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**Attendance Policy**

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| **Date:** | January 2021 |
| **Date approved by Management Committee:** | January 31st 2021 |
| **Signature of Chair of Management Committee:** | Sue Cain |
| **To be reviewed:** | Annually |

This policy aims to provide clear guidance and direction to staff and others about expected codes of behaviour in dealing with attendance and should be read alongside the Behaviour Policy; Safeguarding Policy; Child Protection Policy and the Staff Handbook.

**Introduction**

This policy has been developed in accordance with the principles established by the DFE Guidance on Attendance (November 2013) and the School Attendance Parental Responsibility Measures (January 2015)

At Bishopton, we have high expectations of attendance. This is critical to ensure consistency of care and support and outstanding progress in achievement and learning. We consider the promotion of good attendance as a key priority in terms of raising the achievement of all learners and are committed to working in partnership with learners, parents/carers, referring schools, the local community, the Local Authority and relevant agencies in order to ensure that we continue to improve the attendance of all our learners.

Regular and punctual school attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late. Learners should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is an offence by the parent.

**School Attendance – The Statutory Framework**

* Education Act 1944 – Establishes the duty of parents to ensure regular attendance of pupils.
* Education Act 1996 – Establishes the duty of LA’s to enforce school attendance (Section 444). The Act states that “The parent of a child of compulsory school age registered at school and failing to attend regularly is guilty of an offence punishable by law”.
* Pupil’s Registration Regulations 1986 – Establishes the criteria for the maintenance of Attendance Registers.
* The Education (Pupils’ Attendance Records) Regulations 1991.
* Framework for the Inspection of Schools (OfSTED) – 2011.
* The Education (Pupil Registration) Regulations 1997 (amended) provides the new registration categories of Approved Educational Activity. (Amending Regulation 3 (2), (3), (5) of the Education Regulations 1995).
* Pupil Registration Regulations 1995 (Amended) gives schools discretionary powers to grant leave for the purpose of a family holiday in term time.
* Education Act 2002 (Section 53) enables an overall absence target to be set, covering authorised and unauthorised absence, supporting school improvement and raising community awareness of the issue (September 2003)
* Pupil Registration Regulations 2006 revokes previous Regulations of 1995 and the subsequent amendments of 1997 and 2001 (England only). It places a requirement on schools to put pupils on the admissions and attendance registers on the first day that they are expected to attend not, as previously, when they first attend.
* The Education (Pupil Registration) (England) (Amendment) Regulations 2011
* The Education (Pupil Registration) (England) (Amendment) Regulations 2013

**Context**

At Bishopton, our learners are often those who have become, or are at risk of becoming, acutely dis-engaged from learning and as such are often those who have very poor records of attendance. These patterns have become ingrained throughout the learners’ school career. Unless these ingrained patterns are broken then learners will not achieve their full potential and will not have the important skills that will make them ‘work ready.’

We have a commitment to actively pursue each pupil’s attendance by a system of daily phone calls at close of register. Each learner is an individual and our response to non-attendance depends on their own circumstances. However, as a general rule if a learner is absent and we have been unable to contact the parent/carer to establish the reason for absence then the Attendance Officer will perform a home visit. If the learner is on a CP or CIN plan and in line with best practice, or we have concerns about the welfare of the child then the visit will take place on day 1 of the absence and we will contact all agencies working with that child immediately. Every case of absence is investigated and safeguarding is paramount.

Learners are sometimes reluctant to attend school for a variety of reasons – many of these reasons have little to do with school itself, but are often symptomatic of deeper barriers to learning e.g. mental health issues, substance misuse and addiction. Any problems with regular attendance are best resolved between the school, the parents/carers and the learner. If a learner is reluctant to attend, we advise parents/carers not to cover up their absence or to give in to pressure to excuse them from attending. A culture of openness about our thoughts and intentions will encourage good attendance. We promote a culture of working together to achieve the best outcomes for our pupils.

**Aims and objectives**

The policy aims to make explicit the School’s commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that attendance concerns, attendance action plans and any subsequent referrals are handled sensitively, professionally and in ways that support the needs of the student’s wellbeing.

**Objectives of the Policy**

* To work with each learner as an individual and improve their attendance by removing barriers to learning;
* To make the improvement of individual attendance a priority for all learners, parents/carers, staff and other stakeholders;
* To provide support, advice and guidance to parents/carers in helping them support their children to improve their attendance;
* To develop a systematic approach to gathering and analysing attendance related data;
* To further develop positive and consistent communication between home and school
* To implement a system of rewards and sanctions;
* To promote effective partnerships with the LA Attendance Team and other services and agencies to effectively remove barriers to learning and promote good attendance;
* To recognise the needs of the individual learner when planning reintegration following significant periods of absence.

**Our aims:**

**To work with each learner as an individual, and improve their attendance by removing barriers to learning:**

* On induction discussing individual plans which will improve attendance. Setting targets if appropriate.
* Taxi provision where the learner meets the LA criteria.
* Monitor attendance on a daily and weekly basis and put interventions in place if patterns are beginning to emerge.
* The voice of the child will be included and recorded on the individual attendance improvement plans.

**To make the improvement of individual attendance a priority for all learners, parents/carers, staff and other stakeholders:**

* By placing the improvement of attendance on the school development plan.
* By making sure that parents/carers are aware of the link between good attendance and good achievement.
* By placing attendance information around the school.
* By discussing attendance and providing data on attendance at relevant meetings including SLT and whole staff meetings.

**To develop a systematic approach to gathering and analysing attendance related data:**

* Data from SIMs/CPOMs and contact from parents/carers will be examined weekly to ensure that learners at risk of becoming persistent non-attenders are quickly identified (by Attendance Officer/Team)
* Members of the SLT will analyse data on a half termly basis and this will inform the SEF and lead to actions on the school development plan.

**To further develop positive and consistent communication between home and school:**

* Promote a positive working relationship right from induction.
* Involve parents/carers in discussions.
* Identify potential issues as early as possible, work in partnership with parents/carers to solve them.
* All staff to understand that many parents/carers are doing their best, often under difficult circumstances however, good attendance is non-negotiable.
* Parents to receive termly reports which include a printout of attendance.

**To promote effective partnerships with the LA Attendance Team and other services and agencies to effectively remove barriers to learning and promote good attendance:**

* Designated key staff to act as liaison with individual agencies.
* The school will carry out a staged intervention before referring to the Local Authority.
* The school will gather and record relevant information to enable local authority intervention to be effective and meaningful
* Encourage active involvement of other services and agencies in the life of the school

**To recognise the needs of the individual learner when planning reintegration following significant periods of absence or an ingrained habit of low attendance at school:**

* Be sensitive and show understanding of the circumstances of individual learners.
* Work in partnership with parents/carers involving them in decisions.
* Ensure the voice of the pupil is recorded.
* Set up regular meetings either at the school, home or via telephone to evaluate the pupil reintegration plan.
* Ensure that learner is placed in the best class to ensure success.
* Consider use of designated member of staff e.g. Lead Behaviour Officer or Attendance Support Officer to ensure success.
* Celebrate improvements and build confidence and self-esteem of the learner.

**Practice and procedures**

Bishopton has high expectations of pupils and provide them and their parent(s)/carer(s) with information on their progress and clear detailed steps for improvement.

**Registration**

There is a legal requirement upon schools to keep an attendance register on which, at the beginning of each morning and afternoon sessions, pupils are marked present or absent. The Education (Pupils Attendance Record) Regulations 1991 introduced a further requirement that attendance registers must show whether an absence of a pupil of compulsory school age is authorised or unauthorised. This is shown on our computer records.

Staff, pupils and parents should see the taking of registers as an integral part of the school day, as was indeed intended in law. Particular attention should be paid to accurate registration and to the preservation and security of registers.

Monitoring and encouraging attendance is an integral part of the Head teacher’s role. Head teachers have primary responsibility for monitoring the attendance of pupils’ in the centre and for contacting home with concerns about attendance and punctuality also ensuring that the collect notes explaining absences and maintaining an accurate register of attendance.

In accordance with current legislation, each class in the school’s bases has an attendance register. It is the policy of Bishopton the attendance registers are completed by 10.30 a.m. and 1.30 pm and within 15 minutes following the dedicated start time of any off-site educational provision. Registers to be logged onto SIMs.

It is our policy at Bishopton to record a late mark for children who arrive at Bishopton or their offsite educational provision after registration has taken place.

We believe that pupils arriving late seriously disrupt their work and that of others. Our policy is to encourage punctuality. Fifteen minutes will be allocated for registration purposes at the beginning of each session. Students will be recorded as being late once registration has taken place. Registers close at Bishopton at 10.30 am, and 1.15pm students arriving at Bishopton after this time will be recorded as after the close of registration, which is marked as an unauthorised registration code (U). For health and safety purposes children and teaching assistants will contact the attendance officer and she will log an explanation for the late arrival. If the attendance officer is not available the teaching assistant will log it on SIMs and tag her.

**Punctuality**

It is Bishopton policy to actively discourage late arrival. A pupil arriving late may seriously disrupt not only his or her continuity of learning but also that of others. In recognition of local circumstances (such as bad weather or occasional public transport difficulties), we may keep registers open for a reasonable period.

For registration to mean anything at all, a firm line must be taken on late arrivals. To do otherwise undermines the whole purpose of registration and may serve to encourage other pupils to arrive late. Particular attention will be paid to emerging patterns of late arrival.

Where a pupil does arrive late and misses registration, his or her presence on site will still need to be noted for purposes of emergency evacuation. Anyone arriving late must report to the main office and will be escorted to their class by a member of staff.

In responding to lateness, we will of course need to take account of the individual circumstances of each case. In some instances, enquiries may reveal that the late arrival stems from difficulties at home or other genuinely unavoidable circumstances. Teachers of pupils who persistently fail to arrive on time without a valid reason need to keep the Head teacher informed. Further action may be taken if there is no valid reason for this lateness.

**If a child is absent**

It is the parent’s responsibility to inform Bishopton of the reason for a student’s absence. We ask that parents telephone the centre office before 9.30 am each morning their child is absent to discuss the reason for the absence. Upon returning to school the student should present a note to the class teacher and medical evidence (e.g. prescription/ appointment card) where applicable. The class teacher will present this information to Bishopton Attendance & Parent Support Officer (Mrs Lindsay Davies) at the earliest opportunity.

It is a fact that parentally-condoned unjustified absence is a serious problem in some schools. This can be every bit as damaging as the more traditional forms of truancy.

Only the head teacher of a school, within the context of the law, can approve absence, not parents. The fact that a parent has offered a note or other notification (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it if the school does not accept the explanation offered as a valid reason for absence. If, after further investigation doubt remains about the explanation offered – or where no explanation is forthcoming at all the absence must be treated as unauthorised. Where parentally condoned unjustified absence appears to be a problem in relation to a particular pupil, school will involve the Attendance & Parent Support Officer at an early opportunity.

An excessive amount of authorised absence can also seriously disrupt continuity of learning and encourage disaffection. We must be alert to emerging patterns of authorised absence. We may authorise absence retrospectively where we are satisfied as to the explanation offered. Absences of pupils of compulsory school age without valid reason or for which no explanation has been provided will be treated as unauthorised and Bishopton’s attendance procedures followed. This will include an Attendance Improvement Plan to establish the issues/barriers to the pupil attending regularly. An attendance target will be set and the attendance improvement plan will be reviewed by Bishopton at regular intervals.

Section 444 of the Education Act 1996 provides that no offence is committed where a pupil of compulsory school age is prevented from attending school by reason of illness. If school is satisfied that a pupil is absent as a result of illness the absence will be treated as authorised.

Where we have reason to doubt the validity of an explanation offered in respect of a particular absence, further information will be requested by the teacher from the child’s parents. If the school continues to be dissatisfied then the absence will be treated as unauthorised

Where there is doubt about the authenticity of absence attributed to illness, School will seek the advice and support of the School Health Service or may wish to seek permission from the child’s parent to consult with their GP. If a pupil is absent for a prolonged period or the school notices a pattern emerging, early contact will be made with the Attendance Officer and/or the School Health Service.

We encourage where possible parents to only take children out of school for dental and medical appointments where this is an emergency or essential (i.e. planned hospital appointment). Leave for medical or dental appointments will be given (i.e. the absence will be authorised) where confirmation has been received from the parent (either in person, in writing or by a telephone call) or on production of an appointment card.

**Reporting of Absence Procedure**

Once we receive a reason for an absence, we may authorise that absence by inserting the correct symbol on the computer records.

Reporting reasons for absence by telephone, verbally to a member of staff or a note are all acceptable. We expect that parents will contact the school by and report the reason for absence on the first day of absence before 9.30am. Bishopton operates a first day calling system. If we have not received a reason for absence by 9.45 am on the first day of absence a member of school staff will contact the home contact number to try to ascertain the reason for absence. If the absence continues to the second day, then all contact information will be used to attempt to discuss the absence with the parent. If, however the absence continues into the third day and no reason have been received from the parent for the child’s absence the schools Attendance Officer will make a visit to the family home. Where concerns continue and no contact is made, and it appears the family have moved from the address, a CME referral will be made to the Local Authority Attendance Team under children missing education procedures.

The class teacher/attendance officer will keep all notes and notes of telephone messages and a note of any verbal explanations, dated, in the child’s CPOM file.

Where a pupil is present for registration but then has to attend an appointment, the school need take no action beyond recording the fact that (for the purpose of emergency evacuation) the pupil, although registered, is not physically present. Similarly, the school must note the presence of a pupil (again for purposes of emergency evacuation) who was not there when the register was being taken but returns later from an appointment. The class teacher will make a note in the relevant day’s column in the register as to the times the child came or left so that there is information on the child’s whereabouts in the event of emergency evacuation.

**Holidays in Term Time**

We believe that pupils need to attend Bishopton for all sessions, so that they can make the most progress possible. However, we do understand that in exceptional circumstances there are times when a parent/carer may legitimately request leave of absence.

Parents do not have an automatic right to take their children out of school for holidays in term time. The Pupil Registration Regulations state that it is only in exceptional circumstances that the head teacher may use their discretion to authorise a maximum of 10 days’ holiday leave in any one academic year.

Parents are strongly urged to avoid taking family holidays during term time due to the disruption and impact of the missed education on the child.

If parents feel that exceptional circumstances apply to their family then they should complete a Leave of Absence Form, which they may obtain from the main office, if they intend to remove their child from school for this purpose. It should be completed and returned to the school office who will send it to the head teacher for individual consideration. The parent will be written to by the head teacher with the confirmation as to whether the holiday absence is granted.

**Categorising Absence**

Our policy deals in general with the categories of absence and cannot cover every eventuality. It will be necessary on occasion to exercise reasonable discretion when investigating some absences.

Some Key points: -

* registered pupils of compulsory school age are required by law to be in school;
* whilst it is right that schools should recognise that individual pupils and families have problems the aim should always be to expect regular attendance;
* lateness should be actively discouraged;
* where a pupil is absent without prior authorisation an explanation is required. If one is not forthcoming (for whatever reason) it must be treated as unauthorised and the register recorded accordingly;
* schools are not obliged to accept parental notes where there is reason to doubt the validity of the explanation offered;
* explanations such as minding the house, looking after other children, or shopping trips within school hours will not normally be acceptable reasons for absence;
* parents should not expect, or be led to expect, that, as of right, schools will agree to family holidays during term time. Each application will need to be considered on its merits;
* even where absence is authorised, schools should be alerted to emerging patterns of absence, which may seriously disrupt continuity of learning.
* in promoting regular attendance, schools should work closely with the Local Authority Attendance and Exclusion Team.

**Attendance Procedures**

**Intervention at School Level**

**Stage 1 – Monitor**

This section describes the role of school in relation to improving attendance

The Teaching Staff and attendance officer have primary responsibility for monitoring attendance of the pupils in the class group and for collecting notes explaining absence, maintaining an accurate register and informing the Head teacher with concerns about attendance and punctuality.

Bishopton operates a first day response to absence system and where this has failed to make contact with the parent of the absent child a home visit will be the next step.

**Stage 2 – Attendance Concerns**

Home is contacted by phone if no reason for absence is received by the school office by 9:30am

A record is kept by the school of all contacts and conversations relating to reasons for absence from school.

Parents/ carers are encouraged to visit the school to discuss attendance and strategies for improvement.

The Head teacher discusses the pupil with the Class teacher, Safeguarding Team and Attendance Officer. An Early Help Assessment will be initiated and the parent invited into to meet with the head teacher. It is important to establish the reason for poor attendance, the general health of the pupil, home circumstances etc. The parent will then be given a target for the pupil’s attendance, which is higher than their normal attendance rate to be achieved over an agreed timescale. All pupils with less than 96% attendance are regularly monitored.

Attendance of pupils calculated at 96% and under is reviewed regularly (every 2-3 weeks and at the end of each half term) and appropriate action taken if attendance remains a concern.

If attendance has improved, then a letter of commendation is sent home and the pupil returns to stage 1.

If attendance has not improved, then options include:

(i) School level attendance improvement plan put in place over 4 or 6 weeks, with regular contact with parents/carers and the pupils to discuss and monitor progress. The plan would be put in place via a meeting, with parent/carer, pupil and any other significant agency involvement at that time. The plan should have clear outcomes and a target to be met and the consequences of further action if targets are not met. (See Appendix 1)

(ii) Contact home to discuss attendance either by letter or phone. If contacted by phone or in person areas of concern should be discussed with the parent and appropriate advice and support offered. For example, if the parent reports absence to be due to a recurring medical condition such as asthma the school could offer assistance by putting the parent in touch with the School Health Service and suggesting a referral be made.

(iii) Referral to the Local Authority Attendance Officer if unauthorised absences continue and the targets set at the attendance improvement plan meeting are not met.

The Head teacher, with the Attendance Officer, will prioritise the list of pupils to be referred to the Stockton on Tees Borough Council Attendance Officer. These circumstances include:

(i) When Bishopton despite several attempts by phone and also by letter is unable to make contact with the parent.

(ii) If attendance has fallen below 85% and the absence is unauthorised.

(iii) When school has offered all support available but attendance fails to improve. Attendance improvement action plan targets have not been met.

(iv) When the school has reason not to accept the parent’s justification for absence on a regular basis.

**The Role of the Attendance & Parent Support Officer (Mrs Lindsay Davies)**

**The role of our designated Attendance & Parent Support Officer is to:**

* liaise, where appropriate, between home and school;
* investigate irregular attendance or lateness which may give rise to concerns that a child may be at risk;
* complete a regular register check and provide school with advice on strategies to improve attendance;
* provide advice and support to parents through the initiation of attendance procedures work with children who are experiencing problems with Attendance and/or punctuality and/or are preparing to transfer to secondary school
* assist school in setting attendance targets;

**Referral to the Attendance & Parent Support Officer**

Referral to the Attendance Officer will be made in the following circumstances:

* the absence is regular and/or repeated and therefore affecting the child’s education;
* when a pupil has been absent for two consecutive weeks and the absence is unauthorised;
* the intervention by the school has failed to secure a pupil’s regular attendance.

Referrals can be made through the Head teacher/ Attendance Officer.

A referral form will be completed for each pupil and sent to the Attendance Officer.

The Attendance Officer will meet with the head teacher at regular intervals and progress reports on referrals made reviewed and discussed.

**Enforced Closure of PRU**

The Education (Pupil Registration) (England) (Amendment) Regulations 2010 regulation 6(5) allows for the closure of a school in exceptional circumstances:

Examples of circumstances in which pupils could be unable get to school because of serious disruption to travel caused by:

* a weather-related emergency, such as snow or flooding,
* a natural disaster, such as the impact on air travel of a volcanic eruption,
* a health-related emergency, such as restrictions on travel in certain areas related to a foot and mouth outbreak,
* travel disruption caused by the rationing or non-availability of fuel,
* In the case of a pupil for whom transport to school is provided by the school or a local authority, and whose home is not within walking distance of the school, that the transport is not available.

**The use of the Local Authority Attendance Team**

Parents/carers are expected to contact the school at an early stage and to work with the staff in resolving any problems together. If difficulties cannot be sorted out in this way, the school may invite the parents to an Attendance Review Meeting in order to try and resolve the situation by agreement but, if other ways of improving the learners’ attendance have failed, the school may then adopt a staged process of warnings before referring the case to the Local Authority and can use court proceedings to prosecute parents/carers. The maximum penalty on conviction is a fine of £2500 and/or 3 months’ imprisonment. The use of Stockton-On-Tees Penalty Notice procedures will also be considered as an option when appropriate to the circumstances of the absenteeism.

**Bishopton attendance BRAG rating**

To allow us to track attendance effectively, and as a tool to discuss with pupils and parents/carers, we have developed a BRAG (Blue, Red, Amber and Green) rating system which we monitor every week.

* Blue – Outstanding attendance: 97% - 100%
* Green – Good attendance: 90% - 96%
* Amber – Requires improvement attendance: 75% - 89%
* Red – Inadequate attendance: 1% - 74%

We follow government guidelines and will track every pupil with attendance below 96%.

**To enable school to achieve targets, systems have been set in place to:**

* Provide and interpret detailed and robust data on school attendance.
* Develop a strategic target setting culture.
* Develop a monitoring mechanism to ensure targets both on a school and individual pupil’s level are being met.
* Publish targets and achievement around school

**Targeted Part – Time Timetables**

In order to ensure that learners begin to improve or maintain attendance the school will occasionally decide in consultation with a parent/carer/Lead Behaviour officer that a Part – Time Timetable Plan will operate for an agreed fixed term period. This will not exceed 6 school weeks, except for exceptional circumstances. In cases where the reduced timetable lasts for 6 weeks, regular review meetings will be held. These arrangements are, for example, put in place following an exclusion to reintegrate a pupil back to the school. These timetables would only be negotiated through attendance support meetings or through re-integration meetings. These arrangements are kept under review with the aim that the learner will return to full time education as soon as possible. There may occasionally be a need for a more permanent arrangement. The school will work with the relevant agencies and bodies to try and ensure that the needs of the individual are met. (See Appendix 2)

**Attendance Rewards**

As well as taking appropriate action against parents who fail to secure the regular attendance of their children, we will take steps to reward good attendance and punctuality at Bishopton.

Attendance is discussed with the whole school.

Attendance and punctuality is also rewarded through individual and class prizes awarded at the end of every half term.

Examples of rewards on offer are:

* Earning points in school towards vouchers

**Roles and Responsibilities:**

Responsibility for promoting high attendance and creating a positive and aspirational environment lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects learners to understand the part they play in the process so that they can take responsibility for their attendance and learning.

Key roles and responsibilities include:

**The Head teacher**

The Head teacher will lead on attendance and the monitoring of all pupils with individual attendance targets.

* That all statutory requirements are met.
* Reports on pupil attendance are submitted to the PRU Management Committee including the attendance of pupil’s pre and post placement to determine the relative impact of the placement.
* Centre staff take account of the views of their pupils, parent(s)/carer(s) and that necessary multi-agency networking takes place.

**The PRU Management Committee will ensure that:**

* Reports on pupil attendance are received showing the relative impact of prevention placements on attendance and on learning outcomes.
* The attendance policy is effectively delivered.

**Attendance & Parent Support Officer will ensure that:**

* First day calls are made
* Home visits are carried out weekly
* Attendance plans are in place when necessary
* Attendance data is shared with all staff every week
* Attendance display is updated and maintained
* They communicate with the LA Attendance team

**Teachers, Tutors and Teaching Assistants will ensure that:**

* They talk to children and build relationships
* Lessons are engaging
* School is welcoming and safe

**Safeguarding Team will ensure that:**

* Any concerns regarding attendance are followed up
* Attendance issues are reported to relevant agencies

**Monitoring and Evaluation:**

The Senior Leadership Team will regularly review attendance.

The desired outcomes for this policy are improvements in students’ attendance and learning and greater clarity amongst learners, teachers and parents concerning pupils’ attendance, learning, achievement and progress.

The performance indicators will be:

* An improvement in attendance
* An improvement in learners’ attitudes and attainment
* An improvement in behaviour across the school
* Improvement in the Teaching and Learning across the provision
* Improvement in pupil outcomes



**ATTENDANCE IMPROVEMENT PLAN**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Student** |  | **Year Group** |  | **Tutor** |  | **Review date** |  |
| **Parent/Carer Name** | |  | | | | | |

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| --- | --- |
| **Mrs Davies** | School Attendance |
| **Date of meeting** |  |

**DETAILS/LATEST ATTENDANCE SUMMARY**

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| --- | --- | --- | --- |
| **Attendance Record** | **Initial Meeting** | **Interim Review** | **Final Review** |
| **Attendance** |  |  |  |
| **Number of Unauthorised Absence** |  |  |  |
| **Number of Authorised Absence** |  |  |  |
| **Number of Lates** |  |  |  |

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| **School views: (behaviour, timetables, likes, dislikes, punctuality)**  Parents do not contact school. |
| **Parent views: (levels, impacting on attendance)** |
| **Teaching views: (Views, academic)** |

**Attendance Contract**

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| **School:**   * Will not authorise absences unless satisfied of the validity. * If no improvement is made in attendance, this case will be referred to the next intervention level potentially leading to legal proceedings. |
| **Parent/carer**:   * To ensure attendance targets are achieved and sustained. * Contact school should there be any further absences and provide medical evidence where possible. * No further unauthorised absences on attendance record * Provide evidence to school to enable the authorisation of absences. * (appointment card, copy of prescription/ medical or similar) |
| **Student:**   * To improve attendance. * No further absences on attendance record. * Discuss with tutor or Attendance Officer if they have any further problems in the Centre. * Pupil to arrive on time. * Pupil can speak to Tutor or Teaching assistant. |

**Signed student: Signed Parent/Carer:**

**Signed School:**

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| **Alternate Pupil Timetable Consent Form** | | | | | | |
| **Pupil:** |  | | | **Year Group:** |  | |
| **Is the pupil looked after by any other local authority:** | Yes | No | **If yes, which local authority?** | |  | |
| **Does this child have a Statement of SEN or an Education, Health & Care Plan:** | Yes | No | **State which:** | |  | |
| **Is the child subject to a Child Protection Plan:** | Yes | No | **Has the pupil had a reintegration timetable before:** | | Yes | No |

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| --- | --- | --- | --- |
| **Name of Parent/Carers:** |  | **Name of lead person in school:** |  |
| **Name of social worker (if applicable)** |  | **Name of Attendance & Welfare Officer** |  |

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| **Reason for and objectives of the reintegration timetable:** |
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| --- | --- | --- | --- |
| **Date of meeting agreeing the reintegration table:** |  | **Start date of reintegration timetable:** |  |
| **Number of hours in education each week:** |  | **Review date of reintegration timetable:** |  |
| **End date of reintegration timetable:** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Timetable** | | | | | |
| **Time**  **in**  **education** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  |  |  |  |  |
| **Transport   arrangements** |  |  |  |  |  |

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| **Any other comments relating to this reintegration table:** |
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| **Alternate Pupil Timetable Consent** |
| I understand my child, (name) will begin a reintegration timetable for a limited period. I have discussed the matter fully with the school and have agreed to the following, during the period of the part time timetable:   * **Take full responsibility for my child during the hours when not attending school** * **Ensure there is supervision of the school work during those hours** * **Ensure there is a flow of work between school and home for marking and guidance** * **Take full responsibility for the health and safety of my child when they are not in school**   Parent/carer signature: ……………………………………………………..(Name) …………………………………..  Date: ………………………………………………………………………….  Pupil Signature: ……………………………………………………………..(Name) …………………………………..  Date: ………………………………………………………………………….  During the period of the reintegration timetable the school will:   * **Monitor the effectiveness of the reintegration timetable** * **Hold a review on the agreed date** * **Provide work for the child to do whilst at home and mark all completed work**   School signature: …………………………………………………………. (Name) …………………………………..  Date: …………………………………………………………………………. |
| **Review of timetable comments:** |
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