



ReFocus School

Attendance Policy 2021/2022

The following policy has been approved by the Executive Head Teacher and agreed by the management team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Date: September 2021

Review date: January 2022

Review Record:

Name (Print): Katie Close Name (signature): <i>Katie Close</i> Date: 12/02/2022	Name (Print): Name (signature): Date:
Name (Print): Name (signature): Date:	Name (Print): Name (signature): Date:

- This policy covers the behaviour management procedures for ReFocus school.
- This policy is not stand alone and should be used with other ReFocus policies including, but not limited to: Covid policy, home education policy, Safeguarding policy, behaviour policy and our SEND policy.
- When referring to staff members this includes all full-time staff members, volunteers, support staff and supply staff.



Aims and Context

At ReFocus School we are highly focused on the pursuit of excellent student attendance and punctuality. Everyday a student is absent is a lost opportunity. We expect all students to attend every day and on time. We know that excellent attendance is vitally important for attainment, life chances and employment prospects. We therefore, work towards a set school target of 95% or above for attendance for all students.

Our school values are **Employable, Sociable, Ready**. Excellent Attendance is the foundation on which these values stand. Good attendance at school is linked to achievement, strong peer relationships, social skills, a good work ethic and a safe lifestyle

Reducing absence and persistent absence is a vital and integral part of the school's work to:

- Promote safeguarding
- Promote student welfare, social and emotional development
- Ensure every student has access to a full-time education
- Ensure that all students succeed by being exposed to a wide range of opportunities
- Ensure all students reach their full potential.

DFE research illustrates there is direct link between attendance and attainment. Specifically, students with no absence are 2.8 more times likely to achieve 5+ GCSE's 5-9 or equivalent including Maths and English, than students missing 15-20% of Key Stage 4 lessons. ReFocus will use every opportunity to convey to students and their parents/carers the importance of regular and punctual attendance.

Attendance is a whole school matter and all members of staff have a responsibility to carry out their duties as outlined in this policy.

Parents/carers must carry out their duty and ensure that children attend school every day, on time. This is a parental responsibility and forms part of our home/school agreement that is discussed in our initial admissions meeting and is signed by school/s, parents/carers and student.

The school works with a variety of external agencies including but not limited to the Education Entitlement Team at Northamptonshire County council (both North and West), social services, targeted support and YOS (youth offending service). This policy is written to reflect their guidance and that from the Department for Education:



School Attendance.

At ReFocus we aim to:

- To maintain the overall percentage attendance of our students to above 95%
- To maintain an improvement in every student's attendance from last school setting
- Highlight the importance of punctual attendance to all members of the school community
- Work within a set of staged and consistent protocols, so as to support attendance intervention at every level
- Employ systems which raise awareness, challenge, intervene and support students with low attendance or poor punctuality
- Employ sympathetic systems for students with long term absence
- Employ systems to reward and praise excellent attendance
- Work in partnership with parents/carers and/or external agencies to prevent low or non-attendance and to support or promote excellent attendance. ReFocus will maintain excellent communication with referring schools and agencies.

ReFocus recognises that for some students, before arriving at ReFocus, attendance has been a course of concern and coming to school every day can hold many extra challenges for that student. We will praise all improvements in attendance and attitude to learning and may, when necessary, set individual attendance targets. Ensuring achievable targets are set with agreement from the student, parent/carer, key worker and referring agency.

Evaluation

This policy/procedure will be evaluated every year by senior leaders to ensure it is still fit for purpose. Circumstances may require more frequent modifications as ReFocus will endeavour to ensure 'best practice' is carried out at all times and this will include reviews from our governors.

Procedures

All procedures to support this policy are listed below:

- 1: Responsibilities linked to attendance
- 2: Attendance linked incentives (Appendix B)
- 3: Attendance Matters
- 4: Procedures for Parents/Carers
- 5: Monitoring of Attendance and Punctuality
- 6: ReFocus School Staged Attendance Procedures (Appendix A)
- 7: General Attendance Procedures for Staff (Appendix C)
- 8: Lateness to School Procedures and Consequences (Appendix D)



9: School Support

10: Further Information for Parents/Carers

11: Application for Exceptional Leave of Absence (Appendix E)

12: Onset of illness and Emergencies - Staff Guide (Appendix F)

Responsibilities linked to Attendance/Punctuality

The role of the senior leadership:

Senior leadership have a responsibility to support, challenge and monitor all aspects of the school's work on attendance. Specifically, they will:

- Monitor the schools attendance data
- Hold those to account for management of procedures and interventions
- Will be available to attend an Attendance Panel meeting with parents/carers as appropriate
- Recognise that if a student's behaviour or welfare is a concern at the detriment of learning, a reduced time table may be considered as a short-term intervention. This would need to be agreed at a half termly Attendance committee meeting.

The senior leadership team will provide:

- A safe environment that encourages good attendance
- A varied, broad, motivating and inclusive curriculum for all students
- School systems that meet statutory requirements
- Ensure correct red flagging procedures have been carried out for trips, activities and interventions

designated member for the Leadership Team who has specific responsibility to lead and oversee attendance. (DAL – Designated attendance lead)

Named person – DAL Katie Close.

DEPUTY DAL – Paula Tucker

The DAL will Specifically:

- Lead and support the implantation of this policy and all procedures within it
- ensure that all staff members are trained, communicated with and supported with implementing this policy
- Hold those to account for management of procedures and interventions
- Monitor and evaluate the effectiveness of procedures
- Produce, analyse and track attendance data and reports
- Ensure attendance is a high priority for all members of the school community



- Track, monitor and evaluate the school's attendance and punctuality data
- Fortnightly intervention and data tracking meetings with key workers and senior leadership
- Coordinate interventions for students at Persistent Absentee level - liaison with home and home visits
- Ensuring excellent punctuality is promoted and maintained
- Liaise with external agencies and ensuring weekly communication regards attendance is emailed to the referring schools and agencies.
- Quality assures the early intervention of Key Workers and hold them to account
- Work closely with all staff members, sharing information and concerns
- Liaise with all staff members where long-term absence occurs; liaise with home over appropriate work, send work home and be part of a reintegration process

Each student's attendance and welfare are mentored by a **key worker**.

Key Workers see their students daily. They are ideally placed to assess a student's immediate wellbeing. They will analyse weekly attendance data, pick up early concerns and initiate early intervention.

Specifically, they will:

- Monitor and act upon attendance and punctuality data of their student
- lead on interventions for their student, liaise with students and home
- Action letters with the knowledge and support of the DAL
- Prepare a support package on a student's return from long term absence
- Use the BROMCOMs register procedures with accuracy
- Monitor the individuals in their group and any attendance patterns that occur – liaise with DAL
- Have discussions with students about attendance at every level
- Using the 1-hour non-contact time to Initiate early interventions (see staged attendance procedures appendix a)

All staff members are responsible for:

- Be a positive role model in his/her own attendance and punctuality
- Create a safe and purposeful learning environment
- Report concerns regards Attendance within the daily debrief that is held at the end of each day, speak to DAL or any member of senior leadership
- Follow urgent student missing protocols for safeguarding purposes



- Ensure correct red flagging procedures have been carried out for trips, activities and interventions

The role of the referring school and agencies

ReFocus students are referred by mainstream schools, The EIPT team (Education, Inclusion, Partnership Team) and Virtual Schools. We will work together with excellent communication to ensure that the student is supported throughout their education. This is discussed and agreed at the admissions meeting.

Referring schools and agencies are responsible for:

- Ensuring that the placement at ReFocus is organised and funded
- Ensuring that transport has been arranged/ and funded
- To maintain excellent communication by appointing a designated member of staff that will liaise with ReFocus and ensuring all information is passed to DAL
- To agree to visit the student regularly and attend reviews.
- To be available for all meetings regarding attendance
- Promote good attendance and support ReFocus with any strategies and incentives.
- Follow up attendance concerns that have been raised as a concern by ReFocus
- If required and necessary be able to make home visits and communicate with parents/carers and students regards attendance.
- Contact ReFocus with any concerns as soon as possible

The role of Parents/Carers

Students are able to achieve success when parents /carers work in partnership with the school. We specifically ask that you:

- Ensure your child is fully prepared for school each morning and they are organised the night before – this avoids unnecessary stress and lateness
- Ensure your child is in the building by 09:15am, moving on time to first lesson at 09.30am.
- Follow up late to school texts with your child and yourselves
- Promote good attendance by not allowing your child to have time off unnecessarily
- Contact school on the first day of absence and any subsequent day of absence.
- Provide notes for absence and medical evidence of appointments and illnesses.
- Liaise with the relevant Key Worker if you have concerns or need support.
- Attend meetings and respond to letters or calls.

Parents are required to sign an admissions contract agreeing to the above.



The role of students.

Students must:

- Aim for 100% attendance; only be absent through genuine illness
- Arrive at school no later than 09.15am, fully prepared.
- To always try your hardest to improve your attendance
- to agree targets for attendance at the admissions meeting
- Speak to their Key Worker if they are worried, stressed and have concerns.
- Must not phone or text parent/carers if they are ill. They should go to the medical room where school staff will contact parents/carers if appropriate.
- Never leave the school premises without permission.

Attendance Matters

Our values here at ReFocus are **Employable, Sociable, Ready** and these are directly linked to having good Attendance. Promoting attendance is part of our commitment to raising high levels of achievement. Every lesson does count for your child; children fall behind quickly even if one day is missed. Good attendance at school is linked to achievement, strong peer relationships, social skills, a good work ethic and a safe lifestyle. By agreeing to attend ReFocus you are agreeing with our values.

Some Key Facts:

- 90% Attendance seems to be pretty good, however what that actually means is that a student is absent from school for the equivalent of one half-day every week. If a student continues to attend for only 90% of the time, then over five years they will miss the equivalent of one half of a school year.
- 80% Attendance again seems very good, however what that actually means is that a student is absent from school for the equivalent of one day every week. If a student continues to attend for only 80% of the time, then over five years they will miss the equivalent of one school year.
- For every 10% drop in attendance, a student is likely to achieve 1 less qualification
- At 95% attendance, student has 80% chance of achieving 5 qualifications grade 5-9 / Level 2
- At 90% attendance, student has 60% chance of achieving 5 qualifications
- At 85% attendance, student has 42% chance of achieving 5 qualifications
- At 80% attendance, student has 24% chance of achieving 5 qualifications
- Students have 13 weeks of school holidays. Please do not request exceptional leave of absence for a family holiday in term time. This will not be authorised.



Attendance linked incentives

ReFocus will always encourage good attendance. Key workers can and will set attendance targets and use incentives as encouragement if it is appropriate to do so.

Positive points will be given to those students with 100% attendance in a week or for meeting set targets.

Negative behaviour points will be issued to students with persistent lateness arriving to school after 9:30am.

ReFocus will provide an end of term incentive or trip which is linked to positive points. All students are encouraged to attend and ReFocus links it to good behaviour and attendance.

Please refer to appendix B for reference.

Covid Related absence

ReFocus will refer to our Covid policy in all covid related absences and will continue to work in conjunction with government guidelines and will seek support from the GOV.UK Website - Covid support in schools when necessary.

ReFocus will regularly review our Covid policy ensuring all up to date information, support and guidance are adhered to.

ReFocus will ensure work is provided to students who are self-isolating and that in an extreme case, such as school closure we will provide remote learning. Please refer to our Home Educated policy for further details.

Monitoring of Attendance and Punctuality

Ongoing: Both senior leaders and DAL review and monitor absence of students on weekly /daily basis. Key workers or any member of staff should report any concerns either directly to senior leaders / DAL or discuss in the daily debrief at the end of each day.

Early interventions will be initiated (See appendix a) Key workers monitor and challenge their students who are late to school on a daily basis along with the DAL. Consequences are actioned that day and a member of staff will alert parents of absence and lateness to school via texts, phone calls or email.

Fortnightly: The Key workers meet with the DAL to review the attendance and punctuality of their students. Discussion and employment of the actions on the staged approaches (See appendix a) The DAL meets with the deputy DAL to monitor and review whole tracking and to discuss emerging issues and actions, with particular focus on students who are classed as Persistent Absentees and for those on a white punctuality report.

Monthly: The DAL and deputy DAL will meet with the executive head to discuss key students that are a concern and subsequent actions.

Half Termly: The Attendance Committee Meeting. (All members of ReFocus) This meeting is designed to bring everyone involved in attendance together to share information, best practise, key data with priorities and concerns. It is at this meeting we will quality assure our procedures and suggest ways in which keep attendance at the forefront of practice.



Termly: The DAL's and Headteacher prepare data, analyse trends and emerging issues for presentation for the governors meeting

Annually: The DAL's will prepare an annual report for governors and for the School Evaluation Process. Whole School Attendance Targets are set for the following year.

Parent/Carer Absence Procedures

If your child is absent, you must:

Contact the school on the first day of absence before 09:00 on 01933 391660 or the DAL's number is 07434780631. Leave a message if needed. Alternatively, you can email enquiries@refocus.school.

Please explain the reason for absence and give an estimate of how long the absence will be.

Send a note or medical evidence in on the first day your child returns to school to explain the absence or speak to their key worker or DAL. You must do this even if you have telephoned. It is vital that absences are reported; unreported absences are classified as unauthorised and will affect overall attendance targets and may trigger the next stage in our attendance procedures.

If your child is absent school will:

Telephone or text you, every day of absence if we have not heard from you. We may do a home visit where appropriate. You will be contacted by school to discuss your child's attendance if it falls below 95%, the school will apply its interventions and staged procedures thereafter.

If there are concerns, absence may not be authorised without relevant or medical evidence (for example, a medical appointment card or information from your practitioner). Work with you and your child to support long term absence and reintegration into school.

If your child is late to school, you must:

Contact the school immediately that morning.

If your child is late to school we will:

Text you to notify you that your child was late and to notify you of any consequence. Call you to discuss further consequences (as per late to school policy)



Appendix A) School Staged Attendance Procedures

Attendance stage	Action	WHO	WHAT THIS MEANS
1 95% - 100%	Praise 5 positive points every week that is 100% Attendance. 100% half term, termly and yearly rewards given.	Whole school approach. Key workers DAL/s Senior leadership	Praise is essential to encourage the importance of excellent school attendance. Rewards motivate and encourage students
2 90% - 94%	Phone call to discuss with Key Worker. Targets set with Key Worker. followed by letter 1. 5 positive points every week that is 100% Attendance <ul style="list-style-type: none"> Weekly communication to referring agency. 	Key worker DAL/S	early warning letter. Informal reminder. Parents are made aware that attendance is close to or at the minimum target expected of school which is 95%
Every student has an attendance target of 95% or above The DFE directs schools to class attendance at 90% or below as Persistent Absenteeism			
3 84% - 89%	Phone call by DAL followed by Letter 2 / Meeting. Referring agency will be involved in the meeting. Targets set in meeting. EIPT team contacted. 5 positive points every week of 100% Attendance. <ul style="list-style-type: none"> Weekly communication to referring agency 	Key worker DAL/s Referring agency Senior leadership EIPT team	A wider team meeting with parents in which where targets are given. Non-compliance will be recorded by the school or local authority as it may be used as evidence in a future legal attendance case. School will do all they can to support parents / the child
4 75% - 83%	Phone call by DAL followed by Letter 3 / meeting and placed on attendance contract. EIPT team contacted. Fixed penalty notice may be enforced 5 positive points every week of 100% Attendance <ul style="list-style-type: none"> Weekly communication to referring agency 	Referring agency Senior leadership EIPT team Intervention support agency	Non-compliance will be recorded by the school or local authority as it may be used as evidence in a future legal attendance case. School will do all they can to support parents / the child. Possible further interventions will be discussed and put in to place to help parent / student.
5 65% - 74%	6 weekly reviews of attendance with parent/carer and EIPT team. Fixed penalty notice may be enforced 5 positive points every week of 100% Attendance <ul style="list-style-type: none"> Weekly communication to referring agency 	Referring agency Senior leadership EIPT team Intervention support agency	Non-compliance will be recorded by the school or local authority as it may be used as evidence in a future legal attendance case. School will do all they can to support parents / the child and will put alternative interventions in place to help support all parties. The school will refer to Local Authority for possible Legal Intervention.
6 50% - 64%	4 weekly reviews of attendance with parent/carer and EIPT team. Fixed penalty notice may be enforced 5 positive points every week of 100% Attendance <ul style="list-style-type: none"> Weekly communication to referring agency 	Referring agency Senior leadership EIPT team Intervention support agency	Non-compliance will be recorded by the school or local authority as it may be used as evidence in a future legal attendance case. School will do all they can to support parents / the child The school will refer to Local Authority for possible Legal Intervention



7 50% - BELOW	4 weekly reviews of attendance with parent/carer and EIPT team. Fixed penalty notice may be enforced 5 positive points every week of 100% Attendance Weekly communication to referring agency	Referring agency Senior leadership EIPT team Intervention support agency	Non-compliance will be recorded by the school or local authority as it may be used as evidence in a future legal attendance case. School will do all they can to support parents / the child The school will refer to Local Authority for possible Legal Intervention
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General Attendance Procedures – Staff

REWARDS – Appendix B

Bonus Credits (Key worker and DAL)	Individual targets can be set by key workers and DAL. Incentives can be agreed within SMART target setting. Credits work towards whole school trip incentive at the end of each half term.
100% attendance for the week 5 credits	5 credits rewarded for every week of 100% Attendance
Congratulatory communication home	Whole school approach, if good Attendance is recognised or an improvement seen a text or phone call home to parent / Carer.
Most improved attendance	To work as a standalone or in conjunction with target setting. An incentive or prize to be rewarded to those with most improved attendance.
100% Attendance for half termly, termly and yearly	Incentive and prize to be rewarded for outstanding attendance.

Recording on BROMCOM – Appendix C

First 15 minutes	The register must be taken during AM registration 09:15 – 09:30. Any reports of absentees must be given to DAL/s by 09:30
codes for keyworkers only use 3 codes: N / L	Student present: code with / Student late after 09:15- 09:30 use code L Student absent use code N
No missing marks	Do not leave a missing mark
Save and close register	Make sure you save and close register



Student Missing	If a student is in but not in your lesson, please report it immediately
Afternoon register	PM registration is completed at 12:30 by senior leaders or DAL/s
Register amendments	Will only be carried out by DAL /s

Late To School Procedures

Excellent Punctuality is vital in a child's education. This sets the tone for the day and prepares students for the world of work. Being on time is a basic expectation of all students. Lateness to lesson has a negative impact on the students learning experience. They miss the lesson objectives and key instructions for activities and it disrupts the teaching and learning of an entire class.

If a student is late 10 minutes each day, this equates to nearly 7 full days of absence over a school year!

The school recognises that there will be "one off" occasions where lateness to school was beyond student or parent/carer control and the following policy allows for this. However, persistent lateness will not be tolerated and it will be sanctioned in accordance to this policy.

Parents/Carers have a responsibility to ensure that their child is punctual to school and we expect parents/carers to support this policy by working in partnership with the school if their child is late.

09:15	Students should be in the building at 09.15am. Any student arriving after 09:15 will be recorded as L and the minutes and reason recorded
09:30	Lesson 1 begins. Communication with student/parent/carer
10:00	Registers close. Any student arriving after this time will be recorded as O (unauthorised)
Late to lessons	Will be dealt with by most appropriate member of staff in the first instance and picked up by key worker when they re able to do so.

Consequences of Lateness to School

Lateness to school is accumulated on a weekly basis

Lateness Record	Consequence
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1 st late	Key worker reminder
2 lates	Communication home. Early morning check-in by text.
3 Lates	Communication home and no phone at lunch.
4 lates	Communication home and a session to be completed after school to catch up on missed work.
5 lates	-3 points to be recorded on BromCom and a no phone at lunch time.
Persistent lateness	A student who accumulates over 9 negative points for lateness in 2 weeks has persistent lateness. This will be a formal warning by letter by DAL/s If no improvement is seen a meeting will be held with DAL, parents/carers, referring school and key worker

9. Student Support

Parents/Carers are encouraged to contact their child's Key worker, DSL or DAL at school as soon as possible if they have concerns about their child's welfare.

Within school, a range of support strategies are utilised to remove barriers to learning and improve attendance.

This list is not exhaustive but may include:

- A welcome ethos and a school which is safe and secure
- A sensitive approach to individual needs of our students
- Reintegration meetings
- Reintegration support plan
- Personalised timetables
- Twilight sessions
- In-school support from a variety of staff
- Small staff briefing
- Regular parent meeting/update
- Referrals for counselling
- Mentoring
- Close working relationships with a range of external agencies.
- Meeting with SENCO if appropriate
- 1:1 support
- Management of medicines in school
- Risk Assessment



- Referral to an alternative provision that may be better suited to the student's needs

10 Further Information for Parents and Carers

Regular Attendance and Punctuality is important for Safeguarding:

Your child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for your child encompasses: -

- Attendance Punctuality Behaviour Management
- Health and Safety
- Access to the Curriculum
- Anti- bullying

Failing to attend school on a regular basis will be considered as a safeguarding concern.

The Law Relating to Attendance:

Section 7 of the Education Act 1996 states that 'the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable: - (a) to age, ability and aptitude and (b) to any special educational needs he / she may have Either by regular attendance at school or otherwise'

The Law relating to Safeguarding: ***Keeping Children Safe in Education, September 2021*** and preceding legislation places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and students under the age of 18.

Understanding types of absence

Every half-day absence from school has to be classified by the school (not by parents/carers), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to legal proceedings, and include:

- parents/carers keeping children off school unnecessarily
 - truancy before or during the school day
- absences which have never been properly explained
 - children who arrive at school too late to get a mark
 - looking after other children, shopping or birthdays
- day trips and holidays in term time



Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If your child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually makes things worse.

Persistent Absenteeism (PA)

A student becomes a 'persistent absentee' when they miss 10% or more time across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need the fullest support and co-operation of parents / carers to tackle this. We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this. PA students are tracked and monitored carefully and we also combine this with academic mentoring where absence affects attainment. All our PA students and their parents/carers are subject to our staged interventions/procedures.

The School Designated Attendance Leader (DAL)

Parents/carers are expected to contact school at an early stage and to work with the key worker in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the key worker may refer the child to the School's DAL. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorised absences persist, will work with the Education Inclusion Partnership Team (EIPT) and may use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

Leave of Absence in Term Time

We expect parents/carers not to knowingly affect their child's progress by taking them out of school during term time. Please remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education. There is no automatic entitlement in law to time off in school time to go on holiday/visit. In a situation where taking your child out of school during term time is unavoidable, you must apply for Leave of Absence. All applications must be made in advance, using a standard form which can be obtained from ReFocus DAL. At our discretion, leave of absence may be authorised in exceptional circumstances. In making these decisions, the school will consider the circumstances of each application individually, including any previous pattern of leave in term time. It is important that you understand the circumstances when leave in term time will not be agreed by us:

- any time in September, when students are just starting the school or just starting in a new. This is very important as your child needs to settle into their new environment and establish good habits.
- immediately before and during any assessment period



- when a student's attendance record already includes any level of unauthorised absence Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and will attract sanctions such as a Penalty Notice.

Application for Exceptional Leave of Absence During Term-Time

If you would like to apply for permission for your child to be absent from school you must complete this form and return it to the school for authorisation **AT LEAST 10 DAYS IN ADVANCE** of the proposed leave. Parents / carers do not have the right to take their child out of school during term-time. By law, you must ask permission for exceptional leave of absence during term-time. If you take your child out of school without authorisation you risk receiving a fixed penalty fine. The penalty is at least £60 if paid within 21 days, doubling to £120 if paid between 22 – 28 days and applies per parent per child for which permission has been refused or was not sought. If the fine is not paid, parents will be reported for prosecution. All schools in both the North and West Northamptonshire have agreed to follow a common policy on absence during term time. Good attendance leads to improved outcomes for students.

Appendix E

TO BE COMPLETED BY PARENT / CARER		
Name of student:	Name of Key worker	Address
D.O.B	Year group	Contact details
Length of leave requested:	Dates requested:	Parent details: <div style="text-align: right;">Sign:</div>
Please state the exceptional circumstances that require you to apply to take your child out of school during term-time instead of making arrangements for the proposed activity to take place during the school holidays. The cost, convenience or availability of a particular holiday will not be taken into consideration.		
Reason for request:		information provided by parent / carer will be checked by school
Will the student be missing any final assessments?	yes	No
Has the student have attendance over 95%?	yes	No
Will this leave take him/her over 10 days so far this academic year?	yes	No
Have you requested exceptional leave already this academic year?	yes	No
TO BE COMPLETED BY SCHOOL		
Further information required?	yes	No
DAL response:		



Onset of Student Illness or Emergencies During the School Day

Procedures for staff

Medical emergencies or when a student becomes unwell and may need to go home.

- If the student is not well enough to go un-aided to the Medical Room, a First Aider should be alerted and they will attend to the student

If a student can make it to a designated first aide room or area then they should do so and a member of staff can escort them.

- The First Aider will assess the student's needs. If the student cannot be moved, further medical assistance will be sought and parents informed
- In extreme circumstances an ambulance may be called and the student accompanied by a member of staff if a legal guardian is not present.
- Students will be monitored whilst awaiting the arrival of the ambulance or the parent / carer / nominated contact

The Staff who are first aide trained are listed in multiple locations within the building

First Aiders will log all details on Bromcom including date/time of arrival, nature of illness and action taken and/or accident form if appropriate.

Accidents will be also recorded in the accident book which are located in the Kitchen and Workshop.

A member of staff will have communication with the parent / carer and will establish if the student will be attending the following school day.

A student must be clear of sickness and diarrhoea for 48 hours before returning to school



A student could, in certain circumstances attend school with a broken bone if reasonable adjustments can be made and this will include a further risk assessment of the workshop, PE and accessibility to / on site.

Trained First Aiders are: - Liam Kerr, Katie Close, Paula Tucker, Hayley Perry and Darren Wade.

The Medical Room is on the ground floor, also known as the 1:1 room and is in close proximity to the toilets. In this room is a first aid box and a reclining chair.

The second first aid location is on the first floor, clearly marked, close proximity to a first aid box, toilets and has a comfy chair that can also be a medical bed if required.