



Absence/Engagement Strategy

At Running Deer, we acknowledge that the best place for a young person to be is in school. This is where the most progress happens and where we can best support our students. However, we must also consider each young person and their family's history, circumstances, and experiences when making decisions about attendance and absence, making sure we act in a way that is appropriate to the context of the individual. We look to approach this with empathy, understanding and support to try and support the young person in the best way possible for them. We try and avoid percentage measures for this reason; we use absence management plans when needed to help support the young person and deepen their engagement with school. This is informed by UNICEF states the following as rights relevant to all children and therefore a must in our school:

The following **rights are of equal importance** to every child. **Every child has the right to:**

- **Relax and play** (Article 31)
- Freedom of **expression** (Article 13)
- **Be safe** from violence (Article 19)
- An **education** (Article 28)
- Protection of **identity** (Article 8)
- **Sufficient** standard of **living** (Article 27)
- **Know** their **rights** (Article 42)
- Health and **health services** (Article 24)

Engagement	What this looks like	Actions	Expected outcomes
Excellent	Student is engaging well in all lessons and learning, towards their EHCP targets and has over 90% engagement in learning as measured by the register and the EFL	Continue with broad and balanced bespoke curriculum. Consider if we can meet need and if reintegration may be appropriate.	Continue to assess to half termly to ensure this consistent. May be ready for a different setting
Good	Students engage well in most of the learning. They require some therapeutic adaptation to allow for the best engagement. They are making progress with EHCP target.	Work through target PSHE and therapeutic interventions. Work with a Pace approach Ensure that students remain engaged. Closely monitor EHCP and academic learning. This is where most of our young people will sit.	For students to maintain this level of progress. To be happy and engaged and not needed any changes in relation to EHCP's and provision.
Typical	Students engage in some learning. They require a balanced amount of therapeutic support to allow for the best engagement. They are making progress with EHCP target and engagement in learning as measured by the register and the EFL	Students have targeted PSHE to help increase their engagement. Discussions will take place with parents/carers to look at what the barriers might be. Interactions plans and priority checklists will be examined. To ensure that needs are being met.	For this to be maintained and monitored.

Needs support	Students engage in occasionally directed learning. They require a significant amount of therapeutic adaptation to allow for any engagement. They can maintain their own safety while on site.	Students will have a time-limited therapeutic offer. Targeted PSHE/therapeutic interventions. Meeting with parents/carers and other relevant professionals an Absence Management Plan will be required. This may involve outreach and offsite learning. If no improvement is seen, then an emergency EHCP may be required unless there is significant extenuating circumstances.	Students will be able to see and acknowledge the challenges they are facing in school. They will begin to engage with the staff and will begin to show willingness to attend formal lessons.
Consider Emotional Based School Avoidance	Very little engagement with learning or therapeutic offer. Refusal to attend site or engage with outreach.	Educational psychology involvement is required and a professional meeting to discuss next steps. An EHCP review is required to discuss if Running Deer is an appropriate provision for the student.	A new EHCP to help support the student at Running Deer. A change in placement to a more suitable setting. A significantly revised EHCP plan.

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