



**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

*Educational excellence for our City*



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

## Attendance Policy

<b>Responsible Board/Committee</b>	Academy Trust and Foundation Board
<b>Policy Type</b>	Hybrid Policy
<b>Policy Owner</b>	Education
<b>Statutory</b>	Yes
<b>Publish Online</b>	Yes
<b>Last Review Date</b>	Jan 2025
<b>Review Cycle</b>	Annual  This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<b>Next Review Date</b>	Jan 2027
<b>Version</b>	2

<b>School</b>	King Edward VI King's Norton School for Boys
<b>School Policy Owner</b>	Dr S McIntosh
<b>SGB Approval Date</b>	14/01/2026



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## **1. Purpose**

### **Aim of this policy**

- 1.1 To support excellent levels of attendance for all students to enable the fulfilment of their potential at King Edward VI King's Norton School for Boys.
- 1.2 This policy has been prepared in accordance with the School's statutory duties relating to attendance, including those outlined in the Department for Education's statutory guidance, entitled Working Together to Improve School Attendance (2024), which is referred to in this policy as the "DfE Attendance Guidance".
- 1.3 The Schools of King Edward VI Birmingham will also comply with the Birmingham City Council and Keeping Children Safe in Education guidance on Elective Home Education (EHE) and involve services such as the Birmingham Special Educational Needs Assessment & Review Service (SENAR); Birmingham Children's Trust; Birmingham Education Safeguarding Team, and Birmingham Education Legal Intervention Team.

### **Key Principles**

- 1.4 High levels of attendance and punctuality are promoted and rewarded.
- 1.5 It is the responsibility of everybody in the School to improve attendance and punctuality.
- 1.6 Where attendance or punctuality falls short of expected standards, steps will be taken to address this, and sanctions may be applied in accordance with the behaviour policy.
- 1.7 Whilst every pupil has the right to a full-time education, high attendance expectations should be set for all pupils. The School considers the specific needs of certain pupils and pupil cohorts. The policy should be applied fairly and consistently, but in doing so, we always consider the individual needs of pupils and their families, who may have specific barriers to attendance. Some students find it harder than others to attend School. The School will work with students, parents/carers and other local partners to remove any barriers to attendance.
- 1.8 In the development and implementation of the policy, we recognise our obligations under the Equality Act 2010 and consider the provisions under the UN Convention on the Rights of the Child. We seek to work in partnership with pupils and parents/carers to remove barriers to attendance. The Equality Act 2010 states that it is unlawful to discriminate against people because of the protected characteristics: age; disability; gender reassignment; marriage & civil partnership; pregnancy & maternity; race; religion or belief; sex; sexual orientation.
- 1.9 In implementing this policy, the School is mindful of both conscious and unconscious bias. This means in dealing with attendance, the School will:
  - Take the time to consider decisions, listening to and considering the issues that are raised.
  - Justify and document decisions, including the reasoning behind them.
  - Ensure clear guidance is provided on reporting concerns related to prejudice.

- Promote positive behaviours.
- Encourage engagement from a wide range of pupils, parents/carers, and interested parties.

1.10 Subject to the terms of this policy, any day-to-day attendance issues that parents/carers or students have should be discussed with your child's form tutor. Where more detailed support around attendance is required, parents/carers and students should contact [attendance@knbs.co.uk](mailto:attendance@knbs.co.uk)

## **2 Roles and responsibilities**

### **2.1 The School**

Good attendance starts with close and productive relationships with parents/carers and pupils. The School treats pupils and parents/carers with dignity and adopts a positive approach to attendance, recognising that this helps to challenge parents/carers' misconceptions about what constitutes good attendance.

#### **2.1.1 The School will:**

- Develop and maintain a whole-school culture that promotes the benefits of high attendance, including (individual rewards, form group rewards and whole school rewards (i.e., mountain bikes, school disco's, vouchers, sweet treats, airpods, visits to activity centres and exclusive entry Elite pupils only events).
- Work with students and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance.
- Investigate unexplained or unjustified absence, applying sanctions where appropriate.
- Take into account individual needs when implementing this policy, including having regard to the School's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Share information, including returns information required to be shared in accordance with regulations<sup>1</sup> and the DfE Attendance Guidance, and work collaboratively with the local authority, other schools in the area, and other partners, including, where required, making appropriate referrals in accordance with local procedures, legislation, and guidance.

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<sup>1</sup> [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

- Regularly monitor, review, and analyse attendance and absence data, including identifying pupils or cohorts that require attendance support and setting targets for the future.
- Ensure that all students can access full-time education, putting strategies in place where there is evidence to suggest that this is not the case.
- Ensure that governors and the School's leadership team work together to monitor attendance levels and the effectiveness of this policy.
- Ensure that all legislation and guidance are complied with and reflected in our policies and procedures, including the DfE Attendance Guidance.
- Have in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance 'Keeping Children Safe in Education' (please refer to our Child Protection Policy – [add hyperlink to child protection policy]).
- Provide information requested by the Secretary of State, including termly absence data collected by the Department for Education.
- Regularly inform parents/carers about their child's attendance and absence levels.
- Support students who are returning to education following long-term absence.
- Ensure that effective systems are in place to record and report attendance data, including the accurate completion of admission and attendance registers, utilising an electronic management information system.
- Assign overall responsibility for championing and improving attendance at the School to a designated senior leader, known as the Senior Attendance Champion.
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk)) to the extent not covered above or elsewhere in this policy.

## 2.2 Parents and carers

We expect parents and carers to:

- Ensure that their child arrives at the School on time, wearing the correct uniform, and with the necessary equipment.
- Promote the importance of regular attendance at home.
- Follow the correct procedure for reporting the absence of their child from the School (see section 3.9 below).

- Avoid unnecessary absences.
- Keep the School informed of any circumstances which may affect their child's attendance.
- Not take their child out of education for holidays during term time (see section 3.11 below).

Inform the School in advance of any proposed change of address for their child(ren), along with the name of the parents/carers with whom the child shall live.

- Observe and fulfil their responsibilities set out in the guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk)).

## 2.3 Students

We expect students to:

- Attend the School regularly and on time.
- Be punctual for all lessons.
- Follow the correct procedure if they arrive at the School late (see *Registrations* and *Late Arrival* sections below).

## 2.4 Senior Attendance Champion

2.4.1 The Senior Attendance Champion ("SAC") at the School is Dr. S. McIntosh. Assistant Headteacher.

2.4.2 The SAC has overall responsibility for championing and improving attendance at the School and will:

- Set a clear vision for improving and maintaining good attendance.
- Establish and maintain effective systems for addressing absence, ensuring that all staff consistently follow these procedures.
- Evaluate and monitor attendance expectations and processes.
- Have a strong grasp of absence data to focus the collective efforts of the School.
- Ensure that key attendance messages are communicated to parents/carers and students.
- Provide data and reports to support the work of the board of trustees (see below).

## 2.5 The board of trustees / the board of governors

The board of trustees/governors will:

- Take an active role in improving attendance, recognise the importance of school attendance, and promote it across the trust, aligning with the School's ethos and policies.
- Ensure the School's leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss and challenge trends, and help School leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure School staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance.
- Share effective practice on attendance management and improvement across its academies.
- Hold termly review meetings with the School.
- Require the School to report to the trustees on the School's attendance at regular intervals.
- Have a dedicated attendance lead who will drive improvement across the trust and act as a central point for schools with attendance queries.

## 3 Procedures

### Registration

- 3.1 The School maintains an attendance register and uses this to record each student's attendance at the start of the school day and again in the afternoon.

\* Registration period commences promptly at 8:30 am. However during this time, form tutors will engage with pupils to explore their emotional and physical well-being and address any immediate concerns

Registration session	Start time	End time
Morning	08.40 am	09.10 am
Afternoon	13.55 pm	14.25 pm



- 3.2 Students who arrive after the start of a registration session but before the end of the registration session will be marked as late. Where students arrive after the end of a registration session, the process set out in *Late Arrival* section applies.
- 3.3 The register is marked using the national statutory attendance and absence codes, which can be found in the DfE Attendance Guidance.
- 3.4 Where a student attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter, in accordance with the behaviour policy, and engage parents/carers where necessary.

### **Late arrival**

- 3.5 If a student arrives at the School after the relevant registration period has ended but within the relevant session, they must immediately go to main reception to sign in and provide a reason for the lateness, to enable the School to establish the appropriate attendance or absence code. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence.
- 3.6 Persistent lateness will be treated as a disciplinary matter and will be addressed in accordance with the behaviour policy.

### **Reasons for absence and how to report or request authorisation**

- 3.7 **Authorised absence** – absence will only be authorised where the School has given approval in advance for a student to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the School can authorise an absence.
- 3.8 **Unauthorised absence** – absence will be marked as unauthorised where the School is not satisfied with the reasons given for the absence.

### **3.9 Reporting absence from the School**

- i. Where a student is to be absent from the School without prior permission, the parent/carer should inform the School by telephone on the morning of the day of the first absence and let the School know when they expect the student to return. If the return date is not confirmed on the first day of absence, parents/carers must contact the School on each day of absence.
- ii. On the day of return to the School, parents/carers must also provide written confirmation of the reason(s) for the full period of absence.
- iii. Any unexplained absence will be followed up by the School by a text message at approximately 10.20 am. This may be followed by a call home, and or a home visit. In cases where we are concerned about the non-attendance of a pupil whereby we have received little or no contact, West Midlands Police (WMP) may be contacted, and or the CASS Team.
- iv. In cases where the School requires clarification to accurately record an absence in the attendance register, parents/carers may be asked to provide the School

with medical evidence, such as a note from the child's doctor, to support an absence due to illness. If satisfactory evidence is not provided, the absence may be marked as unauthorised.

### **3.10 Appointments**

- v. Medical, dental, and other essential appointments for a student should take place outside of school hours, where this is reasonably possible.
- vi. Where an appointment must take place during school time, the student should attend the School for as much of the day as possible, and as much prior notice as possible should be given to the attendance team ([attendance@knbs.co.uk](mailto:attendance@knbs.co.uk)).

### **3.11 Leave of absence (including holidays during term time)**

- vii. The School will grant permission for a student to be absent from School in the circumstances described in paragraph 37 of the DfE Attendance Guidance, which can be summarised as follows:
  - Taking part in a regulated performance or employment abroad.
  - Attendance at an interview for entry into another educational setting or future employment.
  - Study leave for public examinations.
  - Temporary, time-limited part-time timetable.
  - Other exceptional circumstances.
- viii. Parents/carers should make every effort to avoid taking students out of education for holidays or other extended leave during term time.
- ix. To request a leave of absence, parents/carers must make the request in advance and in writing addressed to the Headteacher at [attendance@knbs.co.uk](mailto:attendance@knbs.co.uk) and, wherever possible, at least 4 school weeks ahead of the planned leave.
- x. Where a leave of absence is requested as above, the Headteacher will consider the specific facts and circumstances relating to the request. The decision:
  - Will be made in line with Local Authority & National Guidance
  - Will be confirmed in writing.
  - Is solely at the Headteacher's discretion.
  - Is final.
- xi. Where permission is granted, the Headteacher will confirm the number of days and dates of absence which are authorised.
- xii. If permission is not granted and the parents/carers proceed to take their child out of the School, the absence will be marked as unauthorised, and

parents/carers may be issued with a penalty notice or be subject to prosecution by the local authority (see *Addressing poor attendance and punctuality* section below).

### 3.12 Religious observance

- xiii. We recognise that students of certain faiths may need to participate in days of religious observance. Absence from the School will be authorised where a day of religious observance:
- Falls during school time.
  - Has been exclusively set apart for religious observance by the religious body to which the student belongs.
- xiv. We ask that parents/carers notify the School by writing to the Headteacher in advance where absence is required due to religious observance.

### 3.13 Coronavirus (COVID-19)

- xv. There may be circumstances in which students cannot attend School due to COVID-19. The School will adhere to any current guidance issued by the Department for Education relating to the recording of attendance in relation to COVID-19.
- xvi. If a student tests positive for coronavirus, their absence will be recorded as illness.

### 3.14 Addressing poor attendance and punctuality

The School recognises that poor attendance is habitual, and therefore, early identification, intervention, and prevention are crucial. The School regularly analyses data to both identify and provide immediate support to pupils or pupil cohorts that need it. The School will use data to target attendance improvement efforts to the students or groups of students who need it most. In doing so, the School will:

- Monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance.
- Provide regular attendance data to class teachers and relevant leaders.
- Identify students who need support from wider partners as soon as possible and deliver this support in a targeted manner.
- Conduct a thorough analysis of 9 week data, termly and full-year data to identify patterns and trends through the Arbor MIS system.
- Benchmark School attendance data at each level against local, regional, and national levels.

- Monitor the impact of School strategies and actions on improving attendance for specific pupils and groups.
  - Work with the local authority and other local partners to identify groups.
  - Hold regular meetings with the parents or carers of students who the School and/or local authority consider to be vulnerable.
  - Meet with pupils who have poor attendance to discuss and concerns or issues that they may have, which that they feel could be impacting their attendance.
  - Sanctions can include SDFL points loss, and or SLT 1 hour detentions on a Friday after school for those students who have been identified as poor attenders; having 2 or more 'U' codes in any given week, or have been late to school on 3 or more occasions in a single week.
- 3.15 Our procedures for managing unexplained absences can be found in 'Appendix 1: Reporting Pupil absence'
- 3.16 Where absence or punctuality is a cause for concern, for example, because there is:
- a pattern of unauthorised absence;
  - a question over the reasons provided for a particular absence or late arrival;
  - persistent truancy or lateness;
- we will make contact with the parents/carers with a view to working together to support improved attendance and/or punctuality. This contact may be provided through form tutors, the attendance team, pastoral team, StudyBugs, Parent Space Drop In Clinic, and or the EWO (Education Welfare Officer). We do offer additional support and information through Early Help. Please refer to our Early Help webpage [Early Help | King Edward VI King's Norton School for Boys](#).
- For further details regarding Early Help for attendances please see 'Appendix 2: Early Help'.
- 3.17 In cases where the School has been unable to establish a clear reason for absence and/or has welfare concerns about the student, a home welfare check may be carried out.
- 3.18 Failure to attend or arrive at lessons on time may also be dealt with as a disciplinary matter in accordance with the 'Behaviour Policy'.
- 3.19 Absence will be classed as 'persistent' where it falls below 90% across the academic year and 'severe' when a pupil is absent from School for 50% or more of their possible sessions. Absence at this level is likely to significantly hinder educational prospects, and we expect full parental cooperation and support to urgently address these cases. As absence is often a symptom of wider issues a family is facing, the School seeks to work with local partners to understand the barriers to attendance and provide support. Where

that is not successful or not engaged with, the law protects a pupil's right to education, with a range of legal interventions to formalise attendance improvement efforts. Intervention steps may include implementing an attendance action plan, referring to other agencies, and/or establishing an attendance contract.

- 3.20 The School follows the Birmingham City Council (BCC) Fast-Track approach to attendance. The School uses the national threshold for considering when a penalty notice is appropriate and will refer to the BCC Education Legal Intervention (ELIT) team as appropriate.
- 3.21 Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the School, and wider support in accordance with this policy is not appropriate or effective, we may consider issuing a penalty notice. A penalty notice is a financial penalty (£80 if paid within 21 days; £160 if paid within 28 days) imposed on parents/carers, which is intended to change behaviour without the need for criminal prosecution.
- 3.22 When considering whether to issue a penalty notice, we will have regard to:
- The National Framework for penalty notices as set out in paragraphs 176–202 of the DfE Attendance Guidance.
  - The local authority's code of conduct for issuing penalty notices.
- 3.23 If a penalty notice is issued but not paid within 28 days, the local authority will decide whether to proceed with prosecution. The local authority also has separate powers to prosecute parents/carers if their child of compulsory school age fails to attend School regularly.

#### **4. Legislation and guidance**

- 4.1 This policy is based on Working Together to Improve School Attendance (2024), which is referred to in this policy as the "DfE Attendance Guidance".

## Appendix 1: Reporting Pupil Absence

### Reporting Pupil Absence Due to Illness: Guidance for Parents and Carers

At King Edward VI King's Norton School for Boys, we are committed to ensuring the safety, wellbeing, and academic progress of all our pupils. Maintaining regular attendance is essential for pupils to maximise their learning and personal development. When your child is unwell and unable to attend school, timely and clear communication is vital.

#### 1. Legal Responsibilities and Importance of Attendance

- Every child of compulsory school age has the legal right to an efficient, full-time education suitable to their age, aptitude, and any special educational needs (DfE Working Together to Improve Attendance, para 9).
- Parents have a legal duty to ensure their child attends school regularly, except in authorised circumstances such as illness or pre-approved absence (para 10).
- Regular attendance is strongly linked to higher attainment and better wellbeing outcomes (paras 11–12).

#### 2. How to Report an Absence

If your child is unwell and unable to attend school, please notify us **before 8:30 a.m. on each day of absence** by one of the following methods:

- **Phone:** Call the school office on **0121 628 0010**. If busy, leave a clear message with your child's full name, tutor group, reason for absence, and expected return date.
- **Email:** Send an absence notification to **attendance@knbs.co.uk**.
- **Studybugs:** Use our recommended secure online absence reporting system. Register at <https://studybugs.com/about/parents> or download the app for quick, reliable reporting.

For absences expected to last longer than three days, please contact the school to discuss support and planning for your child's return.

#### 3. School Procedures for Managing Absence and Punctuality

- Registers are taken at the start of each morning and afternoon session. Pupils arriving after the register closes will be marked absent for that session (para 31).
- We expect parents to report absences promptly. If no reason is provided, the school will contact you to ensure your child's safety and wellbeing (para 31).
- Unexplained absences are followed up rigorously.
- We hold more than one emergency contact number per pupil where possible, to ensure we can reach a responsible adult if needed (para 31).

- Parents will be regularly informed about their child's attendance and absence levels in clear terms, focusing on the impact on learning rather than just percentages (para 31).
- For pupils who are persistently or severely absent, we hold meetings with parents and may involve local authority or other partners to provide support (para 31).
- We make statutory attendance data returns to the local authority as required (paras 45–50).
- **Please note:** King Edward VI King's Norton School for Boys **does not enforce a 48-hour exclusion period** for sickness and illness.

#### 4. Safeguarding and Support

- Daily communication about absence is crucial for safeguarding. If we do not hear from you, we will contact you to ensure your child is safe (para 31).
- We work closely with families and external partners to support pupils at risk of persistent absence (para 31).

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Thank you for your support in ensuring your child's safety, health, and success at school.

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#### References:

*Department for Education (2023). Working Together to Improve Attendance (non-statutory guidance). Education (Pupil Registration) (England) Regulations 2006 (as amended).*

## **Appendix 2: Early Help**

### **What is Early Help?**

#### **You're Not Alone: How KNSB Can Support Your Family Early**

Every family faces challenges from time to time—and that is completely normal. Whether these relate to school, behaviour, routines at home, or simply needing someone to talk to, you do not have to face these challenges alone. Schools are here to help, and early support can make a significant difference for both you and your child. By intervening early, we can help families overcome difficulties, build resilience, and reduce the need for more intensive services in the future.

#### **Why Early Help Matters**

Early support can:

- Help your child feel happier and more confident
  - Make school a more positive experience
  - Reduce stress at home
  - Prevent small problems from becoming bigger
- 

#### **Common Challenges Families May Face**

- Arguments or tension between parents or carers
- Financial strain or money worries
- A child or parent living with a disability
- Difficulties with regular school attendance
- Emotional or behavioural challenges in children
- Concerns about a child's development or progress
- Ongoing conflict or stress within the family
- Limited social interaction opportunities for children
- Lack of positive role models
- Mental health and wellbeing concerns affecting any family member

[Early Help offer from Birmingham City Council](#)

[Early Help explanation by NSPCC](#)



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### **How Can KNSB Help Your Child?**

Your child's school is often the first to notice when something might not be quite right. This might include:

- Struggling with learning or concentration
- Changes in behaviour or mood
- Difficulties with friendships or confidence
- Worries at home impacting your child

By identifying these issues early, we can offer support before challenges escalate.

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### **Support for You as a Parent**

Early help is designed to support the whole family. You might be:

- Finding daily routines difficult to manage
- Concerned about your son's behaviour at home
- Feeling stressed or overwhelmed
- Unsure where to turn for advice

We are here to listen, support, and connect you with appropriate services such as family support workers, parenting advice, or mental health resources.

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- Prevent small problems from becoming bigger
- 

### **Support for Pupils Can Include:**

- Encouraging good attendance and punctuality
- Building self-esteem and confidence
- Promoting positive behaviour and attitudes towards learning
- Offering individualised support tailored to each pupil's needs

### **Support for Families Can Include:**

- Providing information and signposting to local services
  - Coordinating with external agencies such as housing and family support workers
  - Assisting with completing paperwork and applications (e.g., housing, foodbanks)
  - Supporting attendance and participation in school and agency meetings
  - Offering advice on promoting positive behaviour at home
  - Providing guidance on career and personal development, plus access to support within school
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### **How Will We Know If Early Help Is Needed?**

Early help may be identified in several ways: parents, carers, pupils, or staff may raise concerns or request support. Alternatively, practitioners may notice signs that a child or family could benefit from additional help.

We use the *Right Help, Right Time* guidance to assess needs and determine appropriate next steps. These might include:

- Support provided directly by the school
  - Involvement from Family Connect
  - A formal Early Help Assessment to coordinate further support
- 

### **Every Family Is Unique**

There is no “one-size-fits-all” solution. We take the time to understand your situation and work with you to find the right support tailored to your family’s needs.

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### **What Might KNSB Be Able to Offer?**

#### **What Support Might We Provide in Response to Your Concerns?**

- The school’s Mental Wellbeing Hub: a triage system involving daily discussions between the Pastoral Team, Designated Safeguarding Lead (DSL), and SENDCO
- Referrals to Family Support Workers
- Emotional Literacy Support Assistant (ELSA) courses led by Learning and Student Support teams

- Senior Mental Health Lead oversight
  - Social Time Ambassadors
  - Signs of Safety toolkit
  - In-house safeguarding protocols
  - Bespoke learning interventions (e.g., reading and maths support)
  - Speech and Language Therapy
  - Parent Forum and Information Sessions (academic and pastoral)
  - Biweekly Parent Drop-In sessions with staff
  - A wide range of after-school extracurricular activities
  - Pupil Voice opportunities
  - Educational Welfare Officer support
  - Curriculum provision and liaison with external agencies
- 

### **Who Might the School Refer To?**

- Early Help Team
- Children and Young People's Services
- County Inclusive Support Service
- Counselling Services
- Behaviour Specialists (e.g., Ben Dunlop, COBS)
- Speech and Language Therapists
- Educational Psychologists
- Young Carers Support
- SEND Information, Advice and Support Service (SENDIAS)
- Local Authority Family Services Team
- Educational Welfare Officers
- Student Support and Learning Support Mentoring Teams
- Tailored courses to meet individual pupil needs

### **Talk to Us**

If you ever feel unsure, overwhelmed, or simply want to discuss something, please contact your child's teacher or our pastoral team. We are here to listen, support, and work with you to find the best way forward. Remember: you are not alone—and together, we can give your child the best chance to thrive.

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King's Norton School  
for Boys

# THE PARENT SPACE

**DROP-IN SUPPORT CLINIC  
FOR KNSB PARENTS**



**Help on hand to listen and offer  
advice on any family matter.**

We'd love for you to ask us questions about...

- ✓ Your child's learning – Are they on track?  
How can we help at home?
- ✓ Behaviour or emotions – Is this normal?  
What strategies can we use?
- ✓ Health and development – Speech, sleep,  
routines – should we be concerned?
- ✓ Getting extra support – What help is  
available in school or outside of it?
- ✓ Family challenges – How can school  
support us through tricky times at home?

No question is too small – if you're  
wondering about it, it matters.  
We're here to listen, support, and help find  
the best way forward together.



**EVERY  
1<sup>ST</sup> & 3<sup>RD</sup>  
FRIDAY OF  
THE  
MONTH  
10AM-  
12PM**

## **What External Support Is Available?**

King Edward VI King's Norton School for Boys recognises that families may need additional support beyond what the school can provide. Below is a list of key local and national organisations offering a wide range of services to assist families with mental health, parenting, domestic abuse, financial difficulties, and more.

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### **Local Early Help Services**

#### **Birmingham Children's Trust**

Provides a comprehensive range of Early Help services including support for mental health, parenting, domestic abuse, and financial difficulties. Families can access assistance through the trust's programmes and referral routes.

Website: [birminghamchildrenstrust.co.uk](http://birminghamchildrenstrust.co.uk)

#### **Family Action – Early Help Programme**

Offers short-term, practical support for families over 4–6 weeks, including home visits and community-based assistance. Works collaboratively with other agencies to ensure timely support.

Website: [family-action.org.uk](http://family-action.org.uk)

#### **Compass Support**

One of Birmingham's lead Early Help agencies, providing practical assistance focused on building family strengths and managing challenges in local communities.

Website: [compass-support.org.uk](http://compass-support.org.uk)

#### **Birmingham Forward Steps – Family Hubs**

Offers services for families with children aged 0–19 (up to 25 with special educational needs and disabilities), including parenting courses, health visitor access, play sessions, and additional needs support.

Website: [spurgeons.org](http://spurgeons.org)

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### **Mental Health and Wellbeing Support**

#### **Child and Adolescent Mental Health Services (CAMHS)**

Provides assessment, therapy, and support for children and young people experiencing emotional or behavioural difficulties, alongside family support.

Guide: [YoungMinds CAMHS Guide](#)

#### **Kooth – Emotional Support for Young People**

An online platform offering free, confidential emotional wellbeing and mental health support for children and young people.

Website: [kooth.com](http://kooth.com)

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## Helplines and Child Protection

### Childline

A confidential helpline for children and young people under 19, providing counselling and support on issues such as abuse, bullying, mental health, and family problems. Available 24/7 via phone and online chat.

Website: [childline.org.uk](https://childline.org.uk)

### NSPCC

Provides child protection services, including a helpline for adults concerned about a child, resources to prevent abuse and neglect, and therapeutic services for children and families.

Website: [nspcc.org.uk](https://nspcc.org.uk)

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## Family Support and Advice

### Gingerbread

Supports single-parent families with expert advice on child maintenance, benefits, employment, and family law. Offers a free helpline and online resources.

Website: [gingerbread.org.uk](https://gingerbread.org.uk)

### Contact

Provides support, advice, and information to families with disabled children, regardless of the child's condition. Offers guidance on education, health, and social care services.

Website: [contact.org.uk](https://contact.org.uk)

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## Additional Support Services

- **Parenthood Courses:** Birmingham City Council family support programmes
- **Foodbanks:** Provided by Birmingham City Council and the Trussell Trust
- **Housing Support:** Birmingham City Council housing services
- **Citizens Advice Birmingham:** Advice on benefits, housing, and legal matters (0344 477 1010)
- **Health and Wellbeing Services:** Including virtual school nurse drop-ins for secondary pupils ([the-waitingroom.org](https://the-waitingroom.org))
- **Police Non-Emergency Number:** 101
- **Victim Support:** 0808 1689 111
- **Crimestoppers:** 0800 555 111 (anonymous reporting)

- **Cost of Living Support:** Birmingham City Council resources
  - **Universal Credit Helpline:** 0800 328 5644
  - **Benefits Calculator:** [entitledto.co.uk](https://www.entitledto.co.uk)
  - **Virtual School Nurse Drop-in:** For secondary pupils every Tuesday and Thursday, 4:30–5:30 pm via BCHC C&F School Nursing Drop-In Service
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## Free School Meals

Check your eligibility and apply for free school meals via Birmingham City Council:  
[Free School Meals | Birmingham City Council](#)

For additional information on any of the following, please click on the link below:

[the-waitingroom.org](https://the-waitingroom.org)

Abuse	Addictions	Housing and Homelessness	Later Life
Carers	Children and Young People	Leisure	Mens Health
Communities	Criminal Justice	Mental Health	Refugee Asylum Seeker
Directories	Disability Support	Sexual Health	Sexuality
Education and Employment	Faith Communities	Suicide Prevention	Supporting Families
General	Help Lines	Therapeutic Support	Virtual Support
		Welfare Advice	Womens Health