

Plasyfelin Primary School Attendance Policy

1/9/23

Mr Jones



Policy & Guidance on Attendance

**Education Welfare Service
July 2013**

1. The Policy Context

Regular attendance is a prerequisite to a good education and securing it must therefore be a high priority for schools and educated otherwise than at school (EOTAS) provisions, governors, Local Authority (LA), parents/carers, children and young people. By failing to attend school or allocated provision regularly, pupils diminish the value of the education provided for them.

Regular attendance can only be successfully promoted when the whole school/EOTAS provision, teaching and non-teaching staff, are willing to regularly reinforce the importance of school attendance. Practice Guidance can be found in Appendix 1.

An attendance policy is one that requires commitment from all staff employed within the school/EOTAS provision, together with governors, parents/carers, pupils and the community in which the school is located.

1.1 National Context

The Attendance Policy for Caerphilly County Borough Council (CCBC) has been directly influenced by the laws and guidance provided by the Education Act 1996, the Children Act 1989 and the Children Act 2004, the Crime and Disorder Act 1998 and the Criminal Justice and Court Service Act 2000, together with the following key related documents:

- The All Wales Attendance Framework
- Behaving and Attending: Action Plan, responding to the National Behaviour and Attendance Review (NBAR) Report 2009
- The National Assembly for Wales Circular 47/2006 Inclusion and Pupil Support.

Links to Welsh Government (WG) documents referred to throughout this guidance can be found via the web links as listed in Appendix 2.

1.2 Local Context

The policy supports the aims and objectives identified in the CCBC Community Strategy, the Single Education Plan the Inclusion Strategy and Learning Education and Inclusion (LEI) Improvement Plan.

The LA is committed to developing policies and guidance documents to support schools and EOTAS providers, pupils and parents/carers, in maintaining and improving attendance, in order to improve educational standards and attainment.

Aims

The aims of the policy are to:

- provide schools/EOTAS provisions with the necessary guidance to develop and implement a whole school attendance strategy and to deal with matters of irregular or poor attendance prior to referral to the Education Welfare Service (EWS);
- support recommendations as outlined in the NBAR report;
- improve attendance and educational attainment;

- develop efficient and effective early intervention and support strategies for the more vulnerable pupils, particularly children and young people with additional learning needs (ALN), for example Looked After Children;;
- encourage schools/EOTAS provisions to work collaboratively with a range of partners to support and promote the welfare and well being of children and young people;
- ensure that the LAs role in dealing with non-attendance is effectively implemented in schools/EOTAS provisions.

Principles

The LA and providers of EOTAS are committed to ensuring that all children and young people gain maximum benefit from their education, regardless of ethnic origin, sex, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified, by regular attendance at school or otherwise.

The LA is also committed to the fundamental principle, that early intervention strategies and partnership working, is crucial in ensuring the protection and well being of all children and young people.

Process and implementation

Positive behaviour and regular attendance at school or otherwise are pre-requisites to achieving an improvement in attainment. The LA Policy and Guidance will assist schools to develop an effective whole school attendance policy. (Appendix 1).

Links to Other Strategies

The Attendance policy links closely with the

- Inclusion Strategy
- Behaviour Strategy
- Special Educational Needs (SEN) policy
- Children and Young People's Plan

Young People with SEN are among the vulnerable groups in danger of becoming NEET (Not in Education, Employment or Training). The LA and its partner organisations have developed a strategy to reduce NEETs through targeted support, appropriate curriculum choice and Keeping in Touch (KIT) procedures.

Partnership

A Policy needs collective support, actively involving governors, staff, parents/carers, pupils and the extended community to develop and revise a school-specific policy.

The LA works in collaboration with the Welsh Government, schools and EOTAS provisions, external agencies and the voluntary sector, to assist with strategies to resolve poor attendance problems.

Listening to Learners

An attendance policy should make it clear that promoting positive attendance and behaviour is the responsibility of the school/ EOTAS provision and community as a whole.

The Children and Young People's plan, considers and implements the 7 core aims and endorses that learners are listened to and treated with respect and are offered a comprehensive range of education and learning opportunities.

Where appropriate, children and young people should be encouraged to participate in decision making processes relating to learning opportunities being made available to them and feel confident their views will be listened to and valued.

Monitoring, Evaluation and Review

The LA monitor attendance through the following process:

- benchmarking against national and local performance indicators;
- collection and analysing of attendance data on a regular basis to identify areas that would benefit from specific support;
- regular register checks;
- ESIS review and development programme;
- ESTYN reports;
- NBAR reviews;
- attendance at Cluster Head teacher meetings;
- regular pre-arranged meetings between designated link staff and Education Welfare Officer (EWO);
- regular meetings with link staff from EOTAS provisions;
- regular meetings with colleagues from other areas within the LEI, eg, Behaviour Support Officers, Educational Psychologists, ALN officers;
- links with the School Improvement teams in accordance with the Common inspection framework (CIF), in order to identify schools who would benefit from an Improving Attendance Initiative (IAI)
- interrogation of Pupil Attitude to Self and School (PASS) data to target support for vulnerable groups of pupils and facilitate transition planning;
- annual evaluation review and target setting with Head Teacher or school's lead professional responsible for behaviour and attendance.

The Education Welfare Service will be evaluated annually through the service improvement plan.

Appendices

Appendix 1	Practice Guidance for Schools
Appendix 2	Hyperlinks to reference documents
Appendix 3	Planning In Partnership (PIP 3) Referral for Service
Appendix 3a	Planning In Partnership (PIP 3) Referral for Service, Welsh Version

Appendix 1

Practice Guidance for Schools

Attendance is now increasingly regarded as a measure of the quality of the education offered by a school and the government has indicated that all schools should be aiming for a target of at least 93% for secondary schools. There is currently no national target for Primary schools however the Welsh Government (WG) and Local Authority (LA) would expect to see year on year improvements. The LA targets are given below.

	Primary	Secondary
2012/13	93.4%	92.0%
2013/14	93.5%	92.3%

This document seeks to set out policy and practice guidance to assist with achieving a whole school approach to promoting regular attendance, provide examples of strategies that can be employed to improve school attendance and manage lateness and should be read in conjunction with the following documents that can be found via the following links in Appendix 1:

- The Inclusion and Pupil Support document, National Assembly for Wales Circular No: 47/2006.
- Section 4, Summary on attendance 4(i) Guidance on Registration Practices and codes.
- WG Guidance on School Attendance Codes 2010 that contains information on the revised school attendance codes and legislative changes relating to Pupil Registration.
- The Education (Pupil Registration) (Wales) Regulations 2010
- All Wales Attendance Framework that includes strategies for schools to improve attendance and manage lateness.

Schools and EOTAS providers are encouraged to develop a policy on attendance in discussion with staff, governors, parents/carers and pupils, taking account of Welsh Government guidance on Inclusion and Pupil Support and good practice identified by the LA.

Each learning setting required a policy for its own circumstance, which should cover how the they promote excellent attendance and acts to tackle poor attendance as well as promoting high standards of behaviour in order to prevent exclusion.

1. Designing an effective attendance policy

An attendance policy is one that requires commitment from all staff employed within the school/EOTAS provision, together with governors, parents/carers/carers, pupils and the community in which the school is located. The LA's Education Welfare Service works in partnership and fully supports this commitment.

1.1 The Policy should:

- give high priority to attendance and punctuality;
- ensure compliance with all statutory requirements;
- ensure that clear information is regularly communicated to parents/carers and pupils;
- collect and make effective and constructive use of attendance data;
- provide clear guidance to staff on the process of registration and on such connected issues as the appropriate categorisation of absence;
- ensure effective and accurate marking and maintenance of registers;

- contain clear procedures to identify and follow up all absence and lateness which include pupils who attend an EOTAS provision;
- recognise the importance of early intervention;
- make provision for first-day of absence contact;
- monitor post-registration truancy through the taking of class registers and spot checks;
- be alert to critical times in the academic year calendar (e.g. Key Stage 2/3 transfer).
- identify a range of strategies to deal with absenteeism / lateness;
- provide for a clear and unambiguous hierarchy of sanctions;
- develop attendance incentive schemes which recognise pupils' attendance achievements;
- apart from whole school target setting, consider the setting of targets for individuals, classes, year groups, etc;
- establish procedures for identifying and reintegrating long-term absentees;
- provide for regular structured meetings between relevant school/EOTAS staff and the EWO or EOTAS link;
- ensure that all reasonable steps are taken before an appropriate referral is made to the EWS;
- make explicit to parents/carers, the importance of continuity of learning, particularly in relation to family holidays during term-time;
- use opportunities such as parents/carers evenings and the school/EOTAS prospectus/brochure, to remind them of the policy on attendance;
- involve governors;
- identify a key senior member of staff with overall responsibility for attendance;
- ensure good practice is identified and shared;
- is regularly monitored and reviewed;
- take steps to create a culture which encourages attendance, addressing school/EOTAS provision based causes of poor attendance, such as curriculum issues, bullying or discrimination of any kind.

1.2 To promote social inclusion and regular attendance the LA, in partnership with schools/EOTAS providers will:

- analyse attendance data to:
 - (a) assist and enable schools to appropriately prioritise attendance strategies
 - (b) set rigorous and challenging but achievable attendance targets for schools;
 - (c) appropriately re-align EWS support to schools/EOTAS provisions;
- work closely with partner agencies and other departments within LEI to address behaviour and attendance issues, as part of the monitoring and review process;
- regularly evaluate attendance procedures in order to support development of strategies to improve attendance;
- liaise with the School Improvement Teams to identify schools who would benefit from Improving Attendance Initiatives (IAIs);
- promote the use of the managed move protocol for hard to place pupils, in order that all children and young people have access to appropriate education
- link appropriate cases with the looked after children (LAC) support officers;
- link with Youth Offending Service in order that young people known to their service or having been released from a secure setting, has access to appropriate education placements and are supported with Individual Learning Plans (ILPs);
- in collaboration with the Police, make use of the Truancy Initiative protocols in place and run regular Truancy operations throughout the Borough.

2. Managing Attendance

2.1 The pastoral member of staff who takes responsibility for ensuring good practice on attendance should have regard to the following measures.

- Checking the registers on a weekly basis
- Liaising with tutors and EOTAS provisions so that a plan of action for poor attendees is agreed and acted upon.
- Ensuring prompt follow-up action in cases of non-attendance.
- Meeting weekly with the Education Welfare Officer (EWO) to agree the following:
 - a) the way in which the school will work with, and support, a pupil whose attendance is poor, such as report cards or attendance contracts;
 - b) how the school and the Education Welfare Service (EWS) will approach and seek to work with the family of the poor attendee and
 - c) the procedure for referral to other agencies when appropriate.

2.2 Responding to non-attendance

The school/EOTAS provider should make every effort to resolve an attendance issue prior to referring to the EWS. Procedures for responding to non-attendance are given in Figure 1, page 10.

Referrals should be made using the appropriate Planning in Partnership (PIP) form (Appendix 3 & 3a), when:

- a pattern of irregular attendance has developed;
- a period of entrenched non-attendance has become established;
- letters sent by the school to the parents/carers have met with little or no response;
- there is a lack of parents/carers co-operation in ensuring a child's regular attendance;
- a pattern of post-registration truancy is persisting despite efforts to prevent it;
- a pupil has reached the percentage absence trigger of less than 80%; in accordance with The Education (Pupil Registration) (Wales) Regulations 2010);
- a pattern of persistent lateness (after the close of the school register) has developed;
- parents/carers withdraws a pupil from school having expressed an intention to electively home educate, but have not formally deregistered the pupil by advising the LA of their intentions.
- Parents/carers who are moving out of the area and the school do not receive a request for the pupil's records from a school in the new area. (Refer also to Welsh Government guidance) to help prevent children from missing education (CME).

2.2 Responding to non-attendance – vulnerable groups

Particular attention should be paid to children who fall into the vulnerable group category, where there is potential for trafficking, sexual exploitation and forced marriage.

Pupils who fail to attend school and are deemed missing, or fail to return to school within 10 days of the end of an extended leave of absence, particularly if they have been on a holiday to their family's country of origin, should always be referred to the Education Welfare Service using the appropriate form.

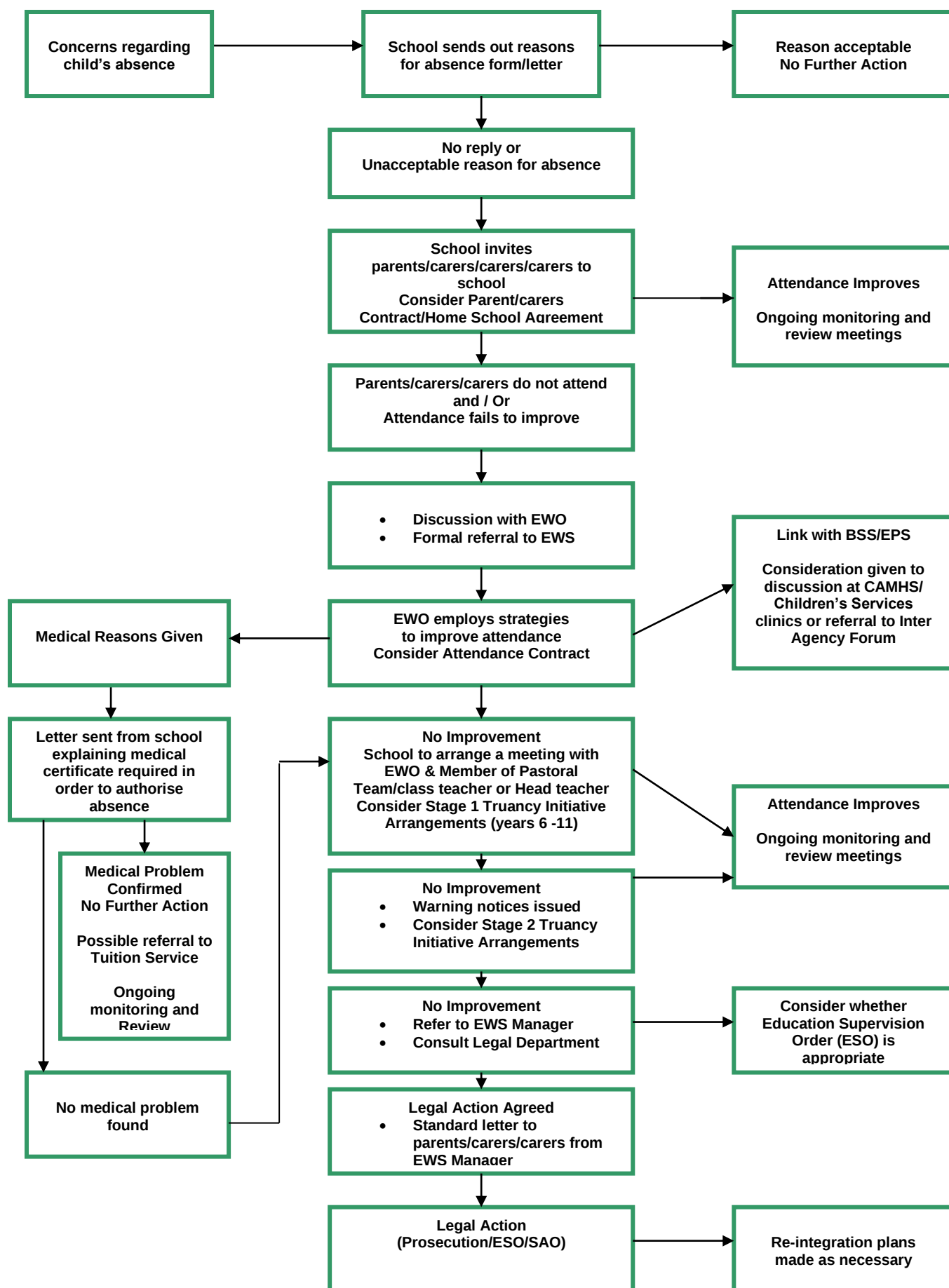
Further guidance can be located via The Caerphilly Safeguarding Children Board link, as indicated in Appendix 2.

N.B. If there are specific and identifiable welfare issues, preventing any pupil from accessing education, or specific child protection concerns, these should be referred directly to the school's Child Protection designate and a referral made to Children Services on the relevant Multi agency referral form (MARF). The form and referrer's assessment record that should accompany the referral can be found on Caerphilly Safeguarding Children Board web site, via the below link.

http://www.caerphilly.gov.uk/cscb/word/referral_form.doc

http://www.caerphilly.gov.uk/cscb/pdfs/Integrated_children_system_referrers_assessment_record.pdf

Figure 1: Responding to Non-Attendance



3. Types of Absences

3.1 Authorised Absences

Only schools or Managers from EOTAS provisions can authorise an absence. Consideration should be given whether the reason for absence is reasonable before doing so.

Excessive amounts of authorised absence can be just as damaging to continuity of learning as unauthorised absence. Schools/EOTAS provisions therefore need to authorise absence sparingly and only after careful consideration, particularly where pupils have a history of irregular attendance. Inappropriate authorisation of absence is not in children's interests and may seriously hinder effective action by the EWS and compromise legal proceedings if taken.

Key points to consider when deciding to authorise absences are:

- it is a legal requirement that registered pupils of compulsory school age attend regularly and punctually;
- schools/EOTAS providers are not obliged to accept parents/carers explanation for an absence, where there is doubt as to the validity of that explanation;
- parents/carers should be aware that only the school/EOTAS provider has the right to agree family holidays in term time; each application for leave should be considered in view of the specific circumstances of the family;
- schools/EOTAS providers should always expect regular and punctual attendance, even when aware of family difficulties;
- looking after the house and/or siblings, going shopping or on a trip, etc will not normally be acceptable reasons for absence;
- an explanation for every absence is required. If one is not forthcoming, the absence should be treated as unauthorised;
- where absence is authorised, schools/EOTAS providers should remain vigilant to emerging patterns of non-attendance;

3.2 Unauthorised Absence

Unauthorised absence is absence without approval from an authorised representative of the school/EOTAS providers and includes all unexplained absences.

If a child is absent with the approval for whatever reason, no offence is deemed to have been committed. Thus, the decision taken to give, or withhold authorisation for an absence, is a critical factor in determining The LAs decision to prosecute parents/carers/carers.

Schools/EOTAS providers should therefore exercise caution in the authorisation of an absence. If they are suspicious of the explanation given by parents/carers, the absence should be further investigated and left unauthorised until the matter has been clarified. The decision taken by the school/EOTAS provisions as to whether to authorise an absence, is of critical importance in determining the level of involvement of the EWS.

3.3 Parentally Condoned Absences

In many cases of parents/carers condoned absence, they perceive that they are keeping their child away from school for legitimate reasons. They may feel that they are protecting their child. It is essential that, when staff believes that a worrying pattern of non-attendance is emerging, they work

closely with the relevant support services to ensure that the most appropriate and effective intervention is available to the pupil and parents/carers.

Parents/carers of children from different cultures or who have a disability (physical or learning), may feel that the school/EOTAS provision, is not a safe, or an appropriate environment for their child. Equally, parents/carers of children who are, or are perceived to be gay or lesbian, or who are same sex parents of a child, may feel their child in being harassed or bullied, by pupils, staff or other parents.

It is vital that schools investigate and endeavour to recognise any such issue that may prevent a pupil from attending school. There is a range of specialist support services, which will assist and advise schools/EOTAS providers and parents/carers, on ways forward when these difficulties arise.

3.4 Factors that may contribute to condoned absence

The following may contribute to absence being condoned:

- Separation anxiety: the parents/carers and/or child may be frightened of being away from each other.
- The child may be the only significant carer within the family.
- There may be social issues which parents/carers may feel are of more importance than educational issues.
- Parents/carers may feel that due to real or perceived differences, their child is being discriminated against in some way, whether verbally or physically.
- Parents/carers may not value education and prevent the child from attending school/EOTAS provision because of their beliefs.
- Parents/carers may be unwilling or unable to provide appropriate clothing (uniform, shoes, coats).

3.5 Addressing Lateness

A pupil's punctuality is a legal requirement and the parents/carers of a pupil who is persistently late are guilty of an offence. The law treats persistent lateness (recorded as unauthorised absence) in the same way as irregular attendance and parents/carers can be prosecuted if a problem of persistent lateness is not resolved.

Pupils who arrive late disrupt not only their own education, but also that of others and being persistently late may also lead to truancy. Poor punctuality may indicate problems within the pupil's home. Chronic lateness may result in a pupil losing his/her attendance mark for the session and the absence will be noted as unauthorised.

A careful balance needs to be struck between being too punitive and too accepting of a pupil's lateness. Once the reasons for lateness have been established, the parents/carers, pupil and school/EOTAS provision, should work in partnership, in an attempt to resolve the difficulties. The dilemma is that if action is not taken against latecomers, other pupils may follow suit thereby exacerbating the problem.

Some schools operate a system that requires a pupil who is late three times per term to attend an after-school detention and for many children this is enough of a deterrent. Where a situation at home makes it difficult for the pupil to arrive on time, consideration should be given to an appropriate referral to an outside agency or voluntary service. Schools can request advice from their EWO on such issues.

Where the pupil is late due to family circumstances, for example where a pupil is the main carer in the family, the school/EOTAS provider may wish to use more supportive interventions. The difficulty with these cases is that children are often reluctant to discuss their home circumstances and as such, should be dealt with sensitively.

3.6 Family Holidays during term time

The Education (Pupil Registration) (Wales) Regulations 2010, give schools discretionary power to grant leave for the purpose of an annual holiday during term time. Parents/carers do not have an automatic right to withdraw their children for a holiday and in law, have to apply for permission in advance. Such permission is granted in accordance with arrangements made by the governing body of the school.

This LA recommends a 92% attendance record for any pupil permitted to be absent, in order to undertake a holiday during term-time.

When parents/carers fail to abide by the decision of the school/EOTAS provision, either by taking holidays that have not been agreed, keep the child away from school/provision, in excess of the period agreed, or fail to apply for permission, the time treated should be treated as unauthorised absence.

Further Guidance

Full guidance on the use of codes and an explanation of the regulations governing the keeping of pupil registers can be found in the Welsh Government guidance circular 'Inclusion and Pupil Support' and WG guidance on school attendance 2010. The web link is given below:

http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/inclusionpupilsupportguidance/section4/?lang=en

4. Target setting

Governing bodies of every maintained school are required to set targets for the reduction of all absences of the pupils at the school. They require the following targets for total absences to be set and submitted to the LA by no later than the 31st December in each school year:

- a final target for the next school year;
- a reviewed target for the school year next but one (to be reviewed in light of actual outcomes in the previous school year)
- a provisional target for the school year next but two.

5. The Legal Background

5.1 LA Guidance - Prosecution

Parents/carers of any pupil of compulsory school age who fails to achieve regular attendance will be considered for court proceedings unless there are extenuating circumstances such as: -

- diagnosed mental health of a parent/carer,
- ill health of the child that has been certified by a medical practitioner.
- exceptional circumstances that mitigate against regular attendance.

All parents/carers must be given sufficient notification of their children's attendance via the serving of official warning notices issued by the LA.

A certificate and report signed by the Head teacher or Manager of the allocated EOTAS provision will be required as documentary evidence by the Court and it is therefore important that attendance registers are marked accurately.

The EWS may also in some circumstances, request further reports from schools/EOTAS providers, for Court purposes.

N.B. The Court can consider only unauthorised absences because by definition any authorised absence has been approved by the school/EOTAS provision.

Appendix 2

Document links

All documents referred to throughout this policy can be found via the below links:

- All Wales Attendance Framework and strategies for schools to improve attendance and manage lateness

<http://wales.gov.uk/docs/dcells/publications/110308section3en.pdf>

<http://wales.gov.uk/topics/educationandskills/publications/guidance/allwalesattendanceframework/?lang=en>

<http://wales.gov.uk/topics/educationandskills/publications/guidance/allwalesattendanceframework/?lang=cy>

- All Wales protocol missing children

<http://www.caerphilly.gov.uk/cscb/pdfs/national/All%20Wales%20Missing%20Child%20July%202011%20pdf.pdf>

- Caerphilly Safeguarding Children Board

<http://www.caerphilly.gov.uk/cscb>

- Guidance relating to Children Missing Education (CME)

<http://new.wales.gov.uk/topics/educationandskills/publications/guidance/missingeducation/?lang=en>

- Safeguarding children from sexual exploitation

<http://www.caerphilly.gov.uk/cscb/pdfs/national/110107guidanceen.pdf>

http://www.caerphilly.gov.uk/cscb/pdfs/national/all_wales_sexual_exploitation_protocol.pdf

- Safeguarding children who may have been trafficked

http://www.caerphilly.gov.uk/cscb/pdfs/national/children_trafficked.pdf

- The Education (Pupil Registration) (Wales) Regulations 2010

http://www.legislation.gov.uk/wsi/2010/1954/pdfs/wsi_20101954_mi.pdf

- Inclusion and Pupil Support document, National Assembly for Wales Circular No: 47/2006,

<http://wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/nbaractionplan/?lang=en>

<http://wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/nbaractionplan/?skip=1&lang=cy>

- Section 4 of the Inclusion and Pupil Support, Summary on attendance 4(i) Guidance on Registration Practices and codes.

- WG Guidance on School Attendance Codes 2010, that contains information on the revised school attendance codes and legislative changes in relation to Pupil Registration;

http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/inclusionpupilsupportguidance/section4/?lang=en

http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/inclusionpupilsupportguidance/section4/?skip=1&lang=cy

Caerphilly County Borough Council Education Welfare Service

Planning in Partnership – Form 3

educws@caerphilly.gov.uk

Referral Form

Referral Date:

Name of Pupil :		School :	
Date of Birth :	Gender :	Reg :	Year :
UPN :	Medical Conditions :		
Address :			
Parent/carer / Guardian / Carer:			
Contact tel. No.			

EWO:

Doctor/Surgery Details	Tel.No.

Special Needs Category :	Free School Meals :
Child Protection Register:	LAC:

Siblings in school:

Reason for Referral	Attendance	Welfare

Attendance Record		Other Agencies involved		
This academic year to date:		Name of Agency	Contact Name	Tel no
% Attendance :				
Actual :				
Possible :				
Auth Absence :				
Unauth Absence :				
Times Late:				

School Action

Parent/carer / Guardian / Carer Contacted:	YES / NO	Phone	Letter	Meeting

Please state details of action prior to referral and enclose an up to date attendance certificate (and comments report if used):

Name:	Designation:
--------------	---------------------



Caerphilly County Borough Council
Education Welfare Service

Planning in Partnership – Form 3

educws@caerphilly.gov.uk

EWO Action

Referral Date:

Name :		School :	
D.O.B.	Gender :	Reg :	Year :

Date	EWO Comments & Action Taken

Important: Confidentiality should be observed. This referral may be shown to the parent/carer/guardian/carer and could be used as evidence if Court Action is taken.

Gwasanaeth Lles Addysg Cyngor Bwrdeistref Sirol Caerffili

Cynllunio mewn Partneriaeth – Ffurflen 3

educws@caerffili.gov.uk

Ffurflen Atgyfeirio

Dyddiad Atgyfeirio:

Enw'r disgybl:		Ysgol :	
Dyddiad geni :	Rhyw :	Cof :	Blwyddyn:
RhUD:	Cyflyrau meddygol :		
Cyfeiriad:			
Rhiant / Gwarcheidwad / Gofalwr/wraig:			
Rhif ffôn cyswllt:			

Swyddog Lles Addysg:

Manylion meddyg/meddygfa	Rhif ffôn

Categori anghenion arbennig:	Prydau ysgol am ddim:
Cofrestr Amddiffyn Plant:	Plentyn sy'n derbyn gofal:

Brodyr/chwirydd yn yr ysgol:

Rheswm dros yr atgyfeiriad	Presenoldeb	Lles

Cofnod presenoldeb		Asiantaethau eraill sy'n ymwneud		
Y flwyddyn academiaidd hon hyd yma:		Enw'r asiantaeth	Enw cyswllt	Rhif ffôn
% Presenoldeb:				
Gwir:				
Posibl:				
Absenoldeb awdurdodedig:				
Absenoldeb anawdurdodedig:				
Troeon yn hwyr:				

GWEITHREDU GAN YR YSGOL

Cysylltwyd â'r Rhiant / Gwarcheidwad / Gofalwr/wraig:	DO/NADDO	Ffôn	Llythyr	Cyfarfod

Nodwch fanylion y camau cyn yr atgyfeiriad ac amgaewch dystysgrif presenoldeb ddiweddar (ac adroddiad sylwadau os defnyddiwyd un):

Enw:	Teitl Swydd:
------	--------------



Gwasanaeth Lles Addysg
Cyngor Bwrdeistref Sirol Caerffili
Cynllunio mewn Partneriaeth – Ffurflen 3
educws@caerffili.gov.uk

Camau gan y Swyddog Lles Addysg Dyddiad Atgyfeirio:

Enw:		Ysgol:	
Dyddiad geni:	Rhyw :	Cof:	Blwyddyn:

Dyddiad	Sylwadau'r Swyddog Lles Addysg a'r Camau a Gymerwyd

Pwysig: Dylid cadw cyfrinachedd. Mae'n bosibl y dangosir yr atgyfeiriad hwn i'r rhiant/gwarcheidwad/gofalwr/wraig a gellid ei ddefnyddio fel tystiolaeth os bydd Achos Llys.