Chiron OEP Attendance Policy

Policy implemented:	September 2023
Last reviewed:	May 2025
Next review due:	May 2027

1. Summary

Chiron OEP is an online education provider which aims to provide top quality online education for young people who are struggling to access mainstream education due to their complex circumstances. We offer a range of programmes for students aged 11 to 16 focused around English, Mathematics and Creative arts. The programmes aim to support young people in building their resilience, confidence, and skills to either complete appropriate Level 2 qualifications or re-enter in-person education. Most of our students have a history of school refusal and will be on their own unique journey with regards to attendance, however the tracking of attendance is core to safeguarding and we must have robust systems to ensure that no child is ever missing in education.

The aims of this policy are:

1. To outline the procedures for recording absence
2. To outline the strategies the school will utilise to encourage good attendance
3. To ensure that parents and carers understand how to report absence properly

2. Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Ayesha Allen, Principal
Technical review carried out:	Craig Harris, May 2025
Final quality check carried out:	Arjun Singh, Policy Officer
Date implemented:	September 2023
Version Number:	V1.1
Date of the next review:	May 2027
Department responsible:	Education
Job Title of Lead Person:	Ayesha Allen, Principal
Author / Main Contact, including their job title (if different from above):	-

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

3. Headings

1. Summary 1
2. Document Control 2
3. Headings 3
4. Content 4
   Attendance concerns 4
   Record keeping and review 5
   Illness 5
5. Areas of Governance 5
6. Areas of Responsibility 5
7. Learning and Development 7
8. Associated Documents 7
9. Useful Links 8
10. Version Control 8

This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on the Blink Hub. Printed or downloaded copies are uncontrolled and may not be up to date.

4. Content

In order for students to make progress during their time at Chiron OEP and to be fully prepared for their next steps, it is crucial that they attend regularly and on time. We recognise that many of our students come to us with a history of school refusal, however, we maintain high expectations around attendance for all our students and will support them to practice good routines with regards to attendance and punctuality (A&P). We expect students to attend and take full advantage of lessons, assemblies, 1:1 sessions (including coaching and therapy) and as many extra-curricular opportunities available to them as possible.

Chiron OEP lays out the following expectations with regards to attendance:

- Aim to attend all sessions and actively engage
- Arrive to sessions on time and stay until the end (sessions last an hour)
- Understand that everybody is on their own journey and we do not need to measure ourselves against the attendance benchmarks of our peers.
- Where you are unable to attend a session, a parent or carer must let Chiron know ASAP via voice message to the attendance line (see our website) or through their registered email address. Non-verbal communication will be followed up to verify identity.
- If you have a planned absence (e.g. a medical appointment or an interview) Chiron OEP should be alerted via email with as much notice as possible. Emailed absence requests will always be followed up by a verbal confirmation from the school over the phone.
- Where a session is missed the work will be set via Showbie so that students are able to keep up with the projects. Students will be encouraged to complete the work so that they don't fall behind the group. Any work submitted on Showbie (whether completed in a live lesson or as catch up) will be marked and receive feedback.

Attendance concerns

If a student's attendance is off target, we will work closely with the family/carers and professionals to put in place strategies to improve the situation. These strategies will be specific to the needs of the individual and will be informed by the wider community of professionals including therapists, subject specialists, ASD specialists (where applicable), social workers (where applicable) and any other professionals involved in the care of the child.

Strategies will be added to the IEP and reviewed each half term. If attendance does not improve this will be taken into account along with other progress data (such as engagement with tasks outside of lessons and academic progress) and fed back to the family/carer and virtual school (where applicable) so that appropriate next steps can be considered.

Record keeping and review

Attendance concerns are a safeguarding issue and where we have concerns arising from changes to attendance patterns or persistent absence teachers will raise these in line with our safeguarding policy. In the first instance these concerns will be reported by teaching staff on CPOMs. Where there is an incidence of school refusal, we will record this as a behavioural incident on Nourish using the ABC form in line with our Positive Behaviour Strategy. At the end of each half term ABC forms will be reviewed to identify patterns which may help us to improve our practise.

Illness

Where children have suffered significant trauma they may find physical illness to be triggering and difficult to handle. We recognise the importance of support where a student is struggling to engage due to illness and choose to believe a student where they tell us they are too ill to attend. Resilience is something that we endeavour to build through our 1:1 curriculum and it is not useful to call this out where a child is struggling to self-soothe. Where a child is unwell the work should be set via Showbie or OneNote and communicated to them clearly so that they can catch up. Where a child misses more than 2 days a get well soon e-card is sent to show the student that we are thinking of them. We will continue to check in with this child each lesson unless the parent or carer has made it clear not to expect the child at all that day. We will always check in at least once per day to ensure that our records are up to date.

5. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a timelier amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by Divisional Management. The people we support will be involved in the review to ensure it captures the important issues for them.

6. Areas of Responsibility

All stakeholders have a role to play in ensuring that our students maintain good levels of attendance and punctuality. The roles and responsibilities of students, parents/carers and Chiron OEP staff have been outlined below:

Students:

- Aim to attend all lessons on time.
- Take personal responsibility for attendance and punctuality.
- Ensure that lessons and activities are prioritised over other commitments and schedule appointments accordingly.
- If you are late, you still make the effort to join the lesson. You don't need to explain, just join in and the teacher will catch you with you later
- Discuss any barriers to attendance and punctuality with your 1:1 coach

PARENTS/CARERS:

- Take a proactive role in ensuring that the young person has a sense of personal responsibility and accountability for attendance and punctuality.
- Use the guidance from the OEP around setting expectations, creating healthy choice and creating a positive learning environment to set your young person up for success.
- Report any absence to Chiron OEP via the attendance line or email. Students should not report their own absence. Unreported absence will be considered truancy and a text message/phone call will be made to parents.
- Truancy or persistent absence will be referred to the DSL and a review meeting may be called.
- Ensure that holidays and personal celebrations take place during term breaks.
- If you are travelling, prioritise ensuring that the student has their charged Chiron iPad and a decent internet connection so that they can access lessons.
- Inform Chiron OEP of any planned absences via email with as much notice as possible. Please include any evidence (such as appointment confirmations) in your email. A member of Chiron OEP staff will call you and confirm verbally when the request is received. You will also receive a confirmation email when the absence is approved.

Teachers

- Monitor your groups A&P and report any concerns via CPOMs
- Ensure that registers are completed on Nourish within the first 10 minutes of the lesson so that parents of absent students can be contacted promptly.
- Identify any emerging patterns and bring these to staff meetings for discussion.
- Follow up absences by contacting parents/carers directly. Log the communications on Nourish so that all staff can use this information to inform their practice. If there are more serious concerns log these on CPOMs.
- Encourage students to catch up with missed work by ensuring that work is set promptly on Showbie and that feedback is given when work is received.

Attendance officer / DSL

- Celebrate student progress with attendance
- Keep up to date with research and policy on attendance to schools
- Empower parents with strategies and guidance to support their young people.
- Monitor patterns in attendance in order to identify trends
- Work with teachers, families, carers and other professionals involved et appropriate targets and strategies for students whose attendance is a concern
- Track the effectiveness of strategies and reflect on these with the staff team
- Refer concerns through the CPOMs system
- Deal with safeguarding in accordance with the Chiron OEP local safeguarding policy

Principal

- Create a culture that celebrates progress with attendance
- Ensure that all staff have the training and information they need to succeed
- Ensure that parents/carers feel supported by staff to encourage good attendance
- Hold staff and the DSL to account regarding recording, monitoring and reporting.

7. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process.

Include any relevant additional information about training plans, etc here.

8. Associated Documents

Salutem Safeguarding Policy
Chiron OEP Local Safeguarding Policy
Positive Behaviour Policy
Complaints Policy
Whistleblowing Policy

9. Useful Links

We recommend the resources on the NSPCC website for further information.

Keeping Children Safe in Education

10. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1.0	Sep 2023	New	New policy
V1.1	May 2025	Review	Update to links