



CAMBRIDGE
MATHS SCHOOL

Cambridge Maths School Attendance Policy

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Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
3.1 The Governing Board	3
3.2 The Head of School	4
3.3 The Senior Attendance Champion	4
3.4 The attendance officer	5
3.5 Form Tutors/ Class Teachers	5
3.6 School admin/reception staff.....	5
3.7 Parents	5
3.8 Students	5
4. Recording attendance	6
4.1 Attendance register.....	6
4.2 Unplanned absence.....	6
4.3 Planned absence	6
4.4 Lateness and punctuality.....	7
4.5 Following up unexplained absence	7
4.6 Reporting to parents/carers.....	8
5. Authorised and unauthorised absence	8
5.1 Approval for term-time absence	8
5.2 Consequences	9
6. Strategies for promoting attendance	10
7. Supporting students who are absent or returning to school	10
7.1 Students absent due to complex barriers to attendance.....	10
7.2 Students absent due to mental or physical ill health or SEND	10
7.3 Students returning to school after a lengthy or unavoidable period of absence	10
8. Attendance monitoring	11
8.1 Monitoring attendance	11
8.2 Analysing attendance.....	11
8.3 Using data to improve attendance.....	11
8.4 Reducing persistent and severe absence	11
9. Monitoring arrangements	12
10. Links with other policies.....	12
Appendix 1 - DfE Attendance Codes	13
Appendix 2 - Application for Term Time Leave of Absence due to exceptional circumstances form.....	14

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every student has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to make sure students have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#) It also refers to:
- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 The Governing Board

The Governing Board is responsible for:

- Setting high expectations of all school leaders, staff, students, and parents.
- Making sure school leaders fulfil expectations and statutory duties, including:
- Making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority.
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all students but adapts processes and support to students' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most.

- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues.
 - The school's legal requirements for keeping registers.
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners, and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Holding the Head of School to account for the implementation of this policy.
- The link governor for attendance will meet half termly with the Senior Attendance Champion to support and monitor student attendance.

3.2 The Head of School

The Head of School is responsible for:

- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual students.
- Monitoring the impact of any implemented attendance strategies.
- Working with the parents/ carers of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers.
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels.

3.3 The Senior Attendance Champion

The designated senior leader (also known as the "senior attendance champion") is responsible for:

- Leading, championing, and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- Liaising with students, parents/ carers, and external agencies, where needed.
- Building close and productive relationships with parents/ carers to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with students and their parents/carers.
- Delivering targeted intervention and support to students and families.
- The designated senior leader responsible for attendance is Rebecca Butler and can be contacted via rbutler@cms.tela.org.uk.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data.
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the head of school.
- Working with education welfare officers to tackle persistent absence.
- The attendance officer is Alicja Kowalska and can be contacted via email at akowalska@cms.tela.org.uk, reception@cms.tela.org.uk or 01223 200423

3.5 Form Tutors/ Class Teachers

Form Tutors/ Class Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office on the same day.

3.6 School admin/reception staff

School admin/reception staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.
- Transfer calls from parents/carers to the Attendance Officer or Senior Attendance Champion where appropriate, in order to provide them with more detailed support on attendance.

3.7 Parents

Where this policy refers to a parent, it refers to the adult, the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents are expected to:

- Make sure their child attends every day.
- Call the school to report their child's absence before 9:30am on the day of the absence and each subsequent day of absence and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, students are encouraged to make appointments outside of the school day.
- Keep to any attendance contracts that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining and supporting good attendance, by contacting the form tutor or senior attendance officer who can be contacted via reception@cms.tela.org.uk or 01223 200423.

3.8 Students

Students are expected to:

- Attend school every day, on time.
- Attend every timetabled session, on time.
- Students should arrive promptly to all classes and ensure that they do not make any appointments or arrangements before the end of the day.
- Students are trusted to report short absences by phoning Reception on 01223 200423. The college should be contacted on each day of absence. Longer periods of absence should be reported by a parent or carer and/or a relevant health professional/ practitioner.
- Students have the responsibility to contact their teachers and make arrangements to catch up any work missed and, if required, to attend sessions to ensure that learning is not disrupted.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

- Present.
- Attending an approved off-site educational activity.
- Absent.
- Unable to attend due to exceptional circumstances.

Any amendment to the attendance register will include:

- The original entry.
- The amended entry.
- The reason for the amendment.
- The date on which the amendment was made.
- The name and position of the person who made the amendment.
- See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not.
- The nature of the activity, where a student is attending an approved educational activity.
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances.
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.
- The school day starts at 9:30am and ends at 4:00pm.
- Students must arrive in school by 9:30am on each school day.
- The register for the first session will be taken at 9:30am and will be kept open until 10am (not longer than 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place). The register for the second session will be taken at 14:20 and will be kept open until 14:50.
- Once the registers are closed the session will be recorded as unauthorised and the 'U' code will be used.

4.2 Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9:30am, or as soon as practically possible, by calling the school reception via 01223 200423, via absence reporting on Edulink or emailing reception@cms.tela.org.uk.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 3 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment.

If exceptional circumstances are being applied for in advance for a planned absence, a [Term Time Absence Request Form](#) is to be completed and submitted for approval by the Head of School at least two weeks prior to the absence. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary. The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate L code.
- After the register has closed will be marked as absent, using the appropriate U code.

It is the duty of parents to ensure that children attend school regularly and punctually. This encourages habits of good timekeeping and lessens any possible classroom disruption. If you are experiencing any difficulties regarding your child's education, we would welcome the opportunity of meeting with you to discuss this.

We will monitor persistent late comers and action will be taken.

Stage 1	Stage 2	Stage 3	Stage 4
5+ Lates in a term and/or percentage less than 96%	Attendance issues persist	No improvements after 4 weeks of action plan	Severe attendance issues persist
Monitoring letter home from attendance team Tutor conversation with student	Communication with parents and SLT to devise an Action plan to improve attendance/ punctuality Students involved in creating action plan with parents and SLT	Emergency review of action plan	Termination of place through a meeting with SLT

4.5 Following up unexplained absence

Where any student we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may contact the police or other appropriate external agency if appropriate.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent.
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer and/or education inclusion officer.
- Where relevant, report the unexplained absence to the student's youth offending team officer.
- Where appropriate, offer support to the student and/or their parents/carers to improve attendance.
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals.

Where support is not appropriate, not successful, or not engaged with school will follow our attendance consequences:

Stage 1	Stage 2	Stage 3	Stage 4
5+ Lates in a term and/or percentage less than 96%	Attendance issues persist	No improvements after 4 weeks of action plan	Severe attendance issues persist
Monitoring letter home from attendance team Tutor conversation with student	Communication with parents and SLT to devise an Action plan to improve attendance/ punctuality Students involved in creating action plan with parents and SLT	Emergency review of action plan	Termination of place through a meeting with SLT

We expect the majority of our students achieve the school's target of maintaining good attendance of 96% or higher. This is what we expect from all of our students as a minimum and attendance which falls below this target will be challenged.

Trigger points for the above intervention are:

- If attendance is above 96%, then no interventions are necessary.
- Level 1 - Unauthorised absence 4%-6%
Some concerns for progress/ attainment
- Level 2 - Unauthorised absence 7%-10%
Risk of under-achievement
- Level 3 - Unauthorised absence 10% +
Persistent absence – Severe risk of under-achievement

4.6 Reporting to parents/carers

The school will regularly inform parents/carers (see definition of "parent", as used in this policy, in section 3.7 above) about their child's attendance and absence levels via termly written reports as well as live daily data accessible to parents/carers via Edulink.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The Head of School will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Head of school will only grant a leave of absence to a student during term time if the request meets the specific circumstances set out in the [2024 School Attendance Regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad.
- Attending an interview.
- Study leave.
- A temporary, time-limited part-time timetable.
- Exceptional circumstances.
- A leave of absence is granted at the head of school's discretion, including the length of time the student is authorised to be absent for.

The DfE guidelines look at the area of Special Occasions and make clear that only truly exceptional occasions should be classified as authorised; for example, absence resulting from a student attending the wedding of a parent could be counted as authorised; a birthday treat to a theme park would not.

Leave of absence will not be granted for a student to take part in a protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances, and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school's website. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision.
- If the student is currently suspended or excluded from school.

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.

Attending work experience.

Attending university open events.

If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

5.2 Consequences

Our school will make use of the full range of potential consequences – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Stage 1	Stage 2	Stage 3	Stage 4
5+ Lates in a term and/or percentage less than 96%	Attendance issues persist	No improvements after 4 weeks of action plan	Severe attendance issues persist
Monitoring letter home from attendance team Tutor conversation with student	Communication with parents and SLT to devise an Action plan to improve attendance/ punctuality Students involved in creating action plan with parents and SLT	Emergency review of action plan	Termination of place through a meeting with SLT

Students who do not maintain at least 85% attendance across all timetabled sessions in Year 12, as recorded in SIMS (including lessons, lectures, tutorials, and assemblies), **may not be guaranteed progression into Year 13.**

Entry into external examinations cannot be guaranteed for students with less than 85% attendance across all timetabled sessions in both Year 12 and Year 13. The Head of School will exercise discretion in these cases, considering the effect of absences on the student's academic performance.

6. Strategies for promoting attendance

To promote good attendance and to emphasise its importance, each school within the ELA will have its own rewards system which may include:

- Acknowledgement in celebration tutor times and/or Assemblies
- Tutor discussions
- Please refer to our behaviour policy for our positive approach to behaviour and attendance.

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance

School will aim to identify and discuss barriers to in-school attendance with the student and their parents/carers. The meeting notes, with actions, will be recorded and saved with relevant information and actions being forwarded to appropriate staff to allow support to be actioned.

This could include, but is not limited to:

- In-house support; mental health support, pastoral mentor, peer buddy.
- Identification of a trusted adult.
- Discussion of appropriate places for a student to go for a break and/or lunch.
- Suggestion to speak to a GP re: issues outside of school.
- Changes to PD groups.

7.2 Students absent due to mental or physical ill health or SEND

Where mental or physical ill health or their SEND impact their ability to attend school, staff will work with students and their families, making adjustments and providing additional support to remove barriers to attendance.

These could include, but is not limited to:

- Supporting Medical Needs.
- Referral to external support.
- Reintegration timetable.
- Support meetings in school.
- Restorative meetings with peers to support friendship breakdowns.
- Early lesson exit passes.
- Meetings with Anti-Bullying Ambassadors / Safer School's Officer.
- Early Help referral.
- Changes to timetables.

Where a student has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the student's needs, the school will inform the local authority.

7.3 Students returning to school after a lengthy or unavoidable period of absence

Whilst there are a number of unavoidable reasons why a student might be away from school (illness, medical appointments, exclusions etc), the legislation is clear that any avoidable absence may only be authorised by a school if there are exceptional circumstances.

In a case where an authorised exceptional circumstance results in a long period of absence, attendance/pastoral staff will implement an integration plan. This will be personalised to the needs and circumstances of the individual student.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the local governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis.
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section below).
- Provide regular opportunities for form tutors/class teachers to review student's attendance, to facilitate discussions with students and families, and report headlines to the local governing board and school leaders (including special educational needs co-ordinator and designated safeguarding lead).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.

8.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance. The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Hold regular meetings with the parents of students who the school (and/ or appropriate external agencies) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
- Discuss attendance and engagement at school.
- Listen, and understand barriers to attendance.
- Explain the help that is available.
- Explain the potential consequences of, and sanctions for, persistent and severe absence.
- Review any existing actions or interventions.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with appropriate external agencies, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary (see section 5 above).

School will use a number of steps to target unauthorised absence:

- Send attendance letters to make parents aware of their legal obligations.
- Arrange meetings with parents/carers to discuss barriers to education and work to remove these.
- Continue to closely monitor the student's attendance.
- Regularly review the support in place for effectiveness and make adjustments, if required and appropriate.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Trust Inclusion Lead and Deputy CEO. At every review, the policy will be approved by the full governing board of each school.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1 - DfE Attendance Codes

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity	Student is at supervised off-site educational activity approved by the school
D	Dual registered	Student is attending a session at another setting where they are also registered
J	Interview	Student has an interview with a prospective employer/ educational establishment
P	Sporting activity	Student is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Student is on an educational visit/ trip organised, or approved by the school
W	Work experience	Student is on work experience placement
Authorised absence		
C	Authorised leave of absence	Student has been granted a leave of absence due to exceptional circumstances
E	Excluded	Student has been excluded but no alternative provision has been made
H	Authorised holiday	Student has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a student will be absent due to illness
M	Medical/ dental appointment	Student is at a medical/ dental appointment
R	Religious observance	Student is taking part in a day of religious observance
S	Study leave	Student is on leave during their public examinations
T	Traveller absence	Student from a traveller community is traveling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Student is on holiday not authorised by the school
N	Reason not provided	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable period of time)
O	Unauthorised absence	School is not satisfied with reason for student's absence
U	Arriving after registration	Student arrived at school after the register closed
Other		
X	Not required to be in school	Student of non-compulsory age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of local/ national emergency, or student is in custody
Z	Student not on admission register	Register set up but student has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/ bank holiday/ INSET day

Appendix 2 - Application for Term Time Leave of Absence due to exceptional circumstances form

Dear Parent(s)/ Carer(s),

APPLICATION FOR TERM TIME LEAVE OF ABSENCE DUE TO EXEPTIONAL CIRCUMSTANCES

Please note that according to the law, the Head of School may not grant any leave of absence during term time unless there are exceptional circumstances. While Head of school may grant leave of absence in exceptional cases, parents/carers should not expect such leave to be granted as of right. Following clarification from the Government it is likely that in most cases, Head of School will be unable to authorise leave.

Please keep in mind the following:

- Parents/carers do not have the legal entitlement to remove their children from school for family holidays, nor can they authorise absence.
- Each application is considered individually, taking into account the age of the child, the nature of the exceptional circumstance, the child's attendance record, any school activities that occur during the period of absence (e.g. examinations), and that parents have given at least 2 weeks' notice.
- If the school does not agree to the absence and the parent still takes the child out of school, the absence must be regarded as unauthorised.
- If the child is absent for longer than the agreed time, the extra absence will be recorded as unauthorised absence.
- A student who fails to return to school within 10 days of the agreed return date may lose their place at the school unless there is a good reason for the continued absence.

Please be aware that absence from school during term time can seriously disrupt a child's education on a day-to-day basis, and students are less prepared, upon their return, for lessons that build on the work they have missed. Your child(ren) may be expected to attend an after-school catch-up if this is felt necessary by the school.

If you would like to proceed with your application, please complete all sections on the form overleaf and ensure that it is signed by a parent/carer who has parental responsibility for the child(ren) and return it to the school as soon as possible. We will advise you of the outcome of your application as soon as we can. Incomplete forms will not be considered.

Yours sincerely,

Alicja Kowalska
Business and Administrative manager

Please see the application form below.

Application for Leave of Absence during Term Time

I have read the letter overleaf and I understand and accept the points contained therein. In particular, I understand that leave of absence may not be granted and that if it is, it will be for no longer than 10 school days. I also understand that any unauthorised absences will be recorded and referred to the Education Welfare Service as appropriate. I will ensure that my child completes any work missed during the period of absence.

Name of the student		Form		Year	
Dates for absence for which permission sought:					
Start date:				End date:	
Total number of days:					
Please present your case for taking your child out of school during term time. Please provide sufficient information/ detail to enable us to make informed decision. Continue on a separate sheet where necessary.					
*Signed		Name		Relationship to child	
Date					
Signed		Name		Relationship to child	
Date					

*This form needs to be signed by parent/carer who have parental responsibility for the child