

**WIRRAL HOSPITALS' SCHOOL**

# **ATTENDANCE AND BEHAVIOUR POLICY**

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## ATTENDANCE POLICY - WIRRAL HOSPITALS' SCHOOL

Most of the students receiving their education through our service have not been attending a mainstream school because they are ill (mentally or physically), have been in hospital, or educated at home for medical reasons.

For many of our students, the provision at Joseph Paxton Campus offers a much needed second chance to engage with education.

It is our policy that students should attend for as much time as possible within the constraints of their condition. Legislation highlights the need for **all** students to have access to 25 hours education per week.

All students on a flexible learning timetable will require a letter from a Medical Consultant or Senior CAMHS therapist. A flexible learning timetable is where one or more of the following is in place:

- Students are on a reduced timetable.
- Students require longer than the normal six weeks to build their integration at JPC up to full time.
- Where students are taught in hospital each session will be recorded as an attendance.

### AIMS

- Wirral Hospitals' School is committed to providing a full, broad, enriching and challenging education for all of our students, within the boundaries of their health needs and individual circumstances.
- Whilst acknowledging the difficult, individual circumstances of many of our students, we believe that all students benefit from education and from regular school attendance.
- We will strive to do all we can to ensure that all students achieve maximum **possible** attendance, and that any problems affecting attendance are dealt with swiftly and appropriately.
- We aim to ensure that we provide a welcoming environment for students and parents, enabling them to access a positive experience of education and develop positive relationships with staff and other students.

- We strive to raise achievement by ensuring the highest possible levels of attendance and punctuality in the school.

Wirral Hospitals' School is committed to providing all students with a suitable and effective education in a positive and secure environment. Every student is welcomed, valued and respected, and encouraged to respect themselves and others. We aim to empower all students to gain the essential knowledge, skills and qualities that will equip them for life in an ever-changing world.

## **OBJECTIVES**

- To keep accurate and up-to-date records of student attendance.
- To inform parents/carers of attendance and punctuality issues.
- To identify causes of non-attendance and take appropriate action.
- To improve attendance of individuals, groups and the school.

## **RESPONSIBILITIES**

**Parents and Carers:** Wirral Hospitals' School is an inclusive school, working in partnership with parents and carers to achieve good attendance. Parents and carers have a legal responsibility to ensure that their child attends school regularly and punctually.

Parents and Carers are requested to contact the school on the first day of a student's absence. They should state the reason for their absence and also the date on which they are expected to return to school. Notification of absence should be by parental note, telephone call, email, or in person.

When an appointment has been made for medical reasons (and these should be made outside school time when possible) the school should be notified in advance.

Parentally condoned, unjustifiable absence is equally as damaging as truancy. If, in the opinion of the school, an explanation offered by a parent for absence is unacceptable (or where no explanation is given) the absence will be treated as unauthorised. In all such cases, the child's mainstream school will be informed of the concern. In some cases it will result in the Local Authority's Attendance Service being informed.

If parents/carers have difficulties/issues with their child attending school they are encouraged to seek guidance and support from the school. The Head of House and Learning Mentor are available to work with parents who need help. This can include home visits, temporary reduced timetables and signposting to outside support agencies. In some cases, e.g. where the work with the House Team has been unsuccessful, families may be referred to our Safeguarding Lead for additional intervention work.

**Students:** Students are expected to attend school regularly and punctually and be appropriately prepared for lessons. They will be given support if needed in order to help them to improve their attendance. For some students a reduced timetable is used to aid their return, particularly after a prolonged absence.

**Teaching staff:** Teachers are required to complete an online register for every lesson, using the SIMS computer programme. Any student not in the lesson must be marked as 'N' (or as a 7 or 8 if the child is known to be in school but not in the lesson). This can then be changed to 'L' if the student arrives after the start of the lesson. Any student arriving late into school will sign in late at the school office.

**Governing Body:** The Governing Body has responsibility for school attendance and should be familiar with current legislation. They are acquainted with the registration system in the school and they can request reports on attendance and procedures as necessary. Attendance figures for the school, for various groups of students, and for individual students are discussed at Governors' meetings. A member of the governing body acts as a link to attendance in the school.

**Headteacher:** The Headteacher has day-to-day responsibility for attendance, although this is delegated to a member of the Senior Leadership Team. The member of the SLT with responsibility for attendance will ensure that the school meets all legal requirements. The Headteacher will ensure that parents and students are aware of their responsibilities regarding attendance and punctuality at the point of admission.

Registers are legal documents and must be kept for at least 3 years.

**Placements at WHS:** All students and families are made aware at the point of entry to the school that placements with us are dependent on maintaining a good record of attendance. In cases where a student's attendance is a significant cause for concern and all efforts have proven unsuccessful, placements will be ended and the student returned to the sole care of their mainstream school, in these cases it is common practice for the student to be referred to the LA's Home and Continuing Education Service.

**Note:** Where a student has an EHCP which states that WHS is the suitable placement, any attendance concerns or end of placement discussions will take place through the EHCP review process. However, the Headteacher still retains the right to end placements on attendance grounds.

## **REWARDS**

Attendance is closely monitored and students who achieve a high attendance rate, or who demonstrate a large improvement in their attendance, are celebrated at the end of each term. A prize is awarded to students who achieve 95% or above attendance, with a special prize (usually a high street voucher) awarded to those who achieve 100%.

## **HOLIDAYS DURING TERM TIME**

Legislation in relation to family holidays taken in term time came into force on 1st September 2013. Previously, Headteachers have had the discretion to grant up to ten days holiday in term time but, since 1<sup>st</sup> September 2013, this has changed. Amendments to **Education (Student Registration) (England) Regulations 2006** make clear that Headteachers may only grant leave of absence in exceptional circumstances and only for a period of up to ten days per school year. If any parent wishes to apply for holiday leave and believes that they fall into the 'exceptional circumstances' category, they must apply in writing to the Headteacher no less than two weeks before the first date of absence. The details of the holiday, including an explanation of the exceptional circumstances, must be explicit within this letter.

Guidance from Wirral LA, following a high court test case, has clarified the position regarding Fixed Penalty Notices for unauthorised holidays during term time. The guidance clearly states:

Penalty Notices may be considered appropriate in the following circumstances:

- Attendance below 90% with at least 10 days lost due to unauthorised absence. These do not need to be consecutive.
- 5 days or more unauthorised absence due to holidays in term time.
- Pupils stopped on Police Truancy Sweeps in some circumstances, for example, if this is repeated.
- The presence of an excluded child in a public place at any time during school hours in that child's first five days of a school exclusion without good reason.
- A pupil arrives late after the register are closed (using a code U) on 10 or more separate occasions.

However, at Wirral Hospitals' School, we recognise that there are genuine medical and mental health reasons why some of our students are unable to take holidays during the busier holiday period. Therefore, the Headteacher retains the right to use his discretion when considering the "Exceptional Circumstances" around a request for leave of absence. Each case will be dealt with based on its individual circumstances. In these cases, as in all schools, the maximum permissible leave of absence is five days.

## **MONITORING ATTENDANCE**

For many students at Wirral Hospitals' School, attendance has been an issue for some considerable time. A lot of students arrive at Joseph Paxton with a poor attendance record from their previous schools. We strive to remove the barriers that have, in the past, prevented them from regular attendance. In order to support students and their families we use the SIMS system to track students' absences. The attendance of all students is checked daily and the parents of absent students are contacted each day by the Safeguarding Lead, Learning Mentor or Head of House to find out the reason for absence. In addition, the Data Manager provides weekly data reports for the Headteacher, in order to allow for

close monitoring of attendance patterns. Where appropriate, information about individual students is included in this data in order to explain specific cases of low attendance.

Heads of House complete half-termly reports on attendance for all students with attendance below 90%. These are discussed at Senior Leadership Team meetings and intervention plans put in place wherever necessary.

If we believe a student to be Missing From Education, we follow the Missing Students protocol put into place by the Local Authority. (See Appendix 1)

## **BEHAVIOUR POLICY – WIRRAL HOSPITAL'S SCHOOL**

### **RATIONALE**

Wirral Hospitals' School is committed to providing an inclusive, caring, supportive, friendly and safe environment for all our students so that they can learn in a calm, secure and expectant atmosphere. Good behaviour is actively promoted as a positive life skill and is a key expectation of all students of the school.

This policy is closely interlinked with, and should be read in conjunction with, the school's Teaching & Learning Policy, the Assessment for Learning Policy, the Safeguarding Policy, the Equal Opportunities/Inclusion Policy, the Anti-Bullying Policy, and the Attendance Policy.

The Home School Agreement signed by all students when they join the school states that: *"Everyone involved within the Hospitals' School is entitled both to **feel** safe and to **be** safe and secure. Consequently, all members of the school staff and student population will act in such a way as to ensure this is achieved."*

### **AIMS**

In accordance with the school mission statement, it is the aim of Wirral Hospitals' School:

- To promote the highest standards of behaviour and respect for others.
- To ensure all members of the school community feel valued, safe and secure, and that the voice of all members of the community are heard in all decisions relating to them.
- To promote an ethos of nourishment and encouragement as opposed to one of punishment or discouragement – see appendix 4 for additional details.
- To ensure that all members of the school community feel included, regardless of disability or special educational need.
- To ensure that all members of the school community have access to the buildings, the curriculum and to all information.
- To promote success and achievement in teaching and learning.
- To raise students' expectations of their own performance and help them to develop into independent learners for life.
- To promote equality, justice, consistency and fairness in all our dealings with people.
- To raise students' awareness of acceptable behaviour, such that they become conscious of, and highly skilled at, self-management techniques.

### **LOOKED AFTER CHILDREN**

The school has a particular duty of care to children who are in the care of the Local Authority. These children have specific needs which are detailed in their Personal Education Plan and which are supported by a designated LACES team member. As an agent of the corporate parent, the school commits to regular

reviews for looked after children and to act with responsibility and consideration with regard to their needs and well-being.

## **RESPONSIBILITIES**

Teachers encourage good behaviour amongst students through:

- showing respect for students as individuals, each with their own needs and styles recognising and rewarding achievement in all its forms
- praising behaviour that is positive and demonstrates co-operation and teamwork
- offering support to any student who has difficulties in conforming to the behavioural expectations of the school
- advising the Headteacher on the effectiveness of the policy
- taking responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy consistently and equitably.

The Governing Body will:

- establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of positive self-management
- keep the policy under review, amending the contents as and when changes occur or are required due to other circumstances
- ensure that the contents of the policy are communicated to students and parents, are non-discriminatory, and that the expectations are clear
- support the school in maintaining high standards of behaviour.

The Headteacher:

- is responsible for ensuring the implementation and day-to-day management of the policy
- oversees and supports staff faced with behaviour that does not conform with school expectations.

Parents and carers:

- share responsibility for the behaviour of their child, both inside and outside the school
- work in partnership with the school to assist in maintaining high standards of behaviour
- raise with the school any issues arising from the operation of the policy.

Students:

- take responsibility for their own behaviour and are made fully aware of the school's Behaviour policy and expectations
- have a voice through the School Council and are consulted on any procedures that are under consideration
- have a responsibility to ensure that incidents of disruption, poor behaviour, bullying and any form of harassment or discrimination are reported



- agree to represent the school in a positive manner at all times. This applies inside the school, on school visits and in the wider community.

## **REWARDS**

The school ethos of high expectations and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued.

Staff use the following methods to reward and reinforce positive behaviour:-

- Individual verbal praise
- Open verbal or written praise which may involve the peer group, the rest of the school or the wider community
- Written positive comments on students work
- Praise postcards
- Display of student work within the school or the wider community
- Telephone call or letter to parent
- Formal recognition in end of term rewards assemblies.

## **SANCTIONS**

The vast majority of classroom incidents will be dealt with by the teacher, in accordance with the above named policies. Occasionally, teachers may need extra support. On these occasions we will use the attached flowchart (appendix 2) for a hierarchical system of support, firstly in exploring any issues around teaching and learning, then in dealing appropriately with these classroom incidents.

On rare occasions, sanctions are needed to respond to inappropriate behaviour. The school employs a minimal number of sanctions and these are usually a last resort when all other methods have proved to be unsuccessful. If a student is struggling to manage themselves, displaying persistent incidents of poor behaviour, and/or an isolated incident is of a serious nature, this can result in the student working in isolation and/or withdrawal of any privileges. If necessary, a period of exclusion may be considered. The home-school agreement is reinforced and referred to and parents are engaged and involved at all stages.

Where there are persistent incidents of poor behaviour that may lead to a fixed term exclusion, a Behaviour Support Plan will be implemented. However, as students are central to the decision to attend the Hospitals' School in the first instance, exclusions are very rare indeed. In addition, as students are dual-rolled, if poor behaviour is persistent, such that it negatively impacts on other students, and/or an individual incident is serious enough to warrant a permanent exclusion, placements will be ended with immediate effect and the student will return to the sole care of their mainstream school.

## **INCLUSION**

Each child brings with them their own 'special' needs and as such each student will be dealt with as an individual, taking into consideration their reason for being at the Hospitals' School. Due regard will be given to needs arising from physical disability, learning needs, mental and emotional health needs, or from race, religion, sexuality or gender.

If a student is temporarily unable to attend school, we will take all necessary steps to support the student to maintain access to the curriculum. A member of the student's House Team will be responsible for ensuring that appropriate work is made available to the student from all staff who normally teach him or her. The team will also be responsible for collecting the work and for ensuring that it is returned to the teachers for marking. Where possible, we will use Google classroom to facilitate this process.

Parents and carers are significant partners in the learning process and must be encouraged at all times to work in partnership with staff and student. It is unlikely that a student's learning, either in the area of curriculum or self-management, will be successful without the active and genuine support of all members of the school community; families are a vital part of that community.

## **OUTSIDE AGENCIES**

The school works positively with a range of external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **MONITORING AND REVIEW**

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour policy in order to evaluate it and ensure that its operation is effective, fair, consistent and equitable. The Headteacher will keep the Governing Body informed of the outcomes of those reviews.

The Governing Body will regularly review this policy, to ensure its continued appropriateness and effectiveness. This review will take place in consultation with the Headteacher, staff and parents. The outcome of the review will be communicated to all those involved, as appropriate.



## CHILDREN MISSING FROM EDUCATION

### The Legal Framework

The European Convention for the Protection of Human Rights and Fundamental Freedoms, Article 2 of Protocol No 1 states "No person shall be denied the right to education"

Section 436a of the 1996 Education Act requires Local Authorities to make arrangements to establish (so far as it is possible to do so) the identities of children who are not pupils at schools and who are not otherwise receiving suitable education.

Statutory guidance on identifying Children Missing Education 2013 states that local authorities in England have a legal duty to identify, as far as it is possible to do so, Children Missing from Education (CME) and get them back into education.

### Identifying Children Missing from Education [CME]

A child is classed as CME if they are of compulsory school age and not on a school roll and not receiving a suitable education otherwise than being at school, for example, Elective Home Education [by parents] or in an alternative provision.

This might include:

- A child who has arrived into Wirral from another Local Authority or country or after leaving a custodial establishment and does not yet have a school place
- A child who has left private schooling or Elective Home Education (EHE) and intends to enter the school system
- A child who is missing and the family whereabouts are unknown
- A child who has not taken up an allocated school place as expected.
- A child who is not at their last known address
- A child who has left school and the destination is unknown [either within the UK or abroad].

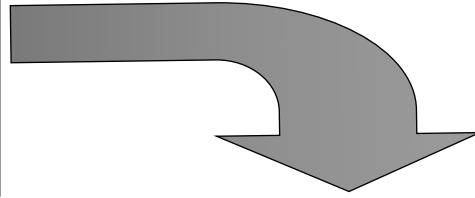
**The LA identifies children who may be missing education working with partners and other agencies. The LA:**

- Receives notification from individuals, schools, other local authorities, and other agencies of Children who are Missing from Education.
- Accesses the School 2 School [s2s] database to check for pupils reported as missing from education.
- Keeps a register of all reported Children Missing From Education including all pupils who are not on a school roll unless they are Electively Home Educated [by parents].
- Tracks pupils reported as missing from education using the Capita ONE system and other systems.
- Works with police and a range of other agencies to find the whereabouts of children missing from education and to ensure they are able to re-engage with education.

## APPENDIX 2 – FLOWCHART OF SUPPORT FOR MANAGING CLASSROOM BEHAVIOUR

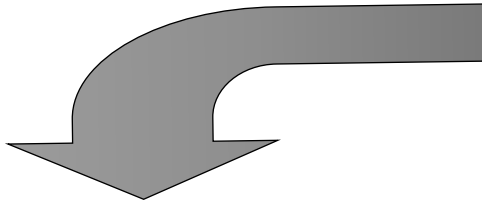
### First steps:

- Noticing and rewarding positive behaviour.
- Ignoring negative behaviour.



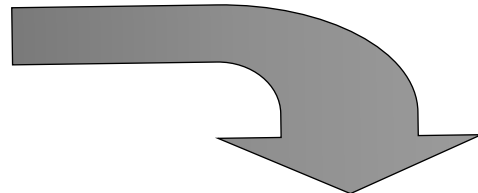
### Classroom management:

- Verbal warning.
- Seating plan/rearranging seating.
- Short time out of the room, including a private discussion with the student.



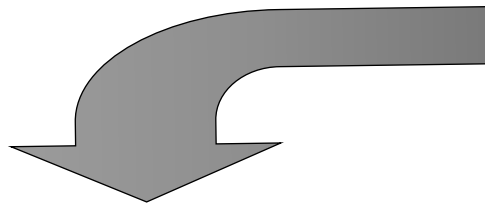
### Management contact:

- Contact Head of Faculty or Head of House for immediate support.
- HOF/HOH will assess the situation, discuss concerns with the student and aim to return student to class wherever possible.
- If necessary, HOF/HOH may take the student to complete the lesson elsewhere.



### Management support:

- Discussion with Head of Faculty/Line manager.
- Discussion with student's Head of House.
- Joint lesson planning with HOF.



### Additional intervention:

- Advice sought from Headteacher.
- HOH meeting with parents/carers.
- HOH referral to SENCO and/or outside agencies.

## APPENDIX 3 – BEHAVIOUR SUPPORT PLAN

**Student's Name:**

**Plan written by:**

<b><i>Support classifications</i></b>	<b>Support approaches</b>	<b>Responsible person/s</b>
Behaviour expectations	<p>What behavioural expectations are there:</p> <ul style="list-style-type: none"> <li>• In the classroom?</li> <li>• During lunchtime?</li> <li>• For their contact with peers and staff?</li> <li>• With use of toilets?</li> <li>• At the start and end of the day?</li> <li>• In other settings e.g. off site?</li> </ul>	Staff are responsible for explaining what is expected of the student.
Internal support	<p>How are staff helping the student with behavioural expectations:</p> <ul style="list-style-type: none"> <li>• In the classroom?</li> <li>• At lunchtime?</li> <li>• With their contact with peers?</li> <li>• With use of toilets?</li> <li>• At the start and end of the day?</li> <li>• In other settings e.g. off site?</li> </ul> <p>Who can the student speak to at school about personal issues and how they feel about the behaviour plan? How do they access this person?</p>	<p>Which member of staff supports the student in the areas listed?</p> <p>Who is responsible for informing other members of staff of this list?</p>
Parent/carer support	<p>What are parents/carers doing at home to help support the student?</p> <p>How and why should parents/carers communicate with the school?</p> <p>Is there any other external help given to the family which relates to the behaviour plan?</p>	<p>Which parent/carer will be taking which responsibility?</p> <p>Who is the key contact at the school for the parents/carers?</p>
Teaching and learning support	<p>Which learning programmes are being used to reinforce positive behaviour?</p> <p>How does this relate to other professionals' work?</p> <p>How does this relate to the parents'/carers' actions?</p>	<p>Which staff are responsible for this? Who is responsible for informing / supporting staff?</p>
External support	<p>What external help is given to the parents/carers?</p> <p>How does this relate to other professionals' work?</p>	<p>Which staff at the school will liaise with the external support?</p>

	How does this relate to the parents'/carers' actions? How and for how long will they be supported? How do they liaise with the school? Have they contributed to the development of this plan/been given a copy?	
How school will respond to the student not meeting behavioural expectations	What immediate response will the school have if behavioural expectations are not met? What reminders will the school have if behavioural expectations are not met?	Who makes these decisions? Who informs staff about these decisions?
Plan review	How will the plan be monitored? When will the plan be reviewed?	Who keeps a record of monitoring? Who will contribute to the review?
Others with a duty of care	Who needs to know about the plan?	Who discusses and shares information?
Signatures	Who will sign the plan?	Student, site leader, parent/carer, young person

Students' Name:

Signature:

Date:

Parents' Name:

Signature:

Date:

SLT Name:

Signature:

Date:

Other – Please provide names and signatures of other adults involved in the plan in the space below:

## Appendix 4 – THE NOURISHMENT AND ENCOURAGEMENT APPROACH TO BEHAVIOUR MANAGEMENT.

Nourishment/Encouragement		Discouragement/Punishment	
Approach:	Example:	Approach:	Example:
Deals with behaviour, not the person	<p>The arguments don't always relate to the question.</p> <p>Holding the wrench at a different angle would give you a better grip.</p> <p>The first paragraph of your presentation was particularly good.</p>	Deals with the person, not the behaviour.	<p>You don't appear to have read the question.</p> <p>You look clumsy the way you are holding the wrench.</p> <p>You were great.</p>
Describes the behaviour	<p>The first paragraph is not as good as the rest of the essay.</p> <p>You have used the right method here.</p> <p>Aiming to keep your voice tone up would improve your presentation.</p>	Makes a judgement on behaviour.	<p>You can do better than that. You need to change the first paragraph.</p> <p>So far so good.</p> <p>Mumbling is spoiling your presentation.</p>
Is specific and in straightforward language	<p>Have a look at the length of sentences to see if making any of them shorter would improve the reading.</p> <p>Keep stirring until the sauce thickens.</p> <p>When you stand up straight and face the audience you appear more confident to the audience.</p>	Is vague and ambiguous.	<p>The overall grammar and articulation of the argument should be improved.</p> <p>The ingredients need to coagulate to avoid curdling.</p> <p>Overall appearance, command and presence is important when giving a presentation.</p>

Nourishment/Encouragement		Discouragement/Punishment	
Approach:	Example:	Approach:	Example:
Focuses on behaviours a young person can control.	<p>Where do you think you could use paragraphs that would help the reader?</p> <p>Focus on your letters so that they are easier to read.</p> <p>Keep the pencil sharpened so the lines won't be too thick.</p> <p>Taking deep breaths before you start your presentation will help you feel calm.</p>	Refers to behaviours outside the young person's control.	<p>Your writing is quite difficult to read and the text is very dense. Do you know how to space your work?</p> <p>You need to try harder to be neater as you are left handed.</p> <p>You seem a bit heavy handed when you are drawing your lines.</p> <p>Your hands were shaking during the presentation – it is a distraction for the audience to be looking at that.</p>
Young person's needs are the focus.	<p>Tell me what would be most helpful to you.</p> <p>Who could help you most to move forward?</p> <p>What else could you try to solve the problem?</p>	The coach or teacher's needs come first and distort the feedback.	<p>If I were you, I would do it this way.</p> <p>Why don't you ask...he/she will be able to help you more than I can.</p> <p>The best way to solve that is to...</p>
Open about real feelings.	<p>I am also a bit uncertain about this aspect of the subject – perhaps we could do some joint research.</p> <p>I know this part of the subject is a bit dry but without an understanding of this you might struggle to make sense of the exciting bits.</p>	Feelings are hidden or misinterpreted.	<p>You should know, you should have been looking for some information yourself.</p> <p>You need to concentrate more and read around the subject so that you understand.</p>



<b>Nourishment/Encouragement</b>		<b>Discouragement/Punishment</b>	
<b>Approach:</b>	<b>Example:</b>	<b>Approach:</b>	<b>Example:</b>
Designed to affirm the worth of the young person	<p>You are working really hard.</p> <p>Excellent work so far, how else do you think you could improve it further?</p> <p>How could you strengthen your argument by adding in some concrete evidence that you have found from the result of your research?</p>	Designed to inflate the worth of the teacher or coach giving feedback.	<p>I had to work much harder than that when I was a student.</p> <p>This falls far short of what you are capable of, shape up and try again.</p> <p>There is nothing here to back up your assumptions. This piece of work is flimsy.</p>

Adapted from: Coaching for Learning – A practical guide for encouraging learning. Jacqui Turnbull

# ATTENDANCE POLICY

Wirral Hospitals' School  
Joseph Paxton Campus



## Why we need to come to school?

- To learn new things.
- It's the law.
- Being a part of a friend group is helpful for support.
- Educational visits help us learn outside of school.
- Taking part in enrichment is fun.
- Being in school everyday improves your chances of getting a job and going to college.
- Gives us good habits for the future.
- Not only coming to school but being on TIME promotes a good and regular routine.

## What happens if you don't come to school?

- You will fall behind with your learning.
- You will get bored at home.
- You don't make any friends.
- You miss out on special celebrations, educational visits and team events.

## Good attendance is.....

- You should aim for 97% or above each year. However we understand that things can happen in life to affect this.
- You should always try to come to school unless you are REALLY UNWELL.

**ATTEND TODAY**  
ACHIEVE TOMORROW



## Attendance rewards-

- Rewards and certificates at the end of each term for above 95% and 100% attendance.
- Reward for most improved attendance.

