

Student Attendance and Punctuality Policy

Version 5

This policy applies only to Pre-16 New Collaborative Learning Trust institutions.



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1.0 Aims and Principles of Good Attendance

1.1 The Trust are committed to maximising the achievement and attainment of all students. There is a clear link between good attendance and educational achievement. Regular and punctual attendance is vital if students are to benefit fully from the academic, personal and social opportunities, which are offered to them within the Academy.

- Parents/carers play an important role in supporting each Academy and encouraging students to reach good attendance levels.
- A broad and balanced education is dependent on regular attendance at the Academy.
- Each Academy will take appropriate action to promote and encourage good attendance.
- Each Academy expects all students to strive to achieve 100% attendance.
- Please refer to Appendix A for further guidance on the impact of attendance.

2.0 Statement of Expectations

2.1 What you can expect from each Academy

- We will promote 97-100% attendance and punctuality and will investigate any unexplained and/or unjustified absence.
- We will work closely with parents/carers where a student's absence is cause for concern.
- We will support students to achieve good attendance and punctuality.
- We will support students returning to school after prolonged absence.

2.2 What the Academy expects of the parents/carers

- To fulfil their responsibility by ensuring their child/children attend the Academy on time and every day, dressed in full uniform and equipped to learn.
- To inform the Academy of any reason that will prevent their child/children from attending via:

Anston Greenlands Primary

- Telephone communication: 01909 550557
- Email office@greenlandsprimary.org

Redscope Primary

- Telephone communication: 01709 740350
- Text message 07520660192
- Please **do not** email

Thorpe Hesley Primary

- Telephone communication: 0114 257 0153
- Please **do not** email

Wingfield

- Telephone communication: 01709 513002 ext 211/217
- Email using the attendance email: wfa-attendance@nclt.ac.uk

- To ensure that they contact the Academy by the time stated below on **each day** their child is unable to attend and that their child returns to the Academy with a valid reason for absence.

| Academy | Contact Time |
|---------------------------|---------------------|
| Anston Greenlands Primary | 9.00am |
| Redscope Primary | 9.00am |
| Thorpe Hesley Primary | 8.30am |
| Wingfield Academy | 8.15am |

- To contact the Academy in confidence whenever any problem occurs that may keep their child away from the Academy.
- To inform the Academy of any forthcoming appointments and, where possible, arrange appointments outside of the Academy day.
- To provide at least two up to date contact telephone numbers to ensure the Academy are able to contact you (parent/carer/family member). Please use the Arbor or MCAS app (if available) to update contact details ½ termly.
- Attend meetings when requested to discuss attendance.
- Provide medical evidence to enable the Academy to provide appropriate support for students following illness/medical conditions.
- To avoid arranging holidays during term time.
- As per statutory guidance all schools have legal powers to address poor attendance in school. This may include where required (but not exhaustive):
 - Parenting contracts
 - Parental orders
 - Fixed penalty notices

3.0 Registration

- The law requires the register to be taken twice a day.
- Each day counts for two (am/pm) marks of attendance or absence.
- Tutors/Class Teachers take registers electronically at the time shown in the table below. A mark is added for every student present (/). Students who are absent are recorded as (N) no reason yet provided for absence. The attendance team will then proceed to investigate any absence for safeguarding reasons.

| Academy | Morning Session | Afternoon Session |
|---------------------------|--|---|
| Anston Greenlands Primary | 8.50am | 1.00pm |
| Redscope Primary | 8.50am | 12.30pm FS2 1.00pm KS1 and 1.30pm KS2 |
| Thorpe Hesley Primary | 8.40am KS2 8.50 Reception/KS1/ Nursery | 12.00pm Nursery 1.00pm Reception, KS1 and KS2 |
| Wingfield Academy | 8.25am | 1.00pm |

- Once a reason for absence is established, appropriate absence codes are recorded in the register. These codes may be pre-entered where the Academy has received prior information from parents/carers.

- Anston Greenlands/Wingfield - If a student arrives after 9:00am a student will not receive their morning mark and will be coded as unauthorised (U). This will affect the student's attendance.
- Redscope - If a student arrives after 9:30 am a student will not receive their morning mark and will be coded as unauthorised (U). This will affect the student's attendance.
- Thorpe Hesley – In KS2, if a student arrives after 9:10 am they will not receive their morning mark and will be coded as unauthorised (U). This will affect the student's attendance. This is 9:20 for students in Nursery, Reception and KS1.
- Please see Appendix D for DfE attendance coding list.
- Guidance on applying the Education (pupil registration) Regulations 2006 can be found in 'School Attendance' published September 2018 by the DfE.

Wingfield Only

- Students who are late at Wingfield Academy will attend a 'next day' detention session. A text/MCAS will be sent informing parent/carer of this. Students are expected in the Academy no later than **8.20am** when the entrance gates will be closed. They should be arrive in tutor time no later than **8.25am**.
- Students can enter the building from 8.00am.
- Registers are taken at the start of every lesson throughout the day.
- If a student arrives after **8.20am**, they will have to report to the attendance office/reception and are marked as late (L) and a 30 minute next day detention will be issued.
- After 8.25am, if a student does not arrive late and parents/carers have not made contact safeguarding checks will be put in place.
- If a student arrives after 9:00am a student will not receive their morning mark and will be coded as unauthorised (U). This will affect the student's attendance.
- Sanctions, including detentions, operate for late arrivals. Parents will receive texts, phone calls and letters regarding punctuality and may even be invited into the Academy for a meeting if punctuality remains an issue.
- You can now monitor your child's attendance through the MCAS app.

4.0 Understanding Different Types of Absence

Only the Academy can certify absence as authorised or unauthorised, not parents.

This is why information about the cause of any absence is always required to ensure a student's attendance is correctly categorised.

4.1 Authorised absences

Authorised absences are mornings or afternoons away from the Academy for an acceptable reason. Illness will be reviewed according to the following criteria (but not exhaustive):

- Medical documentation
- Illness (that cannot be treated with over the counter medication)
- and/or medical/dental appointments, which unavoidably fall in the Academy day, emergencies or other unavoidable reasons.
- Patterns of attendance / absence

See Appendix B for details regarding requesting a leave of absence and Appendix C for more information on absences for medical reasons.

4.2 Unauthorised Absences

Unauthorised absences are those, which the Academy does not consider to be reasonable and for which no leave of absence has been approved. This type of absence can lead to the local authority using sanctions and/or legal proceedings. This includes:

- Minor illness i.e. headache, period pain, stomach ache, sore throat, cold/sniffles. (These can all be treated with over the counter medication).
- Parents keeping children away from the Academy unnecessarily.
- Truancy before or during the Academy day.
- Absence that has never been properly explained.
- Students who arrive in the Academy too late to receive their mark.
- Shopping, looking after other children, or birthdays.
- Day trips and holidays in term time that have not been agreed.

Where a child's attendance level gives cause for concern, which the Academy deems to be below 95% or a total of 8 days of absence, the Academy may choose not to authorise any further absence(s), whatever the reason given unless supported by medical evidence from a medical professional.

Whilst most students will be away from the Academy because of illness, some individuals can be reluctant to attend.

Any such problems with irregular attendance are best resolved between the Academy, the student and parents/carers.

If a parent thinks their child is reluctant to attend the Academy then we encourage the family to work with all involved to understand the root problem. When necessary, we engage the support of other agencies such as the School Nurse and Local Authority Early Help Team.

5.0 Staff Roles and Responsibilities

All members of Academy staff have a role to play in improving attendance and reducing absence.

5.1 Subject Teachers

- Welcome and value the attendance of all students to lessons and link to progress.
- Will ensure all students are accurately registered.
- Will ensure that students know the register is being taken.
- Will identify student absence to lessons and take appropriate action.
- Will identify any absence trends or concerns and will raise these with the appropriate members of staff.

5.2 Form Tutors

- Will discuss absence and attendance weekly with students using the attendance tracker.
- Will identify any absence trends or concerns and raise these with the appropriate members of staff (Attendance and Welfare Officer).
- Will work with identified students, setting targets to improve attendance and monitoring progress towards those targets
- Will ensure that any absence notes or verbal messages are sent to the Attendance Office/Reception.
- Will reward students for 100% attendance including 'in it to wing it' vouchers

For the primary schools the above roles covered in 5.1 and 5.2 are met by the class teacher.

5.3 Pastoral Leaders and Heads of Year (if employed by the academy)

- Will monitor absence and attendance of their cohort.
- Will undertake home visits where applicable.
- Will discuss attendance and absence in weekly meetings with the head of pastoral
- Will discuss absence and concerns with students, and where appropriate implement an 'attendance support plan'
- Will contact parents/carers where attendance concerns have been identified.
- Will support students to improve their attendance.
- Will support in attendance meetings with students, parents/carers and other agencies
- Will promote attendance through the pastoral curriculum
- Will work with other members of staff to share information and support students and their parents/ carers to improve attendance.

5.4 Attendance and Welfare Officer (if employed by the academy)

- Will take the lead on raising the profile of attendance throughout the Academy, including improving attendance and reducing persistent absence.
- Will monitor absence and attendance regularly.
- Will undertake home visits daily where appropriate.
- Will identify any absence trends or concerns and will liaise with the appropriate members of staff.
- Will contact parents/carers where attendance concerns have been identified and provide support to improve their child's attendance.
- Will lead attendance meetings with students, parents/carers and other agencies
- Will support students to improve attendance.
- Will work with outside agencies, including Early Help and the Local Authority, where appropriate, to improve attendance of individual students.
- Will monitor students who are dual registered, including those students who are undertaking managed moves or alternative provision.
- Will provide data to the Headteacher, Senior Leaders and other relevant members of staff on a regular basis.

5.5 Attendance Officer (if employed by the academy)

- Will monitor registration on a daily basis (attendance and punctuality) and ensure the appropriate registration marks are recorded accurately.

- Will receive calls and messages from parents/carers regarding student absence.
- Will contact parents/carers regarding student absence where no information is received for an absence (Please note the expectation is that parents/carers should make contact with the Academy). This is for safeguarding reasons.
- Will issue attendance and punctuality reports to Pastoral Leaders and other relevant staff on a daily and weekly basis.
- Will identify absence trends or concerns and raise these with the Attendance and Welfare Officer.

In the primary schools the roles covered in 5.3 to 5.5 are covered as parts of staffing roles where applicable.

5.6 Senior Leadership Team

- Will ensure the Academy attendance policy is implemented and regularly reviewed.
- Will ensure the whole Academy ethos promotes excellence in attendance and punctuality.
- Will monitor the curriculum to develop ways of improving the provision of educational experience.
- Utilise attendance data to inform strategic planning.

6.0 Response to Attendance Issues

- The Academy's action plan to improve attendance will be reviewed constantly.
- The Academy will identify and monitor students whose attendance gives cause for concern.
- Returns on persistent absences (90% and below) will be made to the Local Authority each half term.
- Appropriate strategies will be employed in order to address the attendance of individual students.
- Attendance data will be collected, analysed and monitored. The Academy will respond to any areas of concern identified.
- After an extended period of absence (5 or more days), re-integration procedures will be followed. This will include an initial consultation meeting with student and parent/carer and close monitoring by a key member of staff. A personalised programme of return may be considered if appropriate.

Please see DfE statutory guidance 'Ensuring a good education for children who cannot attend school because of health needs'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance_-_revised_may_2013_final.pdf

7.0 Statutory Requirements, the Law and the Local Authority

- Registers are legal documents; regulatory requirements placed on schools regarding the keeping of registers are to be found in the Education (Pupil Registration) Regulations 2006.
- Section 7 of the Education Act 1996 states that parents/carers are responsible to ensure their child receives a suitable education.

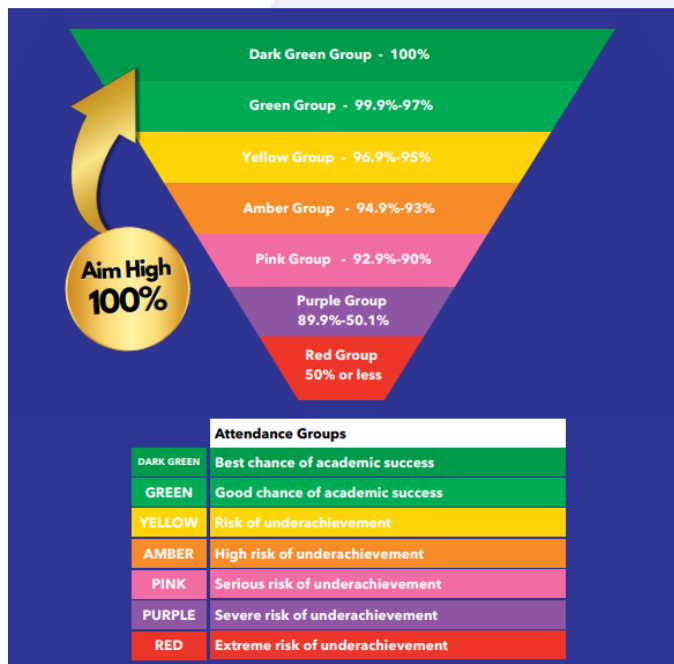
- Under section 444 of the Education Act 1996, a parent who fails to ensure their child attends the school at which they are registered, is guilty of an offence.
- The Academy works together with the relevant Local Authority to ensure that parents/carers fulfil their responsibility. There are a range of legal sanctions that may be imposed for dealing with unauthorised absence: Penalty Notices, Parenting Contracts and Orders, Education Supervision Orders, or referral to the Magistrates Court, which can recommend fines (up to £2500), or up to 3 months in prison.
- All sanctions are used to improve attendance and punctuality and reduce absence.

7.1 The Academy will follow the guidelines set out by the Local Authority below:

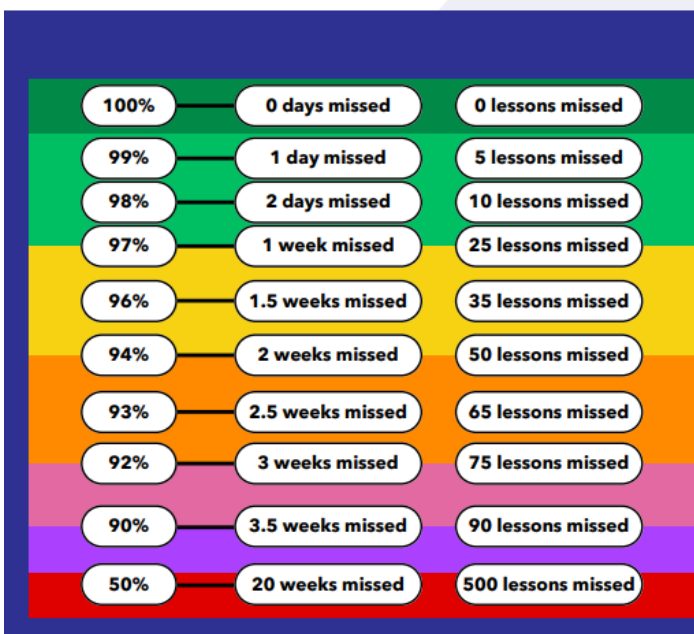
- A broad and balanced education that is dependent on regular attendance at the Academy.
- The encouragement and promotion of good attendance.
- Efficient and accurate recordings of attendances and punctuality.
- First day contact with parents when a student fails to attend the Academy.
- Any barriers to attendance are dealt with efficiently.
- Close liaison with the attendance team to assist and support families where needed.
- Notification to parents/carers of attendance through reports and letters home.
- When a student's attendance raises a cause for concern, parents/carers will be notified of this concern via the Local Authority letter (Attendance Pathway letter 1) and a meeting scheduled with appropriate professionals in the Academy, to plan for improvement. Early Help will be offered at this time.
- Where a student's attendance continues to raise cause for concern, parents/carers will receive a letter inviting them to meet with appropriate professionals in the Academy, to plan for improvement (Attendance Pathway letter 2) and Early Help will be offered.
- Where absence continues to be an issue, parents/carers and students will be notified by letter that the matter will be referred to the Local Authority School's Attendance Pathway, LASAP (Attendance Pathway letter 3). A further meeting will be arranged with Local Authority representatives, legal representatives, the Attendance and Welfare Officer, a senior leader and other professionals that may support improvement.
- A student becomes a Persistent Absentee (PA) when they miss 10% of their schooling across the Academic year, for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we require parents/carers full support and co-operation to tackle this. Any student whose attendance has reached the PA threshold or is at risk of moving towards this, is given priority for intervention. This can include personal action plans, referrals to other agencies and implementing the Attendance Pathway (above). Please refer to the Local Authority School Attendance Pathway policy:
- When attendance is consistently good, students will be rewarded. This can include postcards, certificates, events in the Academy and visits out of the Academy. Students with 95% and above will also be entered termly into a prize draw (please refer to the Academy rewards policy for further details).

Appendix A – Impact of attendance

ATTENDANCE PYRAMID



ATTENDANCE MATTERS



Appendix B – Leave of Absence

Holidays

Request for leave of absence

1. The document attached should be completed and returned to the Academy reception in time for the request to be considered well before the discussed period of absence.
2. Parents are strongly advised not to finalise any booking arrangements before receiving the Academy decision regarding the request.
3. The Academy cannot authorise leave of absence unless the request is received before the period of absence begins. The only time the Academy will authorise is exceptional circumstances, such as:
 - Leave for a bereavement of a close family member. Funeral service only. Not extended leave.
 - Time to visit seriously ill relatives.
 - Leave for important religious observances, to only include ceremony and travel time.
 - Leave for families of service personnel returning from long operational tours that prevent contact during the school holidays.
 - Reasonable adjustments for students with SEN or disabilities.
 - Leave for families who may need time to recover from trauma or crisis.
4. The Department of Education makes it clear that the schools may not grant leave of absence in term time unless there are exceptional circumstances. The Academy will determine the number of school days a child/student can be away from school, if leave is granted.
5. There is no automatic right to leave in term time.
6. We understand the challenges that some parents face when booking holidays, particularly during school holidays. However, we believe that in order to ensure children receive the best education and prospects; they should be in school during term time.
7. Each case is considered individually and on its own merits. The Academy will take account of:
 - Exceptional circumstances stated.
 - The stage of the child's education, progress, and the effects of the requested absence.
 - The current and previous attendance pattern of the child.

**THE ACADEMY EXPECTS EVERY STUDENT TO STRIVE TO ACHIEVE
100% ATTENDANCE**

Appendix C - Medical Appointments and Illness

I would like to remind parents of the protocols relating to medical appointments and related absence:

- Ensure your child attends before/following the appointment. School is open from 8.00am. Inform the school office (Primary)/ Pastoral Leader and Attendance team of the appointment. Students to leave via the attendance office/reception.
- Ensure your child returns to school after the appointment via the attendance office, even if it is for the last part of school, the student will still receive their mark and can collect any missed work.
- We will not authorise medical appointments if there is full day absence and the whole day is not required.
- Try to ensure regular appointments e.g. orthodontist, are arranged during the school holidays or after school where possible.
- We do understand that some appointments cannot be changed, however always request an alternative or later appointment that day eg after school.
- Please obtain proof of medical appointments. For example, this could be an appointment card from the Doctor's receptionist, a copy of the prescription, or sight of the medication issued, as medical appointments will NOT be authorised without evidence being provided. GPs do work alongside the Academy to ensure the right support is in place for your child.
- Talk to the Academy Health and Mental Health Lead Practitioner or Attendance and Welfare Officer about medical help offered in the Academy. You may not be aware that medication can be administered and stored securely at the Academy for your convenience.

There are some misconceptions about illnesses, please note the following:
In Secondary Schools:

- Students with conjunctivitis can attend unless they are feeling very unwell.
- In cases of sickness and diarrhoea, please allow 48 hours after the last episode before returning to school.

If in doubt, please check with the Academy Health and Mental Health Lead Practitioner.

Finally, your child's attendance will be affected by time off for medical appointments but more importantly; this will have a negative impact on learning and progress. Thank you for your continued support in ensuring your child's attendance and commitment to their education.

Further information provided by the NHS is available from the Academy. Please contact us if you require an information booklet provided by the NHS which gives advice on what medications are available to buy over the counter for minor conditions. You may find this helpful.

Appendix D – DfE attendance coding list

| Register Code | Description |
|----------------------|---|
| / | Present AM ** |
| \ | Present PM ** |
| L | Late (before registers closed) marked as present ** |
| I | Authorised absence due to illness (NOT medical or dental etc. appointments) – A positive covid result |
| M | Authorised absence due to medical/dental appointments |
| R | Authorised absence due to religious observance |
| S | Authorised absence due to study leave |
| T | Authorised absence due to traveller absence |
| H | Authorised absence due to agreed family holiday |
| E | Authorised absence as student is excluded, with no alternative provision made |
| C | Authorised absence as student is absent due to other authorised circumstances |
| B | Approved education activity as student being educated off site (NOT dual registration) ** |
| D | Dual registered (at another establishment) - NOT counted in possible attendances ** |
| J | Approved education activity as student is attending interview ** |
| P | Approved education activity as student is attending an approved sporting activity ** |
| V | Approved education activity as student is away on an educational visit or trip ** |
| W | Approved education activity as student is attending work experience ** |
| G | Unauthorised absence as student is on a family holiday, NOT agreed, or is taking days in excess of an agreed family holiday |
| U | Unauthorised absence as student arrived after registers closed |
| O | Unauthorised absence as student missed sessions for an unauthorised absence not covered by any other code/description |
| N | Unauthorised absence as student missed sessions for a reason that has not yet been provided |
| X | Non-compulsory school age absence - not counted in possible attendances **COVID related isolation period |
| Y | Unable to attend due to exceptional circumstances - not counted in possible attendances |
| Z | Student not yet on roll - not counted in possible attendances ** |
| # | Planned whole or partial school closure - NOT counted in possible attendances ** |

Policy Status

| | | | |
|----------------------------|----------------------|---|----------|
| Policy Lead (Title) | Claire Wilkins | Review Period | Annually |
| Reviewed By | Trust Executive Team | Equality Impact Assessment Completed (Y/N) | N |

POLICY AMENDMENTS

| Version | Approval Date | Trade Union Consultation Date (if applicable) | Page No./Paragraph No. | Amendment |
|--|--|---|--|--|
| Version 1* *First version since WFA joined NCLT | TET 08/07/2021 | N/A | | |
| Version 2 | TET 20/09/2022 | | Page 7: Paragraph 5.0 Page 8: Paragraph 7.1 Page 13 & 14 | Time changed form 9:30am to 9:15am Figure changed from 97% to 95% Covid Addendum removed |
| Version 3 | TET (RF & PD) via email 22/05/2023 | | Page 6: Paragraph 5 | Time changed form 9:15am to 9:00am |
| Version 4 | TET (RF & AW) via email 04/10/2023 | | | |
| Version 5 | TET (PD, AW, TT) via email 17/10/2023 | | | To include primaries within the policy |

Equality Impact Assessment (EIA)

The completion of this document is a requirement for all existing and proposed New Collaborative Learning Trust (NCLT) policies, major procedures, practices and plans (hereafter referred to as policies) as well as whenever looking at policy updates.

The Equality Act 2010 sets out our legal duty to undertake equality analysis of all trust/college policies. Completion of this EIA is the first step in meeting this duty. Please send the completed EIA (together with a copy of the related policy/draft policy document) to the Trust Director for Human Resources who will review the document and may refer to the Equality and Diversity Committee as necessary to advise on any follow up action that might be required.

Completion of the Equality Impact Assessment is part of the Specific Equality Duties (SED) required of the trust. Over arching the specific duties is the General Equality Duty (GED) required of everyone. Please bear the GED and SED in mind when undertaking this audit.

General Equality Duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Equality Duties Relevant to EIA are to provide:

- Sufficient information to demonstrate compliance with the general duties; including effects policies have on people.
- Evidence that analysis of this information has been undertaken.
- Details of information considered during analysis.
- Details of engagement (consultation) that has taken place.

Protected Characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage/Civil Partnership
- Pregnancy/Maternity Leave
- Race
- Religion or Belief
- Sex
- Sexual Orientation

| Audit Prompt | Response |
|-----------------------------|---|
| Name of policy | Student Attendance and Punctuality Policy |
| Author of document: | Claire Wilkins |
| Responsible Senior Manager: | Trudi Toms and Phil Davies |

| | |
|---|--|
| <p>Briefly describe the aims, objectives and purpose of the policy.</p> | <p>To support good attendance and punctuality in the academies.</p> |
| <p>Who does the policy apply to:</p> <ul style="list-style-type: none"> • Staff • Learners (please indicate which groups) • Members of the general public (please specify) | <p>Learners</p> |
| <p>Will the policy affect members of the target audience equally?</p> <p>If no, please indicate the specific groups targeted by the policy.</p> <p>In targeting the policy at a specific group of people will members of other groups be disadvantaged?</p> <p>If yes, how will this be addressed?</p> <p>What information has been gathered about the diversity of the target audience? Attach details of information considered.</p> <p>How has this diversity been taken into account in writing the policy?</p> | <p>The policy is designed to be applied consistently irrespective of the different student demographics,</p> |
| <p>Does this policy contain visual images?</p> <p>If yes, are these technical or cultural in nature?</p> <p>If cultural, do they reflect diversity?</p> <p>If yes, please indicate how.</p> | <p>Yes</p> <p>No</p> |
| <p>Please indicate how this policy supports the trust/college in its General Equality Duty to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation (A). • Advance equality of opportunity between people who share a protected characteristic and those who do not (B). • Foster good relations between people who share a protected characteristic and those who do not (C). | <p>A Clear processes and procedures are in place that supports students equally</p> <p>B The policy encourages and supports all students to maintain good attendance and punctuality which should advance equality between groups</p> <p>C the policy does not do this</p> |
| <p>Please indicate any negative impacts identified in relation to the protected characteristics listed below, or how you have arrived at the view that</p> | <p>No impacts identified</p> |

| | |
|--|-----|
| <p>there are not negative impacts in relation to these characteristics:</p> <p>Age</p> <p>Disability</p> <p>Gender Reassignment</p> <p>Marriage/Civil Partnership</p> <p>Pregnancy/Maternity Leave</p> <p>Race</p> <p>Religion or Belief</p> <p>Sex</p> <p>Sexual Orientation</p> | |
| <p>Is the policy free from discrimination on the grounds of:</p> <ul style="list-style-type: none"> • Additional Learning Needs • Economic Needs • Social Needs | Yes |
| <p>Please indicate who the policy has been considered by and/or who has been consulted about the policy. Where applicable include:</p> <ul style="list-style-type: none"> • Staff/student consultative groups • Trade unions • Equality and Diversity, Health and Safety and Safeguarding Committee • Other committees/working groups (specify) • Senior Management Team • Trust Executive Team • Board of Directors • External group / Advisory group (specify) | TET |
| <p>Can you identify any further consultations that might be necessary to ensure no adverse impact? If yes, please specify.</p> | No |
| | |

| | |
|--|---|
| Can you identify any differential or adverse impact the policy might have that is not already recorded? If yes, please specify. | No |
| How would you assess the overall impact of this policy on equality? Please circle. | High / Medium / Low |
| Please record who this audit has been completed by (if by committee/work group please indicate and get lead person to sign off): | Name : Andy Woodcock Job Title : Chief Operating Officer Date : 17 th October 2023 |

Please send the completed EIA (together with a copy of the related policy) to the Trust Director for Human Resources (Lauren Walker). Where necessary the policy will be reviewed by the Equality and Diversity Committee who may require additional information to fully analyse the impact of the policy and any actions/changes needed to address any negative impacts identified.