

## Attendance Procedures and Management Inter-relationships



### 1. Aim

The School Education Act, 1999 requires compulsory school aged students, as defined in the Act, to attend school, or participate in an educational program of a school, on the days on which the school is open for instruction unless an arrangement in writing has been entered into for a student.

Although there is no legal requirement in the School Education Act 1999 for pre- and post-compulsory aged students to enrol in a school, there is an expectation that once enrolled students will attend on a regular basis, and positive attendance patterns should be fostered with all students. The School Education Act 1999 requires an explanation of a student's absence is provided within three school days from the start of the absence.

It is widely recognised a child may be at educational risk if their attendance falls below 90%, not only in the current year but in subsequent years as well. Additionally, low attendance levels can impact upon a child's wellbeing and social connections. The table below provides a breakdown of the amount of time missed in a year and that impact that they may have on a child's education.

Period of Absence	Rate of Attendance	Level of Educational Risk
Average of 5 days per term	90%	Classified as regular attendance
1 day per week	80%	Indicated At-Risk
1.5 days per week	70%	Moderate Risk
2 days per week	60%	Moderate Risk
3 days per week	50%	Severe Risk
5 weeks per term	40%	Severe Risk

The attendance procedures aim to provide clarity in respect to student attendance, punctuality and the management of absences.

Sources of Authority	
CECWA Policy	Community
Executive Directives	Student Safety, Wellbeing and Behaviour

## 2. Scope

These procedures apply to staff, students and parents/caregivers.

## 3. Procedure

### 3.1 Parent/Caregiver Responsibility

#### 3.1.1 Absentees and SEQTA

The Principal or delegate can record an absence as 'authorised' if there has been a reasonable explanation for a student's absence. A reasonable excuse for the purposes of explaining a school absence can include:

- Medical or dental appointment
- Bereavement or attending a funeral (including Sorry Business)
- Illnesses and accidents
- Unforeseen or unexplained circumstances
- If the absence was a result of complying with another law
- The child is receiving distance education through a registered school
- The child is undertaking approved education, training and/or employment
- The child has been suspended
- The child is attending or observing a religious event, cultural observance or obligation

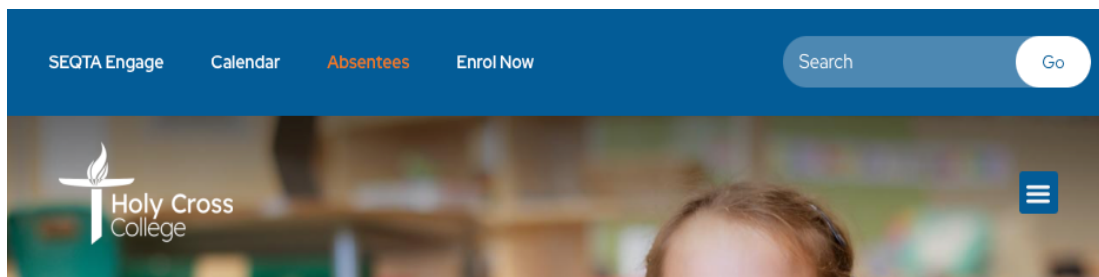
When a student is absent, late to school or leaving for an appointment, their parent/caregiver need to log the student's absence from school via SEQTA absentee app, or phone, or email the College: [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au). If they are unable to email, then a phone call on the day and a physical note should be provided. Emails will be entered on SEQTA by administration.

If a student is scheduled to attend a College-endorsed program such as: TAFE or work placement and is unable to attend on a given day, parents/caregivers must notify the College that the student is unwell and therefore will not be attending this endorsed program.

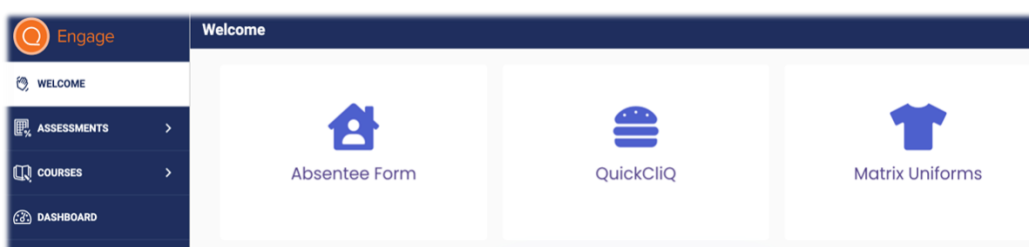
#### 3.1.2 Student Absentee Log Using App/Link

Parents/caregiver will need to log students' absences via our absentee app/ link. The link can be found in the following locations:

**College Website:** <https://www.holycross.wa.edu.au/>



### SEQTA Engage:



Parents/caregiver are required to answer all the questions on the form. Direct access to the link can be found here ([link](#)). This link can be saved to bookmark/favourite folders on your personal devices for future use.

At approximately 11am, an automated SMS will be sent to parents/caregivers whose child/children have been marked on the roll as absent. In Junior School, this SMS will be sent if a student is marked absent on the AM roll. In Middle and Senior School, this SMS will be sent if a student has been marked as absent for HTG, Period 1 and Period 2. Parents/caregivers are asked to reply to the SMS as soon as possible to resolve the absence.

#### 3.1.3 Students Late to Class

Students arriving after 8.35am must sign in through Administration. Students will use the kiosk and sign themselves in as unresolved late.

If the reason is valid i.e. with parent/guardian permission, Administration will change the roll to indicate that their late arrival is approved:



If the reason is invalid i.e. no parent/guardian permission, the Administration staff member will leave the attendance as unresolved late:




The parent/caregiver must use the [link](#) or phone or email using [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au) to explain the reason for the student being late before 8.35am.

#### 3.1.4 Appointment

If a student has an appointment the parent/caregiver needs to log the absence via SEQTA engage or email the College using [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au)

prior to the appointment time. A phone call is also appropriate however, the phone call must be supported with written communication.

Appointments will be marked as 'appointment - medical' and admin staff will use the following symbol: 

If notification of absence was provided by phone, the student's attendance must reflect that the parent/caregiver called approving the absence and that the parent/caregiver has been requested to put the absence in writing.

### 3.1.5 Phone Approved Absence


It is important that when receiving a phone call as part of the approval of an absence that the staff member ensure the following:

- the genuine parent/caregiver is in fact the caller
- request the parent/caregiver puts the absence in writing to the absentee [link](#) or email: [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au)
- the College has made reasonable steps to obtain the absence in writing
- after the call/message, the absence is inputted in SEQTA as:

Appointment-medical

Medical/unwell/injury



Parent contact – reason other than medical i.e. school CAN'T,  wellbeing etc.

then, state that the parent/caregiver called and XXXX (staff member initials) requested parent/caregiver to put the absence in writing to the absentee app/[link](#) or email once an absentee app/[link](#) or email is received by the College from the parent/caregiver it is added to SEQTA accordingly

### 3.1.6 Credited Absence

Whilst families are to make every effort to prioritise teaching and learning and have their child/children attend school, there are times in which the College will determine an absence to be credited. Some occasions in which a credited absence may be granted include:

- Illness with a medical certificate
- Bereavement
- Attendance at a College endorsed event
- Representative of a state/national team

In the case of bereavement, attendance at a College-endorsed event and representative of a state/national team, families must request a credited absence by completing the online form: [College Application for Credited Absence Form](#).

**Please note: requesting a credited absence does not guarantee its approval and is only acknowledged following confirmation from the Vice Principal, Deputy Principal or Head of Primary.**

Medical certificates must be sent to [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au) for an absence due to illness. Medical certificates can support a request for a credited absence. Medical certificates will then be uploaded to SEQTA by Administration and notification will be sent to the students' teachers.

Please note: that in accordance with the College's Assessment and Reporting Procedures, all Year 11-12 students require a medical certificate if they miss a scheduled assessment or assignment submission date.

### 3.2 Staff Responsibility

#### 3.2.1 Recording Attendance

- Staff are required to mark the roll as soon as is practicable in the lesson (within the first 5 minutes if possible). When marking the roll, staff are to take the time to mark each student individually as present or absent.
- Staff are to ensure that accurate attendance is recorded on SEQTA for each student in their class. For Junior School, this includes recording attendance at both morning and afternoon sessions for Pre-Kindergarten to Year 6, and HTG and every subsequent period of Year 7 to Year 12 students.

Note: A continuous attendance by a child of not less than two (2) full hours secular instruction is to be recorded as a half day's attendance. Students who arrive late but still meet this requirement are not to be included as a half-day absence.

- If a staff member marks a student as absent, the staff member is to check the student's attendance by accessing the SIP. If the student has been marked absent in their current class but present for all other classes, the staff member is to email: [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au).
- If a staff member has a student in their class however, the student has been marked by Administration as medical, endorsed program etc., the staff member is required to email: [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au) and request for the attendance to be altered to allow for accurate marking of the roll.
- If a student is on a risk management plan and this student does not arrive to class, the teacher will email [hcc.atrisk@cewa.edu.au](mailto:hcc.atrisk@cewa.edu.au) immediately. This email is to include: name of student, year level and location the student should currently be in.
- Students who are on an excursion, participating in an off-campus program or in some other school-approved activity are not to be counted as absent. Students on suspension are to be recorded using the relevant code for suspension on SEQTA.

- The College will keep attendance records in electronic form, but must be capable of reproducing these records in written form.
- Attendance records (e.g. attendance registers and class rolls) must be kept for a period of seven years.

Absentee notes that are separate from the student's records are to be kept for two (2) years from the date of receipt and then destroyed. This includes details recorded by the school when a parent/caregiver provides the school with a verbal reason. If the absentee note is included on a student's record file, then the note must be kept for 25 years from date of birth.

Unsatisfactory attendance reports on students must be retained in a student's records for 25 years from date of birth.


### 3.2.2 Accumulation of Late Arrivals to Class or HTG

If a student is late to HTG or a specific class three times in a term, the HTG teacher or Classroom Teacher will notify the relevant House Representative (for HTG) or the relevant Leader of Learning respectively who will issue a lunchtime detention.

If the student continues to arrive late to HTG or class, the Inter-Relationships Leader will be informed and will then follow-up in accordance with the Behaviour Support Guidelines.

## 3.3 Administration Responsibility



### 3.3.1 Day-to-day discrepancies.



The Administration Team will monitor the marking of the rolls during each lesson. Admin will run a report to identify any attendance discrepancies i.e. they were in attendance all morning, but have been marked absent for one lesson. Staff members with discrepancies will receive a direct message asking staff to confirm the student's attendance. Following the email, the absence will be changed on SEQTA to staff to advise: 

If an error has been made by the HTG or classroom teacher, the staff member will respond to the direct message to notify Admin that it was an error and fix the error on their own roll. If an absence remains unresolved i.e. the teacher is certain the student was not present, this will be referred to the relevant IRL to follow-up with the student.

At the end of each school day, the Administration team will generate a report of incomplete rolls, and email the teachers who have not completed their roll. The Administration team will generate a report of unresolved absences and send to relevant staff members.

If staff can resolve these absences, they are to change it on their roll and notify Admin via reply direct message to let Admin know that the change has been made.

If staff are unable to resolve these absences, they are to respond to the Direct Message from Admin staff member to confirm that the attendance was marked correctly. Admin staff will change attendance from staff to advise  to unresolved absence 

At the end of the school day, Administration will change the attendance of any students, who have been marked absent in every class from  to 

An automated email will be sent to the parents/caregivers of these students notifying them that their child has been recorded as absent for the day, and the requirement to contact the College via the app/link or email to resolve the absence. These emails will be sent to parents/caregivers each day until the attendance is resolved.

2025 Unresolved absence letter - Daily

Dear \_\_\_\_\_

Please note that, \_\_\_\_\_ was absent/late on the dates indicated below.

Date	
06/Feb/2025	
07/Feb/2025	




Please write the reason(s) in the spaces provided and return to [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au)

Thank you.

### 3.3.2 Absentee Follow-Up











At the end of each week, Administration will print unresolved absence letters. These absence letters are to be backdated to the previous week's Friday. These letters are to be collected by the House Representatives and Assistant Principal (Primary) and distributed to students on Friday morning. A parent/guardian information leaflet will also be included in this correspondence.

Unresolved absences will then be followed up fortnightly by the following staff:

- Late arrivals to HTG  or unresolved absence from HTG  : House Representatives and House Tutor Group teacher.
- Full day absence or one lesson absence recorded as  : Inter-Relationships Leader.

### 3.3.3 SEQTA Icons Explained

Administration staff are to alter attendance when appropriate in accordance with descriptions below.

	Appointment-medical	Notification received from parent indicating that their child is attending a medical appointment (doctor, dentist, specialist)
	Approved absence	Credited absence given by Vice Principal, Deputy Principal or Head of Primary for bereavement, representative of a state/national team or attendance at College-endorsed event.  Medical certificate received by Admin team.
	Medical	Student is confirmed by parent as unwell, seeking medical care or injured.  Please note: this absence should be changed to approved absence if a medical certificate is received.
	Parent contact	Parent/guardian has contacted the College and student is absent from school for reasons other than medical. Include brief details in note.
	Resolved absence	The College has made every effort to resolve the absence, and the absence appears genuine.
	Resolved late	Parent has provided a valid reason for their child being late.
	Staff to advise	Indicates that staff member has been sent an email to advise of discrepancy.
	Unapproved absence	When a student misses a school day for a family holiday that is not approved or deemed uncredited.
	Unresolved absence	When a staff member has confirmed that the student did not attend, or,  It is the end of the day and no parent contact has been received and the child has been confirmed absent.
	Unresolved late	Student confirmed as late to school by HTG/classroom teacher and no communication received from home, or,  The reason was invalid/unacceptable.

### 3.3.4 Historical Absences

It is important that fair and reasonable steps are taken when following up on historical absences:



- best practice is to obtain confirmation of the absences in writing
- the College has taken reasonable steps to obtain the absence in writing
- the College believes the absence is fair and genuine and therefore, 'resolved'. A resolved absence is to be recorded in SEQTA as 'resolved absence'.
- verbal confirmation from the parent/caregiver of absence by phone shall constitute sufficient evidence for approval of the absence, if:
  - the verbal confirmation by phone is recorded in SEQTA with date, time and staff member code (XXXX)
  - the College believes it would be unreasonable to request parent/caregiver provide written confirmation due to the time lapsed.

#### 4. Additional Information

##### 4.1 Students at Risk and Early Intervention

Early intervention for students at risk of developing irregular patterns of attendance is crucial so that these patterns may be reversed. Indicators of students at risk include the following:

- frequent lateness;
- leaving school early;
- missing lessons;
- being the victims of bullying and harassment;
- learning difficulties;
- many days absent, either through illness, unexplained reasons or family commitments;
- unresolved issues with school personnel (staff or students);
- social or emotional issues;
- difficulties at times of transition; and
- health issues experience by the student and/or family members.

Intervention strategies must be put in place regardless when students are identified as at risk through irregular patterns of attendance. Support is available through the Inter-relationships Leader, along with College Social Worker and College Nurse using the appropriate referral procedures.

##### 4.2 School CAN'T

Everyone experiences a lack of motivation or an unwillingness to go to work from time to time. Young people can experience this feeling relating to school too and this is normal. Sometimes however, the thought of going to school can cause severe distress for a young person and can result in this young person being reluctant to go

to school and/or an increase in absenteeism. High level of distress for a young person AND a reluctance to attend school is known as school CAN'T.

School CAN'T can:

- Have a negative impact upon a young person's learning and development.
- Affect friendships and socialisation
- Result in missed opportunities to connect with others
- Impact negatively on academic performance.

#### 4.2.1 Whole-School Strategies for Managing School CAN'T

- Clear expectations of full-time attendance for all students
- Clear and consistent procedures to enable early identification of attendance concern
- Process for students transitioning from and to other schools or campuses
- Positive school culture that is educationally engaging, culturally responsive and seeks to prevent bullying
- Promote and utilise school-family partnerships

#### 4.2.2 School CAN'T: Personalised Strategies

The main aim of strategies devised should assist the student to learn skills for managing anxiety and return to school as soon as possible.

- Work with parents/caregivers to build trust and confidence.
- Encourage parents/caregivers to take a consistent approach. The student's distress is likely to increase at the beginning of any intervention and needs to be managed calmly, with recognition given when the student makes any progress.
- Provide a quiet space for the student to go to when they're feeling anxious, particularly before class or during lunch break times.
- Nominate at least one adult for the student to go to when feeling anxious.
- Social skills training (eg assertiveness, dealing with bullying, joining in with a group, inviting a friend to join them in an activity).
- Reduced homework load.
- Teacher to avoid trigger points or touchy subjects in class.
- Avoid ultimatums and give choice/options.
- Document background, student strategies and staff strategies and share this with relevant staff.

#### 4.2.3 Educational and classroom planning

- Provide routine and certainty.
- Smile, be welcoming and make no reference to the student's absences on arrival.

- Adjust the curriculum if the student's fears are related to not doing well or feeling pressure at not being able to complete assigned tasks.
- Ensure the student has someone to sit and work with.
- To begin with, avoid selecting the student to participate in activities that would draw class attention, such as completing tasks at the front of the class and public speaking.
- Praise (ensure this is quiet and understated for older students).
- If the student complains of feeling sick and wishes to be sent home, avoid discussing or arguing, be patient and ignore the behaviour. The student can be sent to the nominated quiet area if this continues, not to the sick bay.

#### 4.2.4 Monitor and review

- Avoid increasing expectations too early
- Reset the 'goal posts' when needed
- Ensure all strategies support the promotion of a coping approach
- Keep the 'big picture' in perspective and keep trying
- Foster collaboration with parents/caregivers – neither the school or parent/caregiver can improve the situation alone
- If physical problems have been ruled out and the behaviour continues over a long period of time, an evaluation by a mental health specialist may be required

#### 4.2.5 School CAN'T: Attendance Re-Integration Plan

If a student is experiencing school CAN'T, it is important that collaboration and ongoing communication are established between the parents/caregivers of the student and the College.

A meeting will be arranged with the relevant College Social Worker and Inter-Relationships leader (for Secondary students) or Assistant Principal Primary (for Primary students) to discuss the implementation of an Attendance Re-Integration Plan. The student can either attend part of this meeting or will be required to meet with the relevant Social Worker following the meeting so that they too can participate in the formation of the Attendance Re-Integration Plan. In this meeting, it is vital that parents/caregivers provide College staff with as much information as possible to support the development of the Attendance Re-Integration Plan.

Note: for the student to engage with the relevant Social Worker, a Parent/Caregiver Consent Form must be signed.

An Attendance Re-Integration Plan includes:

- The student's modified timetable

- Student accommodations and support
- Support staff
- Parent/caregiver and student expectations

An Attendance Re-Integration Plan outlines a modified timetable which is a temporary measure to support a student's re-engagement with the College. Support will be provided to give the student the best opportunity to achieve success on this plan through consistent and/or improved attendance. There may be occasions in which a student's attendance does not improve; on such occasions, alternative schooling options may be discussed/explored.

#### 4.3 Alternative Attendance Arrangements

The College Principal may agree for a student to temporarily attend at another school or off-site educational program in accordance with Section 24 of the School Education Act 1999.

A 'Section 24' alternative attendance arrangement is an arrangement between the principal and the parent, or the student (if the student is considered an independent minor), where documented arrangement(s) are made for the student to attend an educational program away from the school site, whilst maintaining their enrolment.

This arrangement can be used in instances where the student is attending elsewhere for a particular period of the school year or during a particular period each week.

For further guidance refer to the Approving Section 24 Arrangements Guidelines on the Department of Education and Training website.

#### 4.4 Notice of Arrangements and Exemptions (alternative enrolment options)

Parents/caregivers may seek approval for arrangements for students seeking to participate in an alternative to full-time enrolment at school including Notice of Arrangements and Exemptions. Guidelines for applying for Notice of Arrangements and Exemptions (alternative enrolment options) are available on the Department of Education and Training website.

#### 4.5 North Metropolitan Education Region Participation Team

The North Metropolitan Education Region - Participation Team is responsible for supporting students in the final two years of their compulsory education period (typically year 11 and 12), or those turning 16 and 17 years, to comply with the legislative Leaving Age requirements in Western Australia. The leaving age rose from 15 to 16 years of age in 2006 and rose again from 16 to 17 years of age on 1 January 2008.

While all students are encouraged to remain in school until Year 12 graduation, students can leave school to take up approved further education, training or

employment pathway options, but it does mean that leaving school and doing nothing is no longer an option.

For early school leavers this means they will be required to participate in education, training and employment or combinations of these options until the end of the year in which they turn 17 years and 6 months old, or have satisfied the minimum requirements for graduation, or they have reached the age of 18 years, whichever happens first.

If school is not the best option, they may seek permission to attend a State Training Provider (formerly TAFEWA) or other Private Registered Training Organisations, gain an apprenticeship or traineeship, participate in full time employment, or a combination of these options. However, for each of these options, students must complete a Notice of Arrangements Form and have Department of Education approval.

#### 4.6 Alternatives to full-time schooling include:

- Full-time enrolment in a State Training Institution (formerly TAFE) or Private Registered Training Organisation
- An apprenticeship or traineeship
- An approved course with a community-based provider
- A combination program involving part-time school/training and part-time work
- Full-time employment

To apply for one of the above alternatives, schools must complete the form on the Department of Education and Training's Participation website.

For young people who are early school leavers and at risk of not participating in education or other approved training or employment programs, special support is available through the Participation Team who work across the North Metropolitan Education Region to broker support for successful transitions and attainment into meaningful pathways. This team has numerous Participation Coordinators and Senior Participation Coordinators, led by an Engagement and Transitions Manager, to provide specialist support and advice to students and their parents, as well as to all schools where the students are enrolled.

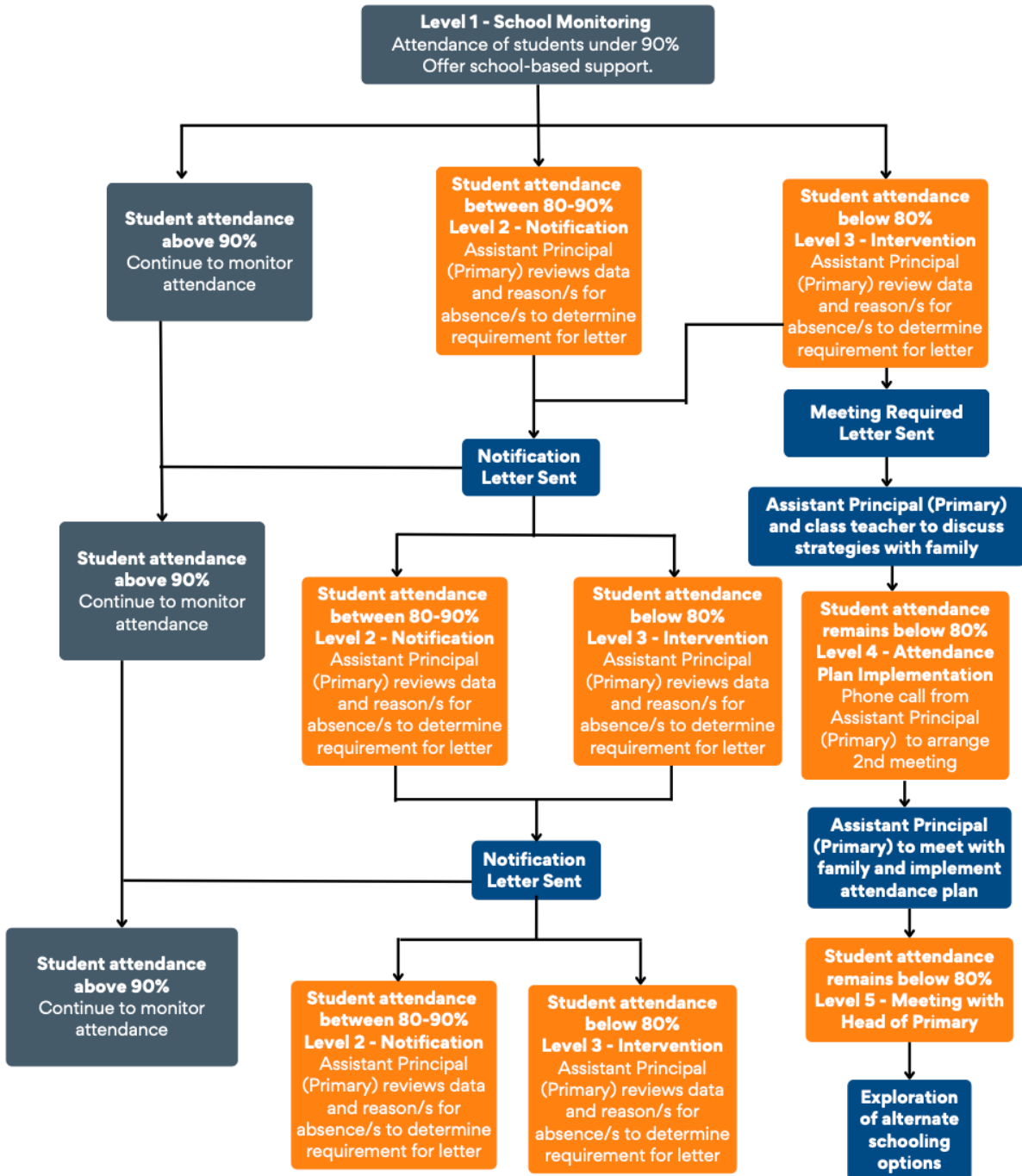
#### 4.7 Children Whose Whereabouts Are Unknown

If all attempts to locate a student have failed after fifteen (15) school days and the school has not received advice that the student has enrolled at another school, the school Principal is to refer the student to the "Children Whose Whereabouts are Unknown List" through the Student Tracking Coordinator (STC). Schools are advised to consult with Education Regional Office staff before submitting a child whose whereabouts are unknown request as these staff may know the student's whereabouts through their connections with other agencies.

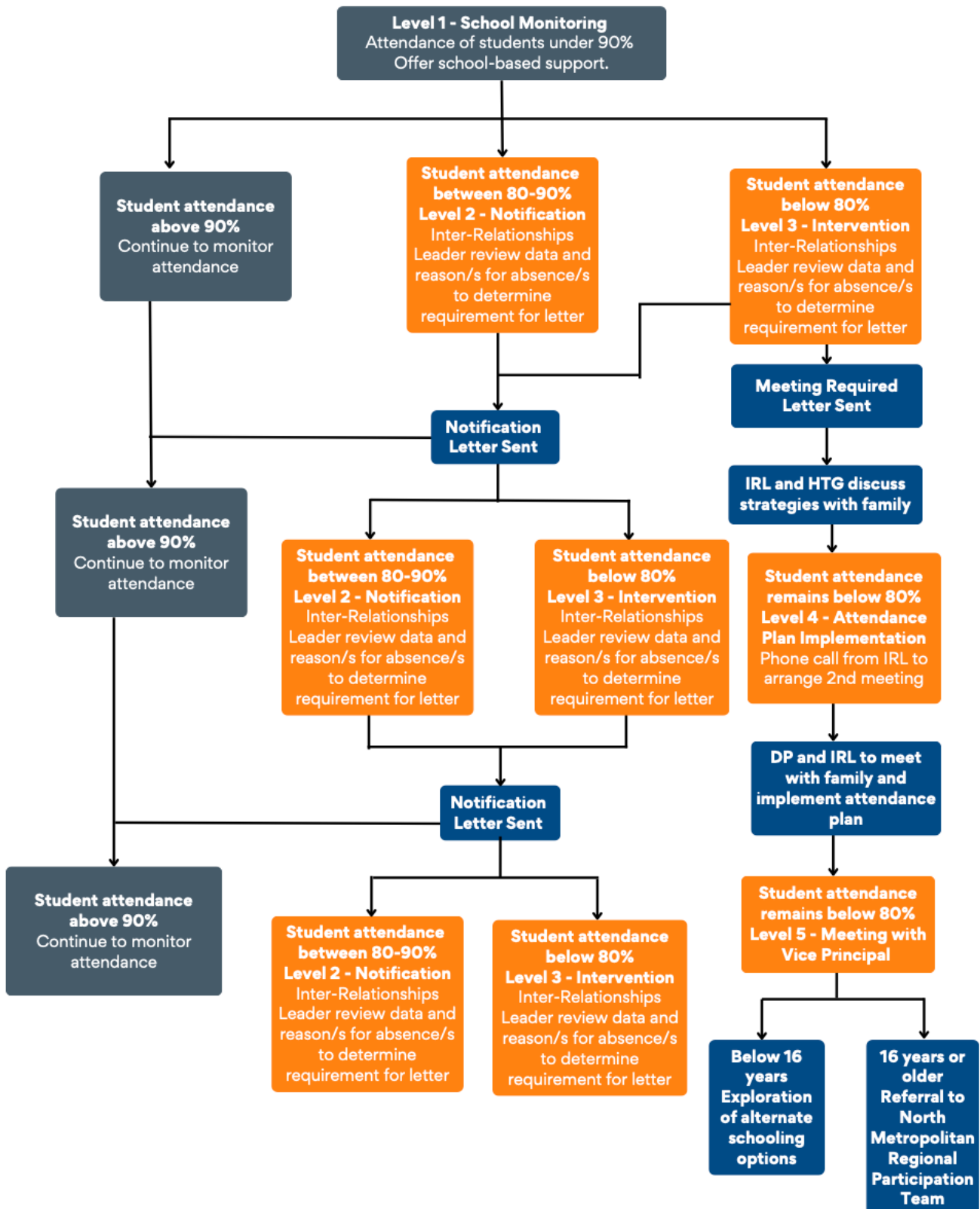
The College Principal is required to regularly review the Children Whose Whereabouts are Unknown list and advise the school attendance officer if a child has enrolled at the school.



## PK-Y6 Attendance Management and Procedures



## Y7-12 Attendance Management and Procedures



## Level 2 – Notification Letter

Dear {salutation},

### **Re: [Dates] Attendance**

The purpose of this letter is to notify you that {prefname}'s [Dates] attendance rate is currently XXX%, which is below Holy Cross College's recommended attendance rate.

All schools are required to monitor attendance and intervene when a student's attendance rate declines or a student's attendance rate falls consistently below 90%. A child may be at educational risk if their attendance falls below 90%. Additionally, low attendance levels can impact upon a child's wellbeing and social connections.

We acknowledge that there are many reasons for non-attendance at school ranging from personal, medical, family, education, relationship and community factors. This makes school attendance and ongoing attendance rates a complex task in some households. Our goal is to promote strong school attendance and the importance of everyday attendance, whilst working in partnership with families regarding low attendance.

Our focus foremost is on prevention of educational risk due to low attendance and we ask all parents to maintain the message with students that every day of attendance matters. This would include avoiding planning family events and holidays during the school term and ensuring attendance to the published final day of term.

We will continue to monitor {prefname}'s school attendance. If absenteeism continues to be a concern, we will contact you to arrange a meeting to better understand and discuss support required in ensuring {prefname} attends school. We ask that whenever {prefname} is absent that the College is informed as soon as possible via [absentees@holycross.wa.edu.au](mailto:absentees@holycross.wa.edu.au) and a reason is provided.

If there are any additional reasons for {prefname}'s absence or current attendance rate that may affect the way in which we support them, please do not hesitate to contact {prefname}'s Inter-relationships Leader or Assistant Principal (PK-6).

Yours sincerely

[Name]

**Deputy Principal / Head of Primary**



### Level 3 – Meeting Required Letter

Dear {salutation},

**Re: [Dates] Attendance**

The purpose of this letter is to notify you that {prefname}'s [Dates] attendance rate is currently XX% which is below Holy Cross College's recommended attendance rate.

All schools are required to monitor attendance and intervene when a student's attendance rate declines or a student's attendance rate falls consistently below 90%. A child may be at educational risk if their attendance falls below 90%, not only in the current year but in subsequent years as well. Additionally, low attendance levels can impact upon a child's wellbeing and social connections.

We acknowledge that there are many reasons for non-attendance at school ranging from personal, medical, family, education, relationship and community factors. This makes school attendance and ongoing attendance rates a complex task in some households. Our goal is to promote strong school attendance and the importance of everyday attendance, whilst working in partnership with families regarding low attendance.

Our focus foremost is on prevention of educational risk due to low attendance and we ask all parents to maintain the message with students that every day of attendance matters. This would include avoiding planning family events and holidays during the school term and ensuring attendance to the published final day of term.

Your child's Inter-relationships leader will be in contact with you to arrange a meeting at a mutually agreeable time to discuss {prefname}'s current attendance. If determined appropriate, an attendance plan will be put in place to support {prefname} moving forward.

Yours sincerely

[Name]

**Deputy Principal / Head of Primary**

## Attendance Improvement Plan



<b>Start date:</b>	<b>Review date:</b>	
<b>STUDENT DETAILS</b>		
<b>Student name:</b>	<b>Year Group:</b>	<b>House:</b>
<b>Parent:</b>	<b>Contact:</b>	
<b>Parent:</b>	<b>Contact:</b>	
<b>Support Staff (Staff creating attendance improvement plan)</b>		
<b>Behaviour/s impacting student from attending school</b>		
<b>Aim of the agreement</b>		
<b>Impact on Academic Reporting</b>		
<b>Strategies to support School Attendance</b>		
<b>WHAT</b> (Detail the strategies – strategies should be measurable)	<b>Action by School</b> (Indicate who – e.g. HTG teacher, IRL, Social Worker)	<b>Timeframe</b>
<b>Outcome at follow up review</b>		
<b>Date:</b>	<b>Reviewer:</b>	
<b>Continue with plan / Complete</b> <i>(please circle)</i>		

## Attendance Re-Integration Plan

<b>Start date:</b>		<b>Review date:</b>																																																																					
<b>STUDENT DETAILS</b>																																																																							
<b>Student name:</b>		<b>Year Group:</b>		<b>House:</b>																																																																			
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**Plan Accommodation**

**Pastoral/Support Staff**

**Parent/Caregiver and Student Expectations**

**Endorsement**

Verbal endorsement:  Confirmation via Direqt Message:  or Signature/s:

Student Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

Deputy Principal/Head of Primary Signature: \_\_\_\_\_

Inter-relationships Leader/Assistant Principal (Primary): \_\_\_\_\_

College Social Worker: \_\_\_\_\_

**Outcome at follow up review**

Date:

Reviewer:

**Continue with plan / Complete** *(please circle)*