Student Attendance Policy

Reviewed by:	Jo Gowen Deputy Head
EIA	Jo Gowen
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The Attendance Team

NKS Attendance Officer

Mrs Lunn   studentabsence@nks.kent.sch.uk
                                Telephone 01233 620045

All enquiries regarding attendance and attendance reporting should initially go through Mrs Lunn

Senior Leader responsible for Attendance

Dr J Gowen   jgowen@nks.kent.sch.uk

Attendance Officer

Mrs Lunn   slunn@nks.kent.sch.uk

SSM for each year group

Year 7
Mrs Parsonage   sparsonage@nks.kent.sch.uk

Year 8
Miss Somerville   ssomerville@nks.kent.sch.uk

Year 9
Mr Adams   radams@nks.kent.sch.uk

Year 10
Mrs Wilkinson-Snare   swilkinson-
 Year 11   snare@nks.kent.sch.uk

Mrs Dance   edance@nks.kent.sch.uk

Sixth Form
Mrs Thompson   nthompson@nks.kent.sch.uk
Mrs Baldwin   tbaldwin@nks.kent.sch.uk

Headteacher

Mr B Greene   bgreene@nks.kent.sch.uk

The Department of education makes the following statements regarding student attendance.

The law on school attendance and right to a full-time education

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

Principles of the NKS Attendance Policy:

- Students have the best chance of developing their full potential if they attend every class for which they are timetabled.
- Continuity of learning is seen as a major influence in the high achievement of students in this school.
- Good attendance is fundamental to a successful and fulfilling school experience. The Norton Knatchbull School actively promotes 100% attendance for all our students, and we use a variety of termly and annual rewards to promote good attendance and punctuality.
- Where absence from school is unavoidable, it is important that the home and school work together to ensure that this is as short as possible, and that work missed is caught up.
- The school is responsible for monitoring attendance and is publicly accountable for the attendance statistics.
- We recognise that parents/carers have a vital role, and a legal responsibility, to ensure good attendance and we promise to identify, investigate and work in partnership with parents/carers, students and other agencies to resolve attendance problems.
- Only the school can authorise absence; the law does not permit parents to do so.
- **Parental responsibility** – The responsibility for ensuring children attend school regularly and punctually rests with parents. To this end, it is desirable that parents should be the first line of contact whenever the child is absent from school. It is the parents' responsibility to contact the school whenever and on the first day the child is absent and when the child will be late.
- It is essential that parents/carers should be the first line of contact whenever the student is absent from school.

Detail:

The school day and registration procedures:

- It is expected that students will normally arrive at school from 8.30 a.m. and the school can take no responsibility for students before that time unless separate arrangements have been made in advance.
- Unless staying for a supervised after school activity, all students are expected to be off site by 4.00 p.m.
- Students are expected to attend all school sessions and timetabled lessons, registering normally at 8.45 a.m. in the assigned registration room at the start of the day. In addition, a register is taken in every lesson of the day, using our electronic system. For legal purposes there are 2 roll calls per day. The first is during registration and the second is during period 4.
- A student who, for whatever unforeseeable reason (e.g. problem with transport, or weather) is unable to arrive on time for a morning session should, nevertheless, make every effort to come in as soon as possible.
- Once registered, students are expected to remain on site until the end of school unless they have obtained prior permission to leave from their SSM.
- Permission to leave the site is normally only granted as a result of a parental request. This should be by email or telephone.
- Students leaving the site during the school day MUST sign out on leaving and sign back in on their return.

Lateness:

The register remains open until 9:30a.m. in the morning. If a student arrives late but before 9:30a.m. they must sign in with their SSM and will be marked as late. If they arrive after these times, it will be recorded as late after the register has closed and this requires confirmation by parents stating the reason for lateness.

Persistent lateness **–** lateness that is not due to unavoidable reasons such as coach or train delays etc., will lead to parents being informed and a sanction being imposed on the student. If after working with the student and parents to ensure they arrive on time, there has been no improvement and lateness becomes chronic extending over 10 occasions or more, then the school may ask KCC for a fine to be issued.

Leave of absence/holiday:

- If it is necessary for a student to miss school for a known reason, permission must be sought from the school 15 days before the event or as soon as is possible if this is not feasible. Such permission will only be granted in exceptional circumstances. Permission will not be granted for attendance at sporting events, theme parks, day trips to France and other primarily recreational activities, except as part of an organised school party.
- It is not possible for permission to be given on the day the absence begins or historically.

Students taking time off school will be registered as an 'unauthorised' absence if leave of absence could have been sought in advance.

- All requests for leave of absence should be made using the form provided online, and then sent to the attendance officer, Mrs Lunn studentabsence@nks.kent.sch.uk
- Schools are unable to authorise family annual holidays and these should be arranged to be taken during school holiday periods.
- Holidays taken without the school's permission will mean absence is unauthorised.
- The unauthorised absence of a student for 10 or more sessions (5 days) in a rolling 10 week period can result in the school requesting KCC to issue a fixed penalty notice.

<u>Absence through illness:</u>

- It is the parent's responsibility to contact the school on the first day their child is absent. This is a safeguarding measure so that all parties are aware of the students whereabouts and reason for not attending school.

- If absence is due to illness or other unforeseen occurrence, parents should inform the school, as early as possible, to advise of the situation. This can be done in 2 ways:

    1. Phoning the school and using Option 2 of the automated phone system and leaving a voice message
    2. Emailing studentabsence@nks.kent.sch.uk

- If the absence continues beyond the expected return date, it is the parent's responsibility to contact the school and inform them of a return date.
- If no contact has been received, school will contact home for all students either through SMS, email or by calling home.
- Where a student has been identified as being potentially vulnerable, a call will always be made on the first day of absence. Students for whom contact must be made by phone are identified on a school 'red list'. Students who should be on the red list will be identified by the attendance officer, the safeguarding team, SSM or the SENCo.
- If a student has missed school on three consecutive days and no explanation has been received from home, the Attendance Officer or SSM will call home for clarification of the situation.
- On return, if there has not been detailed contact/communication between parents/carers and the school as to the reason for absence, the parent/carer must provide a detailed reason for the absence on the first day of returning to school. This can be via email or telephone to the Attendance Officer. If insufficient information is provided to the school, the absence will be recorded as unauthorised. The Attendance Officer will communicate that an absence may be unauthorised to parents and carers.

Attendance Data

- The school regularly monitors attendance data to identify individual students or groups of students that may be at risk of becoming persistently absent. We look at whole school data, cohort data and individual student data to allow us to support the students early, safeguard them and review if there are things we could do better.

- We share our attendance data with the DfE and local authority and benchmark ourselves against   local, regional and national attendance data to highlight areas of improvement.

- Whole school and group attendance data is shared and reviewed by Governors. Any specific student attendance data is anonymous.

Persistent Absence

- A student whose attendance falls below 90%, for whatever the reason, is classed by the Department of Education as being a persistent absentee. When a student's attendance falls below 50%, they are classed as severely absent.

- As a school we work to develop good attendance across all student groups. We use attendance data to identify students and groups of students that are at risk of becoming persistently absent and work with them and their families to improve their attendance.

- If however, attendance does continue to fall below 90%, we will work with partner agencies and agree on a joint approach with the local authority.

- If after working together with the student and their family there has been no improvement in attendance, the school will seek advice and further support from the Kent Attendance Service (PIAS). Kent Attendance will first seek to support, but also have the power to issue fines and support the issuing of court orders should the situation justify these more extreme measures.

Authorising Absence

- Students should always aim for 100% attendance. The official government expectation is that all students will have a minimum attendance of greater than 90%.

- We recognise some absences are unavoidable e.g. medical/dental appointments but request that parents make these appointments outside of school hours whenever possible.

- When Parents report an absence, they should provide as much detail as possible so the absence can be coded correctly.

- Parents can monitor their child's attendance percentage via Parent Portal.

- In some situations, the school will not authorise absence as the student could have and should have been present in school. If the unauthorised absence becomes significant, school

will first do everything we can to establish the reason for this and support both parent and student to make sure that there are no barriers to a student attending school.

- Even if the school understands the reason for the absence and is authorising the absence, then we may request evidence for any future absences. Please see the information below regarding the evidence that it acceptable.

  - Medical evidence can be brought in at reception or forwarded to by email (we accept pictures or scans) at studentabsence@nks.kent.sch.uk.

The following counts as medical evidence:

- a doctor's note OR

- a note from the GP's receptionist on headed paper with name and the time of the appointment
  OR

- a prescription box that clearly shows name on it and the date OR

- an appointment card with name and date on it OR

- an appointment text (which can be screenshotted and sent to us as a picture) OR

- an admission/discharge letter from a hospital with name and date on it OR

- a dated receipt from a shop where self-medication was bought from on the day of the illness.

<u>Catching up with work:</u>

- If absence is known about in advance, a student should discover what work will be missed and seek to minimise the effect of his absence by completing work set in good time.
- When a student returns from absence they should discover what work has been missed and draw up a programme in conjunction with the subject teachers for its completion.
- Staff should support students in ensuring that gaps in learning are filled as soon as is practicable.
- If absence is long term, parents should liaise with the SSM who will co-ordinate the work to be set during the absence period.

Absence for exams:

- As far as is reasonable, students who miss internal examinations due to absence will sit them on their return or in advance if this is possible.
- **No such provision can be made for external (public) examinations.**

Fixed penalty notices:

- Section 23 of the Anti Social Behaviour Act 2003 empowers designated LEA Officers and the Police to issue penalty notices in cases of unauthorised absence from school.
  School can make a referral suggesting that an FPN should be issued but the decision to issue the fine will always be made by KCC and monies paid will go to KCC. All requests for a FPN are made in line with the KCC Code of Conduct.

    Reasons that an FPN may be issued by the LEA would include:
    a) overt truancy (including students caught on truancy sweeps),
    b) parentally-condoned absences,
    c) holidays in term-time,
    d) excessive delayed return school holidays without prior school agreement,
    e) persistent late arrival at school (after the Register has closed).

- The Fixed Penalty Notice will be issued to each parent liable for the offence. Although they will usually only be issued to the parent(s) who have allowed the absence to take place.

- The first penalty notice issued to the parent for a child will be charged at £80 if paid within 21 days, rising to £160 if paid between days 22 and 28.

- Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first offence, the second notice is charged at a flat rate of £160 and is payable within 28 days. There is no reduced sum available in this instance.

Availability of records:

- NKS uses our Arbor MIS to record all attendance. Should parents wish an attendance certificate to be produced by the school, this can be arranged.
- Where support from the LEA is requested, attendance records will be shared with the SLO and / or IAA for the purpose of clarifying the reason for support.

Stakeholder Responsibilities

Attendance is fundamental to success. The LA, the governing body, schools, parents and students need to work effectively to ensure that all students access a full-time education.

KCC
For all pupils
• Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
• Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
• Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
• Offer opportunities for all schools in the area to share effective practice.
For pupils at risk of becoming persistently absent
• Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.
• Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.
• If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners
For persistently absent pupils (attendance below 90%)
• Continue support as for pupils at risk of becoming persistently absent and:
• Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.
• Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.
• Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).
For severely absent pupils
• Continue support as for persistently absent pupils and:
• All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.

- Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

For cohorts of pupils with lower attendance than their peers
- Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance
- Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.
- Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker (VSK - Virtual School Kent)
- Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.
- Through the work of Virtual School Heads, they should:
  • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.
  • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.
  • Develop whole system approaches, with social care, to support the attendance of children in need

Support for looked after and previously looked after children
- Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.
- (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school whenever they live or are educated.
  • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.
  • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.
  • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring
- DfE Regions Group monitors local authority efforts as part of regular interaction.
- Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.
- Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint

Academy trustees and governing bodies

Support all pupils
- Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensure school leaders fulfil expectations and statutory duties.
- Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
- Ensure school staff receive training on attendance.

Pupils at risk of becoming persistently absent
- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Persistently absent pupils
- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Severely absent pupils
- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Support for cohort of pupils with lower absence than their peers
- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Support for pupils with medical conditions or SEND with poor attendance
- Regularly review attendance data and help school leaders focus support on the pupils who need it.

Support for pupils with a social worker

- Regularly review attendance data and help school leaders focus support on the pupils who need it

Looked after and previously looked after children
- Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.
- Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance

Monitoring
- DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.
- Ofsted considers governing bodies' efforts as part of inspection.

Schools

Support all pupils
- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence. This is led by Mrs Lunn slunn@nks.kent.sch.uk
- Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance. This is Dr Gowen.

Support pupils at risk of becoming persistently absent
- Proactively use data to identify pupils at risk of persistent absence.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners.
- If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

Support persistently absent pupils (attendance is lower than 90%)

- Continue support as for pupils at risk of becoming persistently absent and:
- Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings

Severely absent pupils (attendance is lower than 50%)

- Continue support as for persistently absent pupils and:
- Agree a joint approach for all severely absent pupils with the local authority.

Support for cohorts of pupils with lower attendance than their peers

- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.

Support for pupils with medical conditions or SEND with poor attendance

- Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals.
- Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.

Support for pupils with a social worker

- Know who the pupils who have, or who have had, a social worker are.
- Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.
- Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.

- Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register

Looked after and previously looked after children
- Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.
- Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.
- Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.

Monitoring
- The school's Senior Attendance Champion will ensure all school-based staff complete their attendance responsibilities in line with the school's policies and procedures.
- The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.
- Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.
- Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.

Parents

All pupils
- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible

Pupils at risk of becoming persistently absent
- Work with the school and local authority to help them understand their child's barriers to attendance.

• Proactively engage with the support offered to prevent the need for more formal support.

Persistently absent pupils
- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

Severely absent pupils
- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

Support for cohorts of pupils with lower attendance than their peers
Not applicable

Support for pupils with medical conditions or SEND with poor attendance
- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered.

Support for pupils with a social worker
- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered.

Looked after and previously looked after children
- Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.
- Proactively engage with the support offered.

Monitoring
- Schools regularly update parents on their child's attendance.
- (If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)

Attendance Codes
September 2024

	Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
	Absent – Leave of absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
	Absent – other authorised reasons
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
	Absent – unable to attend school because of unavoidable causes
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

	Absent – unauthorised absence	
G	Holiday not granted by the school	
N	Reason for absence not yet established	
O	Absent in other or unknown circumstances	
U	Arrived in school after registration closed	
	Administrative Codes	
Z	Prospective pupil not on admission register	
#	Planned whole school closure	

NKS Equality impact assessment

The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised

Policy details

POLICY STATUS
Existing – amended to reflect changes in KCSIE and 'in school' changes such as mobile phone policy
THIS POLICY WILL AFFECT
• Pupils • Staff • Governors/trustees • Parents

EIA completed by:	Jo Gowen
Contributors to EIA:	
Date completed:	10/09/24

Impact analysis

- Indicate what type of impact this policy will have for each group, and explain why
- If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		X		
Race		X		
Religion or belief		X		
Sexual orientation		X		
Gender reassignment		X		
Pregnancy or maternity		X		
Age		X		
Disability		X		
Marriage or civil partnership		X		

You could also add non-protected characteristics that have a specific impact in your school, e.g.:		X		
• English as an additional language		X		
• Looked-after children	X			Mentioned explicitly as a group that the school should look to support.
• Families with separated parents	X			Fines are considered on a case-by-case basis they are not automatically extended to both parents if there is unauthorised absence

INTERSECTIONAL IMPACT
The policy considers the safeguarding needs of more vulnerable groups such as those who may be LGBTQ+, PP or under social services, have mental or physical health issues.

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT
Policy was taken to SLT and then EGB for comment and refinement.

FINAL DECISION ON POLICY
• Details of how the EIA outcome will be monitored • Evidence collected / data reviewed • Policy review schedule

Any further consultation or stakeholder engagement

The policy will be updated to reflect the outcome of the review of students who are gender questioning in KCSIE 2024.

Monitoring arrangements

MONITORING ARRANGEMENTS