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| **Child Details** | | | | | |
| **Child Name** |  | **Date of Birth** |  | **Year Group** |  |
| **Address** |  | **School** |  | **Today’s Date** |  |
| **Attendance %** |  | **Unauthorised Absences** |  | **Review Date** |  |

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| **Parent Details** | | | | | |
| **Parent Name** |  | **Date of Birth** |  | **Relationship to Child** |  |
| **Address** |  | | | **Contact Number** |  |
| **Parent Name** |  | **Date of Birth** |  | **Relationship to Child** |  |
| **Address** |  | | | **Contact Number** |  |

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| **Supporting Agency Details** | | | | | |
| **Teacher** |  | **Job Title** |  | **Contact Number** |  |
| **Worker Name** |  | **Organisation** |  | **Role** |  |
| **Email Address** |  | | | **Contact Number** |  |
| **Worker Name** |  | **Organisation** |  | **Role** |  |
| **Email Address** |  | | | **Contact Number** |  |

This Parenting Contract is a formal written agreement with the Parent(s), Pupil(s), school (and Local Authority) to support the following action plan to address the poor school attendance of the child. A meeting was convened with the parent/carer(s), child, teacher and other professionals to address:

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| The reasons for the child’s non-attendance at school. | Actions that can or need to be taken by any or all of the people involved to secure the child’s attendance at School | To set an expected level of 100% attendance for the child to attain during the 3 week review period | The potential consequence of legal action being taken should the pupil’s attendance at School not improve |

Any agreement made in this Parenting Contract can only be amended providing everyone is aware and agrees to the suggested amendments.

Should the issue of attendance and/or punctuality continue to be a problem as a result of the Parenting Contract not being adhered to, consideration will be given to requesting legal intervention from Bradford Council, and this document may be used as evidence in any legal action taken due to a breach of **Section 444 (1/1a) Education Act 1996**.

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| **Everyone to Contribute - Child/Family Needs Assessment – Is the child…** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Healthy?**  \*1 = Extremely unhealthy  10 = Extremely healthy | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** |  | **2** |  | | **3** | |  | **4** |  | **5** |  | | | **6** |  | **7** |  | **8** | | |  | **9** |  | **10** |  | |
| **Safe from harm?**  \*1 = Extremely Unsafe  10 = Extremely Safe | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** |  | **2** |  | | **3** | |  | **4** |  | **5** |  | | | **6** |  | **7** |  | **8** | | |  | **9** |  | **10** |  | |
| **Learning and developing?**  \*1 = Regressing  10 = Learning and Developing ahead of peer group | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** |  | **2** |  | | **3** | |  | **4** |  | **5** |  | | | **6** |  | **7** |  | **8** | | |  | **9** |  | **10** |  | |
| **Having a positive impact on others?**  \*1 = Extremely Negative Influence  10 = Extremely Positive Influence | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** |  | **2** |  | | **3** | |  | **4** |  | **5** |  | | | **6** |  | **7** |  | **8** | | |  | **9** |  | **10** |  | |
| **Free from the negative impact of poverty?**  **\*1 = Poverty having extremely negative impact**  **10 =** | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** |  | **2** |  | | **3** | |  | **4** |  | **5** |  | | | **6** |  | **7** |  | **8** | | |  | **9** |  | **10** |  | |
| **Free from coercion/control from other children and/or adults?** | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** |  | **2** |  | | **3** | |  | **4** |  | **5** |  | | | **6** |  | **7** |  | **8** | | |  | **9** |  | **10** |  | |
| **Parent/Carer’s Views** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Why is your child not attending school regularly?** | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Child’s Views** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Why are you not attending school regularly?** | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Child/Parenting/Environmental Factors – Tick all that apply** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Development of Child or Young Person** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical illness/health needs |  | Disability-physical | | | | |  | | Disability-development delay | | | | | |  | Speech/language delay | | | | | |  | Diet/weight | | | | | |  |
| Sleep routine |  | Personal safety issues | | | | |  | | Alcohol issues | | | | | |  | Drug issues | | | | | |  | Unsafe sexual activity/exploit. | | | | | |  |
| Mental health issues |  | Emotional development issues | | | | |  | | Low self esteem | | | | | |  | Peer relationships | | | | | |  | Social Isolation | | | | | |  |
| Domestic abuse (previous) |  | Domestic abuse (current) | | | | |  | | Previous abuse/harm | | | | | |  | Bereavement/loss/separation | | | | | |  | Family breakdown | | | | | |  |
| Risk of Entering Care System |  | Separated from parent | | | | |  | | Behavioural problems at home | | | | | |  | Behavioural problems at school | | | | | |  | Bullying (aggressor) | | | | | |  |
| Bullying (victim) |  | Discrimination (aggressor) | | | | |  | | Discrimination (victim) | | | | | |  | Anti-social behaviour/Gang Activity | | | | | |  | Harmful sexual behaviour (agr) | | | | | |  |
| Harmful sexual behaviour (vic) |  | Offending behaviour (current) | | | | |  | | Offending behaviour (risk of) | | | | | |  | Academic under-achievement | | | | | |  | School non-attendance | | | | | |  |
| Exclusion-risk of suspension |  | Exclusion-suspension | | | | |  | | Exclusion-risk of permanent | | | | | |  | Exclusion-permanent | | | | | |  | Conflict (parental/family) | | | | | |  |
| Conflict (neighbourhood) |  | Sibling of child with a disability | | | | |  | | Young person acting as carer | | | | | |  | English as a second language | | | | | |  | Lack of positive role model | | | | | |  |
| Poor hygiene |  | Inadequate housing (adoles) | | | | |  | | Education Health Care Plan (EHCP) | | | | | |  | Need for further assessment | | | | | |  | Transition | | | | | |  |
| Self-Identity - Gender / Sexuality |  |  | | | | |  | |  | | | | | |  |  | | | | | |  |  | | | | | |  |
| **Parent/Carer (PC) Parenting Capacity** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Inconsistent/Inadequate Physical Care |  | Lack of stability; poor emotional attachments | | | | |  | | Poor guidance, boundaries and  stimulation | | | | | |  |  | | | | | |  |  | | | | | |  |
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| **Family and Environmental (PC = Parent/Carer)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Single parent family |  | Pregnancy (PC) | | | | |  | | Mental health issues (PC) | | | | | |  | Large family | | | | | |  | Drug issues (PC) | | | | | |  |
| Lack of support/social isolation |  | Immigration/EU/Refugee | | | | |  | | Conflict (neighbourhood) | | | | | |  | Chaotic family conditions | | | | | |  | Parental crime/imprisonment | | | | | |  |
| Physical health (PC) |  | PC involved in ASB | | | | |  | | Financial difficulties/poverty | | | | | |  | Learning disability (PC) | | | | | |  | Other: Please Indicate: | | | | | |  |
| English second language (PC) |  | Teenage parent | | | | |  | | Alcohol issues (PC) | | | | | |  | Family subject of discrimination | | | | | |  |  | | | | | |  |
| Housing |  | Impact of family history | | | | |  | | New to Area | | | | | |  | Lack of community resources | | | | | |  |  | | | | | |  |

### **Parents’ consent to information sharing**

By signing this parenting contract, we understand and agree that information about me/us has been and will continue to be collected so that we, the School and Bradford Council can assess and provide appropriate assistance and services. The School and Bradford Council may also use this information for service planning, monitoring and research purposes and may share the information with external agencies and providers of relevant services that they need to work with, to ensure that we are provided with the most appropriate services.

We understand that this information will be stored either electronically or in the manual records by the School/Bradford Council for case management purposes, to monitor and evaluate the effectiveness of the plan. The School/Bradford Council will keep the information updated and notify anyone who is given the information of any changes to ensure corrections are made.

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| **Parent / Carer (s) Actions – Parent/Carer(s) agrees to…** | | | | | |
| **Suggested Action** | | **Tick if Applies** | **Suggested Action** | | **Tick if Applies** |
| Make sure the child attends school every day | |  | Contact another professional if the child feels that the school are not dealing with any issue, or if the child feels uncomfortable about discussing an issue with the school | |  |
| Contact the school by phone to check attendance every day | |  | Find out where the child goes when they are not in school and inform the school so that action can be taken | |  |
| Look for the child and when possible return them to school if they leave the school site | |  | Notify the school of any occasions when you are aware that the child will be late in school giving reasons | |  |
| Attend any future meetings that may be called by school staff or other professionals | |  | Keep the school updated with full contact details, including where possible, a telephone number and email address | |  |
| Notify the school on every day the child is of absent from school, giving a reason and indicating a return date/time | |  | Ensure the pupil is seen by a GP when ill and provide medical evidence of any absence due to illness (i.e. appointment cards, prescriptions, letters etc) | |  |
| Contact the school as soon as you become aware of any concerns, issues or problems that you or the child may be experiencing. | |  | Provide permission to the school and/or other professionals to contact other services who can provide support to the child and the family (i.e. Early Help Family Hubs, Children’s Social Care etc) | |  |
| Appropriately reward the child for 100% attendance each week | |  | Appropriately sanction the child each time they fail to achieve 100% attendance for the week, and no justifiable reason exists | |  |
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| **Signature (Parent/Carer)** |  | | **Signature (Parent/Carer)** |  | |

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| **Child Actions (If Appropriate) – Child agrees to…** | | | | | |
| **Suggested Action** | | **Tick if Applies** | **Suggested Action** | | **Tick if Applies** |
| Attend school as agreed and on time. | |  | Be responsible for getting out of bed each morning to get to school on time and be aware that if they are late they will be awarded sanctions | |  |
| Be responsible for obtaining a registration mark even if they are late for school | |  | Make sure they follow the conditions of any attendance report given to them by a teacher | |  |
| Attend any future meetings as felt necessary by parent, school staff or other professionals who are trying to help | |  | Tell their parent/carer of any concerns especially if they are likely to affect attendance. | |  |
| Contact a teacher or a professional and let them know of any problems they have generally or relating to school | |  |  | |  |
| **Signature (Child)** |  | | **Signature (Parent/Carer)**  \*I agree with actions and will support |  | |

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| **School Actions – The School agrees to…** | | | | | |
| **Suggested Action** | | **Tick if Applies** | **Suggested Action** | | **Tick if Applies** |
| Provide the child with a place on roll at the School | |  | On receiving a call from the parent/carer, check that the child is in school. | |  |
| Provide appropriate education and support | |  | With the parent/carer’s and child’s agreement, the appropriate teaching staff will be made aware of the child’s situation. | |  |
| Ensure that the child’s attendance is monitored on a daily basis | |  | Respond to, or deal with, any problems, concerns or issues raised by the child, parent/carer, school staff or other professionals. | |  |
| Be available to make contact to discuss problems with the parent/carer(s), child, and/or other professionals | |  | If appropriate, consider alternative provision | |  |
| Place the pupil on an attendance report | |  | If appropriate, consider a modified timetable | |  |
| Liaise closely with the parent/carer(s) and other professionals should there be any problems, concerns or issues regarding the child, including any unexplained absences. | |  | Make a referral to support services on the family’s behalf, i.e. Early Help, Education Support, Health, CAMHS, Children’s Social Care etc. | |  |
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| **Signature (School Staff)** |  | | **Signature (School Staff)** |  | |

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| **Support Worker / Professionals Actions – The Support Worker agrees to…** | | | | | |
| **Suggested Action** | | **Tick if Applies** | **Suggested Action** | | **Tick if Applies** |
| Respond as soon as is practicably possible to any issues raised by the child, parent/carer or school staff. | |  | Arrange to meet with the child regularly or when the child requires. | |  |
| Provide support, help or advice to the child, parent/carer or school staff on request. | |  | Consider the use of an Early Help Assessment / Team around the Family | |  |
| Make a referral to support services on the family’s behalf, i.e. Early Help, Education Support, Health, CAMHS, Children’s Social Care etc. | |  | Contact other professionals supporting the child to clarify roles and to ensure that all the child / families unmet needs are identified and addressed. | |  |
| Meet with the parent/carer, child or school staff in the first instance should there be any further issues or problems identified particularly relating to attendance | |  |  | |  |
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| **Signature (School Staff)** |  | | **Signature (School Staff)** |  | |