by any or all of the people involved to secure the pupil's attendance at School.
3. To identify an agreed level of attendance for the pupil to attain during the review period.
4. The potential consequence of legal action being taken should the pupil's attendance at School not improve.

Any agreement made in this Parenting Contract can only be amended providing everyone is aware and agree to the suggested amendments.

Should the issue of attendance and/or punctuality continue to be a problem as a result of the Parenting Contract not being adhered to this document may be used as evidence in any legal action.

Review Date:
--------------

Reasons for Absence:

Views of the School:

Views of Parent / Carer:

Views of Child:

Views of Attendance and Welfare Officer:

## ACTIONS:

The Parent/Carer agrees to:

Suggested Action	Tick if Relevant
Make sure the pupil attends school every day	
Contact the school by phone to check attendance	
Look for the pupil and when possible return him/her to school should he/she have chosen to walk out of school	
Attend any future meetings that may be called by school staff or Attendance and Welfare Officer	
Notify the school on the day of absence, giving a reason and indicating a return date/time	
Contact the school as soon as you become aware of any concerns, issues or problems that you or the pupil have.	
Contact the AWO if the pupil feels that the school are not dealing with any issue, or if the pupil feels uncomfortable about discussing an issue with the school	
Find out where the pupil goes when he/she is not in school and inform the AWO so that action can be taken if this arises	
Notify the school of any occasions when you are aware that the pupil will be late in school giving reasons	
Keep the school updated with full contact details, including where possible, a telephone number.	
Ensure the pupil is seen by a GP when ill and provide medical evidence of any absence due to illness (i.e. appointment cards, prescriptions, letters etc)	
The school and/or AWO contacting other professionals involved with providing support for the pupil and the parent/carer(s) (i.e. Children's Social Care etc)	

Any Other Agreed Actions:

Sign.....

Date.....

The Pupil(s) agrees to:

Suggested Action	Tick if Relevant
Attend school as agreed and on time.	
Be responsible for obtaining a registration mark even if he/she is late for school	
Attend any future meetings as felt necessary by parent, school staff or Attendance and Welfare Officer.	
Be responsible for getting out of bed each morning to get to school on time and be aware that if he/she is late he/she will have to face the consequences.	
Make sure they follow the conditions of any attendance report	
Tell his/her parent/carer of any concerns especially if they are likely to affect attendance.	
Contact the AWO or the teacher and let them know of any problems he/she has generally or relating to his/her schoolwork.	

Any other agreed actions:

I agree to follow the above plan.

(Pupil) Sign..... Date.....

I agree to support the pupil in following the above plan.

(Parent/Carer) Sign..... Date.....

(Parent/Carer) Sign..... Date.....

The school agrees to:

Suggested Action	Tick if Relevant
Provide the pupil with a place on roll at the School.	
Provide appropriate education and support.	
Ensure that the pupil's attendance is monitored on a daily basis	
Be available to make contact to discuss problems.	
Place the pupil on an attendance report	
Liaise closely with the parent/carer and Attendance and Welfare Officer should there be any problems, concerns or issues regarding the pupil, including any unexplained absences.	
On receiving a call from the parent/carer, check that the pupil is in school.	
With the parent/carer's and pupil's agreement, the appropriate teaching staff will be made aware of the pupil's situation.	
Respond to, or deal with, any problems, concerns or issues raised by the pupil, parent/carer, school staff or AWO.	
If appropriate, consider alternative provision	
If appropriate, consider an amended timetable	

Any other agreed actions:

Sign.....

Date.....

The Attendance and Welfare Officer agrees to:

Suggested Action	Tick if Relevant
Respond as soon as is practicably possible to any issues raised by the pupil, parent/carer or school staff.	
Provide support, help or advice to the pupil, parent/carer or school staff on request.	
Provide the parent/carer(s) with a place on a Parenting Program	
Meet with the parent/carer, pupil or school staff in the first instance should there be any further issues or problems identified particularly relating to attendance or punctuality.	
Arrange to meet with the pupil regularly or when the pupil requires.	
Review attendance with after .....weeks with Line Manager and agree further action as necessary.	
Consider the use of the Common Assessment Framework	
Contact other professionals supporting the pupil to clarify roles.	

Any other agreed actions:

Sign.....

Date.....

## Home Visit Letter:

Dear Mr. & Mrs. Child

**Child's Name: Template Child      Date of Birth: 01/01/1900**  
**School:                      Tester School**  
**Current Attendance Level: 70%**

You will recall that I wrote to you on (date) regarding Template's poor attendance at Tester School. I enclose a copy of Template's registration certificate, showing that since (date), Template has had 30 sessions of unauthorised absence. You will notice that further unauthorised absence has occurred.

I need to make you aware that the Education Act 1996 states that it is the responsibility of the parent/carer to ensure that their child attends the school at which they are on roll. A failure to do this could result in legal action being taken by the Local Authority.

I would therefore like to meet with you to discuss this and support you in ensuring Template attends school regularly. I would like to meet you at (location of visit) at (time) on (date). If you cannot make this meeting, please can you inform me by contacting me on (contact details).

Yours sincerely

Cc.

## Enforcement Letter 3:

Dear Mr. & Mrs. Child

**Child's Name:      Template Child      Date of Birth: 01/01/1900**  
**School:            Tester School**  
**Current Attendance Level: 65%**

Despite previous attempts to improve Template's poor attendance at Tester School, I remain concerned at the level of unauthorised absence. I enclose a copy of Template's registration certificate, showing that since (date), Template has had 40 sessions of unauthorised absence. You will be aware from previous contact from me that you are legally responsible for the regular attendance of your child at school.

Following a thorough assessment of this case, the decision has been made to refer you child's poor attendance to the Local Authority. The Local Authority will now be conducting a criminal investigation and considering whether or not to instigate legal proceedings against you for an offence under Section 444 of the 1996 Education Act:

***"If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, their parent is guilty of an offence"***

The Local Authority will be in contact with you shortly, and in the meantime I would urge you to ensure Tester attends school regularly. If you are experiencing any difficulties you wish to make me aware of or do not understand aspects of this letter please contact me on the above telephone number for further advice and guidance.

Yours sincerely

Cc.

## Stage 2 Intervention Tracker Form: Example

### General Contact Record:

Date	Details of Contact	Initial

### School Attendance Staged Intervention Actions:

Type of Action: Enforcement	Date
Enforcement Letter 1	
Enforcement Letter 2	
Attendance Panel Meeting/Parenting Contract	
Home Visit	

Type of Action: Welfare Support	Date
Pre-CAF – Please record details/outcomes below	
CAF – Please record details/outcomes below	
Team Around the Child/Family – Please record details/outcomes below	
School Meeting – Please record details/outcomes below	
In-School Mentoring and Support – Please record details/outcomes below	
Referral to Support Services – Please record details/outcomes below	
Specialist Assessment – Please record details/outcomes below	
Other Welfare Support Actions – Please record details/outcomes below	

**NB:**

- The amount of welfare support/enforcement action undertaken by the school or their Attendance and Welfare Officer should be judged on a case by case basis, but there is an expectation that Welfare Support underpins any Enforcement Action, and vice-versa.
- Therefore prior to a child's attendance being progressed to stage 3 school attendance intervention, there should be evidence that initial enforcement action has been undertaken (letters 1 and 2 have been sent, and APM/Parenting Contract attempted), and welfare support put in place where additional need has been identified. There should also be evidence that the parent/carer(s) have failed to effectively engage with Stage 1 and 2 interventions.

**Next Steps:****Stage 3 School Attendance Intervention – Criminal Investigation Request:**

- When all attempts to engage with the family at intervention stages 1 and 2 have failed, and the criteria has been met, the school can refer to the EWS to undertake a criminal investigation in line with the Criminal Investigation Process
- To ensure that the investigation is as speedy as possible, the school should ensure the Criminal Investigation request is completed thoroughly, ensuring as much information and evidence of previous intervention is included, as well as naming any other practitioners who are currently involved with supporting the family.
- At any point during the Criminal Investigation process an additional need is raised that is currently unmet, or support for that need has not been sought, then the investigation will cease and the case returned to Stage 2 intervention.
- If the EWS proceeds with legal action, a witness statement will be requested from the school outlining what intervention has preceded stage 3 intervention. In instances where schools have purchased the EWS to provide Stage 1 and/or Stage 2 intervention, the Attendance and Welfare Officer would provide the witness statement.
- In all instances the Headteacher would as a minimum have to sign a prepared attendance certificate, and submit a statement authenticating the process around how absence codes are recorded, and in what circumstances any changes in attendance/absence codes were made.

## Stage 3 Attendance Intervention Request:

CROYDON COUNCIL – Education Welfare Service

Request for Stage 3 School Attendance Intervention

Please attach to this request:

1. Attendance Certificate displaying at least 12 previous weeks of attendance
2. Stage 2 School Attendance Intervention Tracking Form (S2TF)

<b>Organisation Details</b>		<b>Date of Request:</b>	<b>10.09.2013</b>
<b>Name of Requestor</b>		<b>Name of Organisation</b>	
<b>Postal Address</b>			
<b>Email Address</b>		<b>Telephone Number</b>	

<b>Details of all children under care of parent/carer(s)</b>				
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Name of School</b>	<b>Attendance</b>	<b>Part of Request?</b>
			%	<input type="checkbox"/>
			%	<input type="checkbox"/>
			%	<input type="checkbox"/>
			%	<input type="checkbox"/>

<b>Details of Family</b>		
<b>Name of Parent/Carer</b>	<b>Address</b>	<b>Telephone Number(s)</b>

<b>Multi-Agency Involvement</b>			
<b>Name of Professional</b>	<b>Agency</b>	<b>Type of Support Offered</b>	<b>Telephone/Email Address</b>

<b>Request Details</b>			
<b>Attendance % (Last 12 weeks)</b>	<b>%</b>	<b>Number of Unauthorised absences (Last 12 weeks)</b>	
Reason(s) for Request			
Assessment of Risk: Does the family pose any risk to professionals? If so please provide detail of the risk.			

<b>Child/Parenting/Environmental Factors: (Tick all that apply)</b>		
<b>Development of Child or Young Person</b>		
<input type="checkbox"/> Physical illness/health needs	<input type="checkbox"/> Disability-physical	<input type="checkbox"/> Disability-development delay
<input type="checkbox"/> Speech/language delay	<input type="checkbox"/> Diet/weight	<input type="checkbox"/> Sleep routine
<input type="checkbox"/> Personal safety issues	<input type="checkbox"/> Alcohol issues	<input type="checkbox"/> Drug issues
<input type="checkbox"/> Unsafe sexual activity/exploit.	<input type="checkbox"/> Mental health issues	<input type="checkbox"/> Emotional development issues
<input type="checkbox"/> Low self esteem	<input type="checkbox"/> Peer relationships	<input type="checkbox"/> Social Isolation
<input type="checkbox"/> Domestic abuse (previous)	<input type="checkbox"/> Domestic abuse (current)	<input type="checkbox"/> Previous abuse/harm
<input type="checkbox"/> Bereavement/loss/separation	<input type="checkbox"/> Family breakdown	<input type="checkbox"/> Risk of Entering Care System
<input type="checkbox"/> Separated from parent	<input type="checkbox"/> Behavioural problems at home	<input type="checkbox"/> Behavioural problems at school
<input type="checkbox"/> Bullying (aggressor)	<input type="checkbox"/> Bullying (victim)	<input type="checkbox"/> Discrimination (aggressor)
<input type="checkbox"/> Harmful sexual behaviour (agr)	<input type="checkbox"/> Anti-social behaviour/Gang Activity	<input type="checkbox"/> Discrimination (victim)
<input type="checkbox"/> Offending behaviour (current)	<input type="checkbox"/> Academic under-achievement	<input type="checkbox"/> Offending behaviour (risk of)
<input type="checkbox"/> School non-attendance	<input type="checkbox"/> Exclusion-risk of fixed term	<input type="checkbox"/> Exclusion-fixed term
<input type="checkbox"/> Exclusion-risk of permanent	<input type="checkbox"/> Exclusion-permanent	<input type="checkbox"/> Conflict (parental/family)
<input type="checkbox"/> Conflict (neighbourhood)	<input type="checkbox"/> Sibling of child with a disability	<input type="checkbox"/> Young person acting as carer
<input type="checkbox"/> English as a second language	<input type="checkbox"/> Lack of positive role model	<input type="checkbox"/> Poor hygiene
<input type="checkbox"/> Inadequate housing (adoles)	<input type="checkbox"/> Need for further assessment	<input type="checkbox"/> Statement of SEN
<input type="checkbox"/> Transition	<input type="checkbox"/>	<input type="checkbox"/>
<b>Parent/Carer (PC) Parenting Capacity</b>		
<input type="checkbox"/> Inconsistent/Inadequate Physical Care	<input type="checkbox"/> Lack of stability; poor emotional attachments	<input type="checkbox"/> Poor guidance, boundaries and stimulation
<input type="checkbox"/> Other: Please Indicate:		
<b>Family and Environmental</b>		
<input type="checkbox"/> Single parent family	<input type="checkbox"/> Teenage parent	<input type="checkbox"/> Large family
<input type="checkbox"/> Lack of support/social isolation	<input type="checkbox"/> Impact of family history	<input type="checkbox"/> Chaotic family conditions
<input type="checkbox"/> Physical health (PC)	<input type="checkbox"/> Mental health issues (PC)	<input type="checkbox"/> Learning disability (PC)
<input type="checkbox"/> English second language (PC)	<input type="checkbox"/> Conflict (neighbourhood)	<input type="checkbox"/> Family subject of discrimination
<input type="checkbox"/> Housing	<input type="checkbox"/> Financial difficulties/poverty	<input type="checkbox"/> Lack of community resources
<input type="checkbox"/> Pregnancy (PC)	<input type="checkbox"/> Alcohol issues (PC)	<input type="checkbox"/> Drug issues (PC)
<input type="checkbox"/> Immigration/EU/Refugee	<input type="checkbox"/> New to Area	<input type="checkbox"/> Parental crime/imprisonment
<input type="checkbox"/> PC involved in ASB	<input type="checkbox"/> Other: Please Indicate:	
<b>Additional Details: Please use the space below to provide any other relevant information:</b>		

Please send the completed request plus required document via either of the following methods:

Email: [EWS.admin@croydon.gov.uk](mailto:EWS.admin@croydon.gov.uk)

Fax: 020 9726 0573

Post: Croydon Education Welfare Service, 4<sup>th</sup> Floor, Bernard Wetherall House,  
8 Mint Walk, Croydon, CR0 1EA