



# **Bel Royal School: Attendance Policy**

## **September 2022**

### **This policy aims to:**

- Describe our procedures and processes relating to school attendance, punctuality and welfare of all pupils on roll.
- Set out the arrangements that are in place to enable pupils to fully benefit from the educational opportunities available by maximising attendance and punctuality, and in addition to support families to fulfil their statutory obligations.

### **Responsibilities:**

It is the responsibility of the Headteacher to ensure that all staff tasked with recording pupils' attendance are made fully aware of the legal requirement placed upon them in regard to these procedures. The Headteacher has overall responsibility for attendance and welfare, although this is delegated to the Key Stage Managers and then to the class teachers.

It is the responsibility of the school to record and monitor attendance, punctuality and the general welfare of the pupils.

We take attendance very seriously and actively monitor attendance with a view to improving it. We:

- Encourage, promote and maintain positive individual pupil attendance and punctuality.
- Implement strategies and initiatives to improve 'whole school' attendance.
- Ensure that registers are accurate and up to date, using the correct codes (see appendix 3).
- Monitor and promote the welfare of every child and young person.
- Regularly monitor registers to identify any pupils with attendance and/or punctuality concerns.
- Ensure that all appropriate information and records are available to the EWO as part of a schools' request for EWS involvement.
- Communicate information about attendance and punctuality to parents/carers and pupils, including holidays in term-time.
- Collate and utilise attendance data effectively.
- Recognise of the importance of early intervention, including first day response in contacting parents/carers.
- Ensure that children and young people with chronic/long term illness are supported in accessing their learning needs.
- Ensure consideration is given to critical times (for e.g.) Key Stage 2-3 transition.
- Have a range of strategies in place to deal with absenteeism, lateness.
- Have a clear hierarchy of sanctions.
- Consider the use of attendance incentive strategies when considered appropriate.
- Attend regular structured meetings between the schools and the EWO.

- Follow procedures before requesting the involvement of the EWO.

**Attendance Lead:** Claire Hammond

## **Response to Absences, Lateness and Welfare Concerns**

### **Attendance and Punctuality**

Our average attendance is over 96% and this is the level of attendance we expect from our pupils. We categorise and respond to attendance as follows:

- 96%+ Good Attendance. Verbal Praise. No action.
- 94-96% Average attendance. No action.
- 90-93% Low attendance. Informal monitoring, informal action.
- 85-89% Of Concern. Careful monitoring. Discuss with EWO. Letter and Attendance Plan or further action.
- Below 85% Of Serious Concerning Attendance. High level weekly monitoring/attendance plan. EWO referral likely.

### **Cumulative actions to support good attendance:**

1. First absence followed up by **Secretary**
2. **Class teacher** discussion with parents **Complete form ACP1**
3. **Attendance lead** discussion with parents. Weekly monitoring by school.
4. Letter to parents from **Head teacher** and/or meeting. **Complete form ACP2**
5. Attendance Plan in place. (**Attendance lead and parents, shared with class teacher**) **App 1**. Weekly monitoring by school.
6. Referral to **EWO**. (**RFI App 2**) Weekly monitoring by school.
7. **Attendance Panel**. Weekly monitoring by school.

As soon as improvements are made, reduced levels of action are taken.

### **Punctuality**

Children can arrive at school from 8:30 am. Children from 8:30 have morning work and morning activities. Children need to be in class and ready for registration by **8.50 am** (After this time they are marked as 'Late'). After 9:15am, they are marked as 'U' meaning late after close of registers. Afternoon register must be completed and closed by **1.25 pm**

We monitor punctuality closely. Children arriving at school late are monitored and where patterns of lateness or regular lateness occurs the following actions occur:

### **Cumulative actions to support good punctuality:**

1. First lateness followed up by **Secretary**
2. **Class teacher** discussion with parents **Complete form ACP1**
3. **Head teacher** discussion with parents
4. **EWO** discussion of the case at school meeting

5. Letter to parents from **Head teacher**. **Complete form ACP2**. Weekly monitoring by school.
6. Attendance Plan in place. (**Attendance lead and parents, shared with class teacher**) **App1** Weekly monitoring by school.
7. Referral to **EWO**. (**RFI App 2**) Weekly monitoring by school.
8. **Attendance Panel**. Weekly monitoring by school.

As soon as improvements are made, reduced levels of action are taken.

We make every effort to engage with parents/carers over attendance and in doing so, where appropriate, introduce an Attendance Plan (Appendix 1). Review dates should be agreed with a view to improvements being made. Where there are no significant improvements, and when we have exhausted all our strategies and absence and/or punctuality continues to deteriorate, schools should engage with parents/carers to agree to the support of the Education Welfare Service. A Request for Involvement (RFI) form will then be completed (Appendix 2).

RFI forms must be completed with an opportunity provided to parents/carers to also sign their agreement to the involvement of the EWS. Should a parent/carer not wish to sign the RFI form, the reason will be recorded on the form. A RFI form is the mechanism that confirms that a case will be opened to the EWS and that an EWO will actively become involved in some capacity. In addition it is the RFI form which provides the EWS with a mandate to keep records and information such as chronologies on pupils and families.

### **Attendance Panel Meetings**

If there is no subsequent improvement in attendance and punctuality despite the input from the school and the EWS, in consultation with the Team Manager, warning letters with the intent to refer to Attendance Panel will be sent by the EWO. No further improvements will initiate an invitation from the Team Manager to parents/carers to attend an Attendance Panel Meeting.

Attendance Panels are required to address persistent concerns around school attendance and punctuality. Panel Meetings represent a platform for professionals to meet with parents/carers and student (age appropriate) to receive and review reports from the EWS, schools and other services, and as part of this, to consider and agree suitable next steps to achieve improvements in this area.

Parents/carers are invited to submit their own reports/information and in conjunction with the pupil (age-appropriate) are encouraged to contribute to any discussions. Should the parents/carers fail to attend, the meeting will continue and a decision will be made in their absence.

The decision to progress a case to a Panel Meeting is made by the Team Manager of the EWS and would typically include evidence of the following:

- Persistent and long term concerns in the area of attendance and/or punctuality.
- School-led intervention.
- Direct involvement from the school's EWO/school-based EWO as evidenced by relevant documents (e.g. Attendance Plans).
- Case oversight from the Team Manager of the EWS.

- Appropriate involvement of other agencies.
- Parental non-engagement/non or disguised compliance.

The Panel will consist of a Senior Manager of the Education Department, the Team Manager of the EWS and a Senior Manager of the Multi Agency Safeguarding Hub (MASH), an EWO and school representative.

Possible outcomes of the Attendance Panel include:

- A review period for parents/carers and pupil to evidence significant improvements. This will sit within an Attendance Plan or TAC/F Plan and may include the involvement of further professionals.
- An Enquiry to the Multi Agency Safeguarding Hub (MASH).
- A referral to the Parish Hall with a view to prosecution.
- Application to the Court for an Education Supervision Order (refer to the Education (1999) Jersey Law).

Once the case has been referred to the Parish Hall, it is the responsibility of the Parish Connetable to contact the parents/carers and student (age appropriate) and invite them to attend a Parish Hall Enquiry. This may result in a deferred decision to allow for a review period, the parents/carers may be charged at Parish Hall level or required to attend Court under article 12 of the Education (1999) Jersey Law.

### **Welfare Concerns**

In such cases where the welfare of the child is of a concern, we make every effort to engage with the parents/carers with a view to the situation improving. If this is not the case, we will consider an 'Early Help' assessment. The outcomes of this assessment will determine the needs of the family, which will in turn dictate the need of internal/external and third sector services. The EWO may or may not be required to be part of the assessment and/or outcomes.

### **Emotionally Based Non Attendance (EBNA)**

It is important to distinguish between non-school attendance, truancy and emotionally based non-school attendance, the latter being considered an emotional need. There could be a number of contributing factors to EBNAs. We use the Education Department's EBNA Assessment Tool to establish the route of the problem (refer to EBNA Policy). Once this process has been completed schools, along with parents/cares, should request the appropriate involvement of services such as Education Psychologists, in order that the appropriate support can be put in place to support the pupil.

### **Looked After Children (LAC)**

Each school is responsible for supporting, monitoring and raising concerns in relation to attendance and/or punctuality and welfare for Looked After Children. The EWS are tasked with supporting schools by consistently raising LAC children during EWO/school consultation meetings. Attendance and punctuality data will be collated at the end of each academic year.

## **Attendance Procedures and Recording Attendance and Punctuality**

The following procedures underpin the principles in this Policy and generate good practice in matters concerning attendance and punctuality.

### **Attendance Registers**

Attendance registers are legal documents and particular attention should be paid to accuracy. Incomplete registers are not acceptable.

### **Registration**

Staff and pupils should be aware that registration is a key part of the school day. **Attendance registers must be called twice daily**, at the start of the morning session- 8.50 am, and once during the afternoon- by 1.25pm.

Pupils must be marked as:

- Present,
- Engaged in approved educational activity off site,
- Absent.

Absences should be authorised by way of written or verbal communication with the parent/carer. Parents are required to telephone the school before 8:45 am and explain why they will be absent. If a child is absent for more than one day, parents must phone every day.

The appropriate code should be entered into the register and a reason for absence entered into the CMIS Events.

**(See App 3 for full list of codes)**

If no message is left, the School secretary will contact parents/carers directly. If no contact can be made then, in the interest of safeguarding children, the school will inform the Education Welfare Officer who will take further measures to ensure contact.

### **Punctuality**

**We actively discourage late arrivals due to the disruption this causes not only to the individual but also to the remainder of the class. Patterns of lateness can develop into non-school attendance if left unchallenged. We are flexible where local conditions such as weather or local transport have an adverse effect on pupils arriving on time. Schools should have a consistent approach to lateness so as not to differentiate between classes/form groups and siblings.**

Pupils who arrive

- Up to 30 minutes after the registration has closed should be marked as late – **(L)**
- More than 30 minutes after the registration has closed will be marked as a **(U)**. This will be counted as an unauthorised absence.

Pupils who arrive up to half an hour late as a result of a medical appointment can be marked as present. The school must have prior notification of such appointment and be recorded in the CMIS data base.

Pupils arriving late must sign in at the school office, recording the time of arrival.

Schools are not obliged to accept reasons for absences or late arrivals to school.

Should any doubts remain after investigations have been made the absence could then be recorded as unauthorised and in the cases of late arrivals the appropriate code will be applied.

### **Alternative Educational Provisions**

A pupil who is receiving part time/temporary education or training away from the school site but is retained on the register of the school should be marked as **(B)** in the register.

Pupils who are receiving all of their education in a separate provision to that of an education setting must be marked as 'left' on the register.

In the case where a student is attending an alternative school setting for an agreed period of time, the receiving school should register that student and they should be registered as **(B)** (educated off site) by the school of origin. Should the student return or not return to the school of origin they should be marked as on roll or left.

### **Children Missing from Education**

Please refer to the Education Department's Policy for CME, Children Missing from Education.

### **Parents/carers Responsibilities**

**Parents/carers are required by law to ensure that all children of compulsory school age (aged 5 to 16) receive a full time education either by registering a child at a school or be arranging an alternative to school in line with the Education Departments' Policy.**

These responsibilities extend beyond ensuring regular attendance and punctuality, it requires parents/carers to make certain that each child arrives at school on time, appropriately dressed with the correct equipment and prepared for learning.

Parents/carers can support their child/ren by keeping requests for absence to a minimum. It should not be automatically assumed that schools will agree to absence requests. Nor should unjustified absences from school be condoned. If a student is unable to attend school for whatever reason, parents/carers are responsible for notifying the school on the first day of absence and to keep the school updated on subsequent days.

Parents/carers should work in partnership with schools in all matters concerning their child/ren's education by actively supporting school policies on attendance, punctuality, behaviour and homework.

Parents/carers should avoid taking their child/ren out of school for holidays during term time. Such absences can seriously disrupt continuity of learning. It is at the discretion of the Head teacher to grant leave, only in exceptional cases.

## **Leave of Absence**

**The Education Directorate and Bel Royal School do not, at any time, support leave during term time, however, in exceptional circumstances Head teachers have the discretionary power to grant leave in accordance with this policy. It starts from the premise that every day counts and that permission is only authorised in exceptional circumstances. Furthermore, leave is not granted as a reward for good attendance.**

If parents are forced to take their child out of school during term-time they must request leave of absence by completing an 'Authorised Absence Request Form' prior to any booking being made **(see appendix 3)**.

We will either write back, or complete our section of the Holiday form, informing you whether permission has been granted.

Each case is considered carefully considering:

- the age of the child.
- the time of year.
- the nature and purpose of the trip.
- family circumstances.
- attendance pattern of the pupil.
- previous requests.

We also refer to Education Department guidance for exceptional circumstances:

- No alternative flights.
- Changes to flight /ferry timetables.
- Significant family event (wedding, bereavement, funeral, graduation, christening, significant birthday of family member).
- Inflexible working patterns of parents.
- Research for family relocation.

Whilst each case is unique, the above guidance strives for consistency across all schools. To further support consistency, where siblings are concerned, we try to contact the sibling's secondary school to liaise with each other prior to a decision being made.

Parents do not have the automatic right to withdraw their child/ren from school for a holiday and must request permission in advance from the Head teacher.

Furthermore, parents must make a strong case to justify taking pupils out of school during term time as the absence can seriously disrupt continuity of learning. It is expected that parents will support their child's education by arranging holidays to coincide with school holidays.

Where a pupil is absent for longer than the agreed time, s/he should be marked as taking unauthorised holidays. The same applies to those parents/carers who remove their child/ren from school without permission.

Parents/carers who wish to take their child/ren out of school for longer than **four weeks** will have to re-apply for their school placement. It should not be considered that a pupil has the automatic right to return to the school.

### **Codes for Absence**

When applying codes for absences or late arrivals, schools are required to refer to Appendix 3 of this document.

### **Attendance Data**

Attendance data will be collated centrally by the EWS at the end of each term and is shared with our school. This information will be broken down into year groups, allowing the EWS to direct their services appropriately. Furthermore, all information will form part of our self-evaluation.

This information will provide:

- The number of pupils attending.
- The number of authorised/unauthorised absences.
- The number of absent days broken down into year group.
- The average number of late arrivals (including after the close of registration).
- The number of authorised/unauthorised holidays.
- The number of Emotionally Based Non Attendance (EBNA) pupils.
- Pupils with a diagnosed significant illness impacting on their attendance.

### **LAC Attendance Data**

- Attendance Data will be collated at the end of each academic year.

### **Chronic illness / long term illness or poor mental health**

Chronic or long-term illness can be defined as a long lasting and/or reoccurring illness or condition which is impacting significantly on a pupil's school attendance (Appendix 6 2 flow chart). The illness/condition should be professionally diagnosed by a paediatrician, CAMHS or other appropriate health care professional. When a pupil is thought to be suffering with a chronic or long-term illness, education and care plans should be developed by school. These measures will take into consideration the health needs of the pupil, as well as their learning needs which may be impacted upon due to the high level of absenteeism they may experience.

### **Serious injury**

Where a pupil who has a serious injury, which has required regular absences or a sustained period of time off school, s/he will also be considered under the chronic illness or long-term illness pathway. In all cases of chronic/long term illness or significant injury, the EWO will be involved to



some degree, involving as a minimum an overview of the pupil's case to ensure that their education is not disadvantaged.

### **Collection of children from school**

- The school should be notified of who will normally collect the child when the child joins the school.
- Parents have a responsibility to notify the school in advance if this changes, giving details of the person authorised to collect the child.
- Parents should also be asked to inform schools where children are subject to court orders that limit contact with a named individual.
- **If anyone who is not authorised to do so attempts to collect the child, the school should not allow the child to leave and contact the parent immediately.**
- If a child is not collected at the end of the school day:
  - Office/Duty staff should check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
  - **Children should not be released into the care of another parent even where they offer to take the child home.**
  - If there are still difficulties in contacting parents or other family members by 4pm, we will discuss this with the MASH team.
  - If no contact can be made with the parent by 4.30pm, the school should contact the MASH Co-ordinator who will arrange for a Child Care Officer to collect the child or decide for the child to be transported to the Children's Services Department.

Schools should regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child if they are unable to do so.

Where children are regularly not collected or collected late, this should be discussed with parents/carers early on and if no improvement is witnessed then DSLs/Head teachers should refer the case to the Education Welfare Service. If there are also child protection concerns, consideration should be given to making a MASH Enquiry and this should be discussed with the parent/carer

### **Acrimonious parental relationships, Parental Responsibility (PR) and collecting child from school**

*Caution should always be taken where the welfare of a child is of concern and their welfare will always take priority*

- Our obligation is for the education and welfare of the child. We work with and are guided by the Jersey Family Court Advisory Service (JFCAS)
- Any difficulties that arise between parents with parental responsibility (PR) should be managed by JFCAS and the Family Court. Staff should be careful not to become involved in custody disputes.
- If either parent or their respective lawyers request a member of staff to either write a statement or appear in court on their behalf they should refer to the Headteacher who will seek advice from Head of Governance at the Education Department.

- If the Head teacher becomes aware of problems between parents, it is good practice that a meeting with both parents takes place to try and resolve any difficulties that may negatively impact on their child.
- However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and that you are not drawn into custody or divorce disputes, which are beyond ED's remit.
- Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.
- In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with parents should take place about who collects the child with a signed agreement between both parents and the Head teacher
- The DSO can be contacted and will attend the meeting with parents and Head teacher if requested. If no resolution can be reached, the parents should be directed to seek legal advice.
- If the Head teacher does make the judgment that a parent is not in an appropriate condition to release the child, then they can refuse to do so. However, this would be the case regardless of whether there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from MASH or the States of Jersey Police, Public Protection Unit (PPU)
- In the event that the Head teacher or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought
- Where Head teachers or school staff have grounds to believe a child may be at risk of harm by a breach of the peace or that a crime may be committed, they must contact the police immediately.

## Appendix 1



This attendance Plan should be developed following initial consultations with the parent/carer, the school setting and other agencies as appropriate

### ATTENDANCE PLAN

<b>Date of Plan:</b>	
<b>Name:</b>	<b>D.O.B:</b> <b>Yr.:</b>
<b>School:</b>	<b>School Contact:</b>
<b>Education Welfare Officer :</b>	
<b>Parents/Carers:</b>	<b>Tel:</b>
<b>Address:</b>	
<b>Agreed Plan:</b>	
<b>Pupil:</b>	
<b>Parents/carers:</b>	
<b>School:</b>	
<b>Education Welfare Officer:</b>	
<b>Other Agency (as appropriate):</b>	
<b>Agreed Target Dates:</b>	
<b>Review Date:</b>	

**Signed: Parents/carers**

.....

**Pupil**

.....

**Education Welfare Officer**

.....

## Appendix 2



### Education Welfare Service

#### Request for Involvement

The information on this form will be used to determine if involvement of the Education Welfare Service is an appropriate next step.

Please only submit this form after initial discussion with your allocated Education Welfare Officer.

When completed, the signed form must be discussed with the child's/young person's parent(s)/guardian(s).

<b>Name:</b>	<b>DoB:</b> <b>M / F</b>	<b>School:</b> <b>Yr:</b>
<b>% School Attendance:</b>  <b>No. of Lates:</b>  <b>No. of 'U's</b>	<b>Class teacher's name/contact:</b>  <b>Head of Year:</b> (if applicable)	<b>Other adults involved within school:</b>
<b>Address(es) of parents/carers:</b>    <b>Home Tel:</b> <b>Mob:</b>	<b>Parents/Carers Names:</b>    <b>First Language:</b>	<b>Is this child/young person looked after?</b> Yes    No  <b>If yes, please provide the named Social Worker:</b>
<b>Do both parents have Parental responsibility?    Yes:                      No:</b>		
<b>Any other person(s) with parental responsibility?</b> Yes    No		<b>Address of other/s with parental responsibility:</b>    <b>Home Tel:</b> <b>Mob:</b>

**Medical Information:** (e.g. hearing, vision, medication, diagnosed conditions)

Please state which other agencies...	Are involved:	Have been involved: Date:
Speech and Language Therapy		
Occupational Therapy		
Child and Adolescent Mental Health Service		
Children's Services		
Outreach (e.g. MAL, or Social Communication/ASC)		
Wellbeing Support		
Educational Psychology		
Parenting Support/Service (The Bridge)		
Police or Youth Service		
Health Visiting		
Voluntary Services		
School Nursing Services (Name)		
Family GP		
Paediatrician (Name)		
<b><u>What is the nature of your concern?</u></b>		
<u>Attendance</u>		
<u>Punctuality</u>		
<u>Welfare/Early Help</u>		
<u>Transition</u>		
<b>Date of initial contact with Parent/carers</b>		
<b>Outcomes of discussion:</b>		
<b>Timescales for improvement agreed:</b>		
<b>Date(s) of discussions/written contact with parent/carers</b>		
<b>Outcome:</b>		
<b>Date of meeting with parent/carers</b>		
<b>Outcomes of discussions:</b>		

<b>How do you hope your EWO can support you in meeting this pupil's needs?</b>

**For Head teachers:** I have discussed the contents of this form with parent/carers of the child/young person.

**Head Teacher** .....  
**Date:** .....

**Print Name:** .....

**For parents/carers:** I agree with this request. I give my consent for this information to be shared with the Education Welfare Service and for this Service to access confidential records from agencies previously or currently involved. I also agree that written reports produced by the Service may be shared with relevant professionals from other agencies.

**Parent/Carer Signature(s):** .....  
**Date :** .....

**Young Person's Signature** ..... **Date :**  
 .....

**Parent does not wish to sign the RFI form** ..... **Date :**  
 .....

☐

For EWS use only:	Please Tick:
Attendance	
Punctuality	
Welfare/Early Help	
Transition	

### Appendix 3

#### Attendance Codes, Descriptions and Meanings

<b>CODE</b>		
<b>/</b>	Present (AM)	Present
<b>\</b>	Present (PM)	Present
<b>B</b>	Educated off site (NOT Dual registration)	Approved Education Activity
<b>C</b>	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
<b>D</b>	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
<b>E</b>	Excluded (no alternative provision made)	Authorised absence
<b>F</b>	Extended family holiday (agreed) (extended defined as greater than 10 school days)	Authorised absence
<b>G</b>	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
<b>H</b>	Family holiday (agreed) (up to a maximum of 10 school days)	Authorised absence
<b>I</b>	Illness (NOT medical or dental etc. appointments)	Authorised absence
<b>J</b>	Interview	Approved Education Activity
<b>L</b>	Late (before registers closed)	Present
<b>M</b>	Medical/Dental appointments	Authorised absence
<b>N</b>	No reason yet provided for absence	Unauthorised absence
<b>O</b>	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
<b>P</b>	Approved sporting activity	Approved Education Activity
<b>R</b>	Religious observance	Authorised absence
<b>S</b>	Study leave	Authorised absence



<b>T</b>	Traveller absence	Authorised absence
<b>U</b>	Late (after registers closed)	Unauthorised absence
<b>V</b>	Educational visit or trip	Approved Education Activity
<b>W</b>	Work experience	Approved Education Activity
<b>X</b>	Non-compulsory school age absence	Not counted in possible attendances
<b>Y</b>	Enforced closure	Not counted in possible attendances
<b>Z</b>	Pupil not yet on roll	Not counted in possible attendances
<b>#</b>	School closed to pupils	Not counted in possible attendances
<b>7</b>	Illness due to Covid 19	Authorised absence
<b>8</b>	Self-isolating due to Covid 19	Authorised absence
<b>9</b>	Shielding due to Covid 19	Authorised absence

# Bel Royal School

## Application for Authorised Leave

**Please submit this application along with an Attendance Record provided by the School Office**

PUPIL NAME (First and Surname)	
CLASS	
Siblings in other schools:	
PARENT CONTACT NUMBER	WORK
	HOME

NUMBER OF SCHOOL DAYS REQUESTED <b><i>Do not include SAT/SUN</i></b>	DAYS IN TOTAL	FROM DAY / MONTH / YR	TO DAY / /MONTH / YR
REASON FOR REQUEST  (Please provide sufficient detail to inform the decision making process).			
HAS YOUR CHILD HAD ANY OTHER HOLIDAY REQUESTS IN THE CURRENT ACADEMIC YEAR?	YES / NO	IF YES PLEASE GIVE DATES AND DETAILS:	

Signed (Parent/Guardian)..... Date .....

FOR OFFICE USE ONLY	
PERMISSION GRANTED / PERMISSION DECLINED	
REASON:	
SIGNED:	DATE:

**Attendance at school is statutory and children are required to attend school for 188 days each year, and every day is important.**

**Headteachers may only authorise absence in exceptional circumstances.**

In order to obtain permission parents are reminded that:

1. Holiday bookings should not be confirmed prior to gaining approval.
2. Adequate notice is required for applications to be processed.

There will be certain occasions when holiday requests will not be granted e.g. during exam time, child's poor attendance record. If request for holiday leave is declined, parents have the right to appeal to the Director of Education.