



King
Egbert
School



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King Egbert Sixth Form Attendance & Fitness to Study Policy

The school reserves the right to amend this policy at any time in the academic year and to direct formal disciplinary procedures at any level, as appropriate.

The contents of this policy will be disseminated and shared with all students during their induction period and is available on line



King Egbert School Mission & Ethos

At King Egbert School, we believe in:

- **Academic excellence for all**
- **Showing respect at all times**
- **Having high aspirations and personal goals that go beyond our time in school**

At King Egbert School, we are committed to providing outstanding education for all in a safe, happy and positive learning environment.

Academic excellence for all

Together, we strive for personal and academic excellence: King Egbert School wants the best outcomes for every member of our school community, whatever their background or role in our school.

Showing respect at all times

Our inclusive and diverse school community is one in which:

- every individual is welcomed, understood and valued;
- we respect each other and embrace our diversity;
- we actively promote fairness and social justice;
- our staff and students care about their community and together we all care about the wider world and our place in it.

Having high aspirations and personal goals that go beyond our time in school

Together, we are committed to educating, supporting and encouraging every individual to develop the skills and character that will help them become the best they can be and make a real difference in the world. We expect every member of our own school community to become active, successful members of the wider communities we are part of: Sheffield, the United Kingdom and the global community beyond.

Together, we are King Egbert School.



Sixth Form attendance and punctuality

Aims:

High levels of attendance and excellent punctuality are both characteristics of students who achieve above or in line with their potential. Research shows poor attendance and punctuality has a serious detrimental effect on outcomes. Attendance and punctuality figures are included in any academic report issued and can be included in any reference written by the school relating to a student's progression to higher education, apprenticeship or employment. An exemplary record of attendance says a huge amount about the individual: that they are dedicated, well-motivated, organised and someone who takes their responsibilities seriously.

To maximise learning and student potential sixth form students must attend every lesson and organised enhancement activity. Non-attendance and poor punctuality will not be accepted by the sixth form and may result in students being asked to leave sixth form. We do look at every student on an individual basis and take into account any formally verified extenuating circumstances.

Students should aim to have a minimum attendance rate of 100% across the year. A student whose attendance drops below 95% will be reviewed by this policy.

Safeguarding:

As a sixth form provider we have a duty of care and students safety is paramount to us. A child may be at risk of harm if they do not attend school regularly; failing to attend school on a regular basis will be considered as a safeguarding matter. Section 175 of the Education Act 2002 places a duty on local authorities and Governing Bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and students under the age of 18.

Holidays during term time:

These will NOT be authorised. Amendments to the 2006 regulations stipulate that headteachers may not grant any leave of absence during term time unless there are 'exceptional circumstances'. For further information regarding the new regulations please see:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/a00223868/regulations-amendments>

In the event holiday is arranged, parents must complete a holiday form so that we know a student is safe and well. Further information about authorised and unauthorised absence below.

Bursary:

Students with family income of less than £16,190 are eligible to apply for the bursary to receive £40 a week to support individuals with books, trips and other educational support. If a student is in receipt of the educational bursary, their attendance and punctuality will have an impact on their weekly payment.

Two x lates in a week to lesson or to registration will result in nil payment

An unauthorised absence or absence that has not been agreed in advance will result in nil payment.

However, individual cases will always be taken into consideration.

<https://www.gov.uk/guidance/16-to-19-bursary-fund-guide-2017-to-2018-academic-year>

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Expectations:

Students will:	
Attend all lessons during the school day including private study sessions and assemblies	
Be able to self-certify illness five times throughout the academic year (three times before Christmas) medical evidence is required after this point.	
Submit all BTEC work on deadline days, this includes if you are absent. Work must be emailed in.	
For planned absence:	Inform the sixth form attendance officer in advance of any planned absence (authorised absence list is below)
	See academic staff in advance and organise collection and completion of any work that is missed
For unplanned absence such as illness:	Call school on the morning of each absent day at 8.30 and speak to the sixth form attendance officer
	Email academic staff and organise collection and completion of any work that is missed

Parents will:
Fully support the sixth form in administration of the sixth form attendance policy
Keep the school informed of any absences
Not book appointments or holidays during school time knowing the hugely detrimental effects on learning

Attendance Officer will:
Ensure records are up to date and accurate
Inform staff of students who are absent
Actively monitor any student who falls below 95% attendance
Communicate, support and build relationships with families to support improved attendance
Produce weekly reports for the sixth form team and academic staff
Congratulate students and families when attendance is positive
Send letters to students and families to inform them of attendance concerns
Co-ordinate payment of the bursary for eligible students

Form Tutors will:
Take an accurate register at the start of each form period
Promote the importance of attendance and punctuality
Mentor the students in their form
Write accurate references that reflect the student
Make sure missing marks are accounted

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Sixth Form Team will:

Support the attendance officer when individual students need to go on report.

In conjunction with the attendance officer liaise with families with students that consistently fall below 95%

Ensure that attendance is reported accurately on reports and references

Pastorally support individuals who for extenuating reasons fall below 95% attendance and support in agreed SMART targets surrounding attendance and punctuality

Pastorally support students after prolonged absence

Annually review the attendance policy

Create opportunities to catch time up or sit detentions if required

Co-ordinate with governors where a student is at risk of a permanent exclusion

Academic teaching staff will:

Take an accurate register at the start of each lesson

Promote the importance of attendance and punctuality in all lesson

Where possible enforce punishments for being late there and then, such as keeping a student over break

Support students to catch up by responding to emails and organising work.

Authorised Absence:

This may include

One university visit a year - all universities hold open days at weekends and you should attend these where possible

Hospital appointments

University, college and job interviews

Driving test

Religious observations – limited to one day in accordance with whole school policy

Unauthorised Absence:

This includes

Multiple university visits

Regular doctors / dentist appointments - these can be arranged outside of lesson time

Training for work commitments - unless agreed in advance with the sixth form team

Driving lessons

Holidays or day trips

Looking after siblings / grandparents

Absence which cannot be explained

Parents / carers keeping students off school unnecessarily

Studying at home

Truancy

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Three stages of concern

Attendance will be reviewed by Head of Year and Attendance Officer on a weekly basis. The following procedure shall be triggered at the start of each new half term omitting September. The school will implement the following stage system in cases where a level of attendance drops below 95%.

Stage One – Initial attendance concern and engagement required

Student falls below 95% in first half term, including authorised absence. This can be triggered earlier if the student regularly drops below 95%

Student is regularly late more than twice a week and punishments are not changing behaviour

Parent and students informed via student meeting, letter and phone call home from attendance officer

Students placed on yellow report for three weeks where the attendance for this period must be 98% or higher

Form tutors are made aware so they can monitor and mentor them over the three week period

After three weeks if student is successful, student removed from yellow report and attendance officer calls home to congratulate student and family

After three weeks if student is unsuccessful they progress to Stage two – Pastoral intervention

Stage Two – Intervention needed

Parent informed via letter and meeting organised

Student and family invited in to a meeting with attendance officer and head of year and stage two is activated with orange report card

Set of action points are agreed between the family and staff to support the student in attending more frequently. SMART goals and achievable targets are agreed.

Students placed on orange report for three weeks where the attendance for this period must be higher than the agreed percentage

Student reports in each day to attendance officer who manually signs their report card (orange card to be kept in student reception)

After three weeks if student is successful, moved to green report and Head of Year calls home to congratulate student and family

After three weeks if student is unsuccessful they progress to Stage three – Director of Sixth Form formal procedure

Stage Three – Disciplinary procedure

Parent informed via letter and meeting organised

Student and family invited in to a meeting with Head of Year and Director of Sixth Form and stage three is activated with red report card

Set of action points are agreed between the family and staff to support the student in attending more frequently. SMART goals and achievable targets are agreed.

Students placed on red report for three weeks where the attendance for this period must be higher than the agreed percentage

Student reports in each day to sixth form office

After three weeks if student is successful, moved to orange report and Director of Sixth Form calls home to congratulate student and family

After three weeks if student is unsuccessful they progress to meeting with Director of Sixth Form, governors, final formal written warning and repetition of stage three

After three weeks or before if contract is not met student will be asked to leave sixth form.

Note: Repeat offenders do not return to stage one, they return to the last stage they were on

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Fitness to Study

Students with mental and physical health/wellbeing conditions are entitled to reasonable adjustments and support under the Equality Act, 2010. We want to ensure consistent and fair treatment in situations where a student's health or wellbeing may be negatively impacted by continuation of study.

Reasonable adjustment means ensuring that there are reasonable steps to ensure students are not placed at a 'substantial disadvantage' due to their disability or difficulty. Reasonable adjustments are intended to remove barriers to learning and promote success. It is important, however, to be clear about what is reasonable in an educational setting and the limits to the individual support that can be provided within a sixth form school.

Our staff provide outstanding care for all students, but there will be times when a student's physical or mental health are so affected that they are no longer able, despite support both internal and externally, to maintain reasonable academic progress. It must be noted that:

- There must be medical evidence to support a request for reasonable adjustment.
- All reasonable adjustments should be financially reasonable and practical. For example, arranging catch up work for short absences, re arranging coursework deadlines / internal exams.
- All students are on full-time programmes of study designed to be delivered in a classroom situation where students are expected to be physically present. We are not a distance-learning centre, and whilst on a temporary basis it is reasonable for subject teachers and support staff to be flexible with attendance due to ill health, prolonged periods of absence cannot be sustainable.
- We are not able to provide regular one to one academic support for prolonged absence
- There may be times when the nature of a student's ill health can require support beyond the expertise or capacity that we can reasonably offer.
- Occasionally a student's ill health may present a health and safety hazard to either themselves or others.

There are therefore occasions where, for one or more of the reasons above, it will be our judgement that, in the best interests of a student, continuing at sixth form is no longer the best option. This will always be done in collaboration with families and in a timely manner.



Stages of the procedure (fitness to study stages)

It is hoped that in most cases concerns about fitness to study can be resolved at an informal stage, and that students will respond positively, taking advantage of the support available. However if following informal support/intervention there is still concern that a student is not fit for study then the following procedures will be followed.

Stage One – Initial attendance concern and engagement required

Initial meeting to discuss issues and support needs and a level 1 agreement/support plan agreed, this may include additional mentoring, alternative timetable and liaison with external agencies to provide support and care. Risk assessments or other safeguarding strategies to support the individual.

Stage Two – Intervention needed

A student who is not able to meet the targets and/or is not engaging effectively with the support offered at a level 1 meeting will progress to a fitness to study level 2. There will be a meeting to discuss issues and support needs, this may include reduction in curriculum, opportunity to restart under the continuation policy guidance and a level 2 agreement/support plan agreed

Stage Three – Formal procedure

A student who is not able to meet the targets and/or is not engaging effectively with the support offered at a level 2 meeting will progress to a fitness to study level 3. A fitness to study stage 3 hearing will take place and a decision as to whether the student's place will be maintained or withdrawn. This will be held by a member of the Safeguarding team / senior leadership team / Governor, student and family.

- Maintained under the following conditions
- Withdrawn by mutual agreement; or
- Withdrawn, with reasons stated, e.g. presents a safeguarding risk, non-attendance, misconduct including refusing to complete academic work set.

Should the student be withdrawn, they will be supported in their career / progression next steps.

At all stages, the student and family will be made aware of the nature of the concerns that have been raised, and will be given the opportunity to contribute to discussions.

The appeals procedure

A student has the right to appeal against a decision to withdraw their school place under this policy and will be informed of this right. If a student wishes to appeal against the decision made, they must do so in writing to the head teacher within 5 working days of notification of the decision. An appeal hearing will normally be held within 10 working days of receipt of a request. The appeal will normally be heard by the senior leadership team.



Covid 19

We appreciate that students and families all have individual needs and concerns around Covid from shielding to experiencing illness and trauma. We take every student's needs and unique situation into consideration when supporting them with issues around progression and attendance, always balancing this understanding with the need for students to attend school as much as possible to maximise learning.

Other related policies can be found on our website

- Anti-bullying Policy
- Access Policy
- Attendance Policy
- Educational Visits Trip & Procedure
- Equality Policy
- Health & Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy
- Substance Misuse Policy
- Use of Reasonable Force Policy

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