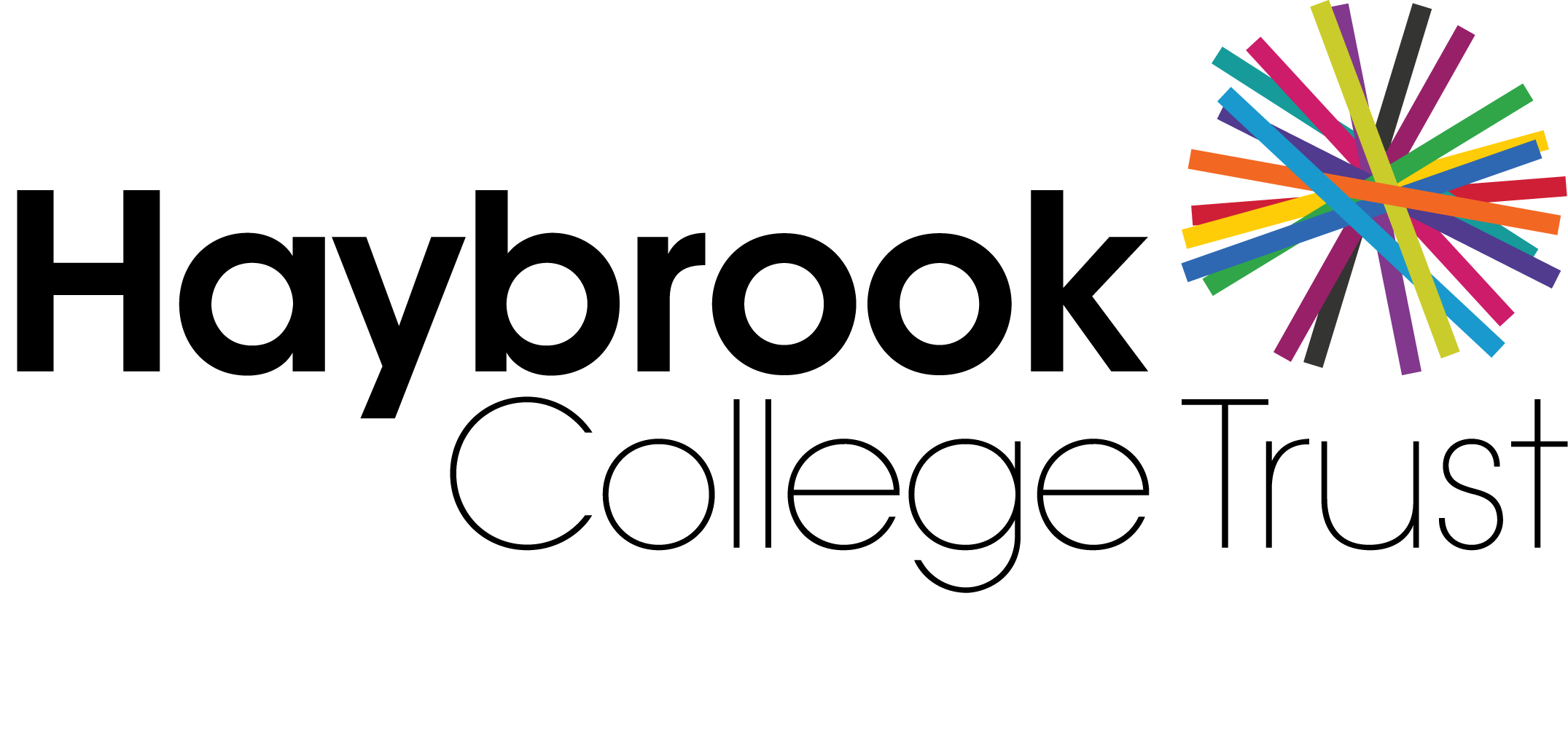
**Attendance Policy**

**and**

**Action Plan**



**Date approved: June 2023**

**Date for revision: Under Revision**

**Responsibility: Haybrook Trustees**

**Rationale:**

Haybrook College Trust is committed to offering the best education possible for all its pupils. In striving to achieve this, the College recognises that punctual and regular school attendance is an essential precondition of social inclusion and a prerequisite for effective learning. It notes that for a significant number of pupils, poor school attendance is a direct cause of their social exclusion and underachievement. It also recognises that pupils who fail to attend school regularly are placing themselves at greater risk of either offending or exploitation.

Haybrook College Trust believes that children should attend school regularly and punctually because school is where they learn and school is where they are safe. Where pupils are not engaging in the curriculum and are failing to attend school, despite the strategies and procedures being followed, the College is committed to working with those pupils and their families on putting together individual attendance plans to cater for a pupil’s needs and to ensure that they are able to continue to attend the College and do not disengage from education completely.

**Aims:**

* To develop and maintain a whole school culture that promotes the benefits of high attendance.
* To support all pupils to attend the College regularly
* To provide additional support for young people and their families who have particular difficulties regarding attendance. This includes the setting of individual attendance targets.
* To build strong relationships with families, listen to and understand the barriers to attendance and work with families to remove them.
* To ensure that all staff are aware of the procedures to follow when a pupil is absent and accurately complete admission and attendance registers and have effective day to day processes in place to follow up absence.
* To regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance.
* To be able to account for all absences and ensure that no pupil simply ‘slips through the net’.
* To ensure support for pupils with medical conditions, special educational needs and disabilities.
* To share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe.

**Roles and responsibilities:**

**The Trustee Board**

The Haybrook College Trustee Board is responsible for monitoring attendance figures for the College on a regular basis. It also holds the Executive Headteacher to account for the implementation of this policy and the aims stated above.

**The Executive Headteacher**

The Executive Headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school level absence data and reporting it to the College Trustees. Each member of staff will have a performance management target related to improving pupil attendance.

The Executive Headteacher, is assisted by another senior leader (The Senior Attendance Champion), to support staff in monitoring the attendance of individual pupils and issuing fixed-penalty notices, where necessary. Scrutiny of attendance is carried by The Executive Headteacher and SLT with the Heads of Centre to ensure that the policy is being applied.

**The Senior Attendance Champion**

The Senior Attendance Champion is a member of the College senior leadership team who reports to the Executive Headteacher and carries out the following:

* Provides data to the senior team regarding attendance, persistent absence
* Advises the Executive Headteacher on the publication of a clear College attendance policy with updates as appropriate
* Monitors the progress of each centre in raising attendance and removing barriers to attendance
* Oversees the use of the Families Forward Team to raise attendance and support parents where needed
* Ensures that the correct procedures are followed using robust day to day processes for recording, monitoring and following up attendance
* Ensures that heads of centre share data electronically with LAs and other associated professionals. This will be the data of pupils not attending regularly or being added to or removed from the roll.

**Heads of Centre**

Heads of Centre will:

* Monitor attendance data at the centre and individual pupil level, weekly with their SLT line manager
* Report concerns about attendance to the Senior Attendance Champion
* Oversee all Individual Attendance Plans (IAPs). **See Appendix B**
* Work with Families Forward Workers and other agencies to tackle persistent absence
* Arrange calls and meetings with parents to discuss attendance issues
* Liaise with the designated senior leader or Executive Headteacher when to issue fixed-penalty notices.

Procedures:

* Registers officially close at 0930 with the exception of cases where attendance is by lesson
* Daily absence calls - within the hour
* After 3 days of absence – staff visit (sooner if needed)
* After 5 days of absence – report to LA
* IAPs –Individual Attendance Plans on Arbor
* Regular reviews of IAPs - evaluating the impact
* Adjusting the IAP where necessary

**Links with other policies**

Working Together to Improve School Attendance, DfE, August 2024

[Safeguarding and Child Protection Policy](https://haybrookcollege.co.uk/statutory-information/policies)

[Keeping Children Safe in Education 2024](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

[Working Together to Safeguard Children 2023](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

**Legislation and Guidance**

This policy meets the requirements of the school attendance guidance from the Department of Education (DfE), and refers to the DfE’s statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

* [The Education Act 1996](https://www.legislation.gov.uk/ukpga/1996/56/contents)
* [The Special Educational Needs and Disability Act 2001](https://www.legislation.gov.uk/ukpga/2001/10/contents)
* [The Education and Inspections Act 2006](https://www.legislation.gov.uk/ukpga/2006/40/contents)
* [The Education (Pupil Registration) (England) Regulations 2006](https://www.legislation.gov.uk/uksi/2006/1751/contents/made)
* [The Education (Pupil Registration) (England) (Amendment) Regulations 2010](https://www.legislation.gov.uk/uksi/2010/1725/contents/made)
* [The Education (Pupil Registration) (England) (Amendment) Regulations 2011](https://www.legislation.gov.uk/uksi/2011/1625/contents/made)
* [The Education (Pupil Registration) (England) (Amendment) Regulations 2013](https://www.legislation.gov.uk/uksi/2013/756/contents/made)
* [The Education (Pupil Registration) (England) (Amendment) Regulations 2016](https://www.legislation.gov.uk/uksi/2016/792/contents/made)
* [The Education (Penalty Notices) (England) (Amendment) Regulations 2013](https://www.legislation.gov.uk/uksi/2013/757/contents/made)

**Haybrook College Attendance Procedures (see Appendix A for further guidance)**

1. **Attendance register**

By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

* Present
* Attending an approved off-site educational activity
* Absent
* Unable to attend due to exceptional circumstances

Haybrook College also uses the Studybugs system

**See Appendix C for full list of codes**

Pupils must arrive in school by the time set by individual centres on each school day. Parents and pupils will be advised of the start time of the first session on enrolment (0900) and the register will be taken at the beginning of this session and will be kept open for 30 minutes. Hence, registers will officially close at 0930. This procedure will be followed again at the beginning of the second session with the register closing 30 minutes after the start of the session.

1. **Unplanned absence**

Parents/carers must notify the College on the first day of an unplanned absence – for example, if their child in unable to attend due to ill health, before the start of the school day or as soon as practically possible.

Absence due to illness will be authorised unless the College has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the College may ask parents to provide medical evidence, such as a doctor’s note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the College is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

1. **Medical or dental appointments**

Missing registration for a medical or dental appointment will be recorded as an authorised absence if notified in advance but, wherever possible, parents should be encouraged to make these appointments outside of the school day.

1. **Lateness and punctuality**

A pupil who arrives late but before the register has closed will be marked as late.

A pupil who arrives after the register has closed will be marked as absent.

1. **Following up absences**

The College will follow up all absences to ascertain the reason and ensure proper safeguarding action is taken where necessary, as detailed in the Safeguarding & Child Protection policy.

1. **Reporting to parents**

The College will ensure that parents/carers are aware of their child’s attendance using various means including telephone calls, text messages, written reports and a child’s Head of Centre will always be available to discuss any concerns with you.

**Authorised and unauthorised absence**

*“By law, Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be ‘exceptional circumstances.”*

The College considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Executive Headteacher’s discretion.

Valid reasons for **authorised absence** include:

* Illness and medical/dental appointments – as explained in 2 and 3 above
* Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil’s parents belong. If necessary, the school will seek advice from the parents’ religious body to confirm whether the day is set apart.
* Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school but it is not known whether the pupil is attending educational provision.

**Individual Attendance Plans**

In order for the College to support pupils to attend and address any root causes of poor attendance, an individual attendance plan (documenting the strategies to support a pupil and the milestones to success) will be used as a strategy (Appendix B).

If a pupil's absence gives cause for concern, they are classed as a persistent absentee. Individual attendance plans (IAPs) can be used to support these pupils or to take measures to prevent the pupil becoming a persistent absentee in the first place. ***IAPs must be logged under the pupil’s name in Arbor as a pastoral note***

In certain cases, members of the Families Forward Team may be used to support such plans. This will enable better contact with hard to reach families and offer more support.

**Emotionally Related School Avoidance (ERSA)**

Emotionally Related School Avoidance (ERSA) is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). ERSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school.  
   
The Covid-19 pandemic and the disruption caused to educational experiences will mean more pupils are likely to be anxious about returning to school. A level of anxiety about returning to school after extended periods of not attending is completely normal, and for the vast majority of students they will benefit from getting back into familiar and predictable school routines to support their wellbeing. For some pupils however, there are likely to be additional challenges and the level of anxiety being experienced will mean more targeted support is needed for those experiencing ERSA.

[Achieving for Children ERSA Toolkit](https://rbwm.afcinfo.org.uk/pages/community-information/information-and-advice/schools-and-education/educational-support-services/emotionally-related-school-avoidance-ersa)

**Legal Sanctions**

Schools can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. In liaison with the child’s LA, procedures will be followed for the various warning letters and ultimate fixed penalty notice.

The decision on whether or not to issue a penalty notice ultimately rests with the Executive Headteacher, following the local authority’s code of conduct for issuing penalty notices. This may take into account:

* A number of unauthorised absences occurring within a rolling academic year
* One-off instances of irregular attendance, such as holidays taken in term time without permission
* Where an excluded pupil is found in a public place during school hours without a justifiable reason
* Persistent Absence
* Children Missing in Education

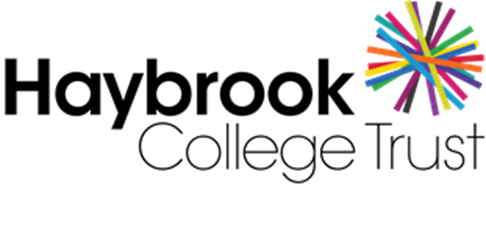
If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the penalty notice.

**See Appendix A for further guidance.**

**Appendix A**

**Attendance Handbook**

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage** | **Actions** | | **Lead Staff** |
| Promoting Attendance | As part of the induction meeting with parents, Heads of Centre outline the importance of good attendance as well as the Haybrook College Trust procedures relating to poor attendance. It is imperative that parents/carers and centres work together to promote attendance. | | HOCs |
|  | Pupils’ attendance is monitored by centres on a daily basis via registers. For persistent absenteeism, additional intensive support would be offered either by the Families Forward Worker or another member of staff at the centre. | | HOCs  SLT line manager |
|  | Very good or improved attendance may be recognised as part of a centre’s rewards system (certificates, postcards, gift cards, trips) | | HOCs |
| Procedures  1. | Registers officially close at 0930 with the exception of cases where attendance is by lesson (part-time timetables) | |  |
| 2. | **First day** absence calls (recorded with reasons) will be made by the centre **within the hour** whenever a pupil is absent without notification from parents/carers. In the event that a parent cannot be contacted, the attempt must be logged on Arbor and the Family Forward Worker informed to attempt to make contact later in the day. | **For pupils with a safeguarding concern:**  A home visit should be arranged for the same day.  Social worker to be informed. | HOCs  FFT  SW |
| 3. | On the **3rd day** of absence, with no contact able to be established with the parents, a further home visit must be attempted either by the Families Forward Worker or relevant members of staff, designated by the HOC, and logged on Arbor. | **For pupils with a safeguarding concern:**  The social worker must be informed of each step. | HOCs  FFT  SW |
| 4. | If there is no contact able to be made with parents or pupil by the **5th day**, the local authority attendance team must be contacted and the action logged on Arbor- Tel: 07395 258177 [Anjli.Sidhu@slough.gov.uk](mailto:Anjli.Sidhu@slough.gov.uk) or for RBWM  Tel: 01628 683800  [edu.welfare@achievingforchildren.org.uk](mailto:edu.welfare@achievingforchildren.org.uk) | **For pupils with a safeguarding concern:**  The social worker must be informed of each step. | HOCs  FFT  SW |
| 5. | In cases of ongoing absence, parents/carers will be contacted daily to establish authorisation for non-attendance. This should include the Family Link Worker. All calls to be logged on Arbor. | **For pupils with a safeguarding concern:**  The social worker must be informed of each step. | FFT  SW |
| 6.  Persistent Absence | In cases where a pupil’s attendance gives cause for concern, the centre will send a letter informing parent of their child’s attendance percentage and outlining the absence dates. This letter will invite parents to a meeting and clearly state the attendance procedure. (Arbor – Template Letters) | **For pupils with a safeguarding concern:**  The social worker must be copied in to the letter and invited to the meeting. | HOCs  FFT |
| 7. | Initiate an Individual Attendance Plan and record on Arbor. This must include the participation of pupil and parent(s).  If this is a case of ERSA (see below) the IAP must reflect the support offered to the pupil and their family. | | HOCs  FFT |
| 8. | Attendance will then be monitored for 4 weeks and the IAP reviewed. Evaluate the impact and adjust the plan accordingly.  If the attendance does not improve to expected standards then the case will be discussed with relevant HOC and be referred to the LA attendance service. | | HOCs  FFT |
| 9. | If agreed by the Slough Borough Council attendance team, [the relevant form](https://www.slough.gov.uk/downloads/file/2746/school-attendance-guidance-september-2021) must be completed and sent to the LA:   * [CME referral](https://www.slough.gov.uk/downloads/download/822/children-missing-education-referral-form) * [Elective Home Education referral](https://www.slough.gov.uk/downloads/download/809/elective-home-education-policy-procedure-and-referral-form-september-2023) * Flexi School notification * [Persistent Absence referral](https://www.slough.gov.uk/downloads/download/797/persistent-absence-referral-form) * Persistent Absence and Severe Absence (consideration of warning period) * Penalty Notice / Warning Period form * Pupil Tracking * Part-Time Timetable Notification   For RBWM children please use these [**forms**](https://www.leadershipupdate-rbwm.co.uk/education-welfare-service-202223/) and the additional ones below:  [Elective Home Education Schools Checklist:](https://rbwm.afcinfo.org.uk/pages/community-information/information-and-advice/schools-and-education/educational-support-services/elective-home-education/elective-home-education-policy-and-procedure)  [or](mailto:or) contact RBWM at  [edu.welfare@achievingforchildren.org.uk](mailto:edu.welfare@achievingforchildren.org.uk) | |  |
| 10. | In cases of Emotionally Related School Avoidance (ERSA, see below) HOCs should be minded to consider a structured and supportive approach to helping pupils return to full attendance. | | HOCs |
|  | **Children not in Full-Time Education/Reduced Timetables**  In very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil’s individual needs. DfE guidance on the use of part-time timetables clearly states:  *"There are very limited circumstances in which your child’s school should place your child on a part-time timetable. This should only happen if a part-time timetable is required because of your child’s physical or mental health needs.." - DfE school attendance* | | HOCs  SLT link |

**Appendix B**

**Individual Attendance Plan - Example**

**Name:**

**Date:**

**Current Attendance:**

|  |  |  |
| --- | --- | --- |
| Reasons for Plan:  X attendance so far has been poor. He/she tends to arrive late to school which affects his/her morning registration mark and regularly has had a few days off school due to illness. Anti-social behaviour and heavy use of drugs is impacting on his attendance and academic progress. He is known to YOT for gang related issues and his relationship with his Mum has become very strained | | |
| Agreed Actions | | **Timescales** |
| * *To inform Mum immediately when X does not arrive at school on time.* | |  |
| * *The family forward worker will be involved to support X’s safety and wellbeing* | |  |
| * *To meet with Mum to discuss plans to support attendance and academic progress* | |  |
| * *SSCM to meet with X regularly to discuss and set targets for attendance* | |  |
| Attendance/Punctuality Target | Date Set | Date Met |
| * *To raise attendance to 40% this term. Term 2 60% and Term 3 80%* |  |  |
| * *To improve punctuality to school (Must be in for tutor time)* |
|  |

|  |
| --- |
| Attendance Review |
|  |

|  |
| --- |
| Centre Recommendation |
|  |

**Pupil Signature: ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Carers Signature:**  ­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Appendix C - Registration Codes***

The following codes are taken from the DfE’s [guidance on school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).

|  |  |  |
| --- | --- | --- |
| **Code** | **Definition** | **Scenario** |
| **/** | Present (am) | Pupil is present at morning registration |
| **\** | Present (pm) | Pupil is present at afternoon registration |
| **L** | Late arrival | Pupil arrives late before register has closed |
| **Attending a place other than the school** | | |
| **K** | Attending education provision arranged by the local authority | Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority |
| **V** | Attending an educational visit or trip | Pupil is on an educational visit/trip organised or approved by the school |
| **P** | Participating in a sporting activity | Pupil is participating in a supervised sporting activity approved by the school |
| **W** | Attending work experience | Pupil is on an approved work experience placement |
| **B** | Attending any other approved educational activity | Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience |
| **D** | Dual registered | Pupil is attending a session at another setting where they are also registered |
| **Absent – leave of absence** | | |
| **C1** | Participating in a regulated performance or undertaking regulated employment abroad | Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school |
| **M** | Medical/dental appointment | Pupil is at a medical or dental appointment |
| **J1** | Interview | Pupil has an interview with a prospective employer/educational establishment |
| **S** | Study leave | Pupil has been granted leave of absence to study for a public examination |
| **X** | Not required to be in school | Pupil of non-compulsory school age is not required to attend |
| **C2** | Part-time timetable | Pupil is not in school due to having a part-time timetable |
| **C** | Exceptional circumstances | Pupil has been granted a leave of absence due to exceptional circumstances |
| **Absent – other authorised reasons** | | |
| **T** | Parent travelling for occupational purposes | Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes |
| **R** | Religious observance | Pupil is taking part in a day of religious observance |
| **I** | Illness (not medical or dental appointment) | Pupil is unable to attend due to illness (either related to physical or mental health) |
| **E** | Suspended or excluded | Pupil has been suspended or excluded from school and no alternative provision has been made |
| **Absent – unable to attend school because of unavoidable cause** | | |
| **Q** | Lack of access arrangements | Pupil is unable to attend school because the  local authority has failed to make access arrangements to enable attendance at school |
| **Y1** | Transport not available | Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available |
| **Y2** | Widespread disruption to travel | Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency |
| **Y3** | Part of school premises closed | Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open |
| **Y4** | Whole school site unexpectedly closed | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather) |
| **Y5** | Criminal justice detention | Pupil is unable to attend as they are:   * In police detention * Remanded to youth detention, awaiting trial or sentencing, or * Detained under a sentence of detention |
| **Y6** | Public health guidance or law | Pupil’s travel to or attendance at the school would be prohibited under public health guidance or law |
| **Y7** | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |
| **Absent – unauthorised absence** | | |
| **G** | Holiday not granted by the school | Pupil is absent for the purpose of a holiday, not approved by the school |
| **N** | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| **O** | Absent in other or unknown circumstances | No reason for absence has been established, or the school isn’t satisfied that the reason given would be recorded using one of the codes for authorised absence |
| **U** | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session |
| **Administrative codes** | | |
| **Z** | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered |
| **#** | Planned whole-school closure | Whole-school closures that are known and planned in advance, including school holidays |

**Appendix D –Home Visit Protocol & Risk Assessment**

**RISK ASSESSMENT FINDINGS**

|  |  |
| --- | --- |
| **Department/Service** |  |
| **Date** |  |
| **Assessor** |  |
| **Approved By** |  |
| **Review Date** |  |

**Relevant Legislation:**

The Management of Health and Safety at Work Regulations 1999

**RISK ASSESSMENT RECORD**

**ACTIVITY and/or ENVIRONMENT TO BE ASSESSED: Home Visit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY (People at risk)** | **Likelihood (L)** | **Severity (S)** | **Risk Calculation** | **Risk Rating** |
| E = Employee YP = Young Persons  P = Public  C = Contractors  V = Visitors  EM = Expectant Mothers | 1. Very Low (rare/very unlikely)  2. Low (unlikely)  3. Medium (could occur/possible)  4. High (likely to occur/probable)  5. Very High (near certain to occur) | 1. Insignificant (nuisance/discomfort)  2. Minor (no lost time)  3. Moderate (time loss)  4. Significant (serious/incapacity to work)  5. Major (Death) | Likelihood x Severity  =  Rating | **1- 6** **LOW RISK** Monitor   * 1. **MEDIUM RISK** Monitor, review & reduce risk where possible   **14-25** **HIGH RISK** Further Action Required |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1.Hazards Identified and potential harm it could cause** | **2. People**  **At Risk** | **3.Controls in Place** | **4.Risk Rating** | | | | **5. Further Action Required/ Recommendations** | **6.Target Date for Completion** |
| **L** | **S** | **Score** | **Risk** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No adult present |  | Staff not to stay if appropriate adult not present |  |  |  |  | Ensure visits are prearranged  Record visit in log  Report to SLT /manager  Letter to parent |  |
| Aggressive Pet |  | * Tetanus injection * Hepatitis injections * Ask for animal to be in alternate room or outside during tuition |  |  |  |  | Report to police  Letter to parent  Use of alternative premises |  |
| Aggressive Pupil including physical assault |  | * Avoid confrontation * Leave session if pupil does not calm. * Inform SLT & complete relevant reporting forms |  |  |  |  | Report to police  Appropriate training where necessary e.g. dealing with difficult customers |  |
| Staff threatened by parent/adult in home including physical assault |  | * Staff to leave * Report to SLT/line manager * Seek medical advice if needed |  |  |  |  | Report to police  Use of alternative premises or adult  Appropriate training where necessary e.g. dealing with difficult customers |  |
| Staff ‘tricked’ into entering house and detained |  | * Contact school if possible * School routine to contact staff at set times each session with agreed message to confirm safety. |  |  |  |  | Report to police  Personal panic alarm  Signing in-out procedures including details of visit and return time  Buddy system’ for out of hours  Appropriate training where necessary e.g. dealing with difficult customers |  |
| Unacceptable behaviour to/by members of family witnessed |  | * Leave premises * Contact school/safeguarding |  |  |  |  | Report to appropriate service, e.g. police, social services |  |
| Illegal substances visible |  | * Explain situation to parent * Leave premises * Inform SLT/line manager |  |  |  |  | Letter to parent before next session |  |
| Theft of items from staff |  | * Do not take valuable items or large amounts of money to tuition. * Explain situation to parent * Inform SLT/line manager |  |  |  |  | Report to police |  |
| Tutor involved in accident on route to/from venue |  | * Tutor to phone school on arrival and departure at each venue * Emergency contact details for home tutor to be held in school |  |  |  |  |  |  |
| Accidents on premises e.g. slips, trips or falls |  | Reporting / recording procedures for visits including feedback |  |  |  |  |  |  |
| Long visits |  | Prearranged welfare calls |  |  |  |  |  |  |
| Vehicle Position |  | Car parking in a safe well lit area away from property with car facing in the opposite direction |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Refer to Lone Working Risk Assessment |  |

**Personal Safety Guidelines for Home visits**

* Always have a mobile phone charged and available
* Do not give your address or home/mobile phone numbers to pupils and/or parents and do not contact them on your home or mobile phone as they can then access your personal numbers.
* Do not give your mobile phone to the young person to use for any reason
* Keep your personal items, purse/wallet, car keys, etc. safe and secure
* Ensure the venue is suitable for tuition and that there is table and chairs available – visit first
* Arrange regular contact with school/service i.e. a minimum of on arrival and departure from each session
* Give an emergency contact name and number to your school/service
* Keep a diary of each session – including brief notes of work covered, people present and any other appropriate information, e.g. issues with pupil and/or parent
* Ask for a copy of any individual pupil risk assessments for your information. Compile your own risk assessment of each venue you use.
* Report any concerns to school/service as soon as possible.
* Written guidelines / procedures for staff

**Attendance Plan**

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| **Theme 1: Routines and Expectations**  **Embed a series of routines and expectations which help to raise attendance.** | | | |
| Success Criteria | Actions | RAG | Progress |
| Attendance and punctuality expectations being clearly communicated to all parents and pupils. | HOCs to ensure the following:   * Emphasis on attendance in newsletters and centre information packs to parents * Emphasis on the importance of attendance in tutor time and PSCHE lessons. * Centre noticeboard which celebrates attendance and the weekly awards given to pupils. |  |  |
| There is a programme of attendance rewards for pupils. | HOCs to ensure that weekly certificates are presented as well as other periodic rewards. |  |  |
| Attendance data shows an upward trend over time | HOCs and link SLT members to monitor every 2 weeks. |  |  |
| Daily absence calls and home visits being used as per the Attendance policy | Centre admin staff to make the daily absence calls and log all calls and responses on Arbor. |  |  |
| FFW to follow-up on concerns and home visits, logging all of this on Arbor |  |  |
| Warning letters and FPNs being used a per the protocols of each local authority | HOCs and centre admin staff to utilise warning letters and FPNs in conjunction with the Attendance policy and attendance leads in each local authority. |  |  |
| Attendance tracking is in place with regular reports to centres. | Daily attendance reports from Arbor to be made available to each centre. |  |  |
| Persistent absence to reduce by 5% | HOCs and FFW will identify persistent absentees and agree necessary interventions to support attendance. |  |  |
| **Theme 2: Building trust and communication**  Through established procedures and school ethos, build trust and communication with hard to reach families where attendance is a concern | | | |
| Success Criteria | Actions | RAG | Progress |
| All senior and middle leaders are working with the Families Forward Team to maintain communication with targeted families. |  |  |  |
| Evidence, through Arbor that contact is being maintained with targeted families |  |
| Attendance data showing an upward trend for each targeted family over time. |  |  |  |
| **Theme 3: Targeted Interventions**  Develop the use of pupil attendance plans so they are effective and impact attendance. | | | |
| Success Criteria | Actions | RAG | Progress |
| Evidence of pupil IAPs logged on Arbor. |  |  |  |
| Evidence of pupil IAPs being reviewed and logged on Arbor. |  |  |  |
| Arbor reports show actions and support for pupils with ERSA/EBSA |  |  |  |
| **Theme 4: Partnership working**  To maintain the effectiveness of working with other professionals around each child. | | | |
| There is clear evidence through Arbor and CPOMs of partnership working. |  |  |  |
| Effective liaison with each local authority transport department. |  |  |  |