

Attendance Policy

Sponsorship & Review

1 Sponsor

Vice Principal – Behaviour, Attitudes and Safeguarding

2 Reviewed

August 2021

3 Revised

January 2023

Principles

We aim to:

- Create an ethos in the school in which good attendance is recognised as the norm and every student aims for excellent attendance (Greater than 96%)
- Demonstrate using rewards that the school recognises that good attendance and punctuality are achievements in themselves
- Make attendance and punctuality a priority for all associated with the school
- Promote good teaching, since this provides the best incentive for students to attend school
- Record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism
- Develop a systematic approach to gathering and analysing relevant attendance data
- Set focused targets to improve individual student attendance and whole school attendance levels
- Create a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality
- Provide support, advice and guidance to parents and students and develop mutual co-operation between home and school in encouraging good attendance and in addressing attendance issues
- Promote effective partnership with the Local Authority and other services and agencies and follow their standard approaches in managing attendance issues

Key Roles and Responsibilities

- The *Vice Principal* (Behaviour, Attitudes and Safeguarding) and Attendance Officer will be responsible for the day-to-day implementation of this Attendance Policy and the procedures of Charlton School
- *Staff* (including teachers, support staff and volunteers) will be responsible for following the policy and for ensuring the students do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently
- *Parents/carers* are legally responsible for ensuring their children attend school regularly and may risk prosecution if they fail in this responsibility. Parents/carers should also ensure that their children arrive at school on time, with the correct equipment and in full school uniform
- *Parents/carers* should support the school by avoiding, if possible, non-emergency medical/dental appointments for their child during school time
- *Parents/carers* should be aware that they do not have the automatic right to take their child out of school during term time
- *Parents/carers* should inform the school of the reason for a child's absence on the first day of absence and in line with the school's procedures for informing of absence. If possible, the expected day of return should also be provided.
- *Parents/carers* are expected to attend meetings when requested and support the school in responding to ongoing attendance concerns
- *Students* are responsible for their own attendance to school and should aim to have excellent attendance and punctuality to school for which there will be appropriate rewards
- *Students* are expected to be on school site on time and ready to learn. Students are also expected to be punctual to all lessons

1 Introduction

The school uses BROMCOM management Information systems (MIS) to record attendance. Using an MIS system will not by itself improve attendance. It does, however, provide an accessible, accurate and easy to use record of data and information relating to the individual student or whole school attendance in the form of data reports.

1.1 Statutory Duty of Schools

Schools are responsible for recording student attendance twice a day, once at the start of the morning session and once during the afternoon session. An entry must be made on the attendance register for all students of compulsory school age who are on the school's admission roll

1.2 Parental Responsibility and /or Day to Day Care

This policy conforms to the legal requirements as detailed in The Education Act 1996, which states:

7 The parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable:

- a. To his age, ability and aptitude, and*
- b. To any special educational needs they may have, either by regular attendance at school or otherwise*

The Education Act 1996 section 576 defines the meaning of "parent"

In this act, unless the context of otherwise requires, "parent", in relation to a child or young person, includes any person:

- a. Who is not a parent of them but who has parental responsibility for them or*
- b. Who has care of them*

The Act also contains the details of when an offence is committed if a child fails to attend school stating:

If a child of compulsory school age who is a registered student at a school fails to attend regularly at school, their parent is guilty of an offence.

If in the circumstances mentioned above the parent knows that their child is failing to attend regularly at the school and fails without reasonable justification to cause them to do so, he/she is guilty of an offence.'

This policy also addresses and conforms to the requirements outlined in the later document entitled 'School attendance - Departmental advice for maintained schools, academies, independent schools and local authorities. (September 2018)

1.3 Local Authority Responsibility

If a child of compulsory school age fails to regularly attend the school which he/she is registered at, then the parent/guardian is guilty of an offence under section 444 of the Education Act 1996. Since March 2001 there has been a further offence where a parent, knowing that their child is failing to attend regularly at schools, fails without reasonable justification to cause him/her to attend can be prosecuted under Education Act 1996, section 444 1A (as amended by the Criminal Justice and Court Service Act 2000).

2 School Timings

2.1 Students are expected to attend the school for the full 190 days of the academic year and in accordance with the published term times, unless there is good reason for absence

2.2 The school day (morning session) starts at 8:50am when all students are expected to be in their designated area. The afternoon session starts at 12:10pm when all students are expected to be in their designated area.

Registration will be carried out in the morning and afternoon sessions and registers will be promptly marked within the first **five minutes of these sessions**

Students arriving later than these timings will be marked as late ('L' code)

2.3 Any students arriving 30 minutes after the start of each session will be recorded as Unauthorised Late (U Code); unless a valid reason, in writing, for absence are supplied by parents

3 Authorising Absence

3.1 Only the Principal and/or designated members of staff have the authority to authorise or unauthorise absences. The school will code all absences in line with the Department for Education School Attendance Coding Guidance

3.2 There are two types of absence:

- I. Authorised – where the school approves student absence
- II. Unauthorised – where the school will not approve the absence

3.3 Authorised absences are those which the school deem to be acceptable, such as genuine illness, attendance at an interview, religious observance or other legitimate off-site events and these are coded accordingly in the school's attendance records and for monitoring purposes

The key points schools should consider when deciding to authorise absence are:

- it is a legal requirement that registered students of compulsory school age attend regularly and punctually,
- a satisfactory explanation for every absence is required; if one is not forthcoming the absence should be treated as unauthorised,
- schools are not obliged to accept a parental explanation for student absence where there is doubt as to the validity of that explanation,
- parents should be aware that only the Headteacher has the discretion to agree to any leave of absence during term time where there are exceptional circumstances. Each application for leave of absence should be considered in view of the specific circumstances of the family. (N.B Applications for leave of absence during term time are discussed fully in Section 7.0),
- schools should always expect regular and punctual attendance, even when the school is aware of family difficulties,
- minding the house, looking after siblings, shopping or going on a trip will not normally be acceptable reasons for absence,
- where absence is authorised, schools should remain vigilant to emerging patterns of non-attendance,
- lateness should be actively discouraged and persistent lateness treated in the same way as irregular attendance,
- schools should develop a close working relationship with the Attendance Support Team (AST) in order to promote regular school attendance and ensure access to all legal interventions where necessary.

3.4 An unauthorised absence is when a student is absent without prior authorisation from the school and/or when no justifiable reason for absence is provided by the parent/carer

3.5 Where a student arrives late but provides an adequate explanation, s/he should be recorded as late ('L' code) if arriving before the register closes or if student arrives after the register has closed, then the student should be coded as an authorised absence for the session e.g., 'M' code for dental or medical appointment

3.6 The decision to authorise an absence should be made within a maximum of ten school days from the date of the absence. If no reason has been provided during this time the absence should be recorded as unauthorised.

3.7 The school recognises that parentally condoned absence is, in many ways, more difficult to identify than any other form of student absence. This form of absence is equally as damaging to the student's educational experience as any other form of absence. The parents, in many cases, perceive that they are keeping their child away from school for legitimate reasons; they may feel that they are protecting their children. It is essential that, when School staff feel that a worrying pattern of non-attendance is emerging, they work closely with the educational, social and health support services to ensure that the most appropriate and effective intervention is available to the student and parents.

Parents of children from different cultures may feel that the School is not a safe, or proper, environment for their child. It is vital that we investigate and endeavour to recognise cultural issues, which may prevent a student from attending school. There is a range of specialist support services, which will assist and advise schools and parents on ways forward when these difficulties arise.

Factors which may contribute to 'Condoned Absences'

- The parent may not value education, they may have had a negative experience of school themselves and condone their own child's poor attendance at school because of this belief.
- Separation anxiety: The parent and/or child may experience anxiety when separated from each other.
- The parent may be a victim of domestic abuse.
- The child may be illegally contributing to the family income by working either within the home or outside.
- The child may be a victim of child exploitation and involved in gang culture.
- The child may be the only significant carer within the family.
- The parent or child may be experiencing physical or mental health issues.
- There may be social issues which parents may feel are of more importance than educational issues.
- Financial restraints, the parent may be unwilling or unable to provide lunch or appropriate clothing (uniform, shoes and coats).

3.8 A full list of codes and definitions can be found in 'School Attendance - Departmental advice for maintained schools, academies, independent schools and local authorities'. (November 2016).

4 School Staff – Roles and Responsibilities

4.1 School staff provide a good example to students by modelling excellent attendance and punctuality, arriving on time to lessons/meetings with students and welcoming students with a 'meet and greet' approach. All staff should give a high profile to attendance and punctuality and praise students who arrive on time

4.2 School staff should carry out a register of the class at the beginning of each lesson (within the first five minutes) so that punctuality is promoted, and late students are recorded together with the number of minutes late

- I. Spaces/blanks must not be left in a register
- II. Where a student arrives late to lesson, they should be recorded as late ('L' code)

4.3 Teaching staff provide relevant, appropriately learning opportunities to engage students in learning and thus promoting attendance and punctuality. Teaching staff can also be supportive of students when they have been absent in providing them with strategies to catch up on any missed work

4.4 Staff who organise out of school trips shall inform the Attendance Officer of those students who are attending the trip and maintain a register whilst participating in the trip

4.5 The Pastoral Manager is responsible for monitoring attendance of the year group and regular promotion of attendance and punctuality. They will:

- I. Ensure that their tutor team is aware of their responsibilities with respect to promoting attendance and punctuality and adherence to attendance policy and procedures
- II. Monitor and track the attendance of 'Vulnerable' and 'At Risk' groups
- III. Follow up with irregular patterns of absenteeism that are not being effectively addressed
- IV. Liaise effectively with the Attendance Officer and work together on ensuring appropriate action is taken in the management of absenteeism and poor punctuality (including supporting the Attendance Officer with the Immediate Actions on Student Absence process)
- V. Ensure that contact is made with parents/carers of poor attendees, supporting the attendance officer where appropriate in dealing with parents/carers directly

4.6 The Attendance Officer is responsible for regularly checking attendance data and ensuring that data is accurate and up to date. The Attendance Officer will:

- I. Ensure that data is input daily into the attendance management system
- II. Ensure that parents/carers of absent students are contacted before 9:30am where notification of absence has not been received
- III. Ensure that the Immediate Actions of Student Absence process are carried out, in line with the agreed school procedures and timescales
- IV. Respond to any parent/carer seeking support on attendance concerns
- V. Provide regular attendance and punctuality data for relevant staff and external agencies in line with agreed school procedures and timescales including the following data:
 - a. General attendance – Overall, year group, tutor, house, individual
 - b. Analysis of general attendance by subgroup – PP, EAL, Gender, SEND, Band
 - c. RAG system student attendance – Red/amber/green attendance
 - d. Sub 95%, 91% to 89%, Sub 90%, Sub 85%, PA Specific (Student number & % with half termly improvement reports)
 - e. Individual response to SAL letters (3 week specific data)
 - f. Methods of highlighting trends/patterns
 - g. coded absence, broken down into a class and/or year group format, would allow identification of excessive unauthorised absences.
- VI. Be responsible for disseminating important attendance information including informing Pastoral Managers which students are of concern, in line with the agreed school procedures and timescales
- VII. Be responsible for keeping a record of the interventions in place to encourage attendance and for generating all documentation including letters to parent/carers, in line with the agreed school procedures and timescales

- VIII. Be responsible for liaising with the Local Authority and other local agencies to ensure that appropriate levels of intervention take place, referrals are made, and attendance meetings are set up
- IX. Be responsible for managing and maintain attendance records and systems

4.7 The Vice Principal will promote good attendance and punctuality and will use opportunities in line management meetings and meetings with parents/carers to remind this concerned of the importance of this. The will:

- I. Regularly meet with the Attendance Officer and discuss attendance
- II. Use attendance data to make links with attendance and academic performance
- III. Take part in celebrating attendance in reward assemblies
- IV. Ensure that attendance is included in all school documentation e.g. newsletters, bulletins, letters to parents/carers etc.
- V. Ensure that relevant INSET is offered to new/existing staff with respect to attendance and punctuality matters
- VI. Report regularly to Governors on attendance, comparing data with previous years for the same period and annually with national data

4.8 The Education Welfare Officer (EWO) is a key role in ensuring the safety of our students through driving attendance improvements. The welfare aspect of the role is of significant importance and the relationships born form high level pastoral support of students and their families is of the utmost importance to the academy.

The EWO role examines so many areas that cross into other aspects of the school pastoral systems but ultimately the role is to challenge attendance and provide support to all stakeholders that leads to the desired improvement. In addition, the quality assurance of academy systems allows our EWO to challenge Senior Leadership in their approach to student attendance and safeguarding.

At Charlton, the role of our EWO considers all of the above statements and also includes the following:

- A solid understanding of the student/family for all of our learners rated as 'At Risk'
- Full Engagement with all students highlighted as 'At Risk'
- Oversee school actions and become involved in processes once a SAL 2 letter has been sent out to families
- Actively engage and work alongside external agencies to support all stakeholders
- To attend the attendance concern meetings (ACM) to support families and leadership of the school to discover most appropriate options that lead to attendance improvements

5 Immediate Actions for School Absence

5.1 Registration will be carried out at the beginning of morning and afternoon sessions. Registers will be marked promptly within the first five minutes of these sessions






5.2 If a student is unable to attend school, the parent/carers must inform the school Attendance Officer before 8:40am that day

5.3 The school will follow up any absences to:

- Ensure the proper safeguarding action is taken
- Ascertain the reason
- Identify whether the absence is approved or not
- Identify the correct code to use before entering it on to the school's electronic register

5.4 The school has solid understanding of their students and families based on agreed criteria and have created a tiered response system to prioritise response to absence by school staff

5.5 The school follows a graduated approach for response to school absence:

At Risk		Vulnerable		Universal
Absence Reported	Absence Not Reported	Absence Reported	Absence Not Reported	Absence Not Reported
Attendance Team will determine if follow up call required 	Call made by Attendance Officer Deadline: 9:30am	Attendance Team will determine if follow up call required 	Call made by Attendance Officer Deadline: 10:30am	Text sent by Attendance Officer Deadline: 9:30am
	No Contact		No Contact	No Reply
				
	Follow up contact Deadline: 12:15pm		Follow up contact Deadline: 12:15pm	
	No Contact		No Contact	
Contact made by Attendance Deadline: 4:00pm	Escalated to DSL for appropriate action	Contact made by Attendance Deadline: 4:00pm	Escalated to DSL for appropriate action	Contact made by Attendance Officer Deadline: 2:30pm

At Risk	Vulnerable	Universal
All 'At Risk' students contacted every third day of consecutive absence (face to face)	All 'Vulnerable' students contacted every fifth day of continued absence (face to face)	All 'At Risk' students contacted every sixth day of continued absence (face to face)

All contact with parents/carers should be recorded on BROMCOM

Any safeguarding concerns, staff should follow the Charlton School Child Protection and Safeguarding Policy

All schools, including academies, have a responsibility to share information with the Local Authority of any student who has been out of school for 10 consecutive days without permission. Charlton School will share this information with Telford & Wrekin Council. Local policies for 'Children Out of School' and 'Children Missing Education' are in place and will be followed by designated members of school staff

5.6 The following criteria is used to define the category of our students:

At Risk	LAC CP Plan/CSE/CCE/Social Workers/S47 Investigation Mental Health linked with Suicide EHCP <i>'Otherwise Vulnerable': Children that the school or local authority consider as vulnerable that could benefit from continued contact</i>
Vulnerable	Persistent Absentees*
Universal	All remaining students

5.7 Where procedure fails to meet Charlton School contact intention – DSLs will contact LCT Trust EWO Team and make relevant referrals to the Local Authority

6 School Interventions for Managing Poor Attendance and Persistent Absenteeism

6.1 The Attendance Officer will regularly analyse student absence and look for patterns of absence and take swift action where there is an attendance concern.

Stage One – School Attendance Letter 1

6.2 Students whose attendance falls below 95% will be reviewed by the Attendance Officer, EWO, Vice Principal and Principal. If appropriate a School Attendance Letter (SAL) 1 will be issued. Failure to make an acceptable improvement during the 3 weeks following a SAL1 or if there is an immediate concern further intervention will be considered

Success Criteria: Attendance to move to 95% within 3-week period of monitoring and support (From issue of SAL 1 letter to 3 week end date)

Stage Two – School Attendance Letter 2

6.3 The decision to escalate to a SAL 2 letter should be decided no later than 3 weeks following the issuing of the SAL 1. The criteria for a SAL2 letter is there is no 'Sufficient' improvement since moving from their previous setting during the monitoring and support phase and/or a drop below 90% attendance

*A student becomes a 'persistent absentee' when their attendance falls below 90%.

All students whose attendance has fallen to this level of concern or are at risk of reaching this level will be closely monitored through the school's tracking procedure, and regular contact made with their parents/carers.

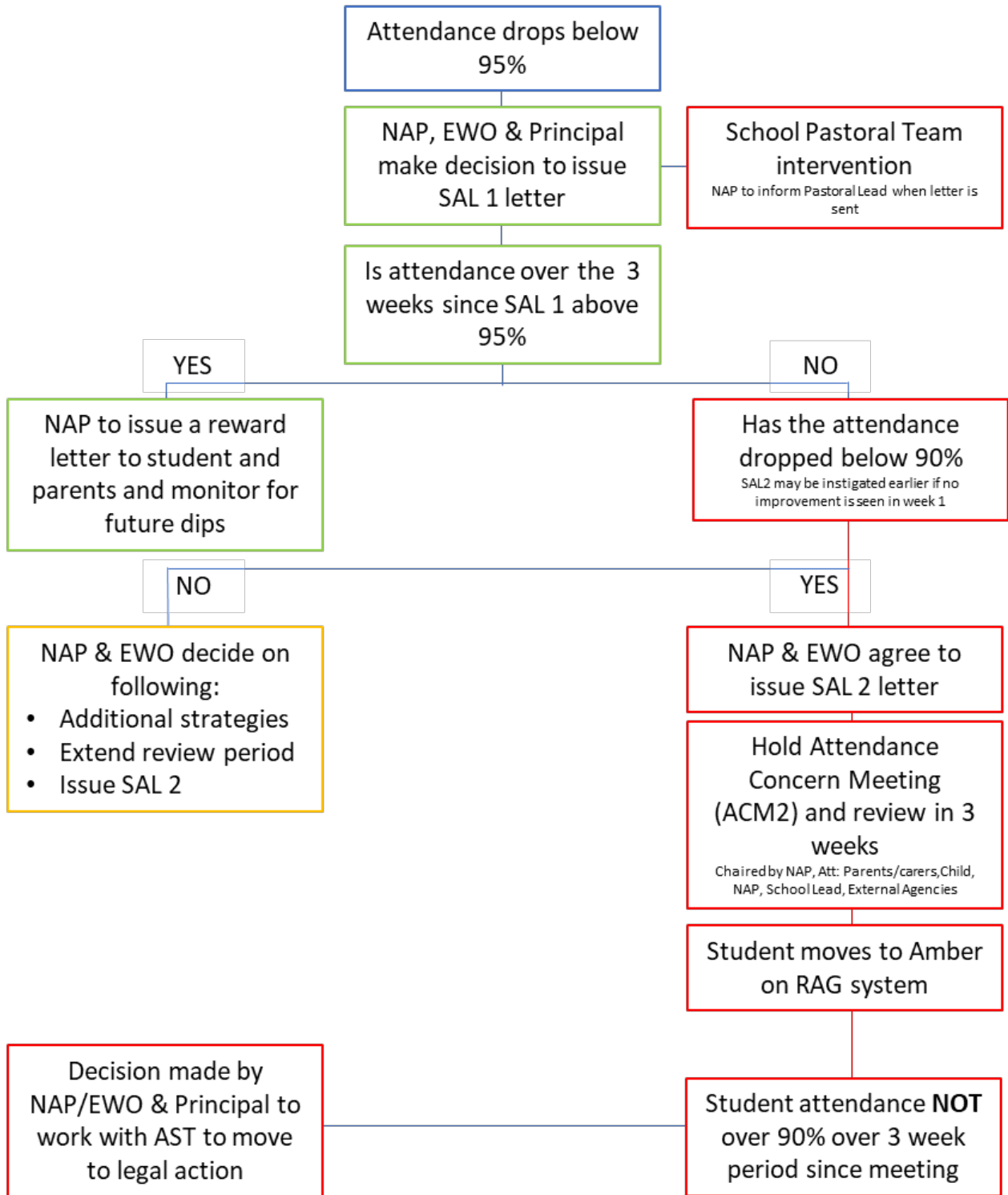
Parents/carers will be given opportunities to work with the school in improving their child's attendance, including an invitation to an 'Attendance Concern Meeting (ACM)' with the Pastoral Manager (and where possible the EWO) for the child's year group. The purpose of the meeting will be to identify and resolve any barriers which are preventing the student from achieving excellent attendance above 96%

It is expected that the Attendance Officer and Education Welfare Officer (EWO) are fully aware of the individual student issue. The school will expect the EWO, to provide and enforce further actions and consider a referral to the 'Children & Family Locality Services' or contact 'Family Connect' if no contact can be made with the parent. At this stage, the student automatically becomes 'Vulnerable' on the graduated approach system.

Stage Three - Referral made to Telford and Wrekin

6.4 Failure to make an acceptable improvement during the 6 weeks following a SAL2 or of there is an immediate further concern may result in the school making a referral to Telford and Wrekin for casework intervention

Attendance SAL Process



7 Requests for Leave of Absence During Term Time

7.1 As you will all be aware, current attendance regulations stipulate a Principal may not grant a leave of absence during term - time unless there are exceptional circumstances. Each application for a leave of absence will be considered on a case - by - case basis and on its own merits. It is for the Principal to decide what he views as 'exceptional' and it is at their discretion if the circumstances warrant the leave to be granted.

Parents/carers do not have any entitlement to take their children on holiday during term time. Any application for leave must establish that there are exceptional circumstances and the Head Teacher must be satisfied that the circumstances warrant the granting of leave

7.2 The School can only consider leave of absence requests which are made by the 'resident' parent.

7.3 If the leave is granted, the Principal can determine the number of school days a child can be absent for.

7.4 Where applications for leave of absence are made in advance and refused, the child will be required to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence, which may result in legal action being taken against the parent(s)

7.5 Charlton School do not authorise holidays in term-time following Telford and Wrekin procedures on absences from school. In addition to this Telford and Wrekin, from 1st September 2013 have amended the criteria for issuing Holiday Penalty Notices (HPN) and these will now be issued for 10 consecutive sessions WHICH IS 5 SCHOOL DAYS.

HPNs (often known as 'fines') are issued by the Attendance Support Team to parents who take their children out of school during term time without getting authorisation from the school. The penalty is £60, rising to £120 if not paid within 21 days, per parent, per child. If parent/carers fail to pay the penalty within 28 days they will be prosecuted.

8 Children Missing in Education

"School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from education" (Ofsted September 2009). The recognised figure for persistence absence is less than 90%, although concerns may still be raised if above this. The school will comply with the statutory guidance "Children Missing Education" (September 2016).

In respect of this and at a local Telford & Wrekin Council level, the school will require behaviour and attendance leads to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, "Policies and Procedures for Identifying Children Not Receiving Education (CNRE) and Children Missing Education (CME)" Telford & Wrekin Council (September 2016). This document has a further two supplementary elements that will be complied with and adhered to, entitled "Modified Timetable Protocol" Telford & Wrekin (September 2016) and "Children Out of School Protocol" Telford & Wrekin Council (September 2016).

If a student is absent for ten days without the school being able to ascertain the reason for that absence, the case will immediately be referred to the Telford and Wrekin's Children Missing from Education (CME) team by the School

9 Performance

9.1 It is important to set realistic targets for both attendance and persistent absence; these targets will be set during the autumn term of each academic year, in consultation with the Governing Body. The Governing Body must approve the school target for attendance to be set for the following academic year and will be recorded in the governing body minutes. Ideally, the target should be sent to the Attendance Support Team by the end of the autumn term at the latest.

9.2 When evaluating success, the school will consider the impact of the work on school attendance by whether:

- Students are safe when not in school
- Attendance has improved
- Persistent absence has reduced
- Punctuality has improved
- Parental response to absence has improved
- Re-integration plans, where implemented, have been successful
- There are specific key groups where a targeted approach is appropriate to raise attendance, e.g. children in receipt of student premium.
- The school has been successful in raising the profile of attendance both within the school, governing body and the local community
- Students are fully aware of the importance of punctuality and regular attendance and the attendance procedures operating within school
- Attendance issues have been included as topics in school assemblies, Personal and Social Education (PHSE) lessons, or as a theme for any other lessons
- Active and positive engagement of external agencies to safeguard our children and support improvements in attendance.

9.3 Attendance data is collected, collated, analysed, published and used to focus and motivate teachers, students and parents/carers. It is used to show attendance improvements for individuals and groups of people as well as to identify trends.

Data is used to:

- Monitor absence or lateness of students so that appropriate action can be taken
- Monitor patterns of absence and lateness across the school to identify trends in relation to:
- Year groups
- Individual students

This information is made available within School and to the Local Authority in order to plan effective responses and to set targets for improvement

10 The School Culture

10.1 The profile of attendance and its importance must be evident in the school at all times. The culture of attendance has to be of the highest profile to ensure our children understand the intrinsic link between good attendance, safety and future life choices.

10.2 The school has the following expectations:

Expectations of in school actions to improve attendance culture	
Essential	Desirable
<ul style="list-style-type: none"> • All students know their current attendance and have a strategy to improve it • Monitors have a regular attendance presence • Culture of poor punctuality being challenged through a range of strategies • Posters in key areas to promote good attendance • Half termly parental contact as a part of newsletter to promote attendance • letters of congratulations, certificates for good attendance which may be taken home • recognition in assembly • the award of badges, merit, group/house points • the giving of prizes, class rewards such as mascots or a cup for the highest class or tutor group attendance. • recording attendance on reports sent home, with positive comments for effort • Facilitating Attendance Concern Meetings and Attendance Panels in schools to invite parents to attend for a discussion specifically about school attendance. This panel may include the community school nurse or a school governor 	<ul style="list-style-type: none"> • Sending letters to parents of new students after the first possible 100 attendances with special praise both for those with 100% attendance and for those with no avoidable absences, and recognising & rewarding improved attendance where there is a history of poor attendance • sending children to senior members of staff for commendation for efforts made towards improvement as well as for full attendance, • using older students as learning mentors to assist students plan and prepare their course work

Appendix One

Charlton School Home Visit: Neglect Assessment Tool

Charlton School Home Visit Neglect Assessment Tool			
Staff:		Student:	
		Date:	
The following assessment tool is designed to provide a structure professional assessment when completing a home visit. Charlton staff will complete the assessment and discuss outcomes with the appropriate DSL upon return to school unless immediate contact with Family Connect/Police is the required action			
Category: Emotional and Behaviour	Very Concerned	Sometimes	Not Concerned
Relationships with peers/support networks are poor			
Child feels or is excluded by family			
Evidence of emotional withdrawal			
Attachment: Anxious, Avoidant, Socially unresponsive			
Child seeks inappropriate physical comfort			
Under-stimulation evident			
Lack of online supervision, films, websites, porn			
Episodes of missing or running away			
Category: Environmental Factors	Very Concerned	Sometimes	Not Concerned
Human and animal excrement			
Unsafe and/or unhygienic home environment			
Little or no bedding/furniture			
Rural isolation/poverty			
Animals pose a level of risk			
Unidentified adults or young people in the home			
Inadequate supervision			
Category: Health/physical care	Very Concerned	Sometimes	Not Concerned
Frequent attendance at A&E and/or hospital admission			
Poor weight gain/nutrition			
Poor hygiene – Dental, Odor, lice			
Child and/or Adult Refusing help/services			
Poor personal hygiene of child			
Substance abuse of child/adult/household member			
Inappropriately dressed, clothes not clean, out of season			
Category: Health/physical care	Very Concerned	Sometimes	Not Concerned
Poor inappropriate family support			
Inappropriate language/poor boundaries (Adults)			
Fails to give child appropriate boundaries			
Substance abuse			
Disguised compliance – appears to be co-operating to avoid suspicions			
Aggressive /threatening behaviour towards professionals			
Leaving children with inappropriate babysitters			
Lives from day to day			
Summary of Visit			
Action following meeting with DSL:			