pipers corner SCHOOL

Attendance Policy
includes: Children Missing in Education Policy

This policy was reviewed: **January 2026**
This policy is due to be reviewed: **January 2027**

This policy applies to the whole school including EYFS

Contents

Introduction

The DfE defines "persistent absentee", as a student who has absence equating to **10%** or more of their school sessions. This is based on their **individual** absence level, not by comparison to a national threshold. The calculation for this is: a student's individual overall absence **divided** by a student's individual possible sessions multiplied by 100. If this is greater than or equal to 10, the student is classified as persistently absent. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class. As part of our duty to promote the welfare and life opportunities of every student in our care, we recognise as a school that persistent absence from school may also be a safeguarding matter. This policy is written in conjunction with the DfE "Children missing education" (2024), and ''Working together to improve school attendance: Statutory guidance for maintained schools, academies, independent schools and local authorities" (2024)

Objectives

We will undertake to follow the procedures set out below:

- To maintain appropriate registration processes
- To maintain appropriate attendance data
- To communicate clearly the attendance procedure and expectations of the school to all staff, parents and students
- To have consistent and systematic daily records which give detail of any absence and lateness
- To follow up all absences and lateness if parents have not communicated with the school on the first day
- To clarify what support is in place for students who are absent
- To discuss with parents what constitutes authorised and unauthorised absence (only the school can authorise absences, not parents)
- To strongly discourage unnecessary absence through holidays taken in term time
- To work with parents to improve attendance and punctuality
- To refer to the education welfare service any child whose family fails to respond to school initiatives to improve their child's attendance
- All staff should be aware that they must report any attendance or punctuality concerns to the Head of Year and Deputy Head (Pastoral)

Further guidance and advice

This policy has regard to the following guidance and advice:

- Working together to improve school attendance (DfE, August 2024);
- Summary table of responsibilities for school attendance (DfE, August 2024);
- Toolkit for schools: communicating with families to support attendance (DfE, August 2024);
- Guidance for Parents on school attendance (Office of the Children's Commissioner, July 2024);
- 'Is my child too ill for school?' guidance (NHS, April 2024);
- Keeping children safe in education (DfE, September 2024);
- Children missing education (DfE, August 2024);
- Supporting pupils with medical conditions at school (DfE, August 2017);
- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
- Mental health and behaviour in schools (DfE, November 2018);
- Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);
- Support for pupils where a mental health issue is affecting attendance (DfE, February 2023);
- Providing Remote education: guidance for schools (DfE, updated August 2024); and
- SEND Code of practice: 0 to 25 years (DfE and Department of Health, May 2015).

The following School policies, procedures and resource materials are relevant to this policy:

- Equality, Diversity and Inclusion policy
- Missing Child policy
- Rewards, Behaviour and Sanctions policy
- Safeguarding and Promoting Children's welfare policy
- SEND and EAL policy
- Student Welfare Risk Assessment Policy
- Staff Handbook
- Supervision of Students policy

Senior Attendance Champion

As outlined in ''Working together to improve school attendance'', improving school attendance is an issue which needs to be recognised as a school leadership responsibility. Therefore, the role of Senior Attendance Champion has been created to oversee the vision for improving school attendance and liaising with pupils, staff, parents and external agencies. The role is 'an ongoing responsibility, and the Senior Attendance Champion is also expected to regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes' (''Working together to improve school attendance''). At Pipers Corner School, this responsibility is part of the Deputy Head – Pastoral Role.

Punctuality

The school expects all students to arrive punctually in good time for registration. Students are expected to be punctual to all lessons as well as afternoon registration. Students who are late should sign in as normal. If a student is regularly late, the Form Tutor will contact the parents. This will usually be by telephone to see if there is a problem with which we can assist. Persistent lateness to school will be addressed by a letter from the Head of Year and then the Deputy Head Pastoral if the situation does not improve.

Punctuality shows respect for others, and we therefore expect students to be punctual to lessons. Students who arrive late to a lesson will be warned that this is unacceptable. Lateness will receive a flag according to the school's Rewards, Behaviour and Sanctions policy and repeated lateness will trigger a misdemeanour which can lead to a detention.

If students are expected to be in school and fail to register, once initial checks have been completed and if the student is not found, staff should refer to the Missing Child Policy.

Role of parents and carers

Parents and carers have a legal responsibility to ensure their children receive efficient full-time education by regular school attendance.

It is the responsibility of parents to ensure students arrive at school on time. Parents and carers also have a responsibility to inform the school of the reason for a student's absence and when they may be expected to return and resume their studies. In cases of unavoidable prolonged absence due to illness or other circumstances, the school will support the student and family by sending appropriate work home.

Parents and carers are asked to:

- Notify the school if their child is absent via email or a telephone call to reception on the morning of absence or via the Parent Portal
- Arrange medical appointments during the holidays, if at all possible

Holidays

- Parents are expected to use school holidays for family holidays etc. In particular, we ask that parents adhere to the school term dates which are published a year in advance
- Requests for early departure, or late return, which are unavoidable, should be directed to the Headmistress
- Requests for absence due to religious festivals will be considered favourably

Definition of authorised and unauthorised absence

- Every half-day absence from school has to be classified by the school as either authorised or unauthorised. This is why information about the cause of any absence is always required.
- Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.
- Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given for example an 'on the day' absence request to attend an unspecified family gathering.

Students with additional needs

- The School recognises some students may find it harder than others to attend School and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place.
- The School will make reasonable adjustments where a student has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to school attendance.
- It will also work with Parents, and where appropriate with the local authority, to develop specific support approaches for attendance for students with special educational needs and disabilities e.g. ensuring the provision outlined in a student's education, health and care plan is accessed.
- Where a student has an education, health and care plan the School will communicate with the local authority where the pupil's attendance falls or the School become aware of barriers to attendance that relate to the student's needs.
- Suitable strategies and support will also be considered for students with any social, emotional or mental health issue that is affecting their attendance. The School will implement an Attendance Intervention Plan (AIP) if required (Appendix 7) in partnership with parents and the student.
- Where barriers are outside of the School's control, the School will work with Parents and students to identify alternative sources of support or consider, where appropriate, making a referral for early help.
- The School will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using the national absence code I (unable to attend because of sickness) and there are reasonable grounds to believe that the pupil will have to miss 15 consecutive or cumulative school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

Children Missing in Education

This is a serious safeguarding concern as acknowledged in the School's Safeguarding and Promoting Children's Welfare Policy.

- In order to allow for central monitoring, the school will notify Bucks Council when they remove or add a child's name at a non-standard transition point
- No students will be deleted for non-return or absence until the school and local authority have made reasonable enquiries as to the student's whereabouts
- If a student fails to attend school regularly or is absent for more than ten school days (continuously) the school will notify the local authority if it meets the threshold for persistent absence without reasonable explanation

Procedures

1. Students can gain access to the buildings from 0815 hours. Breakfast Club is available each morning and students may be dropped off at the Café entrance between 0730 and 0815 hours to join Breakfast Club. The school day starts with a warning bell at 0830 hours. Registration for all years closes at 0900.

2. The register is taken in Pre-Prep at 0840 hours and 1320 hours.

3. In all other year groups, the Form Tutor (or in his/her absence, Head of Year or other member of staff deputed to do this by the Assistant Head Operations registers the student on iSAMS between 0830 and 0840 hours and in the afternoon between 1410 and 1420 hours. Students (in all year groups, including Pre-Prep) arriving after 0845 hours will be marked 'late after registers closed' on the register. Students in Prep and above are required to sign in at the School Office. Students arriving after 1020 hours are marked absent for the morning session. Parents are requested to provide prior notice of appointments to the Form Tutor/ Parent Portal whenever possible and to escort their child to reception on their arrival in school or to provide a note to be handed to reception on arrival. Form Tutors should follow up on any unaccounted-for late arrival.

4. The member of the School Office staff in charge of registers telephones parents if a student is marked absent, is not in school and there has been no notification from home by 0900 hours to the Tutor/School Office, or if the student is not present in class.

5. Parents should email the School/Form Tutor or ring the absence line daily to report an absence – if a call is received the School Office will put a note and code on the system.

6. Form Tutors should enter the correct attendance code if they are informed via email/Parent Portal of an absence and forward this once a written notification is received. Any hard copy note should then be dated and initialled and passed to the School Office; any email received should be forwarded to the absence@piperscorner.co.uk for the student's file.

7. The Office staff will continue to ring the parents on the day if no notification of absence has been received by Break – should no notification have been received by 1305 the school will send a further text message (as outlined in Appendix 3); after this the DSL will decide whether a home visit or contact with external agencies is needed.

8. Any absence that remains unaccounted for after five days should be referred onwards to the **Safeguarding, Wellbeing and Pastoral Administrator** to follow up.

9. Parents are required to write to the Headmistress if, in exceptional circumstances, they wish to request a leave of absence during term time. This practice is strongly discouraged.

10. Form Tutors are required to monitor attendance and discuss their concerns with the student when attendance is falling and/or where patterns of absence are a concern. The Assistant Head,

Operations also monitors attendance figures and alerts Heads of Year and Form Tutors regularly to those students causing concern flagging in particular where attendance has fallen below the 90% threshold. The School Office will provide weekly print outs of absence to include N codes and % codes.

11. Students' absence will be dealt with on an individual basis, but initially the Form Tutor will raise the issue with the student themselves and may follow this up with a telephone call/email to parents (to be documented on CPOMs) and via a discussion with the Head of Year.

12. The student's attendance will be subject to ongoing weekly monitoring by the Form Tutor and if there is no improvement, the matter will be passed to the Head of Year who will liaise closely as appropriate with the Form Tutor, Head of Individual Learning, Head of Wellbeing and Deputy Head and may invite the parents to come into school for a meeting to organise an action plan (to be documented via CPOMs). The Head of Year will update the Attendance Intervention spreadsheet. Heads of Year should complete a school refusal checklist (Appendix 2) and/or for curriculum amendments to form part of any plan devised.

13. After a further two-four weeks, if there has been no improvement in the attendance record, the parents will be asked to attend a meeting with senior staff who will decide what further action is to be taken and whether or not it is appropriate to refer the situation to an external welfare agency.

Recognition for students achieving 100% attendance

The Head of Year will acknowledge those achieving 100% attendance with badges in the final assembly on a yearly basis and via Head of Year Awards assemblies on a termly basis for those students maintaining 100%.

There will be special recognition for students achieving 100% attendance throughout a section of the school i.e. Prep/Middle School /Upper School/Sixth Form.

Appendix One – Guidance for Form Tutors

Attendance/absence procedure

1. Parents should ring or email school – if a call is received the School Office will put a code on the system. Parents are expected to email/phone the school to report absence on a daily basis

2. Form Tutors should enter the correct attendance code if they are the initial recipient of an email and forward this to the absence email – if you are unsure of the correct code, please consult your relevant Head of Year or the Assistant Head, Operations

3. Should the School Office receive the email in the first instance instead of the Form Tutor, the School Office will enter the relevant code and make any necessary checks if they are unsure of the correct code to use.

4. If any absence that remains unaccounted for after five days, this request should be referred onwards to the **Safeguarding, Wellbeing and Pastoral Administrator** for further follow up.

Appendix Two - Exam Leave Protocol

DfE Guidance (August 2024) Working together to improve school attendance states that *all schools can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England). Regarding study leave these circumstances are:*

- *Study leave: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.*

However, Study leave should not be granted by default once tuition of the exam syllabus is complete and should be used sparingly. If schools do decide to grant study leave, provision must still be made available for those pupils who want to continue to come into school to revise.

Pipers Corner School will adhere to the following guidelines:

Study leave shall be referred to as exam leave.

No exam leave for:

- Year 12 January assessments
- Year 13 January assessments
- Year 11 Mock examinations
- Year 12 Mock examinations
- Year 13 Mock examinations

For all internal assessments and external assessments provision will be made for students to study in a quiet area at school, and for external GCSE examinations, revision sessions will be run to ensure continued preparation up to examination dates. AS and A Level revision sessions will be arranged individually by students with their teachers.

Exam leave can be granted for GCSE, AS, BTEC and A Level examinations in the May/June series of each year. Parents / Carers can apply for exam leave from the published year group date as long as their child meets the following criteria:

- Parents / carers are confident that their child is independent enough to study at home and will self-motivate themselves, has a suitable place to study without distractions and be organised to attend all scheduled exams.
- Students have demonstrated their independence and maturity by ensuring their attitude to learning is good or higher in all option and core subjects.
- All coursework has been submitted

If a student deems they meet these criteria, a parent can request exam leave for them. Parents must submit an online request by the date agreed by the school and provided each year in the Spring Term to parents. If no request is received, then a student must attend all school sessions until May half term.

The Head of Year will inform parents of the outcome of the requests for exam leave. Please note that we will keep all parental requests on file for future reference and the responsibility for learning at home will rest with parents/carers.

After May half term, all Year 11 and 13 students are entitled to examination leave. Students must register their attendance in advance to utilise the library and request lunch.

Recording Exam Leave

Year 11: We will use code 'S' to record exam leave as authorised absence. Year 11 pupils are of compulsory school age until the last Friday in June of the school year that they turn 16.

Years 12 and 13: We will use code 'X' for sessions that non-compulsory school age pupils aren't required to attend, e.g. their exams have finished before the end of term.

For information, Exam leave will not contribute to absence statistics. DfE state: To account for high levels of study leave in this period, absence data isn't analysed or published for pupils in year 11 in the second half of the summer term

Academic Year 2024/25

Consideration was given to the changes in DfE attendance criteria, and all Year 11 parents completed an exam leave request. Year 12 and 13 students completed an exam leave request. Heads of Year risk assessed all students choosing to study at home. Quiet revision spaces were provided throughout the examination period. A revision schedule was provided to Year 11 students and Year 12 and 12 students could seek individual revision sessions with their teachers.

All Year 11 exam leave was recorded using 'S' code, all year 12 and 13 absence was recorded as X codes.

Appendix Three – Attendance Reporting

Attendance Reporting Roadmap

Summary: This roadmap outlines the key phases of attendance recording in the school, from initial registration to ongoing monitoring and support. Accurate and consistent attendance recording is essential for ensuring student well-being, academic progress, and safeguarding.

Phase 1 – Start of the day and afternoon registration

Activity: Form Tutor takes the register. **Tools**: • ISAMs	Teachers must accurately record student presence/absence within the first 10 minutes of the school day. This includes marking late arrivals. Reasons for absence, if known, should be noted. The register is a legal record, and pupils should only be recorded as present if they are in the room. The same principles apply to afternoon registration.

Phase 2 – Absence Follow up

Activity After both am and pm registers Office Staff will identify absent students - N codes after all other messages have been added to registers **Tools**: • ISAMS • Phone/Email/Text	Office staff review the register for unexplained absences - N codes - class registers are scrutinised for P1 and 8 and teaching rooms checked if necessary. Any absence which needs a code clarification is checked. Parents/Guardians of absent students are contacted to ascertain the reason for absence. Information received is updated on the system. If the School cannot ascertain the whereabouts of student by 1305 by working through their ISAMS contacts a further text message will be sent with the following message: *We have not received a reason for X's absence today and have not been able to contact you. Please contact the School as a matter of urgency. If we do not receive an explanation by 1305, we may need to contact external agencies.* If there is still no contact the DSL will determine next steps. Students arriving after 0900 with no prior explanation will be recorded as U - late after registers closed. Afternoon registration lasts from 1410-1440 after which registers will be closed.

Phase 3 – Intervention and Support

Activity: Implementation of support strategies for students with poor attendance.: Resources/Tools: • Data Tracker • Meetings with students and or/parents. • Referral to external agencies.	Students with growing or persistent absence or lateness are identified on a regular basis. Meetings are arranged with students for lower-level concerns. The approach taken will depend on the nature of concerns. For more serious and persistent problems, Individual support plans are developed, including targets for improvement. Referrals to external agencies (e.g., social services, educational psychologists) are made as appropriate if there are pastoral/academic barriers to school attendance. For those with ongoing high levels of Absence an AIP will be drawn up in partnership with the student and parent.

Phase 4 – Monitoring and Review

Activity: Regular review of attendance data. **Tools**: • Attendance reports and tracker • ISAMs • Tier Lists	Attendance data is regularly analysed to identify trends and patterns. This is divided into tiers of concerns to allow HOY to delegate follow up appropriately. The School is adopting a tiered strategy to more effectively target those with developing attendance concerns. Interventions are recorded on the Attendance Tracker - at low level Form Tutors should track the student's attendance and escalate to the HOY if concerns continue. The effectiveness of intervention strategies is evaluated. School attendance policy and procedures are reviewed and updated annually. Reports are provided to senior management and governors on overall attendance rates and areas for improvement

Appendix Four – Emotionally Based School Refusal

Emotionally Based School Refusal

We would like to acknowledge that some of the information in this guidance is taken from:

- "Access to education – for young people with anxiety, health and medical needs" – a North Somerset Council publication
- "School Anxiety: Information for Schools and Professionals for early intervention with school anxiety" the Barnet School Anxiety Group
- "Guidance on Emotionally Based School Refusal" - Fullbrook Secondary School - A Specialist Mathematics, Science and Technology College with Academy Status

Introduction

Many children may become anxious about some aspect of school life at some point in their school lives. For some students, anxiety about a particular aspect of school life or home life may become overwhelming and sometimes the anxiety generalises to other aspects of school life.

When anxiety is acute and exists over a long period of time, this can adversely affect the student's health and wellbeing. Similarly, anxiety if not addressed can adversely affect academic progress, the student's overall 'engagement' with school may deteriorate and attendance may decline. Anxiety is often behind difficulties with attendance and can affect arrival time at school. There may be signs in a student's attendance patterns that all is not well.

Emotionally Based School Refusal (**EBSR**) is a term ascribed to the group of young people who do not attend school for reasons of fear, anxiety and misery (West Sussex EPS, 2004). It can affect all young people irrespective of school, age, ability, gender and social background. Young people who present with EBSR show a heightened sensitivity to school experiences of which they cannot maintain personal control. Their anxiety can affect performance, attendance and social contact within school and can develop into fear of social activities out of school and to isolation, even within the family.

EBSR is school non-attendance that is:

"…characterised by internalised problems such as fear and anxiety, misery, complaints of feeling ill without obvious cause, reluctance to leave home, or externalised problems including tantrums and oppositional behaviour. Moreover, there is an absence of significant anti-social behaviour. Such young people rarely present as obvious management problems to school and their difficulties can go undetected until unwillingness to attend school becomes marked." (West Sussex EPS, 2004: p.5)

Therefore, the two main components of EBSR are an emotional and a behavioural response:

1. Emotional distress surrounding attendance at school.
2. Behavioural response of not attending school.

In itself, the term "EBSR" can be misleading since the problem is not always a straightforward phobia of school. The term 'refusal' can also give the impression that the responsibility for the non-attendance is within the young person's control, taking the focus away from their environments, which should not be ignored when planning suitable interventions to support a young person back to school.

Research has shown that EBSR is the result of a combination of factors and searching for one main factor will not sufficiently explain the problem (Thambirajah et al, 2008). "School refusal occurs when stress exceeds support, when risks are greater than resilience and when 'pull' factors that promote school non-attendance overcome the 'push' factors that encourage attendance" (Thambirajah et al, 2008: p.33).

Most cases of EBSR are apparent at transition (e.g. on entry to primary school, on transfer to secondary school and at age 14 years, Ollendick & Mayer 1984) and are more prevalent between the

ages of 11 and 12 years of age, therefore making the majority of young people with recognised EBSR secondary school age. Many of these young people have often had difficulties in attending primary school but because their absences, though frequent, are often short, the pattern is often not picked up as the possible development of EBSR. It is usually when the young person transfers to secondary school that EBSR becomes acute and obvious.

It is important to tackle EBSR because, although students with EBSR constitute a small group (approximately 2% of all school age young people (Thambirajah et al, 2008)), it can have a range of long-term negative consequences. These include psychiatric consequences (e.g. conduct disorders, phobia, depression), socio-economic consequences (e.g. poor academic achievement and unemployment) and social consequences (e.g. lack of satisfactory social relationships) (Brandibas et al, 2004).

It is vital that young people who are developing EBSR are recognised at an early stage, particularly as there may be a number of young people who are anxious about attending school or leaving home, but who are managing to maintain some level of school attendance. School plays a key role in the recognition and management of EBSR in collaboration with other agencies. Once a young person is refusing to attend school, secondary difficulties arise such as social isolation, loss of routine, preferred other activities, falling behind with school work and heightened anxiety as the EBSR becomes entrenched.

EBSR among secondary school young people has a poorer prognosis than that for primary school young people (Thambirajah et al, 2008). A poorer prognosis has also been found for those students with prolonged school absence, severe symptoms of anxiety or whose commencement of symptoms was around the onset of adolescence. Early intervention is vital as the shorter the period of school refusal, the more likely the young person is to return to school.

Triggers
There are various factors which may contribute towards, or trigger, a young person's vulnerability to EBSR. These may include:

- School transfer (especially year 6/7)
- Anxiety about the journey to school and travel sickness
- Educational demands and pressures, e.g.: un-identified learning needs, a young person's wish to do better, fear of failure in class or tests, fear of examinations, fear or dislike of a specific teacher or subject
- The unpredictability of teacher requests or young people's behaviour, e.g.: noise levels in class, differing teachers' methods of controlling classroom behaviour, crowding in corridors or queues, break and lunch times, changes in routine (e.g. supply teachers, bullying or fear of being bullied, by young people and/or adults
- Social factors, e.g. lack of identifiable peer or friendship group, complicated teenage relationships, changes in student groups
- Traumatic events or illness within the family, e.g. bereavement, domestic violence, family history of EBSR, adult mental health problems
- A young person's own long-term illness resulting in prolonged absence from school
- Some young people may be more sensitive to the above triggers
- Expectations of both child and parents related to 11+ "failure"

Dependent upon the presence and number of these factors, a young person may manage the anxiety and perceived threat of school, or fail to cope, such that it becomes overt EBSR. In some cases, the young person may not excessively fear school, but simply find life at home preferable, with extra attention and reinforcement in this context or feel they are supporting their parent/carers more by being at home.

It is possible that a young person may be experiencing a number of these triggers, hence the multiplicity and complexity of EBSR makes it difficult to understand for young people, parent/carers and professionals involved.

Identification

It is very important to be proactive with EBSR, before it becomes entrenched. Schools need to be vigilant in monitoring attendance of young people where a pattern of non-attendance for minor ailments can become the norm. A quick response is particularly appropriate where complex and acute problems are evident. Schools should take the initiative in making early contact with parent/carers to discuss the young person's non-attendance*.*

EBSR can be identified by a number of factors, including but not exclusively:

- Severe difficulty attending school, with periods of prolonged absence
- Staying away from school with the knowledge of the parent/carer
- Patterns in absences, for example particular days and subjects
- A history of anxiety (including EBSR) within the family
- Reluctance to attend school trips
- Frequent absences for minor illnesses
- Episodes of self-harm
- Anxiety on separation and inappropriate dependence on family members
- Evidence of under-achievement of learning potential
- Poor personal hygiene
- Social isolation and avoidance of classmates or of the peer group in general
- Regular absence without indication of anti-social behaviours
- Challenging behaviours, particularly related to specific situations within school
- The young person expressing a desire to attend classes, but being unable to do so
- Severe emotional upset with excessive fearfulness, outbursts of temper and complaints of feeling ill on school days
- Depression and a sense of isolation, low self-esteem and lack of confidence
- Confusion or extreme absent-mindedness demonstrated in school work by a lack of concentration and lowering of attainments
- Physical changes - sweating, sickness, aching limbs, hyperventilation, panic attacks, abdominal pain and headaches, rapid weight loss or gain
- Disruption of day-to-day activities, affecting the family and often putting a great deal of pressure on parent/carers and siblings
- The fear is persistent and is maintained despite reasoning

Strategies for schools to support the family

Where a young person avoids or refuses to attend school or demonstrates a usual pattern of absence, the picture at home may be one of unhappiness for all concerned. Parent/carers are frequently despairing, and they may feel guilty or blame themselves for their young person's anxiety and reluctance to attend school.

- Positive and constructive involvement from within the family is a key factor in overcoming EBSR. Early contact with the family to discuss the young person's reluctance to attend and any contributory factors as perceived by the family
- Develop knowledge of support and resources that family members could use to help resolve issues relevant to young person's anxiety
- A key person should be identified within school that the family can contact. It is important that this person is someone who knows the young person and is able to respond to phone calls relatively quickly. At Pipers Corner this will usually be the Head of Year
- Regular telephone and email contact with the school for monitoring purposes, to provide updates, and to exchange positive information about the young person
- Communicating specific needs and concerns of the young person to the wider school staff, e.g.: placement in certain classes, seating arrangements, anxieties about specific lessons or teachers
- Persisting with agreed targets, despite any setbacks rather than continually seeking "new solutions"

- Being prepared for difficulties or recurrence of the problem following natural breaks, e.g.: holidays and genuine illnesses
- Focus on positive aspects of school life and encourage all small steps towards positive progress
- Encourage parent/carers to ask what has gone well rather than what has gone badly in school each day
- Parent/carers should be encouraged to allow school to deal with issues arising in school
- Parent/carers and staff need to remember that some young people can have specific fears about the school environment that do not occur in other areas of their lives
- Encourage parent/carers to make use of other support they may have in the community - e.g.: other family members
- Reintegration programmes should be flexible, creative and individualised to suit each particular young person
- Reintegration should be at an appropriate pace; it is important not to expect too much too soon Everyone working with the young person must offer a consistent and united approach

School procedures:

1. The young person remains on roll and school staff are key to managing EBSR
2. Share this guidance with all school staff to raise awareness of EBSR
3. Ensure preventative support takes place (e.g.: promoting self-esteem, resilience, transition preparation, etc.
4. Use the checklist in this appendix and look for attendance patterns that might flag developing issues
5. Discuss concerns with the designated members of school staff and seek input to the checklist
6. Agree on an action plan which could include the following:

   - Contacting parent/carers for a preliminary meeting to discuss concerns arising from staff input and/or concerns over attendance (as per the main attendance policy where attendance is below 90% or a significant drop or pattern has been noted), The questions from the checklist can be used as a framework for that discussion (but the parent should not be given the checklist)
   - Offer guidance to parents in terms of having positive 'end of day' conversations with their child, in order to counter the negative feedback loop, for example phrases such as "What's gone well today", "How did you overcome that problem, "what can you do to resolve that issue"?
   - To use the School Counsellor to provide support for parents in developing positive dialogue with their child around school
   - Putting a Pastoral Support Plan (PSP) in place and/or a Well Being Plan in place
   - Utilise support available within school (e.g., referral to School Counsellor, IL input, staff mentor/student mentor)
   - If the problem does not improve or patterns re-emerge consider a referral to other services such as Early Help, CAMHS (suggest to the family that their GP can help with this referral).
   - Where the family have the financial capability suggest private mental health support if appropriate
   - Regularly monitor and review until the young person is attending school full time and that the PSP/WBP is regularly reviewed

References:

Brandibas, G, Jeunier, B, Clanet, C and Fouraste, R (2004); Truancy, School Refusal and Anxiety; *School Psychology International* 25; pp117-126

Ollendick, T and Mayer, J (1984); 'School Phobia'; in Turner, S (Ed.) *Behavioral Theories and Treatment of Anxiety*; New York: Plenum

Thambirajah, M S, Grandison, K J & De-Hawes, L (2008); Understanding school refusal – A Handbook for Professionals in Education, Health and Social Care; Jessica Kingsley Publishers

School Refusal Risk Factors Checklist

Name:	
Date: Initiated by; Because of:	**Attendance** Are there any patterns in non-attendance? **Yes No** What is the current attendance for this academic year? ………………%

	Yes	**No**	**Comments**
Loss/Change			
Death/physical illness of significant people			
Mental health issues of significant people			
Significant life events (e.g.: moving house/school, separation of parents/ family members, additions to the family, death of a pet). Please specify			
Home Life			
Often late for school			
Living in more than one home			
History of conflict within the family home			
Inconsistent/ineffective parenting (including overly anxious 'helicopter' parenting e.g. lots of emails to school on minor issues)			

Lack of constructive parental involvement in the young person's education			
Disorganised home life			
Learning Needs			
Inabilities to problem solve			
Organisational difficulties			
Difficulties working under pressure/ processing difficulties. (note any IL involvement)			
Specific learning difficulty. Please specify			
Not achieving learning potential. Note evidence			
Patterns show probably Avoidance of particular school activities/subjects			
Does not regularly complete homework			
Social			
Difficulties with peer relationships			
Difficulties with relationships with adults in and out of school			
Social communication difficulties			
Not independent for age			
Struggles during unstructured times			

Unable to manage change			
Emotional Well - Being			
Often appears tired			
Often appears to be lacking in interest/ motivation			
Often appears anxious			
Negative about self			
Negative about others			
Can display challenging behaviours			
Does not get involved in school life			
Are there other agencies involved, or have they had involvement from other agencies?			
Struggles during unstructured times			
Unable to manage change			
Next Steps			

Appendix Five – Criteria for 100% attendance awards

Criteria for the award of 100% attendance badges

Heads of Year will award certificates each term for students with 100% attendance, for the year to that date (please note not within an individual term) and students achieving 100% attendance in the academic year will be awarded a 100% badge in the final assembly.

The following criteria will be used:

Heads of Year may disregard absences as follows when calculating 100% attendance:

- Any interviews for School, Sixth Form or University entrance or Open Days as along as leave of absence has been approved
- Any hospital appointments where the appointment time is dictated by the hospital (not routine dentist, orthodontist and other GP appointments)
- Any family event for which a C code ('other authorised absence') has been entered, such as a family wedding or funeral as these will be events over which the student/parent has no control as to the timing and where leave of absence has been agreed by the Headmistress in advance
- When the school grants examination leave – students taking unauthorised leave will be recorded as an unauthorised absence

A student will not have 100% if:

- For any of the reasons above when leave of absence has not been requested and granted in advance
- For transportation difficulties resulting from overseas holidays without supporting written evidence that a delay/cancellation was unavoidable (email from airline etc.) or when an absence results from a booking error on the part of a parent

Appendix Six – Absence codes

Code	Description:
Code / \:	**Present at the school / = morning session \ = afternoon session** This code is classified for statistical purposes as attending. Pupils must not be recorded as present if they are not in school during registration. If a pupil were to leave the school premises after registration, they will still be counted as attending for statistical purposes.
Code L:	**Late arrival before the register is closed.** All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and not longer than 30 minutes. This code is classified for statistical purposes as attending
Code K:	**Attending education provision arranged by the local authority.** The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the Education Act 1996 (exceptional provision of education), section 42(2), or 61(1) of the Children and Families Act 2014 (special educational provision off site). A pupil attending provision arranged by the school rather than the local authority must be recorded using Codes P or B instead. This code is classified for statistical purposes as attending an approved educational activity
Code V:	**Attending an educational visit or trip** This code is classified for statistical purposes as attending an approved educational activity
Code P:	**Participating in a sporting activity** This code is classified for statistical purposes as attending an approved educational activity
Code W:	**Attending work experience** This code is classified for statistical purposes as attending an approved educational activity.
Code B	**Attending any other approved educational activity** The pupil is attending a place for an approved educational activity that is not a sporting activity or work experience. This code is classified for statistical purposes as attending an approved educational activity.
Code D:	**Dual registered at another school** The law allows a pupil to be registered at more than one school. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis. This code is classified for statistical purposes as not a possible attendance to avoid double counting.
Code C1:	**Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.** This code is classified for statistical purposes as authorised absence.
Code M:	**Leave of absence for the purpose of attending a medical or dental appointment.** If a pupil is present at registration but then leaves the school to attend a medical or dental appointment during the session in question, no absence needs be recorded for that session. This code is classified for statistical purposes as authorised absence.

Code J1:	**Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution** This code is classified for statistical purposes as authorised absence.
Code S:	**Leave of absence for the purpose of studying for a public examination** This code is classified for statistical purposes as authorised absence.
Code X:	**Non-compulsory school age pupil not required to attend school.** This code is classified for statistical purposes as not a possible attendance
Code C2:	**Leave of absence for a compulsory school age pupil subject to a part-time timetable** In very exceptional circumstances, where it is in a pupil's best interests, schools can temporarily reduce the timetable of a pupil of compulsory school age to part-time, if the school and a parent who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only part-time and have agreed the times and dates when the pupil will, during the period of temporary part-time education, be expected to attend the school.
Code C:	**Leave of absence for exceptional circumstances** A leave of absence in term time should only be agree in Exceptional circumstances. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance. This code is classified for statistical purposes as authorised absence
Code T:	**Parent travelling for occupational purposes.** The pupil is a mobile child (no fixed abode) and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. If there is genuine and reasonable doubt over the reason given, the school may ask for proof that the family are required to travel for occupational purposes during the period of absence. For statistical purposes this is counted as authorised absence
Code R:	**Religious observance** This code is classified for statistical purposes as authorised absence.
Code I:	**Illness – Physical and Mental** (not medical or dental appointment) Schools are not expected to routinely request that parents provide medical evidence to support illness absences. Where the school has genuine and reasonable doubt about the authenticity of the illness, medical evidence should be requested to support the absence.
Code E:	**Suspended or permanently excluded and no alternative provision made.** This code is classified for statistical purposes as authorised absence.
Code Q:	**Unable to attend the school because of a lack of access arrangements.** This code is classified for statistical purposes as not a possible attendance.
Code Y1:	**Unable to attend due to transport normally provided not being available.** This code is classified for statistical purposes as not a possible attendance.
Code Y2:	**Unable to attend due to widespread disruption to travel** (caused by a local, national, or international emergency). This code is classified for statistical purposes as not a possible attendance.
Code Y3:	**Unable to attend due to part of the school premises being closed**. This code is classified for statistical purposes as not a possible attendance.
Code Y4:	**Unable to attend due to the whole school site being unexpectedly closed.** This code is classified for statistical purposes as not a possible attendance.
Code Y5:	**Unable to attend as pupil is in criminal justice detention.** This code is classified for statistical purposes as not a possible attendance.
Code Y6:	**Unable to attend in accordance with public health guidance or law**
Code Y7:	**Unable to attend because of any other unavoidable cause.** This code is classified for statistical purposes as not a possible attendance.
Code G:	**Holiday not granted by the school.** This code is classified for statistical purposes as unauthorised absence

Code N	**Reason for absence not yet established.** This code is classified for statistical purposes as unauthorised absence.
Code O:	**Absent in other or unknown circumstances.** Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised. This code is classified for statistical purposes as unauthorised absence
Code U:	**Arrived in school after registration closed.** This code is classified for statistical purposes as unauthorised absence.
Code Z:	**Prospective pupil not on admission register.** To enable schools to set up registers in advance of pupils joining the school to ease administration burdens. This code is not collected for statistical purposes.

Appendix Seven - Protocol for Significant Absence

A student can be absent for a number of reasons - authorised and unauthorised.

Persistent absence has a negative effect on student academic progress and wellbeing.

Heads of Year/Head of Prep & Pre Prep/Head of Sixth Form are expected to monitor attendance figures and raise concerns if a student's attendance level is unsatisfactory.

It is acknowledged that each situation is individual, and the school will always consider the individual situation when deciding what is a concern.

Significant absence is sometimes for a continuous spell or can be the result of frequent but short-term absences.

We are committed to supporting student with significant absence and working in partnership with both them and their parents to ensure a smooth return to school and to minimise the impact on their education.

Responsibilities
The Head of Year is responsible for monitoring attendance rates within the year. Any attendance rate below 90% is a cause for concern and will need to be explained. Heads of Year will monitor those girls for any further downward trend.

The parents are expected to share relevant information and to work in partnership with the school to ensure their child attends as regularly as possible. They may be required to ensure catch up work is done out of school time.

Students are expected to be proactive in seeking out work and completing it and returning it to staff as their health allows. A failure to do so will further hinder their learning and make setting more work meaningless as teachers will not know what has been understood from the previous work and this will be communicated to parents.

Form Tutors are expected to coordinate work form subject teachers when a student has significant absence. They should also co-ordinate feedback as to what work is being completed to inform discussions with parents and the Head of Year. This work will be collated on google classroom or for Prep will be distributed by the Tutor.

Suggested Steps
If a student meets the 10% threshold or is approaching this level, then a Head of Year must call home to discuss why and put a support plan in place to ensure a smooth return. This may involve a phased return; a package being drawn together to help a student catch up with work that has been missed or medical or pastoral support being provided. It will be shared with all relevant staff who will have been identified in that conversation. An AIP may be put in place.

If this is not successful, then parents must be asked to attend a meeting to review the plan with the Head of Year and Deputy Head Pastoral. In many situations this may also involve the Head of Individual Learning/Nurses. Parents will be asked what other professionals are involved and consent requested that they share relevant information and advice with the school. A student may be required to undertake catch up work outside school and in their own time. A review meeting for two weeks later will be arranged at that time. If there is no progress after a month then a new plan will be drawn up.

If there is no progress with the reviewed plan other agencies will be notified and external support for the family requested.

Attendance Intervention Plan (AIP) template

Attendance Intervention Record
Student Details:

Full Name:

Date of Meeting:

Attendees:

Year Group: Form/Tutor Group:

Current Attendance (%):

Lead Staff Member:

1. Barriers to Attendance
Use this section to identify why the student is struggling to attend (e.g., medical, transport, anxiety, bullying, or external factors).
Notes on Barriers:

2. Meeting Notes & Discussion
Record the key points from the conversation with the student and/or parents. What has been tried before? What is the student's perspective?

Discussion point	Notes

3. Action Plan & Support
What specific steps will be taken to improve attendance? (e.g., modified timetable, breakfast club, mentor sessions).
Action 1:

Action 2:

Action 3:

4. Review & Sign-off
Target Attendance for Review Period: _____%
Follow-up / Review Date: _____
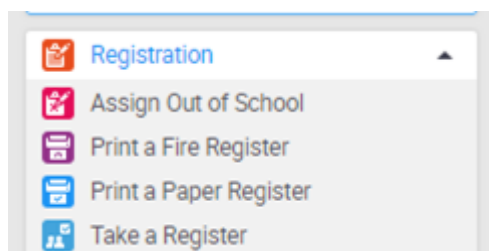**Signatures:**

Student: _____

Parent/Guardian: _____

Lead Staff Member: _____

Appendix Eight - Protocol for lesson registration on ISAMS

Lesson by lesson registration – staff guidance as of January 2025

Colleagues from several different departments are involved in testing lesson by lesson registration using iSAMS. This is the current guidance for those completing lesson by lesson registration.
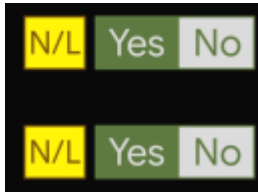

1. All classes are available to register on iSAMS using the normal 'take a register' button on the right hand side of the screen.

2. If you are timetabled as teaching a class iSAMS immediately sets the Date/Time/Set filters for your class. Just click the Go button to view your set register. (If you are registering for a colleague or at a different time simply change the filters.)

3. As for Form registers there is the option to mark 'All Away' or 'All Present'. In most cases it is much **quicker to mark 'All Present' and then adjust** the register for any absences.

4.   If you know your class well, **you do not need to call out the register**. Most colleagues in the trial have found it best to wait until a convenient time when students are otherwise occupied (e.g. getting books out of their bags) to glance around and do the register visually.

5.   The **registration period is open for 30 minutes** from the beginning of the lesson. You do not need to take the register at the beginning unless it works in the shape of your lesson.

6.   If you are teaching a double lesson, **you do not need to register both** periods.

7. The Alert facility can be used if you are concerned about the whereabouts of a student who has previously been marked as present in preceding lessons

8. As a teacher you can 'at a glance' see the last few registration periods to know whether a student was in their last lesson. The more colleagues using this system the more **this feature will enhance our safeguarding** of the students.

9. There is a late button that can be used to register lateness to your lesson. Please do use this feature if you need to. This information is visible to pastoral staff.

10. There is an iSAMS iTeacher app for your phone or iPad (School code PIP). If your device is not shared with members of your family, and for the period of the trial, we do not mind if you use your mobile phone to take registers. To register a student as late on the app press the N/L button beside the Yes and No option to change 'Not Late' to the time the student arrived.

11. Form Tutors must consciously mark register notes as given to their tutees at AM registration. If they do not, the register notes continue to appear throughout the day in every lesson!

Appendix Nine - Classwork and Homework Expectations

Senior School & Sixth Form Students

It is incredibly difficult to replicate the learning that takes place in the classroom as an exercise to be completed at home. The explanation before a task, or a detailed class discussion can only be captured in the room, likewise the hard thinking that takes place to develop understanding through teacher questioning can often not be transferred to a simple explanation sheet.

While online resources can supplement learning, the dynamic interaction and expert guidance provided in the classroom remain invaluable. The nuanced explanations, thought-provoking discussions, and tailored feedback offered by teachers create a unique learning environment. Additionally, it's challenging to replicate the learning loss that can occur due to absence. The classroom experience, with its real-time engagement and immediate clarification of doubts, is crucial for optimal learning.

While some teachers may use digital tools like PowerPoint or Google Slides to enhance their lessons, these are not a substitute for the core classroom experience. Where appropriate, teachers may share materials on Google Classroom if this is their normal form of delivery, but different subjects use a combination of methods to deliver their classes.

The details below summarise the expectations of students and teachers due to absence.

Short Term Absence

Illness: 48-hour absence or less

The tutor **does not** need to inform academic staff of short-term absence

If a student is unwell and unable to attend school the student should prioritise their recovery, and we therefore consider that they are unable to complete schoolwork and they should not be requesting work to complete at home.

On their return to school the student should collect any missed work, photocopy any missed written notes from a classmate and check Google Classroom for any further materials or assignments. The student should speak with their teacher in the next lesson (Year 7-8) or contact their teacher (either in person, via email or a Google Classroom message) on their return to school (Years 9 – 13)

Following teacher guidance, they should complete any essential work and if further clarification is required, they should attend a subject booster session or arrange a quick catch up with a teacher if booster sessions not available.

Any missed homework should be completed; however, the student should discuss with the teacher when they are able to complete this alongside their current work. It is very acceptable to request an extension to the hand-in date.

Illness: After 48 hours absence

The tutor will inform academic staff of any student who may have an extended absence via iSAMS message.

Student should contact teacher if they are able to work and request that the teacher adds any suitable work to the Google Classroom. This can be an online task to cover the work missed eg Seneca Assignment, Dr Frost Assignment, suitable YouTube video.

Students need to be aware that teachers may not pick up an email request until the end of the school day due to their teaching load and extracurricular commitments and therefore work will often be posted at the end of the school day or the following day. Teachers will only upload one missed work update a week, normally after the final lesson of the week to summarise the missed lessons. Those

staff who post each lesson on Google Classroom as part of their teaching routine would not be required to add any further detail.

Any missed homework should be completed; however, the student should discuss with the teacher if an extension is required.

Form tutors will check in with the student to ensure all subjects are up-to date.

Short Term Absence – <u>Authorised absence</u>

For <u>planned absence,</u> for example due to a funeral, the student should on their return to school collect any missed work, photocopy any missed written notes and check Google Classroom for any further materials or assignments. The student should speak with their teacher in the next lesson (Year 7-8) or contact their teacher (either in person, via email or a Google Classroom message) on their return to school (Years 9 – 13). There is no expectation for work to be set in advance by teachers as the lesson delivered may deviate from the planned lesson due, for example, to the questions and interactions within the group.

Any missed homework should be completed; however, the student should discuss with the teacher when they are able to complete this alongside their current work. It is very acceptable to request an extension to the hand-in date.

Depending on the nature of the absence, students will be supported on their return either via their form tutor or student support

Short Term Absence – <u>Unauthorised absence</u>

Additional work will not be provided for students who do not attend school for unauthorised reasons. Students should update their own work on their return. It is recommended that they photocopy written work covered in class and review independently. Students can seek guidance on work they do not understand at booster sessions. However, the work **cannot** be retaught in full as the lesson cannot be replicated to cover all discussions, questions and practical elements.

Longer Term Absence from School

For **planned absence**, for example due to a hospital stay, the tutor will liaise with parents regarding how much work can be completed during the absence.

Once details confirmed, each subject will create an overview of work to be completed and add to Google Classroom as additional material. Each subject will provide one post per week of absence.

For **sporadic absence**, particularly students with an attendance of 85% or less, the Head of Year in conjunction with the Assistant Head Academic will liaise with parents (and students Year 11 and higher) regarding worked missed and implementing a subject wide approach for catch up.

Teachers should follow the guidance for illness regarding work set, and students will be responsible for checking work set and submission deadlines.

The Head of Year will investigate any patterns for absence and will liaise with teachers regarding academic impact of absence. Consideration will be given to outstanding deadlines and some tasks may be removed, although the student will need to understand the impact of missed work on their learning and final outcomes. Where necessary, a reduced curriculum may be considered.

For GCSE and A Level students. the form tutor will work with the student to collate an overview of outstanding assignments and work missed, this will be reviewed and updated on a weekly basis, including setting achievable deadlines, until student is up to date.

For absence due to **emotionally based school avoidance** with a significantly low attendance record. Students will be allocated to this pathway by Deputy Head Pastoral in conjunction with Head of Year.

A timetable will be agreed with Head of Year in conjunction with Deputy Head Academic. If lessons are missed, work will be set at the end of the final lesson of each week. It is recommended that an online platform is used so the work attempted can be monitored. Departments should keep an overview of work set and completed.

For Year 9 and below, the form tutor will schedule a short check-in with the student via Google Meet every three weeks

For GCSE and A Level students. the form tutor will schedule a short check-in with the student via Google Meet every three weeks to discuss work missed, and how the school can assist in engaging the student.

Any communication with parents or student who are absent due to emotionally based school avoidance should be recorded on CPOMS

Absence from lessons – due to a school activity

Staff are very supportive of students who have the opportunity to represent the school elsewhere; however, these commitments come with an understanding that the student will be proactive regarding any missed work or lessons, and that they understand that the lesson experience missed will not be replicated.

The student is responsible for ensuring their teacher is aware, in advance, of their upcoming absence from lessons. The student is responsible for collecting any missed work, photocopying any missed written notes and checking Google Classroom for any further materials or assignments.

Any homework set during the lesson should be completed; however, the student should discuss with the teacher when they are able to complete this alongside their current work. It is very acceptable to request a short extension to the hand-in date.

If further clarification is required, they should attend a subject booster session or arrange a quick catch up with a teacher if booster sessions not available.

Absence from school due to an extended out of school activity

Following approval from the school for an extended out of school activity, for example professional performance, the Head of Year will liaise with parents regarding how much work can be completed during the absence. Depending upon agreed absence it may be necessary for parents to employ a tutor to supplement learning.

Once confirmed specific arrangements will be made with affected subjects. Where necessary a reduced curriculum may be considered.

Pre-Prep & Prep Students

For younger students it is extremely difficult to create the supportive working environment of the classroom at home. This makes the setting of work to be completed at home challenging and dependent on the level of adult support available.

Short-term absence

Illness: 48-hour absence or less

If a student is not well enough to attend school, no work will be set. On their return, class teachers will decide if any missed work needs to be completed. Homework tasks set whilst absent are not expected to be completed.

Illness: After 48-hour absence

If a student is well enough to complete work but unable to attend school, class teachers will, where appropriate, set assignments in Google Classroom following liaison with parents. Pre-Prep teachers would make available any suitable worksheets and supply reading books if collection can be arranged.

Short-term absence – Authorised absence

For planned absence, for example due to a funeral, teachers will inform students if any important work has been missed and arrange to support in catching up.

Short-term absence – Unauthorised absence

Additional work will not be provided for students who do not attend school for unauthorised reasons. Prep students would be guided to complete any important tasks by class teachers; these may need to be completed independently at home.

Longer Term Absence from School

For planned absence, for example due to a hospital stay, the tutor will liaise with parents regarding how much work can be completed during the absence.

Once details are confirmed, each subject will create an overview of work to be completed and add to Google Classroom as additional material. Each subject will provide one post per week of absence.

For absence due to emotionally based school avoidance with a significantly low attendance record. A timetable will be agreed with Head of Prep and Pre-Prep. Work will be set at the end of the final lesson of each week. It is recommended that Google Classroom is used in Prep, so the work attempted can be monitored. Subjects should keep an overview of tasks set.

Any communication with parents or student who are absent due to emotionally based school avoidance should be recorded on CPOMS.