

Attendance Policy



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Statement of Intent

Invested Education believes that to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school. This policy aims to provide clear guidance and direction to staff and others about expected codes of behaviour in dealing with attendance.

We understand that barriers to attendance are complex and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts can have on improving pupil attendance in other areas, such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium –.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies, when necessary, to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set out in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensure our attendance policy is clear and easily understood by all staff, parents, and pupils.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require more support.

The school's attendance officer is Josh Carter and can be contacted via josh.carter@invested-education.com. Staff, parents and pupils will be expected to contact the attendance officer for queries or concerns about attendance.

Excellent attendance is a prerequisite to a good education and therefore a priority for the school where our minimum expectation is **96%**

1. Legal/Statutory Framework

- 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". It also establishes the criteria for the maintenance of Attendance Registers.
- 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
- Working Together to Improve School Attendance (May 2022)

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Behaviour & Relationships Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

2. Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed at 9:30am.
- Not attending school for any reason.

Authorised absence:

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave.
- An absence due to a family emergency.

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.

- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for any reason.

Severe Absence (SA):

- Missing 50 percent or more of schooling across the year for any reason.

3. Context

At Invested Education, our learners are often those who have become, or are at risk of becoming, acutely disengaged from learning and, as such, are often those who have very poor records of attendance. These poor attendance patterns have become ingrained throughout the learners' school career. Unless these patterns are broken then learners will not achieve their full potential and will not have the important skills that will make them 'work ready' and fulfil their full potential, negatively affecting their life chances in the future.

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 a member of the team will conduct 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 child's welfare, 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.

4. 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 in improving 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 Local Authority (LA) Attendance Team and other services and agencies to remove barriers to learning and promote good attendance effectively.
- 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 Pupil Assest/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 graduated 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 the learner is placed in the most appropriate class to ensure success.
- Consider the use of designated members of staff, e.g., Key Staff or Attendance Support Officer, to ensure success.
- Celebrate improvements and build confidence and self-esteem of the learner.

Practice and procedures

Invested Education 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.

5. Roles and Responsibilities

Responsibility for promoting good 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 directors have overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

The headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to the attendance officer role.
- Ensuring all parents/carers are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

The DSL will ensure that the School:

- 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 the school in setting attendance targets.
- First-day calls are made.
- Home visits are carried out where appropriate.
- Attendance plans are in place when necessary.
- Attendance data is shared with all staff every week.
- The Attendance display is updated and maintained.
- They communicate with the LA attendance team.
- The safeguarding team are informed, referrals made, and agencies involved with the family are updated regarding attendance.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.
- Building positive relationships with pupils.
- Ensuring lessons are engaging and inspiring.
- Welcoming pupils on site and maintaining their safety.
- Complete registers in a timely fashion.

Safeguarding Team will ensure that:

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

Parents/carers are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.

Pupils are responsible for:

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

6. Attendance Expectations

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 Invested Education that the attendance registers are completed by 9.30am and 1:00pm and within 30 minutes following the dedicated start time of any off-site educational provision. Registers to be logged onto Pupil Asset.

It is our policy at Invested Education to record an absence (U code) for children who arrive at Invested Education or their offsite educational provision after registration has taken place at 9:30am.

We believe that pupils arriving late seriously disrupt their work and that of others. Our policy is to encourage punctuality. 30 minutes will be allocated for registration purposes at the beginning of each morning. Students will be recorded as being late once registration has taken place. Registers close at Invested Education at 9.30am, and 1pm. Students arriving at Invested Education after this time will be recorded after the close of registration, which is marked as an unauthorised registration code (U). For health and safety purposes, any pupil arriving late must go to the Headteacher's Office to be marked in the register.

The school will use the national attendance codes to record and monitor attendance and absence in a consistent way.

Punctuality

It is Invested Education policy to discourage late arrival actively. 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 Headteacher's office and will be escorted to their class by a staff member.

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 Headteacher 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/carers responsibility to inform Invested Education of the reason for a student's absence. We ask that parents/carers telephone the office before 9.00am each morning when 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 teacher will present this information to the DSL 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 teachers at a school, within the context of the law, can approve absence, not parents. The fact that a parent/carer 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, the school will involve the Local Authority attendance team at an early opportunity.

An excessive amount of authorised absence can also seriously disrupt the 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 with 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 Invested Education'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 the Attendance Officer 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.

7. Absence Procedures

Parents will be required to contact the school office via telephone before **9:00am** on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g., one school day.

Where a pupil is absent, and their parent has not contacted the school by **the close of the morning register** to report the absence, administrative staff will contact the parent via **telephone call** as soon as is practicable on the first day that the pupil does not attend school.

The school will always follow up on any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school registration system Pupil Asset.

Where a pupil is absent for more than **three** school days in a row, or more than **10** school days in **one term**, the pupil's parent will be expected to provide a signed letter with an explanation for the absence(s).

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

In the case of PA, arrangements will be made for parents to speak to the attendance officer. The school will inform the LA, on a **termly** basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.

If a pupil's attendance drops below **85 percent**, the attendance officer will arrange a formal meeting with the pupil and their parent.

Where a pupil has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.

The attendance reporting structure will be as follows:

Reporting of Absence Procedure

Once we receive a reason for an absence, we may authorise that absence by inserting the correct Code 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 and report the reason for absence on the first day of absence before 9.00am. Invested Education operates a first-day calling system. If we have not received a reason for absence by 9.30am, a text will be sent to 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/carer. If, however, the absence continues into the third day and no reasons have been received from the parent/carer for the child's absence, a member of staff will visit the home. Where concerns continue, 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 must 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.

8. Attendance register

The school uses Pupil Asset to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register **at the start of each school day** and **at the start of the afternoon session**. This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational activity.
- Unable to attend due to exceptional circumstances.

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school
- H = Authorised holiday
- E = Excluded but no alternative provision made
- I = Illness
- M = Medical or dental appointments
- R = Religious observance
- [New] S = Study leave
- T = Gypsy, Roma and Traveller absence
- G = Unauthorised holiday
- N = Reason not yet provided
- O = Unauthorised absence
- U = Arrived after registration closed
- D = Dual registered at another educational establishment
- B = Off-site education activity
- J = At an interview with prospective employers, or another educational establishment
- P = Participating in a supervised sporting activity
- V = Educational visit or trip
- W = Work experience
- Y = Exceptional circumstances
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the codes '#' (school closure) and "Y" (partial school closure) will be used for the relevant students who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, for example, induction days.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of the amendment, and the name and role of the person who made the amendment.

Every entry into the attendance register will be preserved for three years.

9. Authorising parental requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents and will not deny any request without good reason.

Holidays in Term Time

We believe that pupils need to attend Invested Education 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 a 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 headteacher 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 (see appendix), which they may obtain from the Headteacher's office if they intend to remove their child from school for this purpose. It should be completed and returned 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.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher [in writing](#) at least [two weeks](#) prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- During Year 7 when a pupil is settling into the school, unless certain exceptional circumstances apply, e.g. the death of a family member.
- Immediately before and during assessment periods.
- When a pupil's attendance record shows any unauthorised absence.
- Where a pupil's authorised absence record is already above **10 percent** for any reason.

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve private teaching. These arrangements will be approved by the LA, who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the licence term, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA, and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the headteacher's discretion to authorise the leave of absence for each day. The headteacher will not authorise any absences, which would mean that a pupil's attendance would fall below **96 percent**. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

Religious observance

Parents will be expected to request absence for religious observance at least **two weeks** in advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least **two weeks** in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

10. SEND and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for students with SEND to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there have been signs of significant improvement.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

11. Absence in exceptional circumstances

Exceptional circumstances will include when a pupil is unable to attend because:

- Transport provided by the school, LA or parent is not available and the pupil's home is not within walking distance.
- There has been widespread disruption to travel services which has prevented the pupil from attending.
- The pupil is in custody and will be detained for less than four months.

The use of the 'Y' code for exceptional circumstances will be collected in the school census for statistical purposes.

12. Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils and understand the importance of continuity in each pupil's learning.

Any pupil with permission to leave the school during the day must sign out at the Headteacher's office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a warning letter will be sent to the pupil's parents, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice with the support of the LA attendance team.
- A penalty notice may be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

13. Missing children

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the missing pupil will inform the headteacher immediately.
- The DSL will also be informed as they will act as a point of contact for receiving information regarding the search.
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher.
- The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - The library
 - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after **10 minutes**, then the parents of the pupil will be notified.
- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing pupil's form tutor will fill in an incident form, describing all circumstances leading up to the pupil going missing.
- If the missing pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
- When the pupil has been located, staff members will care for and talk to the pupil to ensure they are safe and well.
- Parents and any other agencies will be informed immediately when the pupil has been located.

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

14. Attendance Intervention

To ensure the school has effective procedures for managing absence, the attendance officer, supported by the SLT, will:

- Establish a range of specific, evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Having a **weekly** tutor review.
 - Engaging with LA attendance teams.
 - Using fixed penalty notices.
 - Creating attendance clinics.

The school will use attendance data, in line with the 'Monitoring and analysing absence' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis and will consider the needs of the pupils whom the intervention is designed to target.

School trips and events are considered a privilege. Where attendance drops below **90 percent**, these privileges may be taken away. The school will develop strategies for ensuring that pupils with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g., by setting individualised targets.

15. Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g., social services.

The school will ensure that there are **two** sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

16. Persistent absence (PA)

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need.
- LAC.
- Young carers.
- Pupils who are eligible for FSM.
- Pupils with EAL.
- Pupils with SEND.
- Pupils who have faced bullying and/or discrimination.

The school will ensure it provides support to pupils at risk of PA, in conjunction with all relevant external authorities where necessary.

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the pupil and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may have.
- Establishing plans to remove barriers and provide additional support.
- Leading **weekly** check-ins to review progress and assess the impact of support.
- Making regular contact with the pupil's parent to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The school will focus particularly on pupils who have rates of absence over 50 percent and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g., social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may constitute neglect and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

17. Legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after **one term**, the attendance officer will consider:

- Holding a formal meeting with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a fixed penalty notice in line with the LA's code of conduct.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

18. Monitoring and analysing absence

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 the attendance of the pupils in the class group and for collecting notes explaining the absence, maintaining an accurate register and informing the Headteacher of concerns about attendance and punctuality.

Invested Education operates a first day response to absence system and where this has failed to contact the parent of the absent child a home visit will be the next step on day 3.

Stage 2 – Attendance Concerns

Home is contacted by phone and text if no reason for absence is received by the school 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 Headteacher discusses the pupil with the Class teacher, Safeguarding Team and Attendance Officer. An Early Help Assessment will be initiated, and the parent will be invited to meet with the headteacher. 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/carers, 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 Local Authority Attendance Officer. These circumstances include:

(i) When Invested Education 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, 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.

Referral to the Attendance 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 headteacher at regular intervals and progress reports on referrals made reviewed and discussed.

Enforced Closure of School

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

In this instance, Invested Education would resort to our remote learning offer, such as Century Learning or, where possible, TEAMS lessons.

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

- COVID – 19 Closure
- 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. A prosecution under section 444(1) of the Education Act 1996, where a parent is found to be failing to ensure the regular attendance of a child of compulsory school age can be up to a £1000 fine, and section 444(1A) – aggravated offence, where a parent is found to be **knowingly** failing to ensure the regular attendance of a child of compulsory school age – is up to a £2500 fine and/or 3 months imprisonment. Both carry a criminal record.

The use of Penalty Notice procedures will also be considered as an option when appropriate to the circumstances of the absenteeism.

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/DSL 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 into the school. These timetables would only be negotiated through attendance support meetings or 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)

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 Invested Education.

Attendance is discussed with the whole school.

Attendance and punctuality are also rewarded through individual and class prizes awarded at the end of every week and half termly.

Examples of rewards on offer are:

- Earning points in school towards vouchers.
- Weekly prize for the most improved students.
- 100% Attendance breakfast buns.
- Certificates
- Letters home
- Social media posts

19. Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The directors will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will be offered regular and ongoing training as part of their CPD opportunities.

Training will cover at least the following:

- The importance of good attendance.
- That absence is almost invariably a result of wider circumstances.
- The legal requirements on schools, e.g., the keeping of registers.
- The school's strategies and procedures for monitoring and improving attendance.
- The school's procedures for multi-agency working to provide intensive support for pupils who need it.

The directors will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern and know how such concerns should be managed.

20. Monitoring and review

Attendance and punctuality will be monitored throughout the year. The school's attendance target is **96 percent** – full details of the school's absence levels can be found on the **school website**.

This policy will be reviewed every year by the headteacher. The next scheduled review date for this policy is December 2024.

Any changes made to this policy will be communicated to all relevant stakeholders.

Attendance Monitoring Procedures

1. A red, amber, green (RAG) rated spreadsheet will be sent weekly to form tutors (FT) detailing weekly and annual attendance to date.
2. Attendance will be discussed during registration weekly. Any attendance/punctuality trends noticed by the tutor should be passed immediately to the attendance officer
3. Contact will be made with parents on the first day of absence for any pupil absence not reported. Second day N codes will be monitored daily by the attendance officer (AO) who should contact home by telephone. Any N codes not established after a week will be recorded as unauthorised absence.
4. Pupil attendance drops below 95 percent – AO will speak to pupils to discuss any issues or problems to ascertain how the school can help to improve their attendance. AO will make a phone call home, if applicable.
5. Pupil attendance drops below 90 percent – a letter will be sent home explaining that a pupil's absence is now being monitored. AO will contact parents. Attendance will be monitored for two weeks. If attendance has not improved, then parents will be required to attend a meeting in school with their child's tutor. If parents are unwilling to cooperate or genuinely unable to attend, a referral may be required to the local education welfare officer (EWO), who may then carry out a home visit.
6. If attendance has not improved within the two-week monitoring period (likely to be close to 85 percent or below), or if attendance has fallen rapidly, parents will be invited to either: a school attendance meeting with AO and EWO if appropriate or a medical action planning meeting with the school nurse, AO and SENCO. Provision will be discussed, and targets will be set for raising attendance. This will be monitored over a further two-week period.
7. After the two-week monitoring period, if targets are met, a letter will be sent home from the leadership team to congratulate the pupil and the family. Monitoring and communication with the family will continue until attendance stabilises – if targets are not met, the AO will make a referral to the EWO.
8. Education Welfare protocol will be followed, and a parental contract will be drawn up – there will be a four-week monitoring period. No improvements in this time will result in a final written warning. If there is still no further improvement following this, then a fixed penalty notice will be issued.

Attendance Agreement Form

Pupil Attendance Agreement

I agree to attend school and understand the consequences I may face if my attendance drops below 100 percent. I will ensure that the school is made immediately aware of when I will not reasonably be able to attend and will give the school full details of my absence.

As a student at Invested Education, I agree to:

- Aim to attend school every day.
- Attend every lesson and registration on time.
- Do my best and work as hard as I can in EVERY lesson.
- Meet all deadlines for work, including coursework, controlled assessment, and homework.
- Listen to and show respect to all other students and staff.
- Treat the building, facilities, resources, and equipment with respect.
- Follow the instructions of all staff.
- Always behave in a mature and sensible manner.
- Be a positive role model to all other students.
- Wear the School uniform in the correct manner and with pride and remember that whenever I am in uniform, I am representing the Invested Education.
- Ask for help and support if I need it.
- Tell the truth and take responsibility for my actions.
- Understand and accept the consequences and sanctions given when I fail to meet School expectations.
- Be mindful and sensitive to the needs and rights of others. Including the rights of others to learn in a positive environment.
- Be helpful, polite, and courteous.
- Be proud of my successes.
- Never knowingly engage in any inappropriate social networking activities. However, I will be aware that if I am the victim of any such activities that I will be fully supported by the school.
- Move around the School sensibly.
- Behave sensibly whilst travelling to and from the school.

We ask parents/carers to:

- Support your child to do the best they can during their time at the school. We are a 3-way partnership – student; parent/carer; School
- Do everything you can to support your child with meeting their part of the learning agreement above.
- Do everything you can to maximise your child's attendance at the school:
 - Encourage your child to attend every day.
 - Refrain from booking holidays during term time. These will not be authorised and may lead to legal action
 - Avoid medical and dental appointments during the school day. If unavoidable, your child must be personally collected and returned as soon as possible after the appointment.
 - Understand that parents are required to pay for all external examinations if your child's attendance is below 90%, unless there are exceptional circumstances.
- Ensure communications to the School are timely and respectful, including:
 - Notifying the School on every day of absence on 01642 502224 by 9.00am.
 - Provide written evidence in advance for any appointments (if it is essential they take place in the school day).
 - Treat Invested Education staff with respect.
- Engage in the learning, progress, well-being and school engagement of your child.

- Attend parents' review meetings and other requested meetings.
- Monitor communications from the school – via social media and the School website
- Communicate any concerns with subject teachers and tutors. We are always happy to help.
- Take an active interest in the learning of your child.
- Support your child in making positive behavioural choices by celebrating success and supporting appropriate sanctions where your child may have made a poor decision.
- Support us with safeguarding your child by
 - having an awareness of and keeping a close eye on your child's use of social media and the internet and informing us of any issues.
 - having an awareness of and keeping a close eye on your child's behaviour in the local community and informing us of any issues.

As a school, we will:

- Do everything within our power to ensure that your child is safe.
- Provide a curriculum that is relevant, engaging and challenging.
- Support the development of knowledge and the attainment of qualifications required for the next stage of your child's life.
- Support the development of skills and characteristics that your child will require in adult life.
- Provide a wide range of extra-curricular and enrichment opportunities.
- Provide careers, Further Education and Higher Education advice to ensure that your child's future choices can be made in an informed manner.
- Reward and celebrate your child's success.
- Provide a warm, nurturing and supportive environment to your child.
- Ensure all staff work hard and do the best job they can.
- Ensure that the standard of teaching is of a consistently good quality.
- Regularly review our policies, in line with School and National expectation and apply these consistently and fairly, applying reasonable adjustments carefully and considerately.
- Treat each other, our students and parents / carers / external stakeholders with respect.
- Consult with you as appropriate to gather your feedback and opinions.
- Have high expectations for all students and staff who work within the Invested Education.
- Ensure communications are clear, respectful and timely.
- Adhere to all GDPR requirements and ensure information is kept safe,
- Act with integrity.
- Listen and respond swiftly to concerns or grievances raised in line with complaints policy procedures and be open and transparent in sharing information of how to make a complaint.
- Provide regular, clear and constructive feedback on work completed, leading to learning progress.
- Ensure your child's progress information is shared regularly. Implement intervention strategies to support students who are not making expected progress and keep parents / carers informed of these.
- Ensure any SEND concerns raised, investigations and consequential referrals are reviewed and completed in a timely fashion and communicate with parents of SEND students in line with national expectation of once a term.

Pupil name:	Date:
Form tutor name:	Date:

Parental Attendance Agreement

I understand that it is my responsibility to send my child to school. I agree to send my child to school every day and understand the consequences if I fail to do so. When my child is absent from school due to exceptional circumstances, I will ensure the correct procedures are followed.

Parent name:	Date:
Form tutor name:	Date:

INVESTED EDUCATION

Attendance Improvement Plan

Name of Student		Year Group		Tutor		Review date	
Parent/Carer Name and Address							

DSL	A
Date of meeting	

Details/Latest Attendance Summary

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

School views:

Parent views:
Pupil views:

Alternative 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

Name of Parent/Carers:		Name of lead person in school:	
Name of social worker (if applicable)		Name of Designated Safeguarding Lead/Attendance Lead:	

Reason for and objectives of the reintegration timetable:

Date of meeting agreeing the reintegration table:		Start date of reintegration timetable:	
Number of hours in education each week:		Review date of reintegration timetable:	
Extra work to be set (e.g. online learning? homework?):		End date of reintegration timetable:	

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Educational plan (including times and locations)					
Transport to and from school					

Any other comments relating to this timetable:

Alternative 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: