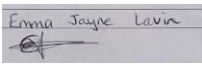
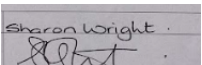




Inclusion, Intervention - Attendance and Suspension policy

UPDATE MINUTES				
VERSION	DATE	CHANGES	UPDATED BY WHOM	CHECKED BY
VERSION 1	Feb 25	DEVELOPED	EMMA JAYNE LAVIN	SHARON WRIGHT

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Author	Authorised by	Version Number	Issue Date
Emma Jayne Lavin Sharon Wright	Emma Jayne Lavin	1	February 2025
Role	SIGNED	SIGNED	Review Date
Proprietor / QA			February 2026

At Everyday Lessons, we regularly review our policies and procedures to ensure they remain compliant with current legislation and reflective of best practice.

Inclusion Statement

At Everyday Lessons, our ethos is that every student should feel empowered to succeed, with opportunities to strive beyond their limits and achieve what they once thought unachievable.

We are dedicated to fostering an inclusive, nurturing, and respectful environment where all learners, regardless of background, ability, or circumstance, are valued as individuals. We celebrate diversity, recognising that every child brings unique strengths and challenges to our community.

Our commitment to inclusion extends to children with Special Educational Needs and Disabilities (SEND), and to all pupils who may require additional support. We believe that every student has the right to access a high-quality education that meets their needs and supports their academic, social, and emotional growth.

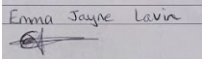
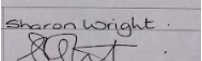
We aim to:

- Provide personalised plans and accommodations to meet the diverse needs of our students.
- Foster a culture of respect, empathy, and understanding among students, staff, and families.
- Collaborate with parents, carers, and specialists to provide effective support for each child.
- Promote a sense of belonging and participation in all aspects of school life.
- Continuously review and improve our practice to enhance inclusion and accessibility.

We believe that true inclusion benefits everyone. It enriches our community, teaches respect for diversity, and promotes compassion, teamwork, and resilience.

Holiday Provision

Our values extend into our holiday clubs, which are inclusive and accessible to children with SEND. We provide a safe, supportive environment where all pupils can continue their educational, social, and well-being experiences beyond term time. Activities are engaging and adaptable, with appropriate accommodations in place to meet individual needs.

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For us, inclusivity is not simply a policy, it is a way of life. At Everyday Lessons, we are proud to embrace and celebrate the unique abilities and qualities of every child, both in term time and during holiday provision.

Attendance Policy

Principles

Everyday Lessons is committed to encouraging regular pupil attendance and reducing absence. Attendance supports motivation, achievement, safeguarding, and positive life outcomes.

We work in partnership with parents, schools and the local authority to ensure all children have access to their full statutory education.

To support this:

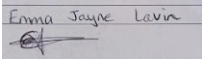
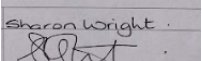
- No pupil attending Everyday Lessons on a part-time basis will exceed **16 hours per week**, ensuring their primary education remains the responsibility of their main school.
- The child's main school remains their registered education provider.

Our Attendance Aims

- Prioritise good attendance and punctuality across the community.
- Raise awareness among pupils of the importance of attendance.
- Provide support, advice, and guidance to families.
- Monitor attendance patterns and respond proactively to concerns, safeguarding risks, or sudden changes.

Support for Attendance

- Where agreed, pupils may be transported in staff cars or pool vehicles, following **Risk Assessment and Lone Working Policy** procedures.
- Everyday Lessons IS NOT responsible transport.
- Taxis MAY be arranged and funded by Everyday Lessons in exceptional cases, but this is not a guaranteed provision. Misuse of this support will result in parents being responsible for transport.

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Safeguarding

Persistent or unexplained absence is always considered a safeguarding risk. Staff monitoring attendance will liaise closely with the Designated Safeguarding Lead (DSL). CPOMS will be updated daily and concerns will be raised where needed. Access to this information is limited in line with GDPR policy.

Responsibilities

- **Parents:** Ensure regular attendance, notify the school of absence on the first day, and request planned absences in advance.
- **Pupils:** Attend regularly unless ill or authorised absent; discuss planned absences with staff.
- **Teachers:** Register attendance in every lesson and report unexplained absence to the Head of Centre.
- **Head of Centre:** Oversee attendance systems, monitor absence trends, follow up unexplained absences, liaise with DSL, and provide training for staff.

Register Procedure

Registers must mark pupils as:

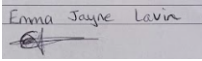
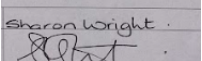
- **Present**
- **Absent (authorised/unauthorised)**
- **Approved Educational Activity** (e.g. trips, interviews, supervised off-site learning, medical appointments).

Illness, Medical & Religious Absence

- Pupils taken ill must be collected by a parent/authorised adult. Staff may transport pupils home in exceptional cases with Head of Centre approval.
- Absence for recognised religious observance will be authorised.
- Pupils with medical needs will be supported in line with *Supporting Pupils with Medical Conditions at School – GOV.UK*.

Reporting

Attendance will be reviewed regularly and reported annually in pupil reports.

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Intervention Policy

At Everyday Lessons, we believe that early intervention is key to helping pupils overcome barriers to learning, attendance, and behaviour. Our aim is to provide structured, supportive strategies that prevent issues from escalating and ensure every child can succeed.

Objectives

- Identify concerns at the earliest possible stage (attendance, behaviour, emotional, social, or academic).
- Provide targeted support to remove barriers to learning.
- Involve parents, carers, and external professionals where appropriate.
- Reduce the risk of suspension or exclusion by offering positive alternatives.
- Ensure interventions are personalised, proportionate, and regularly reviewed.

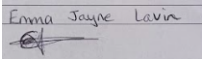
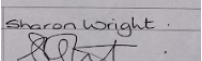
Intervention Strategies

Interventions may include (but are not limited to):

- **Pastoral support plans (PSPs)** – tailored action plans to support attendance, behaviour, or engagement.
- **Mentoring** – 1:1 support focusing on self-esteem, resilience, or goal setting.
- **Academic support** – additional tuition, small group sessions, or differentiated tasks.
- **Well-being support** – including counselling, mental health resources, or referrals to external agencies.
- **Family support** – regular communication, meetings, or signposting families to external services.
- **Restorative approaches** – strategies to resolve conflict, rebuild relationships, and restore trust.

Roles and Responsibilities

- **Teachers:** Identify early warning signs, record concerns, and implement classroom strategies.
- **Head of Centre/DSL:** Oversee interventions, coordinate external agency involvement, and ensure safeguarding measures are in place.
- **Parents/Carers:** Work in partnership with staff to support agreed intervention plans.
- **Pupils:** Engage with support plans and take shared responsibility for progress.

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Monitoring and Review

- All interventions will be recorded and monitored for impact.
- Plans will be reviewed regularly (e.g., every 4–6 weeks) with adjustments made as necessary.
- Where interventions do not lead to improvement, further steps (including suspension) may be considered.

Suspension Policy

This policy sets out the circumstances in which suspensions and exclusions may be used, and the procedures followed.

- The director has overall final say on suspension.
- The Head of Centre can suspend or permanently exclude a pupil without escalating to the director.
- Suspensions are a last resort and will always consider individual circumstances.

Fixed-Period Suspensions

Used in cases such as:

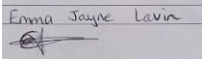
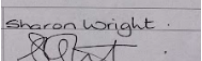
- Bullying, harassment, or discriminatory abuse.
- Persistent defiance or disruption of learning.
- Vandalism or minor violence.
- Alcohol use on site.
- Conduct bringing the school into disrepute.

Suspensions are usually **2–5 days**, but may exceed 5 days in exceptional circumstances, in which case full-time education will be arranged.

Permanent Exclusion

Reserved for the most serious breaches, including:

- Serious or threatening violence.

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- Possession of weapons.
- Possession, use, or dealing of illegal drugs.
- Persistent bullying or defiance.
- Theft.
- Conduct severely disrupting school life.

Investigations & Decisions

- Investigations will be impartial and evidence-based.
- Witness statements must be signed and dated (anonymity only in exceptional cases).
- Pupils will always be given the opportunity to respond.
- The Head of Centre has the power to make the final decision but all exclusions must be escalated to The director, considering aggravating/mitigating factors and SEND needs.
- The director has the final say.

Informing & Reintegration

- Parents will be informed as soon as possible, and decisions confirmed in writing within **48 hours**.
- Pupils returning from suspension will attend a reintegration meeting with parents and the Head of Centre.

Appeals

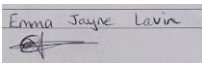
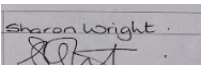
- Parents may appeal **permanent exclusions** in writing.
- Appeals will be heard by the **Appeals Committee (Head of Centre and Director)**.
- Fixed-term suspensions cannot be appealed.

Information Sharing

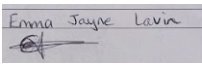
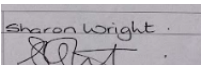
When required, prescribed bodies will be informed of:

- Start date of suspension.
- Type and reason.
- Duration.

Policy Review

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This policy will be reviewed annually, or sooner if required by legislation, safeguarding developments, or organisational changes.

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