

Impact North West Schools Admissions, Attendance and Exclusions Policy

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Approved by:	Impact North West Schools Proprietor Board
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Policy Overview

At Impact North West Schools Ltd (INWS), we monitor regular attendance and punctuality closely. The Department of Education's National target for attendance is 95% and it is therefore important that students' attendance does not fall below this unless there are valid reasons.

Statement of Intent

INWS believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

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

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

The school's attendance officer is Gabriella Rice-Smith who can be contacted via gabriella@impactnorthwestschools.org.uk. Staff, parents and pupils will be expected to contact the attendance officer for queries or concerns about attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.

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- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

Irregular attendance can, unfortunately, undermine the whole process of education, leading to severe disadvantages for the student. Parents have a legal obligation to ensure both regular and punctual attendance at school. School is legally bound to keep attendance registers, marked at the beginning of each morning by form tutors and by teachers in Period 4 in the afternoon. Any pupils not physically present will be marked absent.

Linked Policies

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

Legal Framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Education Act 1996
 - Equality Act 2010
 - The Education (Pupil Registration) (England) Regulations 2006 (as amended)
 - DfE (2024) 'Working together to improve school attendance'
 - DfE (2016) 'Children missing education'
 - DfE (2024) 'Keeping children safe in education (KCSIE) 2024'
 - DfE (2023) 'Providing remote education'
 - DfE (2024) 'Sharing daily pupil attendance data'

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Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending the registered school for any reason

Authorised Absence:

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

Unauthorised Absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

Persistent Absence (PA):

- Missing 5% of schooling across the year (equivalent to 19 days missed) for unauthorised absences

Missing Education

- Not registered at a school and/or not receiving suitable education in a setting other than a school

Attendance Expectations

The school has high expectations for pupils' attendance and punctuality, and will ensure that these expectations are communicated regularly to parents and pupils.

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Pupils will be expected to:

- Attend school every day they are required to be at school, for the full day unless otherwise agreed on induction.
- Attend school punctually.
- Attend every timetabled lesson.

The school day will start at 09:00am, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be expected to be on the school site by 08:55am.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by 9:20am. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark
- The morning register will close at 9:30am. Pupils will receive a mark of absence if they do not attend school before this time
- The afternoon register will be marked by 12:30pm. Pupils will receive a late mark if they are not in their classroom by this time
- The afternoon register will close at 1:10pm. Pupils will receive a mark of absence if they are not present

Class teachers will also take informal registers at the start of each lesson period to ensure that pupils are attending all timetabled lessons. These registers will be analysed alongside formal registers in line with the section of this policy.

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

Absence Procedures

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

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

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

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.

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- Identify the correct code to use to enter the data onto the school census system.

Where a pupil is absent for more than 3 consecutive school days, a home visit will take place to ensure the safeguarding of the child. If a child is absent from school for more than 5 days (10 sessions), consecutively or not, within a 10 week period, the pupil's parent(s) will be expected to provide a signed letter with a justification for the absence(s).

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

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

If a pupil's attendance drops below 95%, the attendance officer will arrange a formal meeting with the pupil and their parent(s).

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

Attendance Register

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

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

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

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

- # = Planned whole school closure
- / = Present in the morning
- \ = Present in the afternoon

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- L = Late arrival before the register has closed
- C = Leave of absence for exceptional circumstance
- C1 = Leave of absence granted by the school for the purpose of participating in a regulated performance or undertaking regulated employment abroad
- C2 = Leave of absence for a compulsory school age pupil subject to a part-time timetable
- E = Suspended or permanently excluded but no alternative provision made
- I = Illness (not medical or dental appointment)
- M = Medical or dental appointments
- R = Religious observance
- S = Leave of absence for the purpose of studying for a public examination
- T = Parent travelling for occupational purposes
- G = Unauthorised holiday
- N = Reason not yet provided
- O = Unauthorised absence
- U = Arrived after registration closed
- D = Dual registered at another school
- B = Attending any other approved educational activity
- J1 = Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
- K = Attending education provision arranged by the LA
- P = Participating in a supervised sporting activity
- Q = Unable to attend the school because of a lack of access arrangements
- V = Educational visit or trip
- W = Work experience
- X = Non-compulsory school age pupil not required to attend school
- Y1 = Unable to attend due to transport normally provided not being available
- Y2 = Unable to attend due to widespread disruption to travel
- Y3 = Unable to attend due to part of the school premises being closed
- Y4 = Unable to attend due to the whole school site being unexpectedly closed
- Y5 = Unable to attend as pupil is in criminal justice detention
- Y6 = Unable to attend in accordance with public health guidance or law
- Y7 = Unable to attend because of any other unavoidable cause
- Z = Prospective pupil not on admission register

When the school has planned in advance to be fully closed, the code ‘#’ will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

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Authorising Parental Absence Requests

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

Leave of Absence

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

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

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

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

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

Medical or Dental Appointments

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

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Performances and Activities, Including Paid and Unpaid Work

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

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

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

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

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

Pupils Subject to a Part-Time Timetable

In very exceptional circumstances and where it is in a pupil's best interests, the school will grant leave of absence to accommodate for a pupil on a part-time timetable. In such circumstances, the days on which the pupil is expected to attend school will be agreed in advance.

SEND and Health-Related Absences

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

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

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

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

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

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

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

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

Working With Parents to Improve Attendance

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with pupils and their families

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about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

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

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

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

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

Persistent Absence (PA)

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

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

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

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

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

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

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

Penalty Notices and Legal Intervention

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

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

Where the above measures are not effective, the headteacher will issue a notice to improve as a final opportunity for parents to engage in support and improve attendance before a penalty notice is considered. Where a pupil reaches the national threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

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A fixed penalty notice will be issued in line with the LA's code of conduct and the DfE's '[Working together to improve school attendance](#)' guidance.

Penalty notices for unauthorised absences will be charged at £80, per parent, per child, if paid within 21 days. If this penalty notice is not paid within 21 days, the notice will be £160, per parent, per child.

A penalty notice of £120 may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion. This will be reduced to £60 if paid within 21 days.

Parents will only get up to two fines for the same child in a three-year period. Once this limit has been reached, other actions such as a parenting order or prosecution will be considered.

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

Parents who are prosecuted and attend court because their child has not been attending school may be fined up to £2,500.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Admission to IMPACT North West Schools

1. Admission is usually by referral from a supporting organisation (e.g. school, LA) who is likely to also be the funder for the place. IMPACT North West Schools is registered as an independent special school working with young

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people aged 11 – 16 (secondary school age). All staff, including volunteers, working in the school have been appointed following strict HR guidance including obtaining DBS checks.

2. Admission is conditional upon provisional acceptance at one of our referral panel boards, a successful interview with the young person, their parent/carer (s) and a representative from the referring organisation (where applicable e.g. commissioning school).
3. It is also conditional on the young person understanding and agreeing to the Behaviour Policy set by INWS.
4. The INWS Referral Form must be completed in full.

Section 1 is to be completed by the referrer
Section 2 by INWS staff conducting the referral interview,
Section 3 by the parent/carer

The form is designed to answer questions with regards to the information required at registration and prompt parent/carer signatures for different aspects of the programme e.g. e-safety agreements, permission of photographs, medical information, permission for education trips and visits etc.

5. Information about the circumstances leading to referral is gathered through the referral form and interview process. It is expected that the centre will be informed of all circumstances that a young person is known to be in, including issues with Child Protection, Police involvement, accusations of threats, violence or inappropriate sexual behaviour and other circumstance appropriate for ensuring the health, safety and wellbeing of the young person and those that they will come into contact with at the Centre.
6. Any EHCPs, Individual/Personal Education Plans, Looked After care plans and other information regarding levels of support should be provided for the panel meeting to ensure the panel have all the relevant information to make a decision on the placement.
7. Where a pupil has an EHCP, INWS staff must consider whether INWS and placement arrangements are sufficient to meet the specific needs and requirements outlined in the Plan. If not, the panel will decline the placement.
8. Induction will take place during the first two weeks of a placement being agreed at INWS. During which time, staff will assess a students' needs and consider the suitability of the placement. At the end of this period, a review will take place where all stakeholders will decide whether the placement will continue.

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Admissions Register

Upon acceptance to INWS, the following information must be recorded on the Arbor profile (please note, this list is not exhaustive of all data captured for the purpose of educating the pupil)

- The pupil's full name
- The student's URN
- The pupil's gender
- The pupil's date of birth
- The pupil's primary schools
- The pupil's health needs
- The pupil's prior and current attainment
- The date the pupil was admitted to the school
- The name of the school the pupil has been referred from.
- The name and address of every parent and carer of the pupil that is known to the school
- Which of these parents and carers the pupil normally lives with so this can be recorded as the primary contact.
- Emergency contact details of the parents and carers

Attendance

Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons

Legislation and Guidance

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

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Part 6 of [The Education Act 1996](#)

Part 3 of [The Education Act 2002](#)

Part 7 of [The Education and Inspections Act 2006](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Roles and Responsibilities

The Proprietor Board

The proprietor board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

The Headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the proprietor board
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

The Designated Senior Leader Responsible for Attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis

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- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Suzy Wright and can be contacted via suzanne@impactnorthwestschools.org.uk

Parents/Carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.45am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day

Pupils

Pupils are expected to:

- Attend every timetabled session on time

Authorised and Unauthorised Absence

Approval for Term-Time Absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as an unavoidable emergency.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated.

Valid reasons for authorised absence include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

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- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

Monitoring Attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

Analysing Attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using Data to Improve Attendance

The school will:

- Provide regular attendance reports to class teachers/form tutors, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- The school will send regular communication home highlighting concerns regarding attendance.
- The school will send a letter home when attendance starts to decrease below 95% 'persistent absentee'
- Where no signs of improvements are made INWS will take further actions such as attendance panel meetings, warning letters and fixed penalty notices.

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NB:

Each child's attendance will be monitored on a case by case basis as each individual has their own context. The Monitoring stages below are a guide to how INWS monitor and intervene with those children who do not attend school regularly.

Attendance Monitoring

Stage 1: 98% attendance: Home visit.

Stage 2: 95% attendance: Attendance letter.

Stage 3: 90% attendance: Attendance Contract Review

Stage 4: 80% attendance: Attendance Planning Meeting

Stage 5: 70% attendance: Attendance Panel Meeting

Stage 6: 60% attendance: Local Authority Monitoring period

Stage 7: Warning letter

Stage 8: The Local Authority may issue a penalty notice

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Attendance Monitoring Intervention and Support Flow Chart

INWS Attendance % Stages						
Stage 1 98%	Stage 2 95%	Stage 3 90%	Stage 4 80%	Stage 5 70%	Stage 6 60%	Stage 7 50%
Home Visit	'Persistent Absence' Attendance Letter	Attendance Contract review	Attendance Planning Meeting	Attendance Panel Meeting	Local Authority Monitoring Period	Warning Letter
The Attendance Officer from INWS will complete a home visit, and offer an Early Help referral.	95% attendance letter sent to parents, and an attendance contract to be proposed and agreed by the pupil, parent(s) and head teacher.	Discuss necessary amendments to the contract, and INWS will offer a TAF.	INWS will arrange an attendance planning meeting. The Local Authority may issue an Education Supervision Order to support the pupil and families with improving attendance.	Parent(s), headteacher and Attendance Officer to attend an attendance panel meeting held by the Local Authority.	INWS offers a YC5 course. The Local Authority will monitor attendance, and issue a School Attendance Order if they believe your child is not receiving an education.	INWS will issue a warning letter. The Local Authority can issue a Parenting Order if deemed appropriate.

Stage 8: INWS and/or the Local Authority have the legal right to issue a penalty notice.

IMPACT Schools staff should inform the referring school or agency of any students who are absent, along with the reasons given in order that they have the correct attendance information for their students. Schools will assume a student is present at INWS unless they are informed otherwise.

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Children Missing from Education

A child going missing from education (e.g. unexplained absences, absconders) can be a potential indicator of a child protection concern. Staff should consider that where children are missing from education, particularly on repeat occasions, action may need to be taken to help identify any risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Where such concerns exist, staff should follow the procedures for reporting concerns as outlined in the Safeguarding – Child Protection Policy.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Deletions of Names from the Admission Register

The school will ensure that it only deletes names from the admission register for a reason set out in regulation 9 of the School Attendance Regulations. A pupil's name will never be removed for any other reason and the school is aware that doing so could constitute off-rolling.

The school will make returns to the LA when pupils' names are deleted from the admission register. This will be with the exception of pupils whose name has been deleted from the register at or after the end of the last term of the school year when they are in the most senior year group, unless the LA has requested this information.

When the school is notifying the LA that a pupil's name is being deleted from the admission register, the following information about the pupil will be provided:

- Full name
- Address
- The full name and address of any parent the pupil normally lives with
- At least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- If applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with and the date the pupil will start living there
- If applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- The reason under which the pupil's name has been deleted from the admission register

Names will never be retrospectively deleted from the admission or attendance register – these registers will remain an accurate record of who is a registered pupil and their attendance at any given time. Pupils' attendance will be recorded up until the date that their name is deleted from the admission register.

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Suspensions

INWS suspensions are only used where absolutely necessary. However, we do acknowledge that there are times when, as a last resort, or as a direct consequence of a serious behaviour incident, a period of suspension is necessary. We also recognise that it is the reflection and restorative conversations following a period of exclusion, rather than the exclusion itself that presents the greatest opportunity for learning from mistakes made. To this end, suspensions may be referred to as 'reflection time' with the student being expected to consider or carry out specific questions or activities that will help them begin to explore the events that led to the exclusion. Prior to their reintegration, INWS staff will facilitate a 'restorative conversation'. By using a restorative method, it is hoped that the student will realise the impact of their actions, have a better understanding of another person's perspective and have a more positive outlook going forwards.

1. Before deciding that a suspension is necessary, staff should consider all other suggested consequences and interventions. The decision to suspend is one that INWS does not take lightly and will be sanctioned only when all other routes to supporting a young person have been exhausted or when a young person exhibits behaviour that would lead to harm if they remained with us.
2. Only the Headteacher (or in their absence, the Deputy Headteacher) is authorised to suspend a student on a fixed term basis. Before a decision is made, the Headteacher should attempt to make contact with the CEO. This is so that a dialogue can take place to establish whether there are any other options available.
3. The Headteacher alongside the school's Designated Safeguarding Leads should also consider any child protection concerns that may impact the notification and enactment of a suspension.
4. While INWS may refer to suspension as 'Reflection Time', a sending home of any type is any suspension and is to be recorded and dealt with as such. Sending students home for poor behaviour or engagement on any other basis is unlawful and an alternative must be found for dealing with this.

Termination of Placement

Dual Registration Placements

1. If on a dual registration the student remains the responsibility of their referrer while they are placed at INWS, in this case INWS will not 'permanently exclude'. Instead, INWS may close a student's place in agreement with a referring school/agency.
2. Referring schools/agencies must be involved in discussions leading to any decision to close a place as the responsibility remains with them for making ongoing arrangements for that student.

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- On a case-by-case basis, the INWS will always be prepared to consider re-admitting a young person where it is clear that the circumstances for the original closure of the place have changed.

Single Registration

If a child is on the single roll of INWS and has an EHCP, an emergency review will be called for a change of provision. If the child is on a single roll of INWS and does not have an EHCP then an emergency professionals meeting with the commissioner will be held to seek out a change of provision for the young person. INWS will not remove a child from roll until a more suitable placement has been found and transition has taken place, unless the time is in excess of 6 school weeks. In this instance, a formal letter will be issued by Impact North West Schools detailing the reasons for the termination and timescales of the termination.

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