



**Attendance Policy**  
**Updated September 2018**  
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**Rationale**

Tor Bridge High wants all students to take full advantage of the educational opportunities available to them and we recognise that excellent levels of attendance and punctuality can support students to achieve their full potential, improve their life chances and future health & wellbeing.

**Aims**

- To encourage and assist all students to achieve excellent levels of attendance and punctuality by achieving a 100% attendance to school every year.
- To ensure that we work together with parents/carers in order to remove any barriers to achieving high levels of attendance and punctuality for all students.
- To maximize attendance and reduce the numbers of students who have concerning attendance (below 97%) which if not helped leads to them being persistently absent from school.

**Tor Bridge High**

- Expects students to attend school regularly and to arrive on time in a fit condition to learn.
- Encourages good attendance and will investigate all unexplained absences.
- Staff will set a good example in matters of attendance and punctuality and will promptly investigate all absences and lateness
- Will work closely with parents/carers should there be attendance or punctuality concerns.

**Students**

- Will ensure that they attend school regularly and on time.
- Will attend all lessons punctually.
- Will not leave the School without permission.
- Will have individual records of attendance/punctuality acknowledged by the school.

**Parents/Carers**

- Parents/Carers are legally responsible for ensuring their child’s regular and punctual attendance.
- Parents/Carers are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped to learn.
- Parents/Carers are responsible for immediately informing school of the reason for any absence by phone call/MyEd app a record of the absence with start and end dates of the absence should be written in the student’s planner and signed by a parent/carer when the student returns to school.
- Parents/Carers should not arrange family holidays during term time.
- Parents/Carers will be kept informed of their child’s attendance/punctuality record though Academic Mentoring.

**Registration (including Punctuality)**

Registration is a legal requirement and creates an orderly start to the school day.

**Procedures**

- All staff will take a register in every lesson.
- Students are required to be registered by the tutor or teacher during the first ten minutes of each lesson.
- If a student arrives to the lesson late, the register should be updated by the teacher with an L code and the number of minutes they are late.
- Each student should be called by name and respond in the prescribed formal manner ‘Here’, ‘Present’, etc.
- Should a student arrive late to school they will sign in using the Entry Sign system in Reception and make their way to their lesson.

**AM/PM Registration**

- The AM registration is open from 8.30am to 9.00am any student arriving after this time needs to be registered via the school office. U marks will be inputted for any student arriving over half an hour after the close of the schools of registration at 9.30am.
- The PM registration takes place during the first ten minutes of period 4.

It is essential that the register is taken during this time. Students arriving after the first ten minutes should be recorded as late, with the number of minutes late also recorded.

**Attendance Codes**

- Attendance records should use the mandatory DfE codes - see Annex 2

CODE	DESCRIPTION	MEANING
/*	Present (AM)	Present
\*	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence

D	Dual registration (i.e. student attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
K*	Present but in another location	Present
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N*	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Non-compulsory school age absence	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Student not yet on roll	Not counted in possible attendances
#	School closed to students	Not counted in possible attendances

\*The only codes that should be used in tutorial or lessons are those that are starred. All other codes will be used by School Offices when decisions have been made about authorisation.

### Authorised/Unauthorised Absence

Students need to attend school every day in order to make good progress therefore absence from school will only be authorised in exceptional circumstances

- All absences must be explained in advance, where this does not happen the absence will not be authorised. This advance notice needs to be in writing in the planner, by email, or by a phone call from a parent/carer or the MyEd App. Any extended absences of more than a few hours need to be recorded on

an absence request form which can be collected from School Offices. The school will then decide whether or not it will authorise the absence.

- Absence from school may be authorised if it is for the following reasons:
  - Illness
  - Unavoidable medical/dental appointments (but these should be made outside of school where possible)
  - Days of religious observance
  - Exceptional family circumstances, such as bereavement.
  - Seeing a parent who is on leave from the armed forces.
  - When students from the travelling community go on the road with their parent/carers where the school is informed beforehand.
  
- Absence from school will not be authorised for:
  - Students with attendance below 92% without medical evidence
  - Absence of a week or more without medical evidence
  - Arrangements that have been made between a student and their parent to be collected from school without agreement of the school office
  - Any type of shopping
  - Looking after brothers, sisters or unwell parents (parents/carers should tell the school know if their child is a Young Carer)
  - Looking after the house
  - Birthdays
  - Resting after a late night, returning from a holiday
  - Relatives visiting or going to visit relatives
  - Because holidays are cheaper in term time
  - More than one day for a family wedding
  
- Parents/Carers should avoid booking family holidays during term time as these will not be authorised and there could be a fine per parent, per child.
- Where the school has evidence of patterns of absence, or frequent absences over the course of one term, any future sickness will not be authorised without medical evidence. The school will make this request from the GP after information consent has been given by the parent. All unauthorised absences will count towards evidence in order to start legal processes

#### Procedures for Following up Absence/Lateness

- Students **will not** be required to provide medical evidence for every absence, but parents/carers will need to put in writing or in the student planner the **start** and **end** dates of the illness as well as an explanation as to what has kept their child/ren off school, if this is not done the absence will not be authorised.
- Students with attendance below 92% or for whom a pattern of poor attendance is emerging **will** be required to provide medical evidence. Absence will not be authorised if there is no medical evidence. If this applies to your child/ren, the school or the Educational Welfare Officer will make contact with the GP to explain this evidence is needed.
- If a student is absent at morning registration this absence is recorded as unauthorised until home has contacted the school and reasons for absence have been provided.
- On the second day of absence where there has been no contact from the parent/carer we will refer the case to the Educational Welfare Officer (EWO).

Parents/Carers will be required to attend a meeting at the school on the child's return to school.

- If a student has three or more absences over a term, the school will write to parents/carers and they will be required to attend a meeting with the Deputy Head of School and/or the Attendance and Welfare Officer(AWO)/EWO.
- ~~If a student is late 2 or more times to tutorial or lessons in a two week period, students will be required to attend a B4 detention from 3.00-5.00pm. Students who a late to school will be challenged and sanctioned on a daily basis. All students arriving after 8.30am will attend a break time detention from 11.05 - 11.20am. Students who fail to attend this detention will be sanctioned in line with the school behaviour policy.~~
- If a student misses tutorial or any other lesson it is classed as truancy and they will be issued with a B4 detention 3.00pm - 5.00pm.
- If a student is persistently late or absent, parents/carers and student will have to attend an Attendance Review Meeting with DHOS/AWO/EWO where targets for improvement will be set and statutory sanctions discussed.
- Students who arrive late - either to school or to a lesson - may also be required to make up the time either at break, lunch or after school that day, after the parents/carers has been informed.
- The preferred method of communication from parents is an email, MyEd or letter.
- When a student is persistently late or absent without good reason the school will take action to effect improvement; where this intervention is unsuccessful the matter will be referred to the Education Welfare Officer.

#### Holidays during Term Time

- Holidays will only be authorised in exceptional circumstances - the '10 days holiday authorisation at the Headteacher's discretion', has been abolished by the Government.
- Year 11, 12 & 13 students **must not** take holidays in term time under any circumstances.

Exceptional circumstances do not include:

- cost of a holiday or already having paid for holiday
- convenience
- meeting with distant relatives
- not having a holiday for a long time
- attending a wedding abroad.

#### Penalty Fines

There are an increasing number of Penalty Fines being issued to parents or carers, by the Plymouth City Council. The main reason for fines is unauthorised holidays. The charges are currently £60 per child, per parent rising to £120.00 per child, per parent if this is not paid within 21 days (2017/18).

Plymouth City Council can issue penalty notice if:

- a child has eight or more unauthorised absences from school over a six month period (eight absences are equal to four school days as there are two sessions in a school day)
- a child has been late to school after registration has closed eight or more times over a six month period
- a child is found during a truancy sweep and the absence hasn't been authorised by the school, and there are already eight previous unauthorised absences
- a parent/carer repeatedly fails to provide the school or the Inclusion, Attendance and Welfare Service reasons for their child's absences (this includes ignoring our attempts to contact the parent/carer).
- a child is found in a public place during the first five days of a fixed term or permanent exclusion

Parents/Carers will receive warning about their child's unauthorised absences in writing and get a chance to talk to Plymouth City Council about it. If your child has one more unauthorised absence within 15 days of them receiving a warning letter, we can issue a penalty notice.

The Inclusion, Attendance and Welfare Service (IAWS) can issue a Penalty Fine without formally warning a parent, if there is evidence to suggest that the absence is due to a holiday and no application was made to the school, or an application was made and the holiday was unauthorised.

Failure to make this payment can escalate into the fine being doubled or ultimately prosecution in the Magistrates Court.

### **Minimum required attendance**

The minimum requirement for attendance at Tor Bridge High is 97% and this does not allow for much absenteeism through illness etc., therefore dental and GP appointments need to be made outside of the school day.

This does not apply to outpatient appointments where photocopies of appointment letters will need to be handed in to your child/ren's School Office.

### **Strategies for Promoting Attendance/Punctuality**

- In the belief that all students are more likely to attend regularly if the curriculum is lively and meets their needs, the curriculum will be regularly reviewed.
- The curriculum will be monitored and developed to meet the needs of all students.
- Attendance data will be collected and analysed to inform pastoral and curriculum practices.
- Parents/Carers, students and staff are to be regularly reminded of the types of absence which are recognised as authorised and as unauthorised.

- The 'Vivo' rewards system will automatically reward students for arriving on time and attending each day. 'Vivos' will also be given on a termly basis for those students who achieve 100% attendance.
- Students whose attendance falls beneath 97% will be set targets for improvement. These targets will be regularly reviewed by the Tutor/D/HOS and recorded on the Attendance Improvement Meeting paperwork.
- Good (and improved) attendance and punctuality will be promoted and rewarded through awards given by Deputy Head of School. This can include postcards, letters home, Vivos or prizes.
- Regular, structured meetings will be held with the school's Education Welfare Officer in order to identify and support those students whose attendance/punctuality is a source of concern.
- Parents/Carers will be kept regularly and fully informed of all concerns regarding attendance and punctuality through the Progress Report and Academic Mentoring.
- Termly reports will be made by the Headteacher to the school's governing body on the issue of attendance.
- Students are to be constantly reminded of the importance and value of good attendance.
- Students who have been absent for any extended period of time will be reintegrated back into school through a structured and individually-tailored programme, supported by Curriculum/Key Stage/Subject Leaders which enable them to make rapid progress and get back on track.
- All issues which may cause a student to experience attendance difficulties are to be promptly investigated by the Tutor/Attendance & Welfare Officer/ Deputy Head of School. Parents/Carers will be asked to share information between services so that that school can be as effective as it can in getting support for the child to improve their attendance.
- At the end of every half term the Head of School will write to the parents of those students whose attendance is a cause for concern/congratulation.
- Visits to partner primary schools will be made in order to ensure the fullest support for all students during secondary transfer and in order to help identify any students who may need special help.
- Year 7 attendance will be reviewed at the end of the first month to evaluate the success of transition planning with SALT Attendance Lead and Associate SALT Transitions.
- Every term there will be an Attendance Strategy Meeting to discuss students with complex needs. This panel will be made up of D/HOS, AWO, EWO, School Administrators.
- The Attendance and Welfare Officer will work with identified students within each school to target focused interventions to raise attendance. The progress of these interventions will be analysed through tracking data and reported back at Heads of School Meetings.

#### **Collection of Attendance Data**

- Terms 1-6 the following data will be collected and analysed in order to assess performance and trends
  - whole school attendance rates are collected weekly
  - numbers and proportion of persistent absentee students

- attendance/absence rates for particular cohorts and groups (year groups, gender, FSM, SEND, etc.)
- A range of attendance data will be analysed by Curriculum Leaders/D/HOS at Raising Standards Leaders (RSL) meetings or by HOS/DHOS/AWO/EWO at Attendance Strategy meetings in order to identify trends and patterns and to link attendance with attainment.
- Student-level attendance data will be analysed on a weekly basis in order to identify persistent absentees and those students at risk of becoming persistent absentees.
- Attendance data will be used to set a range of attendance targets for the whole school and for identified cohorts in conjunction with the External Consultant and governors
- All students will be set individual targets. This target setting will be carried out at Academic Mentoring and recorded on their Progress Review.
- All staff repeat the one clear message about attendance: ***Being in school and getting a good education improves future income, health and wellbeing.***



## Annex 1

### Attendance Target Setting, Monitoring & Individual Tasks and Responsibilities

To support target setting students will receive attendance targets in statements. Students will also be issued with a guide to attendance to support their targets. Tutors will issue the targets at Academic Mentoring based on their attendance at school so far this academic year. Targets will be worded as below:

- ~~98%~~ - 100%: Tor Bridge High Attendance Leader. Continue to model the highest standards of attendance to your peers. Encourage others in your tutor group to attend well. [ExcellentGreen]
- ~~96%~~ - ~~97.9%~~: Moving towards Attendance Leader, work hard to reach role model status by showing the highest of standard of attendance to your peers. [Good]
- 93% - ~~95.9%~~: Avoid any absence other than serious illness; work harder at being in school every day. Work towards becoming a Tor Bridge High Attendance Leader [Stage 1 - Causing some concerns Amber]
- ~~90%~~ - ~~92.9%~~: Ensure you take immediate action to improve your attendance as you will not be making as much progress as you should.  
Reduce the number of days you are ill by not being off unless you are physically sick. Headaches, stomach-aches, coughs and colds are not reasons to take time off school. If you take time off, come back as soon as you are up and about. [Stage 2 - Very concernedRed]
- ~~>90%~~ - Less than 90% Urgently improve your attendance as you will not be making progress and your achievement is suffering. Don't take time off for minor illnesses such as sore throats, coughs, colds or when on antibiotics. Make sure your parent/carer contacts the school whenever you are absent. If your attendance does not improve your parents/carers may be fined for not helping you to attend school [Stage 3 - Serious concernsPurple].

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Monitoring & Intervention - Some or all of the methods below will be used to maintain high standards of attendance

All students:

- Will be monitored daily on SIMS
- Tutors to monitor their tutees through weekly returns

Students with attendance below 97%

- Attendance will be discussed at Academic Mentoring and Subject Parents Evenings and attendance targets will be set and monitored.
- Liaising with Class Teachers/Curriculum Leaders
- Sending work home, preparing resources, copying of student work during the absence
- For long term absence (more than one week) Health Plans will be made. This will be reviewed every two weeks until six weeks and then every six weeks if the absence lasts longer than a term.

School Office Teams will identify students who have chronic poor attendance. Even if the student has been referred to the EWO or is going to court, **all staff, tutor, teacher, Attendance and Welfare Officer (AWO), D/HOS must maintain a positive working relationship with the student through regular contact to parents/carers and the student.**

### Roles and Responsibilities

Although all members of the School community are responsible for maintaining high levels of attendance in order for our students to achieve, there are clearly defined roles and responsibilities depending on the individual needs of the student.

#### Tutor

**Responsible for promoting good attendance within the tutor group, and for monitoring and supporting individual students.**

The tutor will work towards improving the tutor group attendance year on year by;

- Making the tutor group welcoming and inviting for all students by developing positive relationships which help students to thrive
- Arriving to registration on time
- Take a register each morning and make a note of any student who is absent
- Work with individuals and their parents/carers to improve their attendance by speaking to them, meeting them and setting attendance targets with them at Academic Mentoring etc.
- Support school offices by asking students to get written reasons via the planner from their parents/carers.
- Use registration to discuss attendance matters and hold Attendance Improvement Meetings.
- Work with students who have not been attending registration by raising your concerns with parents/carers and by putting them on attendance report.
- Keep evidence in the attendance spreadsheet of all your attendance interventions.
- Remind tutees that their parents/carers must phone the school or send a MyEd message the first day of an absence and then send in a note which states, the dates of first and last days of absence.
- Encourage parents to use the planner to record reasons for absence.

## DHOS

### Responsible for attendance monitoring within their School

- Make attendance a priority within the Tutor Team, and with students
- Attends monthly meetings with School Administrators/AWO/EWO to identify and students and identify strategies for each of these students, and keep records of these meetings
- Be proactive in making referrals and having regular contact with the AWO/EWO
- Work with individuals and their parents/carers to improve their attendance, working on building positive relationships with the parents/carers of poor attenders, through regular contact by phone, meetings and letter.
- Ensure tutors are clearing their absences weekly
- Ensure contact is maintained with students who have been referred to the EWO
- Attend TBH Multiagency Meetings Termly (TBH HIM)
- Contributes to Attendance Strategy Meeting Termly

## HOS

### Strategic leaders for attendance within their own school and across Tor Bridge High

- Analyse the data in Heads of School of meetings and complete action planning
- Evaluate the impact of the Attendance Strategy
- Meet with the Deputy Head of School to discuss student attendance weekly
- Promote whole school attendance targets through assemblies, tutorial and parent/carer events.
- Write the attendance strand of the SIP and monitor progress on this every term
- Support the tutor teams to maintain high standards in attendance monitoring
- Oversight of all attendance interventions and Attendance Action Plans
- Attend TBH Multiagency Meetings (TBH HIM) every term
- Contribute to termly Attendance Strategy meetings

## Pastoral Administrators

### Responsible for SIMS, first day calling

- Initiate data for first day calls
- Make phone calls home
- Input absences on SIMS
- Work with tutors to clear up unauthorised absences
- Meet with D/HOS, EWO and AWO each week
- Keep an up to date record of PA students with progress mapped
- Alert tutors of patterns and trends,
- Produce weekly analysis of their school attendance - overall and groups
- Send out letters relating to attendance matters
- Email subject teachers for work when a tutee has a serious illness.
- Email subject teachers when a student has returned from a serious illness so that the teacher can make an action plan for the student to 'catch-up'.

### **Pastoral Administrator with attendance responsibility**

- As above, plus produce missing registers reports and attendance updates weekly for SALT.
- Prepare attendance data for every review period  
Use SIMS to identify overall and individual school attendance from the start of the year to the current date. Compare this data with the previous two years.
- Record the overall whole school PA and for each school and compare with the previous two years.
- Find the overall whole school and individual schools' attendance for FSM, Year Groups, female/male, EHCP, SEND Support, record and compare this data to that of the previous two years.
- Submit this data to SALT Attendance Lead at the close of every review window.

### **Additional Attendance Responsibilities**

Attendance and Welfare Officer (AWO)

#### **Responsible for focused interventions with students in each school**

- Identify approximately 15 students per school to work with to improve their attendance (93% - 96%)
- Follows the principles of weekly intervention with students to examine attendance and progress. Make contact with their parents/carers weekly, signpost to external agencies
- To keep attendance and assessment data on these fifteen students through SIMS user defined groups.
- To attend the Attendance Strategy Meeting termly to feedback on progress and agree upcoming interventions.
- Attends monthly meetings with DHOS/School Administrators/EWO to identify and students and identify strategies for each of these students, and keep records of these meetings
- To respond to urgent attendance concerns raised by D/HOS, with home visits or meetings with parents.
- To deliver support groups to both students and parents/carer

EWO - Educational Welfare Officer

#### **Responsible for dealing with the legal requirement for students to attend the School**

- Acts upon referrals
- Visits parents/carers to ensure students attend the School
- Issues Penalty Letters & Fines
- Fast tracks to Prosecution
- Has regular, weekly communication with Deputy Head of School, AWO and School Administrator
- Attends Attendance Meetings with students
- Contributes to the Attendance Strategy meeting termly to provide updates on intervention.

- Attends monthly meetings with DHOS/School Administrators/AWO to identify and students and identify strategies for each of these students, and keep records of these meetings

#### Subject Teacher

##### **Responsible for student attendance in their lessons**

- Identifies students who are in school but not in the lesson and informs the School Office by email or note that the student is absent. Whole school emails about student absence need to be sent via the school office.
- Makes parents aware of their concerns about a student's attendance
- Informs Curriculum Leader of attendance issues with particular students
- Places students on Curriculum Attendance Report
- Ensure students who have been ill can have 'catch up' notes
- Puts home-learning on Frog or other shared platform such as Office 365, Edmodo or Google Drive so that students who are absent can catch up on missing work or use support notes

#### Curriculum Leader

##### **Responsible for monitoring attendance in their curriculum area**

- Follows up on subject teacher requests for support on attendance and contacts home
- Sets attendance targets in their curriculum area and monitors
- Puts systems in place to reintegrate students or catch up on missed work

#### Headteacher

##### **Accountable for the attendance at Tor Bridge High**

- Reports to governors termly on whole and individual school attendance, groups including Persistent Absence, FSM, Gender and SEND
- Monitors the School Improvement Plan which includes an attendance target of 96.5% (2018-19) and a PA Target of less than 10%.

**Annex 2**

**Attendance Improvement Meeting**

**Student's Details**

First name: ..... Surname: .....

Tutor: ..... School: .....

% Attendance (this year and last year attached)

<b>Attendance Issues</b>			
What do you consider is your main problem related to your attendance?			
<b>Personal Barriers</b>		Cannot access the services they need	
Find it hard to start or maintain friendships		Bullying due to cultural differences	
Feel like a failure		<b>Financial Barriers</b>	
Embarrassment or feel different		Have accessed Foodbank or other places of support	
Does not believe anyone likes me		Have been evicted or lost home In the last 12 months	
Low self esteem		Unemployment	
Health including psychological health		<b>Relationship Barriers</b>	
<b>Health including psychological barriers</b>		Absent parents	
Feel anxious		Young carers	
Has self-harmed		Parental exclusion from school	
Has witness or experienced abuse or domestic violence		Parents working long hours	
Witnessed drug or alcohol use		<b>School based barriers</b>	
Childhood depression		Conflict with teachers	
Chronic illness (has been going on longer than 6 months)		Hard to get in to school	
Poor nutrition, dental, vision or hearing impairments		Fear of being bullied or cyber-bullied	
<b>Community or Culture Barriers</b>		Problem in lessons - too easy/too hard	

		other matters.	
	Feel unsafe where they live	Bullying due to cultural differences	

<b>Protective Factors, family, friends, people who support you etc.</b>

<b>Developing Edge Skills</b>
Resilience; referrals to self-esteem, anxiety, assertiveness.
Organisation; study skills, time management
Initiative; careers advice, outside agencies

<b>Relationships with people at school</b>
Describe your relationship with your friends and peers
Describe your relationship with your teachers
What help do you need to improve your communication and social skills

<b>Next Steps</b>
Attendance Target (as written in the Attendance Policy)
Attendance Strategy/Plan of Action

Implications for non-improvement (further review meetings, potential disciplinary action etc.) Meeting with parents Referral to AWO Referral to EWO Penalty/Fine
Time / Date for review:

<b>Agreement</b>	
Student signature:	Date:
Tutor signature:	Date:
HOS / DHOS signature:	Date:
Parent signature (if present)	Date:

### Annex 3

#### Multi-agency Information Sharing

I hereby give my permission for Tor Bridge High to share information with external agencies in connection with my child's health and wellbeing.

##### Statement of Consent:

- I understand that personal information is held about my child.
- I have had the opportunity to discuss the implications of sharing or not sharing information about my child.
- I agree that personal information about me may be shared and gathered from the following agencies:
  - NHS and other Health Services, including my GP practice
  - Early Intervention Service including the police
  - Adult Services
  - Mental Health Services
  - Education Support Services
  - Social Care
  - Voluntary Sector Organisations
  - Housing Providers

Are there any agencies you do not want us to share or gather additional information with? Please list them here:



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I agree to my information being shared between services

Your consent to share personal information is entirely voluntary and you may withdraw your consent at any time. Should you have any questions about this process, or wish to withdraw your consent please contact:

<b>Name of Student</b>		
<b>Address</b>		
<b>Post code</b>		
<b>Parent/Carer Name</b>		
<b>Parent/Carer Signature</b>		<b>date</b>
<b>D/HOS Signature</b>		<b>date</b>
<b>Agency</b>	Tor Bridge High	