Attendance Policy:
Bradford AP Academy

Approval date:	March 2023
Approved by:	Local Advisory Board
Next review:	March 2026

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Contents

1. Introduction

For the purpose of this guidance, a parent means:
- all natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who has care of a child or young person (i.e. lives with and looks after the child).

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

This policy is easily accessible to leaders, staff, pupils, and parents, including being published on the school's website. Parents will be sent it with any initial information when pupils join the school and reminded of it at the beginning of each school year and when it is updated.

As the barriers to attendance evolve quickly, the policy will be reviewed and updated as necessary. In doing so, BAPA will seek the views of pupils and parents.

This policy is informed by guidance published by the Department for Education (DfE): 'Working together to improve school attendance' and 'Summary table of responsibilities for school attendance': https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

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2. Policy and practice

The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing BAPA of the reason for an unexpected absence.

- Registration is between 9:00am and 9:15am.
- Registers will be closed at 10:00.
- For morning and afternoon registration, pupils are registered by the head of centre. The relevant codes are always applied.
- If a pupil arrives after 09:15 they will be marked with an L code for that session.
- Students who arrive after registers close after 10:00am will be marked as an unauthorised absence using the U code.

When a child is absent

Parents/carers should make every effort to let BAPA know why their child is not attending, at the earliest opportunity by contacting the admin team at their site.. If no contact is made by parents/carers, BAPA, or AP staff where the child is scheduled to attend, will contact the parent/carer for an explanation as to why their child is absent.

If there is any doubt about the whereabouts of a pupil, BAPA will contact the parent/carer straight away, in order to check on the safety of the pupil. Calls will be made to the parents/carer of an absent pupil by 09:30. Should any pupil abscond, a phone call home will be made immediately.

If the level of attendance does not improve, BAPA will investigate the reasons for poor attendance and implement basic strategies to support improved attendance. If the basic strategies do not result in an improvement in attendance, interventions outlined in the BAPA Persistent Absence Triggers (Appendix 1) will be implemented. A Plan for Success (Appendix 2) will be created to formally record the actions being taken to support improved attendance. Plans will be reviewed on a regular basis to monitor impact and revise strategies where necessary. This will be done by the relevant of Head of Centre. Liam Gordon is the SLT lead for Behaviour and Attendance.

If the strategies employed within the plan fail to have an impact due to a lack of support from families, a formal route may be initiated and this could include prosecution.

Requests for leave of absence

We would ask, where possible, that all medical appointments be made outside school hours.

We believe that pupils need to attend BAPA, so that they can make the most progress possible. However, we do understand that in exceptional circumstances there are times when a parent/carer may legitimately request leave of absence. This will only be granted in exceptional circumstances and will be at the discretion of the Headteacher. In the case of a Looked After Child, the child's respective Social Worker is the only person who can request such leave during term time.

Enforced Closure of AP

DfE School Attendance Guidance for maintained schools, academies, independent schools and local authorities (August 2020) allows for the closure of a school in exceptional circumstances:

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

a weather-related emergency, such as snow or flooding,

a natural disaster, such as the impact on air travel of a volcanic eruption,

a health-related emergency, such as restrictions on travel in certain areas related to a COVID-19,

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 schools will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

The law entitles every child of compulsory school age (age 5+) to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

The name and contact details of the senior leader responsible for the strategic approach to attendance in school.

Liam Gordon – Head of Centre, Aireview. Liam.gordon@bradforedapacademy.co.uk 01274 585318

Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis and for more detailed support on attendance.

For Jesse St:

Janine Wood – Admin staff. Janine.wood@bradfordapacademy.co.uk 01274 491986

For Aireview:

Sue Maughan – Admin staff. Sue.maughan@bradfordapacademy.co.uk 01274 585318

For home engagement or alternative provision:

Iain Smith – iain.smith@bradfordapacademy.co.uk 07553245899

BAPA's day-to-day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.

BAPA will take the attendance register at the start of each morning session of each school day and once during each afternoon session.

We have developed processes that meet the needs of the pupils. We:

- Proactively manage lateness and set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. The register opens at 9 and closes at 9.15

- Expect parents to contact BAPA when their child is absent to explain the reason and put in place processes to contact parents on the first day of absence where a reason has not been provided. If absence continues without explanation, further contact will be made to ensure safeguarding.

- Expect parents to understand their responsibility to keep BAPA up to date with at least two emergency contact details as required by the Children Missing Education requirements and in line with the Keeping Children Safe in Education guidance.

- Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return.

- Regularly inform parents about their child's attendance and absence levels, based on the amount of time missed and the impact on the pupil's learning.

- Hold regular meetings with the parents of pupils who BAPA (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.

- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.

- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

How BAPA is promoting and incentivising good attendance.

- To provide a stimulating and accessible curriculum, which ensures personalised learning is successful.
- To secure and analyse individual pupil attendance data to inform the behaviour target setting process.
- The views of each pupil and their parent(s)/carer(s) will be sought regarding their attendance and, this will also inform the behaviour target setting process.
- To ensure accurate attendance records are kept and analysed to determine the necessity to develop attendance improvement targets for specific pupils.
- BAPA staff will give attendance a high profile through implementation of daily and weekly attendance rewards. Attendance will be given a high profile in weekly celebration assemblies.
- BAPA will manage multi-agency networks, which support the attendance improvement targets for individual pupils.
- To ensure clear communication and guidance to pupils and parents/carers regarding the importance of good attendance and the implications and consequences of absence. This will be clearly communicated to all parents / carers each half term, including their current percentage and what this means in terms of the days missed of education.
- To discuss attendance at each SLT meeting as a standing item.
- To regularly review attendance in order to identify any patterns and plan actions to impact on this.
- The Attendance Policy on a Page document will be included in the induction pack for all pupils. See appendix 4.

BAPA's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

BAPA will treat all pupils and parents with dignity and staff will model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In communicating with parents, BAPA will discuss the link between attendance and attainment and

wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like.

See appendix 1 and 2 below for the strategy and supporting documents used at BAPA to support students with persistent and severe absence.

BAPA's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority (Bradford Council).

The point at which Fixed Penalty Notices for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful, or not engaged with.

In the first instance, BAPA will support pupils and parents by working together to address any in-school barriers to attendance.

Only exceptional circumstances warrant a leave of absence. BAPA will consider each application individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the headteacher to determine the length of the time the pupil can be away from school. As head teachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Where engagement in support is proving challenging, BAPA will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include BAPA's point of contact in the local authority School Attendance Support Team. These meetings will clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

Where voluntary support has not been effective and/or has not been engaged with all schools should work with the local authority to:

- Put formal support in place in the form of a parenting contract or an education supervision order.
- Issue a fixed penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.
- From 1st April 2023, Bradford Council will consider legal action through the magistrates court as opposed to penalty notices in the following situations:

    1) A continuous period of unauthorised leave of 20 school days (40 sessions) or more
    2) Two or more periods of unauthorised leave totalling 10 school days (20 sessions) or more within a 12 month period.
    NB – A period of leave which spans across two half terms will be treated as one period of leave.

- The Council will consider which legal option is the most appropriate, which will usually be a prosecution via the magistrates court, or a fixed penalty notice.

Where barriers are outside of the school's control, all partners will work together to support pupils and parents to access any support they may need voluntarily. As a minimum, this should include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to

being in school and agreeing actions or interventions to address them. This may include referrals to services and organisations that can provide support.

These actions will be regularly discussed and reviewed together with pupils and families.

Where absence intensifies, so will the support provided, which will require BAPA to work in tandem with the local authority and other relevant partners:

- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

In all cases, BAPA will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, all parties will work together to identify the reasons why and either adjust or change the approach.

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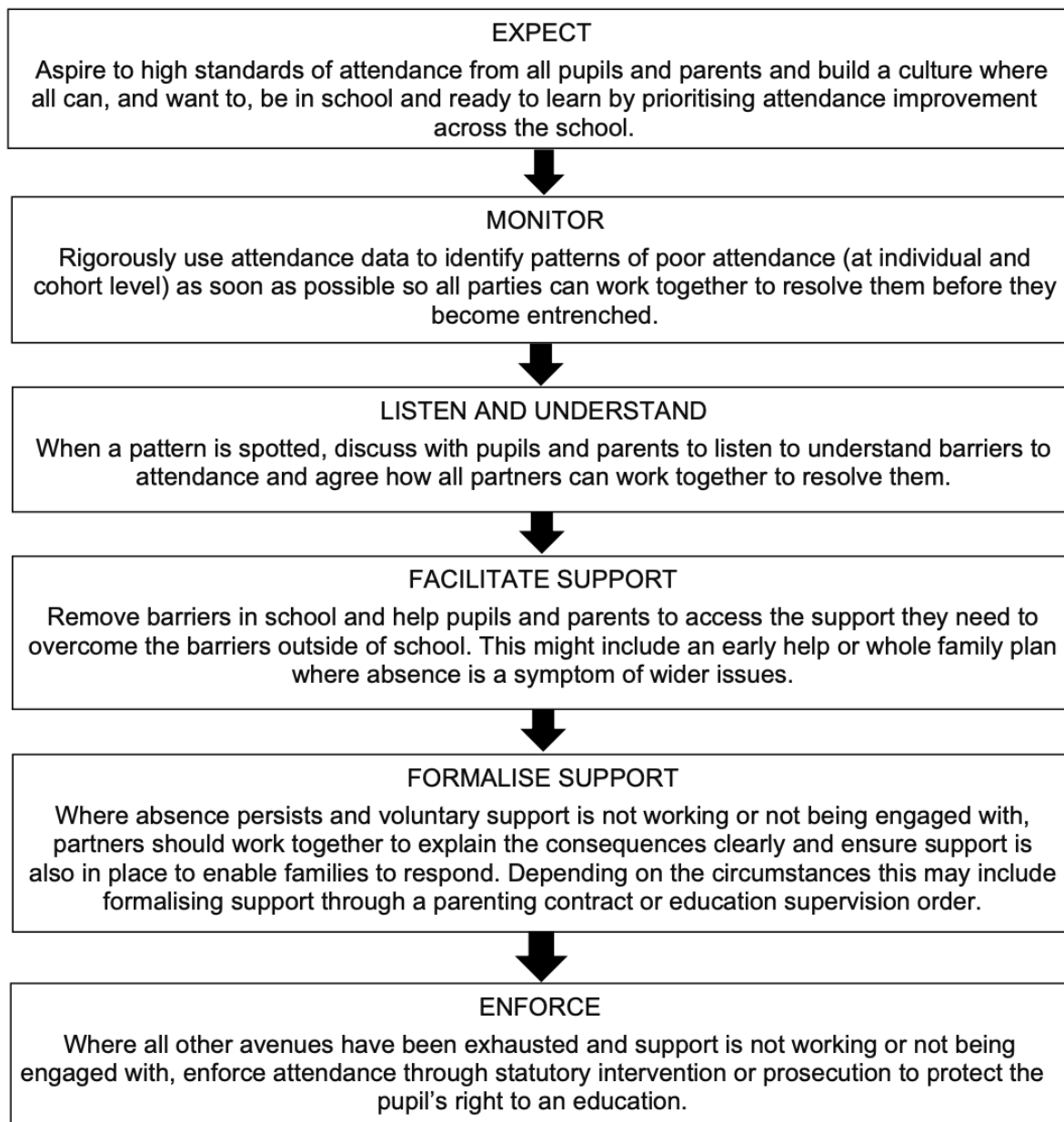| A quick guide to attendance for parents	
The law entitles every child of compulsory school age (age 5+) to an efficient, full-time education	*Parents have a legal duty to ensure their child attends that school regularly*
This is essential for pupils to get the most out of their school experience, including their attainment (learning), wellbeing, and wider life chances	*The pupils with the highest attainment at the end of key stage 2 and key stage 4 have high rates of attendance*
The school day starts at 9	**The register closes at 10**
Breakfast Club is available from 8.30	**School finishes at** 2.30
Good attendance is **celebrated** and **rewarded**, including receiving daily points for attending punctually. 100% attendance for 4 and 8 weeks are recognised and rewarded in the weekly reward assemblies.	Non-authorised absence **impacts negatively on your child** and may result is a **Fixed Penalty Notice** (per parent per child) or **other interventions**
If your child cannot attend school, please telephone the named people above by 9 am on the first day of absence and each subsequent day	The Senior Leader responsible for attendance is Liam Gordon
To report an absence, please contact the relevant admin team by telephone on the above numbers.	To discuss your child's attendance, please contact their Head of Centre by telephone: 01274 491986 for Jesse St 01274585318 for Aireview and 07553245899 if your child is at alternative provision or home engagement.
Persistent absence: Below 90% attendance – equal to one full day missed every two weeks	**Severe absence:** Below 50% attendance – equal to 2.5 full days missed every week
Your child's **expected attendance** is at least **95%** at primary school and at least **94%** at secondary school	
Term time holiday will not be authorised	

School ethos and culture

Good attendance is a learned behaviour, and as an effective school we recognise the importance of pupils/students developing good patterns of attendance from the outset. We recognise that it is not a discrete piece of work but rather it is an integral part of BAPA's ethos and culture. In building a culture of good school attendance, we:

- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of BAPA's vision, values, ethos, and day to day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the Local Authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short- and long-term consequences of poor attendance.
- Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

In addition, we:

- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.
- 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.

We will work with partners to:

EXPECT
Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

⬇

MONITOR
Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

⬇

LISTEN AND UNDERSTAND
When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

⬇

FACILITATE SUPPORT
Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

⬇

FORMALISE SUPPORT
Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

⬇

ENFORCE
Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils will be the same as they are for any other pupil. That said, in working with their parents to improve attendance, BAPA will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable will not be used to manage a pupil's behaviour. A part-time timetable will only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full- time, either at school or alternative provision.

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3. Safeguarding

BAPA recognises that children may be at risk of harm if they do not attend school regularly. Safeguarding children is everyone's responsibility. The Attendance Policy has a direct link to the Child Protection policy; the Behaviour policy; Anti-Bullying strategies and the Health and Safety Policy.

BAPA has also adopted the Local Authority Policies on Children Missing Education and Elective Home Education. BAPA also follows Local Authority guidance in relation to coding absence for families who travel as part of their culture. All these policies have been endorsed by the School's Local Advisory Board/Trust Board, which support BAPA in all attempts to improve the attendance and safeguarding agenda.

Development and implementation of this policy will be considered under School/Academy obligations from the Equality Act 2010 and the UN Convention on the Rights of the Child.

4. Data

We use attendance data to:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.
- Use this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and to parents.
- Identify the pupils who need support and focus staff efforts on developing targeted actions.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends.
- Benchmark our attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented.
- Provide data and reports to support the work of the Local Advisory Board and Trustees.

5. Other points to note

Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all pupils, the attendance policy accounts for the specific needs of certain pupils and pupil cohorts. The policy will be applied fairly and consistently but considers the individual needs of pupils and their families who have specific barriers to attendance. In development and implementation of the policy, BAPA considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

The roles of the Trust Board and the Local Authority are outlined in guidance from the Department for Education - *Working together to improve school attendance* - available here: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

6. Further information

Guidance for parents on school attendance (Department for Education)

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2022/12/aaa-guide-for-parents-on-school-attendance.pdf

Resources for families (Children's Commissioner)

https://www.childrenscommissioner.gov.uk/back-into-school/resources-for-families/

Attendance (Bradford Council)

https://www.bradford.gov.uk/education-and-skills/school-support-services/attendance/

Working together to improve school attendance (Department for Education)

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Pupil attendance in school data (Department for Education)

https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools

Improving attendance: good practice for schools and trusts (Department for Education)

https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts

Appendix 1

Persistent Absence Triggers

TRIGGER 1	TRIGGER 2	TRIGGER 3
Attendance below 70% for first 4 weeks of placement or a 4 week period. This would happen if the student missed 6 or more days in a 20 day period.	Attendance below 70% for first 8 weeks of the placement. This would happen if the student missed 12 or more days in a 40 day period.	Attendance remains below 70% beyond 12 weeks of placement. This would happen if the student misses 18 or more days in a 60 day period.
Interventions: BAPA academy keyworker to conduct a home visit. Outcomes to be logged on CPOMS and shared with HOC/AP manager. HOC/AP manager to complete 'Plan for Success'. Plan to be uploaded to CPOMS. Attendance letter 1.	**Interventions:** Review 'Plan for Success'. Plan to be uploaded to CPOMS. BAPA academy keyworker and home engagement tutor to conduct a joint home visit. HOC/AP manager to consider referral to external agencies and/or submit BAPA home tuition referral. AP manager to liaise directly with AP setting to review effectiveness of placement. Attendance letter 2.	**Interventions:** Review 'Plan for Success'. Plan to be uploaded to CPOMS. HOC/AP manager to consider effectiveness of placement. Parents/carers meet with HOC/AP manager at host setting. Attendance letter 3. HOC/AP manager to finalise documentation in preparation for legal action.

Plan for Success

Student Name:	DOB:	Year group:	BAPA site:
HOC/AP/HE staff member responsible:	Reason for permanent exclusion:	Summary of attendance history:	

Objectives	Action and support to achieve objectives	Timescale	How monitored
School			
Parents			
Agency			
Review Arrangements			

	Signature	Name & Designation	Date
School			
Student			
Parent/ guardian			

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Plan for Success Review

Objectives	Progress towards objectives (RAG)	Comments	Further Notes
School			
Parents			
Agency			
Review Arrangements			

	Signature	Name & Designation	Date
School			
Student			
Parent/ guardian			

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Appendix 3

Home Tuition Referral

Pupil Details

Student:		DOB:	
Year:	Class: Choose an item.	Placement:	
FSM – Y/N	CLA – Y/N	SEN:	
Gender -	Pupil Premium – Y/N	Ethnicity –	
Address –		Post code –	
Parent/Carer –		Contact details -	
Start: Click here to enter a date.		Review Date –	

Student Information

Current attendance - Reason for referral - Any issues that may affect engagement - Strengths/Interests/Areas for development –	
Agencies Involved: Choose an item.	Agencies referrals during placement: Choose an item.

BAPA Academic Data	Entry	
English	Select.	
Maths Points	Select.	
Reading Age	Select.	Select.
Spelling Age	Select.	Select.
Comprehension Age	Select.	Select.

Targets/Intended Outcomes –

-

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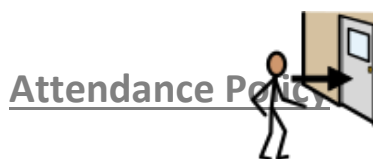
Attendance Policy

Why we have an attendance policy:

The more that students attend BAPA, the **better the outcomes and achievements** are for the students.

What do we want to happen?

- More students regularly attending BAPA
- More students arriving on time
- Less unauthorised or persistent (ongoing/long) absences
- Better outcomes for the students

Registration: Registration is between **9AM and 9:15AM** by the head of centre. Registers close at 10AM. If they arrive after 9:15, they will be recorded as LATE. If they arrive after 10AM, they will be recorded as ABSENT.

What happens when a student is absent?

You must tell us why your child is not attending as soon as possible. If we don't hear from you, we will contact you for a reason. If a child leaves school, you will be contacted. If a student has lots of absences, strategies will be put in place to support attendance ("A Plan for Success"). If families don't support with the plan, a formal route may be initiated, and this could include **prosecution/legal action**.

Requests for leave of absence: These are only accepted in exceptional circumstances and will be decided by the head of centre. Please make medical appointments, where possible, **outside of school hours**.

Closure of BAPA: The school may be closed due to factors such as weather (e.g. snow/floods), natural disasters, health related emergency (e.g. covid), travel disruption (e.g. no fuel) or lack of transport available (e.g. for students who travel via Local Authority taxis).

Key strategies to improve attendance:

- BAPA to provide stimulating, accessible, and high-quality teaching
- Views of student and their parent/carers listened to and attendance information communicated clearly to students and parents/carers
- Accurate attendance records
- Daily/weekly attendance rewards for students
- Arrange multi-professional support for attendance

Roles & Responsibilities:

Head teacher:	Parents/carers:	Students:
- Monitor attendance - Report to Local Advisory Board - Take into account the views of student & parents/carers	- Support your child's regular attendance - Provide explanation for any absences	- Attend school regularly - Be on time - Follow the rules - Hand in letters from parents/carers to head of centre

• Set up Plan for Success • Support attendance as appropriate	• Don't take your child out of school in term time • Communicate any problems with BAPA	• Don't go on holiday in term time

Persistent absence triggers:

- **Trigger 1:** Attendance below 70% for first 4 weeks or within a 4-week period. This would happen if the student missed 6 or more days in a 20 day period.

What will happen? BAPA staff to complete a home visit. Share information with head of centre. Planned support/targets (Plan for Success) set by head of centre. Attendance letter 1 sent home.

- **Trigger 2:** Attendance below 70% in an 8 week cycle. This would happen if the student missed 12 or more days in a 40 day period.

What will happen? Review support (Plan for Success). Home visit by BAPA staff and home engagement team. Referrals to other agencies may be made to support attendance. Attendance letter 2 sent home.

- **Trigger 3:** Attendance remains below 70% beyond 12 weeks of placement. This would happen if the student misses 18 or more days in a 60 day period.

What will happen? Review support (Plan for Success). Effectiveness of placement considered. Meeting with parents/carers at BAPA site. Documentation for legal action prepared. Attendance letter 3 sent home.

If you have any questions you should speak to the BAPA Head of Centre.

Attendance Policy

What is it? Rules to make sure I **come to school**.

Why? So I can learn more and achieve better things.

What do I have to do?

I have to get to school on time (**9AM**) and **attend every day**. I should not go on holiday or go to appointments in school time.

What will happen if I do not come to school?

- If I am **poorly** or have a good reason not to come to school, **my parent /carer MUST let school know.**
- If I don't come to school and don't let school know, staff will try to help me and my family to get me to school. **A** school **plan will be put in place.**
- If me or my family don't work with school and don't stick to the plan, we may **get fines** or have to **go to court.**
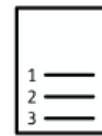
What will BAPA do to help me?

- Make learning and school as fun, useful and interesting as possible.
- Listen to why I am not coming to school every day.
- Help me to get to school by setting up a plan.
- Ask other professionals to help me if needed.
- Give me rewards when I come to school regularly.

If you have any questions you should speak to your Head of Centre.