

## **SIXTH FORM**

### **Attendance & Fitness to Study Policy**

#### **Attendance**

At TGGs we provide classroom provision of nine teaching hours per subject, over two weeks and one compulsory lesson, whereby staff will set work for you to complete in a designated classroom. This appears as a timetabled lesson and is compulsory. There is also a compulsory weekly tutorial session in year 12 and a compulsory, fortnightly tutorial session in year 13. We have a clear Attendance Policy which requires students to maintain an attendance of at least 90%, as agreed in the Learning Contract signed by all learners.

Maintaining high attendance of 90% and over is a prerequisite to success in the A Level programme. The linear courses are more demanding than they were previously, and expectations of the exam board are considerably higher. Failing to attend lessons can have a serious impact upon the learning of students and their outcomes at the end of the 2 year programme.

If concerns are raised about student attendance then we have a series of staged intervention procedures, outlined below.

In certain circumstances, there may be an immediate escalation of the situation to Stage 3.

#### **Stage 1: Early Intervention**

This would be an **Early Cause for Concern** raised by the tutor, the sixth form team, and/or subject staff regarding the attendance of a student which is falling below 90%. The meeting would involve the student, the Head of Year and potentially a member of the teaching staff, if the attendance issue relates to one subject only. The purpose of the meeting would be to discuss reasons why attendance is inconsistent and to suggest strategies to improve attendance.

Attendance will be reviewed after 2 weeks by the Head of Year.

#### **Stage 2: Focused Head of Year Intervention**

This would be a **Significant Cause for Concern** as the student is making little progress in improving attendance since the initial Early Intervention meeting. The Focused HOY Intervention Meeting would involve the student and the Head of Year. There will be opportunities to discuss the reasons for poor attendance.

The student will then be placed on a 3-week attendance report, with weekly meetings with the Head of Year to discuss progress.

#### **Stage 3: Joint Parties' Intervention**

This would be a **Serious Cause for Concern** as the student has not made significant progress with regards to improving attendance as evidenced by the attendance report. This Joint Parties' Intervention Meeting will involve the student, parent/guardian, the Head of Year and the Head of Sixth Form. There will be a discussion with regards to why the attendance has not improved since the report was issued. At this point it is apparent that the learner's failure to engage with supporting strategies to raise attendance is viewed as breaking the learning agreement contract.

The consequences of this could result in the student being asked to seek alternative academic provision if they are unable to commit to our attendance policy.

## **Fitness to Study**

TGGS is very committed to student wellbeing and we offer a range of services to support students who may have underlying physical and mental health issues, or are experiencing problematic, personal circumstances. This includes a team of pastoral staff, access to the School Counsellor, the Head of Year and the Head of Sixth Form.

We endeavor to support all learners so that they can be supported in a teaching environment that is both safe, and maximises student potential.

However, we have a duty of care to ensure that a learner is fit to study and we follow a staged intervention process if there are serious concerns raised about a student's health.

These concerns relate to the safety of the student and the safety of others, as well as the impact of student behaviours upon the ability of staff to deliver their programmes of study in a safe, teaching and learning environment, without unreasonable demands being placed upon them.

This policy is designed to support student wellbeing and to suggest strategies, both inside and outside of school; to try to facilitate the ability of the learner to access our learning provision. The A Level programme is very demanding and challenging, and if the learner is also experiencing other significant issues then continuing to study in a classroom environment can further exacerbate the stress.

If concerns are raised about a student then the Head of Year will implement the intervention process. If the concerns are very serious then there may be an immediate escalation of the process.

### **Initial cause for concern**

The Head of Year will meet with student to discuss early cause for concerns raised about their fitness to study. The Head of Year may suggest support in school which could include accessing the school counsellor or academic mentoring. If the meeting highlights more serious safeguarding issues, then the Head of Year may escalate the concern and refer to the DSL, CAMHS or MASH.

There is an expectation that the student will access the various support being offered by the school. If the student does not engage with support and if further concerns are raised about their fitness to study and access our learning provision, then there will be an escalation to a Significant Cause for Concern.

### **Significant Cause for Concern**

If the learner's health continues to prevent them from accessing our learning provision in a safe way then both the student and parents/carers will be invited into school to discuss future action.

This could potentially include the student being withdrawn from study until they are well enough to access our provision. The typical scenario would be to restart the academic year the following September.