



**EDEN PARK**  
HIGH SCHOOL

# **ATTENDANCE PROTOCOL POLICY**

**Date of Last Review:** November 2016

**Date of Next Review:** November 2017

**Responsibility:** Mrs E. Codling

**Advisory Body Signature:**



**Introduction**

Attendance at School is an essential component for a student at Eden Park High School achieving to the best of their abilities in all aspects of school life and an essential employability skill. TRS students are empowered, as young people and adults, to have ownership for their attendance through the promotion of positive learning behaviours: Readiness, Resourcefulness, Responsibility, Resilience and Reflection.

Our ethos is expressed through a culture that promotes, encourages and rewards good and improving attendance. To achieve this goal we must set aspirational attendance expectations for all our students and follow these up regularly with appropriate support / challenge.

Currently, as a policy statement, we expect all students to achieve at least 96% attendance for each academic year.

Attendance to school and patterns of non-attendance are vital to supporting key themes of the 'to be the best you can be' culture that is so strongly fostered at Eden Park High School.

This Policy has been reviewed in the light of Keeping Children Safe in Education (KCSIE) September 2016, School Attendance November 2016 and Children Missing Education (CME) September 2016.

### **Systems and Structures**

The effectiveness of our systems and structures will be judged by the extent to which they deliver improved attendance outcomes and allow staff the opportunity to exercise leadership in implementing relevant interventions at a variety of levels of intervention to improve attendance. All interventions will be a mixture of support and challenge.

It is recognised that good quality quantitative attendance data is readily available to staff. This will be rigorously monitored and used extensively. However, in keeping with our school ethos, the quality of relationships between tutors, tutees and the home are seen as equally important in achieving attendance expectations. Hence, the pastoral teams have a highly influential role to play other than receiving and monitoring quantitative data.

In keeping with our "school within schools" ethos, attendance systems and structures will be defined within the remit of the Key Stage Pastoral Leaders. It is recognised that there will be continuity and progression in the systems and structures used but, equally, each key phase is different and practices may differ. The expectation of improved outcomes remains.

TRS Family Support Officer and all relevant available external agencies will be fully incorporated at the appropriate time. This extends to the secondary school transfer

at Year 6. Students come to us often with an established pattern of attendance/non-attendance; hence Year 6 to 7 transition staff will place a high profile on identifying patterns and planning interventions with primary colleagues.

Attendance plays a vital role in the Key stage 3 Graduation and can affect the classification that is gained in Year 9. Classifications are as follows:

All systems and structures will respond to the following broad questions:

- How individual attendance targets are set?
- How is attendance (including punctuality) tracked regularly, including between different groups of students.
- What profile amongst the students does attendance have?
- What are the main causes of absence in the cohort? – Different responses to specific causes may be needed.
- Do all staff understand their role and responsibilities?
- Is administration effective in supporting attendance improvements?
- How effective are rewards and sanctions?
- How is available curriculum flexibility used to re-engage non attendees?

All systems and structures used must enable staff to explain what they are doing and how they feel it will improve attendance. Equally, any interventions should be analysed to judge their effectiveness in securing improvements.

### **Roles and Accountabilities**

Eden Park High School assumes that all staff are equally responsible for encouraging maximum attendance from our students. We model the behaviour we want to see. However, specific roles carry specific accountability for attendance standards within school.

Please see [Appendix 5](#).

### **Children Missing Education**

In accordance with CME, statutory guidance for Local Authorities, September 2016:

- Eden Park High School must notify their local authority when they are about to remove a student's name from the school admission register under any of the fifteen grounds listed in the regulations (*Regulation 8 of the Education, Pupil Registration, England, Regulations 2006*). This duty does not apply when a student's name is removed from the admission register at standard transition points – when the student has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.
- When removing a student's name, the notification to the Local Authority must include:
  - (a) the full name of the student;
  - (b) the full name and address of any parent

with whom the student normally resides; (c) at least one telephone number of the parent; (d) the student's future address and destination school, if applicable, and; (e) the ground in regulation 8 under which the student's name is to be removed from the admission register.

- Eden Park High School must make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the student's name from the register if the deletion is under regulation 8(1), subparagraphs (f)(iii) and (h)(iii).
- Eden Park High School must also notify the Local Authority **within five days** of adding a student's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new student. This duty does not apply when a student's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the Local Authority requests that such returns are to be made.
- When adding a student's name, the notification to the Local Authority must include all the details contained in the admission register for the new student.

## Appendix 5

### Roles and Accountability for Improving Attendance

	Role	Accountability
Advisory Body	Receive regular reports about school attendance. Critically analyse the patterns to inform whole school attendance targets. Be represented at in-school progress panels.	DFE OFSTED Parents Students
Headteacher	Ensure the school has clear protocols and procedures to improve attendance. Ensure these are regularly reviewed and evaluated with school staff and Advisory Body. Advise Advisory Body with respect to the setting of whole school attendance targets. To set an ethos of high expectations for attendance and ensure staff have the resources required (within budget constraints) to fulfil their role.	Advisory Body OFSTED Parents Students
Pastoral Leaders / SLT	Lead and manage the day to day implementation of attendance procedures. Ensure each cohort has aspirational targets and systems / structures in place that are relevant to secure improving attendance. Oversee the role of Family Support Officer in accessing hard to reach parents and reducing the number of persistent absentees. Call Progress Panels as required. Advise the Headteacher on outcomes and changes required following evaluation. Prepare reports for the Advisory Body / external agencies as required.	Headteacher

## Appendix 5

### Roles and Accountability for Improving Attendance

	Role	Accountability
Year Group Pastoral Teams	<p>At the direction of the Key Stage Pastoral Leaders, work with the students showing persistent absence, to improve their attendance. Family Support Officer and involving external agencies will be central to this. Attend and contribute fully to all relevant pastoral meetings and Progress panels. Ensure all students have an individual target for attendance. Give attendance a high profile at assemblies and within PSHCE programme. Ensure tutor rooms display all relevant, updated weekly data. Discuss attendance at each pastoral meeting and ensure tutors share best practise in improving attendance. Ensure “same-day” detention of latecomers to school. In consultation with your line manager work with particular students in an “attendance category” to improve their attendance. Ensure the “late-gate” from 8.30am to 8.45am is staffed and the information is passed on quickly.</p>	Key Stage Pastoral Leaders

## Appendix 5

### Roles and Accountability for Improving Attendance

	Role	Accountability
Form Tutor	Fulfil the form tutor job description in terms of Attendance / Punctuality. Ensure you build quality relationships with your tutees. Discuss attendance regularly with your tutees and where necessary the parents. Ensure each tutee knows what their attendance target is and what it means in age appropriate language. Regularly review attendance targets with each tutee and develop action plans and rewards to improve attendance. Place the highest expectations on attendance at every opportunity. Regularly review your tutor register with your Deputy Year Leader/ Deputy Pastoral Director.	Deputy Year Leader Deputy Pastoral Director
Whole School Attendance Administrator	Ensure the whole school attendance database is accurately maintained at all times. Ensure that same day contact with parents for non-attendance and lateness to school is carried out. Produce reports for the Deputy Headteacher on whole school attendance as requested. Produce reports for staff on cohort / individual attendance as requested. Maintain tutor group attendance reports by identified “attendance categories”. Ensure parental notes for non attendance are filed appropriately. Prepare referral forms as required.	Business Manager Deputy Headteacher

## Appendix 5

### Roles and Accountability for Improving Attendance

	Role	Accountability
Family Support Officer	Ensure the attendance of students on the whole school monitoring list is reviewed daily making contact with parents on the day when a student is absent. As a representative of TRS in the wider community provide support / challenge to our parents to assist them in ensuring their child attends school. Maintain accurate records of all communication with parents and external agencies providing reports as requested by the Deputy Headteacher. As directed by the Deputy Headteacher prepare all documentation required for court proceedings related to non-attendance.	Deputy Head teacher

## Appendix 6

### Eden Park High School

#### Morning and Afternoon Registration Protocol

It is a **statutory** duty to register our students in a morning and afternoon session. It is therefore an imperative professional duty to ensure that this is done accurately and diligently. Attendance data may be used in legal proceedings at any point in a students' school life.

To ensure this happens consistently, Eden Park High School staff must adhere to the following protocol:

- A. All am and pm tutor group registration will be completed with a paper based "Attendance Register"

The rationale for using paper based "Attendance Registers" is as follows:

- Paper registers allow tutors to see patterns of attendance /non attendance very clearly and easily. Electronic systems are harder to read with respect to absence / attendance patterns.
  - Using a paper register allows tutors to build stronger relationships with tutees in respect of attendance patterns and empowers discussions of attendance with tutees.
  - Electronic registration becomes purely an administrative task – login: fill in: close down. To improve attendance we need to be more informed and be able to support / challenge regularly.
- B. Tutors will **only** record (with a single herringbone mark in black pen) students that are actually present at the time the register is taken.
- C. The register will be taken to the Attendance Administrator by a student. Students who are not present will then be allocated the appropriate coding.
- D. If a student is absent it is the Form Tutors' responsibility to ensure that a handwritten note explaining the absence is received from the parent. This note **cannot** be in the contact book. The tutor will sign the note confirming receipt before placing it in the register to be filed appropriately. Absence or lateness **must** be accompanied by a note and tutors must ensure that this happens.
- E. A "late-gate" will operate from 8.30am – 8.45am: the Attendance Administrator will enter the "lates" for each tutor group before the afternoon registration. It is the responsibility of the tutor (or the cover teacher) to ensure that students marked as late are detained on the same day in accordance with the Year Group Protocol.

- F. Tutors will regularly review their attendance registers with the Deputy Year Leader / Deputy Director and discuss, enact and evaluate interventions. Tutors must make regular contact with parents where attendance/punctuality issues arise.

To assist tutors the school will provide:

- The register, handwritten with all the students on the register
- Line management support, help advice and guidance through the Deputy Year Leader and Year Leader / Deputy Director and Key Stage Assistant Headteacher.
- Regular attendance reports from the administrator showing students in each attendance category:

Green	96%+
Blue	92%-95.9% (Form Tutor intervention required)
Yellow	85%-91.9% (DYL/YL intervention)
Red	84.9% and under (Pastoral Team intervention)

- A regular meeting with The Deputy Year Leader / Deputy Director to discuss the attendance register and patterns it shows.
- Each Pastoral Team meeting will have “Attendance” as an Agenda item to review current trends and share best practice.
- Same day contact with parents of students who are absent or are recorded as late on the “late-gate”. This will be done by the Attendance Administrator.

## Appendix 7

### Eden Park High School

#### Progress Panel

Eden Park High School believes that student attendance is central to improving life chances.

Students who do not attend school regularly despite interventions from a range of staff will be of great concern to us.

In this instance a **Progress Panel** will be called.

#### **Criteria:**

- Student attendance is persistently below 90 %
- Attendance pattern of broken weeks has been identified
- A Student has an unacceptable record of poor punctuality
- In house interventions have been put in place
- Parents have not engaged or have engaged without improvement in attendance

#### **Membership:**

- Headteacher (chair)
- Deputy Headteacher: Pastoral
- Assistant head teacher : Key Stage
- Advisory Body Representative
- Other external agencies as appropriate to the case
- Parent(s) / student

#### **Format of the meeting**

- Chair – Headteacher/Deputy Headteacher
- The Assistant Headteacher will outline the attendance concerns around the student.
- The Assistant Headteacher will outline the interventions made by the school to support / challenge the attendance concerns.
- Questions from the Panel and the Parent(s) to the Assistant Head will be taken.
- The Parent(s) will present their case for student non attendance
- Questions to the Parent(s) will be taken from the panel.
- The Assistant Headteacher will be given the opportunity to sum up the schools' attempts to increase attendance and comment on the educational effects on non-attendance.
- The Parent(s) will be given the opportunity to sum up the reasons for non-attendance and suggest reasonable strategies to improve attendance.

## Outcomes of the Progress Panel

The Chair, in consultation with the panel, can recommend one or more of the following:

- A target of improved attendance over a set period of time
- An acceptable attendance commitment within a behaviour for learning contract
- A modified curriculum to aid improved attendance
- Referral to the courts
- Conflict resolution through the school counsellor
- A CAF form is completed – if not already completed.
- A social services referral is made
- Review of a statement of SEN is made

The list serves as examples; it is not an exhaustive list as other strategies may be relevant and / or available for any particular case.

# Attendance 2016-17

## Stage 1: Form Tutor

### 1. AM registration:

- Tutor takes the register at 8.31 and keeps it until 8.45.
- Mark / with a black pen for all students in front of them and leave blank if not in their session.
- Tutor reads names aloud and the students reply aloud.
- Any students arriving between 8.31 and 8.45, should be marked with L in black pen.
- In KS5, the same procedure but done directly in sims.
- Registers to be 100% accurate as schoolcomms will be sent according to the information in this legal document.
- If a student arrives during late gate, they have to report to their form room for tutor to mark late and put phone in their locker as usual.
- Tutors collect, open, read and initial any absence notes to pass onto DYL/Pastoral Director or leave in the register.
- Tutors to check if notes are valid for those who are highlighted in the register as needing Medical Evidence and request a letter from KIM stating so.
- Tutors to remind KS3/4 students they cannot leave site for anything without being collected by an adult.
- Exams & trips: people responsible for exams or trips must ensure that KIM is aware of who is going where. For any trips (especially those going before 8.30), the person responsible must hand in an accurate trip attendance list with their initials & time the register was taken.
- Tutors to get Holidays requests, so that KIM can check attendance and feedback on the relevant people (PM, DHT, DYL, YL, AHT, KRB, KIM, CN).

### 2. PM registration:

- Tutor takes the register at 14.55 and keep it until 15.20 (15.00 on Fridays).
- Mark \ for all students present in the afternoon registration. Any students arriving after 14.55, should be marked with L in black.
- Tutor needs to chase any students missing in pm reg the following morning and put a post it so that KIM can amend both paper and sims register. Tutor doesn't just mark the register accordingly as KIM needs to change it in sims.
- KS5 need to be more vigilant as their tutees are often involved in several activities. They must register in first.

### 3. Daily action:

- DYL will send before lunch an email with the students who must get a courtesy phone call on the same day: all but those highlighted in yellow.
- Tutors reply back to that email to the DYL/Pastoral Directors by 7 pm at the latest after they have phoned home indicating the time of the call, who they spoke to and a brief summary of what was discussed.
- Tutors to remind parents if necessary that they **MUST** ring school every day their child is absent stating the reasons and when they expect them to be back.
- This will be added to their time line in sims by DYL/Pastoral Directors in KS3 or by tutors in KS4/5 to help us show our support or to start court procedures.
- Tutor has to phone for any Day 1 and Day 2 of consecutive absence: a student is absent on Mon and Tue, comes back on Wed, and is absent again on Thu & Fri, tutor has to phone home 4 times.
- Year team **will not** accept a 'No answer'. Tutor to ring at least 3 times and let DYL/Pastoral Director know of the times they rang. If unsuccessful, e-mail the parent stating that they tried to contact them at those times and ask for a phone call back.
- Tutor to let their team know when they are going to be absent, so that the DYL/Pastoral Director can ask the YLA to ring for them in their place.
- Some low attenders will be out of tutor's radar, but tutor may have to do the occasional phone call to show their support. DYL/Pastoral Director will inform who is not to be called by tutor.

### 4. Absence notes:

- DYL/Pastoral Directors will go around every morning collecting notes for those who were absent the day before. It should be on a piece of paper (not in contact book) and signed by parents with a clear mention of the dates of absence and the valid reasons.
- If a student does not bring a note the 1<sup>st</sup> day they return, tutor keeps them for 5 minutes and gives them a blue slip from the register for parents to fill in for the following day.
- If there is no note on the 2<sup>nd</sup> day they have been back, tutor keeps them for 20 mins and rings home requesting for the written note as the school attendance policy establishes.
- If there is no note on the 3<sup>rd</sup> day, the students will see their DYL/Pastoral Directors at break, lunch and after school until they bring it back. This will avoid lengthy outstanding unexplained absences.
- DYL/Pastoral Directors will send a letter to request for reasons or it will be unauthorised.
- All notes should be cleared within 10 days maximum.

## 5. Tutor Intervention:

- According to the school Attendance Policy, Tutor gets a weekly attendance summary for the previous week on Tuesday or Wednesday. Tutor to display information produced by YLA every Monday on display board.
- Students need to record this information in their contact book as well as filling in the relevant attendance data.
- Tutor must congratulate the students with 100% and encourage the ones with 96 to 99.99%.
- Tutor to mentor those between 92 and 95.99%, especially during admin day but also any other time, sending an email to DYL/Pastoral Directors with a brief line stating the student and what action was taken:
  - Monitor attendance daily.
  - Setting personal targets with students.
  - Tutor communicates with parents/guardians via letters/email/phone to update on attendance progress and initiate meetings.
  - Tutor meeting parents if attendance does not improve by their own initiative or as requested by DYL/Pastoral Directors. **All meetings should be followed up by a letter written by KIM not MARY which she will send to parents, put in file and copy to relevant staff.**
  - Reward students when attendance improves.

## Stage 2: DYL/Pastoral Director

### 1. AM registration:

- DYL/Pastoral Director visits tutor groups to collect absence notes and encourages students to be in and bring notes when absent.
- DYL/Pastoral Directors to take notes to KIM

### 2. PM registration:

- DYL/Pastoral Director can walk around and check on PAs or have a mentoring session.

### 3. Daily action:

- DYL/Pastoral Director checks the information sent by KIM around 10am, to flag up any issue that may arise.
- DYL/Pastoral Director sends an email before lunch with the students who must get a courtesy phone call on the same day: all but those **highlighted in yellow**.
- Chase those tutors who have not replied to that email by 7pm at the latest.

- KS3 DYL to insert the comments in sims indicated the Tutor has phoned home with the time of the call, who they spoke to and a brief summary of what was discussed. KS4 & KS5 Pastoral Directors to check that Tutors have input them.
- DYL/Pastoral Director DO NOT CHANGE CODES. ONLY KIM, KRB, CN and OS can change codes.
- DYL/Pastoral Director or YLA rings home on Day 3 of consecutive absence. DYL/Pastoral Director to liaise with OS (copying KIM, KRB, CN, YL, AHT) to request KRB to get involved.

#### **4. Unexplained absences / Absence notes:**

- DYL/Pastoral Director makes sure that we have cleared the notes within two weeks as per the legislation, taking the necessary measures.
- DYL/Pastoral Director sends letters home to those parents who do not ring the school as per school policy every day a student is absent asking them to do so.
- There should be no missing notes or unexplained absences older than 5 days.
- KIM will change the code from pencil in the paper register to green pen and annotate sims in the pm column with “Note. KIM” or write a little comment if the note does not match the morning phone call or what was said to the Tutor.
- CN will send an update with the unexplained absences once a week.

#### **5. Public recognition of achievement:** Good attendance needs to be promoted within the year group and rewarded:

- Certificates/Letters for half-term and full terms.
- School Reward Scheme.
- Reward Trips.
- Tutor group with the best attendance/best improved attendance gets a pizza every half-term.

#### **6. Meeting with KIM:** KIM leads the meeting at least once every 2 weeks where they will concentrate on:

- Checking registers: they are taken correctly, there are not empty boxes and all pencilled codes are green.
- Chasing unexplained absences.
- Identifying any attendance patterns.
- Checking that DYL/Pastoral Director has annotated sims for all action taken by tutors.
- Sending letters home when appropriate.
- Discussing any issues.
- Getting KRB feedback.
- Checking once a half term that the Watch list is up to date.
- Collating information for the termly report that has to be produced.

7. **DYL/Pastoral Director Intervention:** DYL/Pastoral Director needs to concentrate on the students between 85 and 91.99% attendance and has to mentor them, sending an email to Tutor, YL/Pastoral Director and CB with a brief line stating the student and what action was taken:
- YLA/DYL/Pastoral Director mentoring: set groups according to different patterns (BW, low attendance, etc).
  - YLA/DYL/Pastoral Director learning recovering group?
  - DYL/Pastoral Director standard letters. (KIM to update sims comments)
  - DYL/Pastoral Director phone calls. (DYL/Pastoral Director to update sims comments)
  - DYL/Pastoral Director meeting with parents: Attendance contract. (DYL/Pastoral Director to update sims comments). **All meetings should be followed up by a letter written by KIM not MARY which she will send to parents, put in file and copy to relevant staff.**
  - Reward students when attendance improves.
  - DYL/Pastoral Director term report following the given model and the data provided: the data will highlight groups of students who need to be looked at (SEN, FMS, etc)

### Stage 3: AHT

1. Keep CN/KIM and KRB informed so that they can update codes weekly, checking the missing marks and unexplained absences are being dealt with.
2. Liaise with KIM to find out any outcomes of meetings with DYL/Pastoral Director and act upon.
3. Decide the need for:
  - Multi Agency meetings: Bromley Children Project, Bromley Welfare, CAMHS, SS, E.P., Police (ABC – Acceptable Behaviour Contract), SEN casework, Young carers, etc.
  - Core Panel Referrals.
  - CAF
  - Fixed Penalty Notice.
  - Court.
  - Progress Board.
  - Request Progress Panel.

## Stage 4: DHT

1. Overview that everybody is doing what they should.
2. Meet and direct KRB:
  - Decide home visits.
  - Monitor work is being sent when appropriate.
  - Check KRB is filling in the Visits tracker and follow up letters are sent.
  - Check KRB is annotating sims.
  - Ensure KRB tells someone where he is going for health and safety issues.
  - Convene Progress Panel.
3. DHT meeting with parents: All meetings should be followed up by a letter written by KIM not MARY which she will send to parents, put in file and copy to relevant staff.
4. Keep relevant AHT and YL/Pastoral Director as well as CN/KIM and KRB informed so that they are aware.
5. Nominate students who may be repeating a Year.

## Stage 5: Headteacher.

1. Meeting with parents to discuss issues.
2. Decide whether the student is repeating a Year or not.

# Punctuality 2016-17

## Stage 1: Form Tutor

### 1. AM registration:

- Any students arriving between 8.31am and 8.45am, should be marked with L in black.
- There will also be the late gate people recording names.
- Tutors to be vigilant as some students are always late to avoid having to give their phones in or doing the equipment checks.
- Ensure mobile phone is collected.

### 2. PM registration:

- Any students arriving after 14.55, should be marked with L in black.

### 3. Daily action:

- DYL/Pastoral Director will send before lunch an email with the students who must get a 20-min DT at 3.20 on the same day for being late.
- Ensure that the student knows they have to sign in if they arrived after 8.45.
- Tutor to reply back to that email to DYL/Pastoral Director by 7pm at the latest after they have kept the students behind and discuss why they were late.
- This will be added to their time line in sims by DYL/Pastoral Director in KS3 or by tutors in KS4/5 to help us to show our support or to start court procedures.
- Some late comers will be out of your radar, but you may have to do the occasional DT to show your support.

### 4. Tutor Intervention:

- Tutor to mentor those with daily lates, sending an email to DYL/Pastoral Director with a brief line stating the student and what action was taken.
- Setting personal targets with students.
- Tutor communicates with parents/guardians via letters/email/phone to update on punctuality progress and initiate meetings.
- Tutor meeting parents if punctuality does not improve by their own initiative or as requested by DYL/Pastoral Director.
- Reward students when attendance improves.

## Stage 2: DYL/Pastoral Director

### 1. PM registration:

- DYL/Pastoral Director to check that tutors are keeping students who are late behind every day and discussing their issues

## 2. Daily action:

- DYL/Pastoral Director sends before lunch an email with the students who must get a 20-min detention at 3.20 on the same day for being late.
- KS3 DYL to annotate the Late mark (or check that it has been annotated) once the tutor has informed them they have discussed why they were late with their late tutees or Pastoral Director to check this has been done. This will be added to their time line in sims to help us to show our support or to start court procedures.
- DYL/Pastoral Director to challenge students who sign in the pink sheet – All students must bring a note if they are coming after registers are closed. Every day KRB will meet with them at lunch (venue to be confirmed) and discuss their lateness with them. Those with a note will be dismissed earlier, those without a note will be seriously spoken to by KRB. They will still have their punishment from the tutor at the end of the day and the DYL/Pastoral Director if on their list.

## 3. DYL intervention: DYL/Pastoral Director needs to concentrate on the students with lates and must record all intervention on sims:

- DYL/Pastoral Director to hold an hour DT every week after school (Thu or Fri) for those with more than 2 lates in a week with a letter sent home.
- DYL/Pastoral Director to escalate punishment if punctuality does not improve: 1 hour a day (20 mins at break, 20 at lunch or 20 at the end of the day; the whole hour at the end of the day, litter picking, etc).
- YLA/DYL/Pastoral Director mentoring.
- DYL/Pastoral Director standard letters. (KIM to update sims comments).
- DYL/Pastoral Director phone calls. (DYL/Pastoral Director to update sims comments).
- DYL/Pastoral Director meeting with parents: Punctuality contract. (DYL/Pastoral Director to update sims comments). **All meetings should be followed up by a letter written by KIM not MARY which she will send to parents, put in file and copy to relevant staff.**
- Reward students when attendance improves.