

# Behaviour and Attendance Policy, Incorporating Bullying and Positive Handling.

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1 **PURPOSE OF POLICY**

 The purpose of the policy is to clearly define the ethos, methodology and practice by which

staff at Chance 2 Change operate in their work to promote good behaviour for learning

 The policy applies to all staff and students in the Chance 2 Change community

2 **ETHOS AND RATIONALE**

Some students at Chance 2 Change maybe on the SEN register, others may have an Educational Health Care Plan (EHCP). We believe that all students are individual however their needs arise through a combination of factors related to social, emotional or medical issues and through addressing these issues and creating a community with clear expectations and consistently applied boundaries we can help the students in our care reach their full potential. We must prepare the students well for the challenges of living in the wider community once they leave the support of the unit; therefore, any positive impact must be long term and permanent. Through learning appropriate behaviour, we believe students will:

 Be able to develop successful and long term relationships and have a fulfilling family life,

eventually leading to being a successful and capable parent

 Achieve academically and gain the qualifications to be able to gain a college placement or job

related to their interests and ambitions

 Maintain any job or college place over the long term

 Contribute positively to the community of the Unit

 Deal with the challenges of life rationally and thoughtfully reducing the likelihood of offending

 Be able to consider actions and consequences so helping the student stay safe

 Be able to reflect on their actions and make different choices so requiring less support in later life as the student becomes more independent

2.1 Long term change

At Chance 2 Change we recognise that long term behaviour change by definition takes time. We

accept that students will, at times, fail in the short term but we will continue to encourage and

coach our students to long term success. If a student does not succeed we recognise that, as well

as imposing sanctions, it is equally important to discuss the nature of the mistake with the student

and how he/she could act differently in the future for a more successful outcome. We will also work

closely with parent[s]/carers and other agencies to try to ensure that the support given to students

to improve their behaviour is not confined to school hours.

**3.0 PROCEDURES AND METHODOLOGY**

We believe in three strands to supporting students in improving their behaviour:

3.1 Preventative

The first part of dealing with behaviour is to prevent the undesirable behaviour in the first place by

understanding the underlying causes. Our measures include:

 An appropriate vocational academic curriculum that meets the individual needs of the students

 Additional support in lessons from a high staff/student ratio

 One to one sessions from Learning Mentors to meet needs and develop skills to allow the student to access learning

 Delivering social skills interventions for targeted students

 Utilising a restorative approach, in appropriate circumstances, to help the student develop their

empathetic skills and emotional intelligence

 Developing strong staff/student relationships of mutual trust so that students can be sure that

staff will always act in their best interests

 Clear expectations and classroom procedures which have been discussed with the Student

Council and tutor groups

 Maintaining consistency in approach by rewards and sanctions being applied after a group

debrief at the end of the day

 Staff training to meet the identified needs of the staff in managing the population of the unit

and in becoming more successful and confident professionals. This is monitored and reviewed

regularly through co-ordination with SLT.

 Regular staff supervision to support staff and identify common issues and problems for further

action

To achieve the above there is co-ordinated planning between the areas of curriculum, behaviour

and therapy to meet the needs of the student on entry and those that emerge subsequently.

Chance 2 Change will also identify those for whom additional input is required from outside agencies or existing resources and target this support appropriately.

3.2 Rewards

All rewards are considered by the staff group and the Students.

3.2.1 Points and success recognition.

Points

To encourage and reward change in the short, medium and long term there is a system of rewards based on points. The students are graded throughout the day and can achieve up to 20 points a lesson based on punctuality, behaviour, application and individual targets. Merits worth 10p each at both KS3 & 4 can also be awarded and banked. If a student achieves well for a week their success is celebrated with a communication to home and a certificate:

* 795 + points: Platinum certificate + £7.50 merits
* 750 + points: Gold certificate + £5 merits
* 715 + points: Silver certificate + £3 merits
* 635 + points: Bronze certificate + £1.50 merits

Staff will also nominate a student of the week and most improved student of the week who will also receive a £5 voucher at key stage 4. At key stage 3 merits are rewarded.

Every half term the students who average the above points per week will receive a clothing store voucher or treated to a group meal out.

3.2.2 Verbal praise and contact home

 Staff are also encouraged to deliver verbal praise whenever possible using the language of

choice and to be specific in what they are praising.

 Tutors will also contact home to praise a particular behaviour or because it is decided at the

debrief meeting that a student’s overall behaviour warrants it. Letters and postcards home

may also be sent or an automated text message.

3.2.3 Students will also be considered for individual rewards for particular improvement or meeting

set targets. These are approved first by SLT.

3.3 Sanctions

3.3.1 No sanction is applied without discussion with students as to why they received the sanction

and what they can do to avoid future sanctions. The negative behaviour is levelled accord to

seriousness and response.

Level 1: These are low level behaviours which are challenged by staff and unlikely to result in

further action other than loss of points if the initial challenge is successful, for example calling

out.

Level 2: These are incidents of persistent disruption which may require further consideration

at the debrief meeting or the student to work independently with a TA as well as loss of

points.

Level 3: These are incidents that require further follow up from the Behaviour Mentors/Assistant with support by SLT. For example, this would include verbal abuse towards staff and/or students.

Level 4: These incidents could possibly result in exclusion so will be referred to SLT.

Examples include bullying, assault etc.

3.3.2 While it is impossible to legislate for every situation as antecedents vary and the personal

circumstances of the students can have a significant bearing on the decision the Unit makes re behaviour a list of possible sanctions are below.

 Loss of points

 Loss of merits

 Phone call home

 Discussion with staff/SLT

 Restorative meeting

 Meetings with parents

 Home visits

 Work experience/trip ban

 Internal exclusion

 External exclusion

 It may be felt, in discussion with the pastoral team, that a more supportive approach

maybe more appropriate and this will be considered.

3.3.3 External exclusions are only considered for actions that have put the health and safety of

the Chance 2 Change community at risk and the SLT group feel there is no other appropriate

response.

If a student is excluded –

 Evidence will be collected, the student will be asked about the incident and the decision

of the Unit explained.

 Parents informed of the decision, the context and the evidence with which the decision is

made. They have the opportunity express their opinions and informed of their right of

appeal. A letter is then sent out confirming details.

 Work will be provided for the student to complete so they do not fall behind.

 A meeting is arranged to discuss the incident and reintegration of the student to

Unit at which an adult with parental responsibility has to be present.

3.4. Recording, monitoring and planning

To aid the accurate recording and analysis of behaviour the Unit uses a bespoke behaviour

recording and monitoring package provided by the LA. This allows not only the accurate

recording of incidents but the analysis of context, antecedents and responses. This then allows evaluation for the effectiveness of each intervention with each student and alter planning as

necessary.

To ensure the needs of students are met each student has a Personalised Learning Plan (PLP)

and Risk Assessment (see Appendix 1) covering all aspects of the care they receive at the Unit which ensure appropriate co-ordination between the 3 main aspects of their curriculum (learning, behaviour and therapeutic). This contains behaviour planning information and data which

is regularly updated as the student makes progress or interventions change.

**4.0 SUBSTANCE MISUSE**

At Chance 2 Change we recognise that our students are more likely than most teenagers to misuse either drugs or alcohol. This can be because of a number of factors including self-medication, poor decision making or peer pressure. We believe that such substances play no part in our unit and we must do our upmost to ensure that the students in our care are protected from their harmful effects. To help this we:

 Have a rigorous education programme on the dangers and hazards of substance misuse

 Ensure that the students have access to counselling and external agencies such as Luton Children and Adults Community Health Services if required

 Will take strong action against students who bring drugs or alcohol on site, which can extend to the involvement of the Police where appropriate

 Look at nature and frequency of any drug or alcohol abuse and consider if it is part of any child

protection concerns

 Develop the confidence of young people to withstand peer pressure and make correct decisions

**5.0 BULLYING**

5.1 Introduction

Chance 2 Change recognises that, at times, bullying will occur in the student community. We deplore such actions and will take strong action to prevent it. We recognise that bullying is corrosive to students’ wellbeing, their mental and physical health and is detrimental to everyone in the unit’s community.

**Definition of Bullying**

Bullying is “**Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally**”. (Department of Education July 2011)

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Many of our students have poor interpersonal skills and low emotional literacy which is often at the root of their bullying behaviour. To tackle bullying and its causes we:

 Ensure through the Student Voice and tutor time that students have a say in how

bullying is dealt with

 Make clear unequivocal statements as to what is bullying and what action will be taken

 Have appointed staff to be anti-bullying leads

 Developed the PSHE programme to include aspects of SEAL and emotional intelligence

 Ensure vulnerable students are carefully monitored and supported after incidents of bullying

 Use relationships of trust to encourage students to inform when bullying occurs

 Monitor and track incidents of bullying to identify common thread and antecedents and act on that information

 Keep parents informed of any actions taken and concerns

 Hold anti-bullying days designed to raise awareness and challenge bullying behaviour. Take part in national anti-bullying campaigns and events

 Encourage parents to report bullying direct to staff or by phone or email

 Ensures that students are aware that all bullying concerns will be dealt with sensitively and

effectively; that students feel safe to learn

 Reports back to parents/carers regarding their concerns on bullying and deals promptly with

complaints

 Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local

Authority and other relevant organisations when appropriate.

We also recognise that the response to bullying should not be just punitive towards the perpetrator but also explore the reasons behind the behaviour and aim to prevent reoccurrence by dealing with the underlying issues and through a restorative approach. This should also aim to develop the emotional intelligence of the bully and the empathetic skills. In the long term we believe this will lead to a more permanent and constructive solution to the problem.

Chance 2 Change has an enduring interest in the welfare and conduct of its students and will respond to any information it receives about bullying outside the Unit’s gates.

5.2 Preventing, Identifying and Responding to Bullying

We will:

 Appoint a member of staff to have overall responsibility, of student relations – with a focus on bullying.

 Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

 Actively provide systematic opportunities to develop students’ social and emotional skills, including their resilience.

 Consider all opportunities for addressing bullying including through the curriculum, through

displays, through peer support (via anti-bullying ambassadors), through tutor time and guest speakers.

 Train all staff to identify bullying and follow our policy and procedures on bullying.

 Actively create “safe spaces” for vulnerable children and young people.

 Incidents will be recorded electronically through CPOMS, allowing staff to identify trends and to

focus our measures and resources appropriately.

 Deal with bullying in a way that looks at the underlying causes as well the particular incidents.

5.3 Involvement of Students

We will:

 Regularly monitor children and young people’s views on the extent and nature of bullying.

 Ensure students know how to express worries and anxieties about bullying.

 Include bullying as a standing item on the termly meeting agenda.

 Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.

 Involve students in anti-bullying campaigns in schools particularly anti-bullying week.

 Challenge bullying through restorative approaches.

 Publicise the details of helplines and websites (see appendix).

 Offer support to students who have been bullied.

 Work with students who have been bullying in order to address the problems they have

5.4 Liaison with Parents and Carers

We will:

 Ensure that parents/carers know whom to contact if they are worried about bullying.

 Ensure parents know about our complaints procedure and how to use it effectively.

 Ensure parents/carers know where to access independent advice about bullying.

 Work with parents and the local community to address issues beyond the school that give rise to

bullying.

**6.0 PHYSICAL INTERVENTION**

Chance 2 Change recognises that in order to maintain good order and the safety of staff and students it is a requirement for staff to physically intervene when there are no other options. As a result, all staff are taught de-escalation and safe physical intervention techniques through the nationally recognised system of Team Teach. This training is regularly reviewed and provides the framework for any intervention. All physical interventions must pass the test that they are proportionate, appropriate and necessary.

If there is a physical intervention the Unit:

 Will ensure that the staff and students involved are fully debriefed

 Parents are informed

 A detailed record of the incident is recorded and read by SLT within 24 hours

 Consideration is given as to whether the incident could have been avoided or prevented in the

future

 Will analyse the nature of each incident to see if there is a pattern either of intervention, student,

staff or antecedents to help inform future practice.

**7. POSTIVE HANDLING**

7.1 Introduction

Students can sometimes present a risk to themselves and others. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (Ref. ‘Behaviour and discipline in schools’ Advice for head teachers and school staff, [DfE January 2016]). The first and paramount consideration is the welfare of the children in our care. The second is the welfare and protection of the adults who look after them.

The term ‘Positive Handling’ includes a wide range of supporting strategies for managing challenging behaviour and a small number of responses may involve the use of force to control or restrain a student.

The term ‘physical restraint’ is used when force is used to overcome active resistance. A clear and

consistent positive handling approach supports students who have social, emotional and mental health needs within an ethos of mutual respect, care and safety.

The Unit recognises that in order to maintain good order and the safety of staff and students it is a

requirement for staff to physically intervene when there are no other options. As a result, all staff are taught de-escalation and safe physical intervention techniques through the nationally recognised system of Team Teach. This training is regularly reviewed and provides the framework for any intervention. All physical interventions must pass the test that they are proportionate, appropriate and necessary.

If there is a physical intervention, the Unit:

 Will ensure that the staff and students involved are fully debriefed

 Parents are informed

 A detailed record of the incident is recorded and signed off by SLT within 24 hours

 Consideration is given as to whether the incident could have been avoided or prevented in the

future

 Will analyse the nature of each incident to see if there is a pattern either of intervention, student,

staff or antecedents to help inform future practice

Head teachers and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs,stolen items, tobacco and cigarette papers, fireworks or articles that have been or could be used to commit an offence or cause harm.

7.2 Positive Behaviour Management

All physical interventions at this unit are conducted within a framework of positive behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors that may influence behaviour and taking steps to divert behaviours leading towards foreseeable risk. Students are encouraged to participate in the development of their own Student Profiles by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all students when they are under pressure and safely manage crises if, and when, they occur.

7.3 Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

 Show care and concern by acknowledging unacceptable behaviour and requesting alternatives

using negotiation and reason.

 Give clear directions to the students to stop.

 Remind them about rules and likely outcomes.

 Remove an audience or take vulnerable students to a safer place.

 Make the environment safer by moving furniture and removing objects that could be used as

weapons.

 Use positive touch to guide or escort students to somewhere less pressured.

 Ensure that colleagues know what is happening and get help.

7.4 Modifications to the Environment

Ideally staff will not be waiting until a crisis is underway before conducting a risk assessment of the

environment. We know that some students at this academy may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. Consideration needs to be given to whether there are sharp edges or corners that present a risk, or whether the design and arrangements of furniture is safe and appropriate for students who exhibit extreme behaviour. Also, whether there is a comfortable place to sit with an agitated student.

7.5 Help Protocols

The expectation at this unit is that all staff should support each other. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else’s group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

7.6 Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When students are becoming angry there is no point in getting into an argument. Telling people to calm down can exacerbate a situation. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation. A crib sheet of words and phrases to say to the students is in the staff room and further training is offered through the CPD program.

7.7 The Last Resort Principle

At this unit, we only use physical restraint when there is no other realistic alternative. This does not

mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced.

We expect staff to use their professional training, experience and knowledge to make a judgement about the correct physical or verbal intervention to ensure a safe resolution to any event.

7.8 Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming

dangerous, provided that it is an agreed part of the students’ Student Profile. Examples of this are where a student has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increase, risk.

7.9 Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry, they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate they will be supported.

7.10 Unreasonable Use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should students be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than in exceptional circumstances force should never be used to keep a student secluded.

7.11 Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the unit. We all have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk.

Sometimes we are faced with unpalatable choices. In these circumstances we have to try to think through the outcomes of the options available, balance the risks and choose whatever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with academy policy and guidance, and to cooperate to make the unit safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The nonphysical aspects of positive handling training are crucially important too.

7.12 Risk Assessment

Informal risk assessments should be a routine part of life for staff working with students who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk, the correct decision is to do something else.

Factors that might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of a staff member, their physical stature, competence, confidence and relationships with the students concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgment may be that by becoming involved the member of staff will increase the chance of somebody getting hurt. In this case, the correct decision is to hold back from physical controls.

7.13 The Post Incident Support Structure for Students and Staff

Following a serious incident, it is the policy of this unit to offer support for all involved. People take

time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything that could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries that require more than basic first aid. All injuries should be reported and recorded using the recording systems (CPOMS). It is important to note that injury in itself is not evidence of malpractice.

Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships, including restorative approaches, a serious incident does not necessarily result in long-term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that students have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people’s perspectives. When time and effort are put into a post incident support structure, the outcome of a serious incident can be learning, growth and strengthened relationships.

All staff involved will review the incident to assess if any aspect of professional practice, either in

de-escalation or intervention can be improved. Consideration may be given to conducting a further risk assessment and reviewing the Student Profile. Any further action in relation to a member of staff, or an individual student, will follow the appropriate procedure.

**8 ATTENDANCE**

8.1 Introduction

Regular attendance is essential if children are to achieve their full potential.

Chance 3 Change believes that regular attendance is the key to enabling children to maximise the

educational opportunities available to them and become emotionally resilient, confident and competent adults who can realise their full potential and make a positive contribution to their community. This is particularly important for students who are vulnerable, as they are more in need of these opportunities and also are less likely to have previously attended well at school.

The Unit values all students. As set out in this policy, we will work with families to identify the

reasons for poor attendance and try to resolve any difficulties.

The Unit recognises that attendance is a matter for the whole school community. Our Attendance

Policy should not be viewed in isolation; it is a strand that runs through all aspects of improvement.

This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

8.2 Legal Framework

**Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise.**

A child is of Compulsory School Age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

**Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.**

The Education (Student Registration) (England) Regulations 2006, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session.

The register must record whether the student was: present; absent; present at approved educational activity; or unable to attend due to exceptional circumstances.

8.3 Categorising absence

**Where students of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.**

Absence can only be authorised by the unit or LA and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the student’s absence has been received.

Parents should advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written note from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate.

Alternative arrangements will be agreed with non-English speaking parents/carers.

Absence will be categorised as follows: Illness; **Medical/Dental Appointments**; **Other Authorised Circumstances**, e.g. family bereavement; **Excluded** (No alternative provision made)

Extended Absence Parents are strongly advised to avoid taking their children on holiday during term time and it will not normally be authorised. Parents do not have an automatic right to remove their child from the unit during term time for the purpose of a holiday.

If a student fails to return and contact with the parents has not been made or received, school may take the student off the school’s roll in compliance with the Education (Student Registration) (England) Regulations 2006. This means that the child will lose their school place. This will only be done in extreme circumstances.

Only in **exceptional circumstances** will absence of more than 10 school days be agreed. In such cases, consideration will also be given to cultural needs and family circumstances, such as minority ethnic children returning to their country of origin. In these cases, granting leave for longer periods than normal may be considered justified. In all cases though, parents will be required to justify why the extended absence needs to be taken during term time.

8.4 Religious Observance

The Unit acknowledges the multi-faith nature of British society and recognises that on some

occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration of authorised absence or special leave for religious observance.

It is reasonable for a parent to allow their children not to attend on any day of religious observance

if recognised by the parent’s religious body. Parents are requested to give advance notice to the unit if they intend their child to be absent. However, in the interests of fulfilling the academic requirements of the unit and limiting the authorised absence rate of the school, it is identified as reasonable that no more than one day be designated for any individual occasion of religious observance/festival and no more than three days in total in any academic year. Any further absence will be categorised as unauthorised.

8.5 Study Leave

Study leave may be granted for Year 11 students approaching GCSE examinations but will not be

common practice. The Unit will offer in-school study programs during this period to reduce

absence levels.

8.6 Traveller Absence

The aim for the attendance of Traveller children, in common with all other children, is to attend the unit as regularly and as frequently as possible.

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1944, section 86, states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. This is only when the family is engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits. It does not mean that part-time education for Traveller children is legally acceptable, nor does it relieve parents of their duties to ensure that their children are receiving suitable education when not at school.

8.7 Late Arrival

Registration begins at 8.45 until 9.15am, students arriving after this time will be marked as present but arriving late. The register will close at 9.30am students arriving after the close of register will be recorded as late, this will not be authorised and will count as an absence for that session. On arrival after the close of register, students must immediately report to the Principal to ensure that we can be responsible for their health and safety whilst they are in the unit. The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment.

8.8 Unauthorised absence

Absence will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the unit. Examples of unsatisfactory explanations include: A student’s/family member’s birthday; having their hair cut; Closure of a sibling’s school for INSET (or other) purposes.

8.9 Deletions from the Register

In accordance with the Education (Student Registration) (England) Regulations 2006, students will only be deleted from the register when one of the following circumstances applies:

 The school is replaced by another school on a School Attendance Order

 The School Attendance Order is revoked by the local authority

 The student has ceased to be of compulsory school age

 Permanent exclusion has occurred and procedures have been completed

 Death of a student

 Transfer between schools

 Student withdrawn to be educated outside the school system

 Failure to return from an extended absence after the school and the LA have tried to locate the

student

 A medical condition prevents their attendance and return to the school before ending compulsory

school-age

 In custody for more than four months (in discussion with The Youth Offending Team)

 20 days continuous unauthorised absence and both the LA and school have tried to locate the

student

 Left the school but not known where they went & both the LA and school have tried to locate the

student

Bridge Academy will follow LCSB Children Missing Education Protocol when a student’s

whereabouts is unknown.

8.10 Roles and Responsibilities

The Unit believe that improved school attendance can only be achieved if it is viewed as a shared

responsibility of the school staff, governors, parents, students and the wider school community. As such, the Management team will:

 Ensure that the importance and value of good attendance is promoted to students and their

parents

 Annually review the unit’s approach and ensure the required resources are available to support

it

 Hold the DSL to account on matters of attendance

 Ensure that attendance related legislation is complied with

 Monitor the Unit’s attendance and related issues through termly reporting at committee

Meetings

 Ensure that attendance data is reported as required and on time

 Ensure that the unit has clear systems to report, record and monitor the attendance of all

students, including those who are educated off-site or at alternative units

 Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence

 Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of

interventions

The Leadership Team will:

 Actively promote the importance and value of good attendance to students and their parents

 Form positive relationships with students and parents

 Ensure that there is a whole school approach which reinforces good attendance; with good

teaching and learning experiences that encourage all students to attend and to achieve

 Monitor the implementation of the school’s approach and ensure it is reviewed annually

 Ensure that all staff are aware of the school’s approach and adequately trained to address

attendance issues

 Ensure that the attendance related legislation is complied with

 Return attendance data as required and on time

 Report the unit’s attendance and related issues through half termly reporting to the management

 Ensure that systems to report, record and monitor the attendance of all students, including those

who are educated off-site are implemented

 Ensure that attendance data is collected and analysed frequently to identify causes and patterns of absence

 Interpret the data to devise solutions and to evaluate the effectiveness of interventions

 Develop a multi-agency response to improve attendance and support students and their families

 Document interventions used to a high standard required should legal proceedings be instigated

All staff will:

 Actively promote the importance and value of good attendance to students and their parents

 Form positive relationships with students and parents

 Contribute to a whole school approach which reinforces good school attendance; with good

teaching and learning experiences that encourage all students to attend and to achieve

 Comply with attendance related legislation

 Implement systems to report, record and monitor the attendance of all students, including those

who are educated off-site

 Analyse attendance data to identify causes and patterns of absence

 Contribute to the evaluation of the unit’s strategies and interventions

 Work with other agencies to improve attendance and support students and their families

 Document interventions used to a standard required by the local authority should legal

proceedings be instigated

Request that Parents will:

 Talk to their child about school and what goes on there. Take a positive interest in their child’s

work and educational progress

 Instil the value of education and regular attendance within the home environment

 Encourage their child to look to the future and have aspirations

 Contact the unit if their child is absent to let them know the reason why and the expected date of return. Follow this up with a note where possible.

 Try to avoid unnecessary absences. Wherever possible make appointments for the doctors,

dentists etc. outside of school hours

 Ask the unit for help if their child is experiencing difficulties

 Inform the unit of any change in circumstances that may impact on their child’s attendance

 Support the unit; take every opportunity to get involved in their child’s education, form a positive

relationship with the unit and acknowledge the importance of children receiving the same messages from both school and home

 Encourage routine at home, for example, bed times, homework, preparing school bag and uniform the evening before. This will be supported on request by staff from the unit

 Not keep their child off school to go shopping, to help at home or to look after other members of

the family

 Avoid taking their child on an extended absence during term-time, where this is unavoidable, and complete the extended absence request form and return to the Principal in advance of booking an extended absence.

8.11 Using Attendance Data

Student’s attendance will be monitored and shared with the Local Authority and other agencies if a

student’s attendance is a cause for concern.

Every week the attendance for all students will be shared with the DP’s and shared with members of staff where appropriate.

The data will be analysed to see if attendance has improved, stayed the same or deteriorated and the possible reasons for any change discussed.

Form tutors will receive a complete set of data for their form groups.

Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

Chance 2 Change will share attendance data with the DfE and the local authority as required.

**All information shared will be done so in accordance with the Data Protection Act 1998.**

8.12 Support Systems

Chance 2 Change recognises that poor attendance is often an indication of difficulties in a child’s life. This may be related to problems at home and or at the unit. Parents should make the unit aware of any difficulties or changes in circumstances that may affect their child’s attendance and or behaviour in education, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

Chance 2 Change also recognise that some students are more likely to require additional support to attain good attendance for example, those students with physical or mental health needs, migrant and refugee students and looked after children.

The unit will implement a range of strategies to support improved attendance. Strategies used

can include:

 Discussion with parents and students

 Attendance action plans which are regularly reviewed

 Changing/reviewing transport arrangements

 Attendance report cards

 Referrals to support agencies

 Mentors

 Enrichment Activities

 Friendship groups

 PSHE

 Social and Emotional Aspects of Learning (SEAL) materials

 Family learning

 Reward systems

 Time limited part time time-tables

 Additional learning support

 Behaviour support

 Reintegration support packages

Support offered to families will be child centred and planned in discussion and agreement with both parents and students. This may be facilitated by the Family Support Worker.

Where parents fail or refuse to engage with the support offered and further persistent unauthorised

absence occurs, Chance 2 Change will consider the use of legal sanctions.

8.13 Legal Sanctions

Prosecution: Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates’ Court may be taken. The unit will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at the unit and most importantly about returning children to education.

Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered student at a school and is of compulsory school age, then they are guilty of an offence.

A parent found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of three months.

Alternatives to this are Parenting Contracts, Penalty Notices or an Education Supervision Order.

8.14 Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

* A student is absent from school for the purpose of a holiday in term time and the absence has not been authorised by the unit or LA.
* A student has accumulated at least ten sessions of unauthorised absence and further unauthorised absence has occurred following written warning to improve

A Penalty Notice gives the parent the opportunity to discharge themselves of their legal responsibility if a £50 fine is paid within 28 days or £100 if paid within 42 days of the date the Notice was issued.

Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996. Penalty Notices will be used in accordance with Luton Borough Council Penalty Notice Protocol.

8.15 Escalation of Attendance Interventions

Attendance Procedures

**Daily Procedures:**

 Morning activities

 Pupil premium transport collecting students at risk or with low attendance, including at BAC second runs for collections each morning.

 Mentors and keyworker

 Bus passes issued to students living over 3 miles from the unit

 Varying breakfast options for students (App completed for Magic breakfast)

 Daily morning phone calls – If students have not arrived by 9.30am phone calls are made to find why students are absent. Daily spreadsheet sent to all staff with reasons for absences or if not contact has been made for tutors to follow up again at the end of the day. If there is a period of non-attendance and no contact home visits will be completed and liaison with outside agencies.

**Weekly Procedures:**

 Attendance breakdown by: Whole unit, house, tutor groups, individual reports

 Incentives for weekly increase, over 80% and over 90% attendance with merits awarded and celebrated

 All attendance is tracked on a spreadsheet weekly and shared with all staff

 Timetables personalised, these are reviewed on a fortnightly basis with letters sent home informing parents with SMART targets in order to return to a full-time timetable, information is shared with the LA. This can include offsite tuition in order to close the gap on education missed, work experience and the use of alternative education providers.

**Half-termly Procedures:**

 Postcode analysis – Tracking where our cohort are travelling from and providing collections in those areas where applicable.

 Attendance concern letter (Including attendance cert – All students with below 75% attendance or 10 or more unauthorised absences.

 Action plan meetings to be held by form tutors, this is a positive intervention where personalized targets are created and reviewed to encourage positive outcomes. If targets are not met in a 4-week period or if there is non-engagement, then a referral will be completed to the attendance officer at the LA.

 Outside agency work – Regularly attending meetings with ALP’s to discuss concerns and agree actions moving forward.

Appendix 1: Sources of Information and Support

Anti-Bullying Alliance (ABA) 020 78431901 http://www.antibullyingalliance.org

National Healthy Schools Programme 0844 800911http://www.healthyschools.gov.uk

11 Million (Office of the Children’s Commissioner http://www.11million.org.uk

Ofsted https://ofsted.gov.uk

Act Against Bullying 0845 2302560 http://actagainstbullying.com

Actionwork 01934 815163 http://www.actionwork.com

Advisory Centre for Education 0808 8005793 http://www.ace-ed.org.uk

BBC http://www.bbc.co.uk/schools/bullying

Beatbullying 0845 3385060 http://www.beatbullying.org

Britkid http://www.britkid.org

Bully Free Zone 01204 454958 http://www.bullyfreezone.co.uk

Bullying Online http://www.bullying.co.uk

Childline 0800 1111 http://www.childline.org.uk

Children: Homes, Advice and Teaching Ltd (C:HAT)

0116 259 3008 http://chatltd.com

Children's Legal Centre 0800 7832187 www.childrenslegalcentre.com

Commission for Racial Equality 020 79390000 http://www.cre.gov.uk/

Diana Princess of Wales Memorial Award for Young People 0845 3372987 http://www.diana-award.org.uk

Educational Action Challenging Homophobia (EACH) 0808 1000143 http://www.eachaction.org.uk

Education for All 020 75931851 http://www.stonewall.org.uk/educationforall

Goldsmiths College http://www.gold.ac.uk

Kidscape 020 77303300 http://www.kidscape.org.uk

Leap Confronting Conflict 020 72725630 http://www.leapconfrontingconflict.org.uk

Mencap 020 74540454 http://www.mencap.org.uk

National Autistic Society 0845 0704004 http://www.nas.org.uk

National Children's Bureau 020 78436000 http://www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC) 020 7825 2500 http://www.nspcc.org.uk

Parentline Plus 0808 800 2222 www.parentlineplus.org.uk

Stonewall : 020 75931850 or the free info line: 08000 502020 http://www.stonewall.org.uk

Teachers TV http://www.teachers.tv

UK Observatory for the Promotion of Non-Violence 01483 684552 http://stick2gether.ukobservatory.com

Victim Support 0845 3030900 http://www.victimsupport.org.uk

Young minds 08088025544 http://www.youngminds.org.uk

Youth Justice Board for England and Wales