



Attendance Policy

All phases of education, ages 4-18

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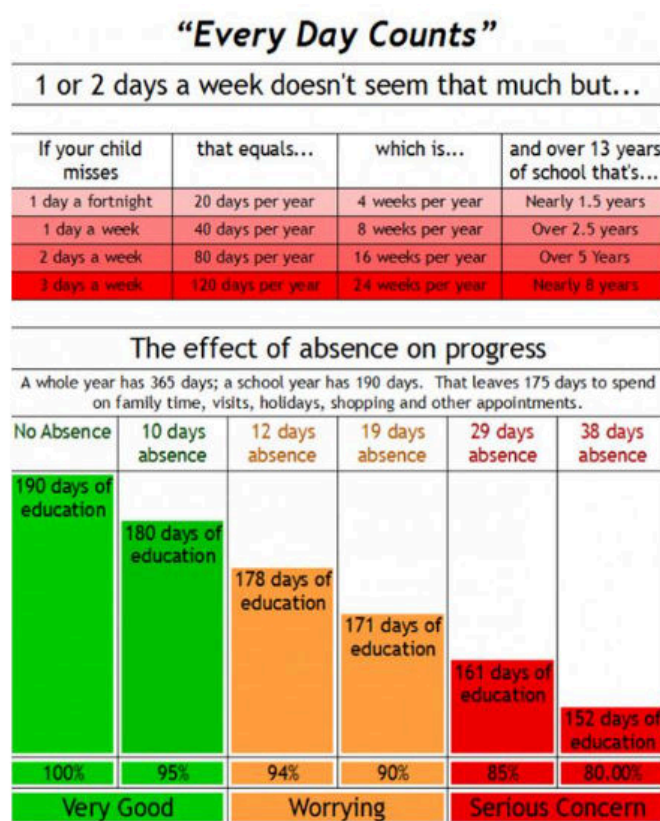
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I. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy to provide the framework within which its ethos of Enjoy Respect Achieve is reflected in the implementation of the attendance and absence management processes and procedures for children and young people in its schools, and to ensure its legal duties and charitable purposes are met effectively.

Attendance and punctuality have an incredible impact on both the wellbeing of our children and young people and their attainment. Countless studies have shown the detrimental impact poor attendance and punctuality has on children and young people. A significant fall in attendance and punctuality will have a negative impact on our students and the purpose of this Policy is to set out the process and framework by which we work together with our parents/carers and children and young people to improve this.



2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties particularly (not limited to) with respect to:

- [The Education Act 1996](#)
- [The Education Act 2002](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(as amended\)](#)
- [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [Education \(Information about Individual Pupils\) \(England\) \(Amendment\) Regulations 2024](#)
- [DfE statutory guidance on Attendance August 2024](#)

This policy complies with our funding agreement and articles of association.

3. Definitions

Authorised absence: is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised

Unauthorised absence: is when the school has not received a reason for absence or has not approved a child's leave absence from school after a parent's request. This includes:

- parents giving their children permission to be off school unnecessarily, such as for shopping, birthdays, to look after sibling, holidays in term time
- truancy offsite before or during the school day
- absences which have not been explained
- persistent lateness to school or to lessons on site

4. Equalities Assessment Impact Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified the following:

- Children and young people with medical conditions, SEN, and disabilities that make attendance at School more challenging in those personal circumstances than for children without medical conditions, SEN or disabilities
- Young carers
- Looked After/Previously Looked After Children
- Children and young people in receipt of pupil premium
- Children and young people whose living, familial/household or other personal circumstances and environments mean that they may be at higher risk of higher absence than other students (examples could include physical housing conditions, children who have witnessed or are impacted by domestic violence or other abuse, or exploitation but this is a case by case basis)

5. Roles and Responsibilities

Parents/carers, children, young people and teachers together share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

5.1 Parents/Carers

All Parents/Carers commit in the School's Home School Agreement (Appendix 2) to ensure that their child regularly attends school. For our children and young people to take full advantage of the educational opportunities offered and to achieve the best outcomes possible for each child, it is vital your child is at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Good attendance is important because:

- research (eg <https://commonslibrary.parliament.uk/research-briefings/cbp-9710/>) shows a direct link between under-achievement and absence below 95%
- regular attenders make better progress, both socially and academically
- regular attenders find school routines, school work and peer relationships easier to cope with
- regular attenders find learning more satisfying
- regular attenders are more successful in transferring between our School and higher or further education, employment or training.

Parents and carers accept that the legal duty on them to ensure regular attendance at School recognising that this is a legal duty on all parents and carers. (Section 444 of the 1996 Education Act), and that permitting unauthorised absence by their child is an offence in law.

5.2 Children and Young People

All children and young people, dependent on their age, and maturity accept that they will maintain high levels of attendance at school, not be intentionally late to school, or during the school day, to lessons and to attend all public examinations and assessments. This is also set out in the School's Home School Agreement (Appendix 2).

For secondary age and 6th form students, students themselves directly agree to recognise that good attendance is important because:

- research (eg <https://commonslibrary.parliament.uk/research-briefings/cbp-9710/>) shows a direct link between under-achievement and absence below 95%
- regular attenders make better progress, both socially and academically
- regular attenders find school routines, school work and peer relationships easier to cope with
- regular attenders find learning more satisfying
- regular attenders are more successful in transferring between our School and higher education, employment or training.

5.3 All Staff

All staff promote the principles of good attendance at school in their dealings with students, as appropriate and take a professional curiosity in the wellbeing of all children and young people in the School. Where staff have concerns around punctuality or attendance, even where these are not at the applicable thresholds for intervention, staff will take proactive steps, dependent on each individual situation, to support positive punctuality and attendance, referring where appropriate to DSL, AHT Wellbeing and/or pastoral heads of houses/years or class tutors.

5.4 Specific Roles

5.4.1 Senior Attendance Champion (SAC)

The **Senior Attendance Champion (SAC)** must be a **member of the Senior Leadership Team (SLT)** (e.g., Assistant Headteacher Wellbeing or equivalent) and holds ultimate **strategic oversight** for improving and maintaining high levels of pupil attendance and punctuality across the school.

The core responsibilities of the SAC are to:

- **Lead and Champion Strategy:**
 - Set a clear **vision** for attendance and punctuality, regularly monitoring, evaluating, and reporting on the efficacy of school strategies.
 - Ensure the **Attendance Policy** and associated procedures are consistently and accurately applied by all staff.
- **Data and Analysis:**
 - Maintain a strong **strategic grasp of absence data** and oversee its comprehensive analysis to identify trends, areas for improvement, and pupils requiring support.
 - Oversee and ensure the accuracy of all attendance records, registers, and data reporting, including timely submissions to the DfE and Trust leaders.
- **Targeted Intervention and Support:**
 - **Direct and co-ordinate** the school's work in promoting regular attendance and punctuality.
 - Ensure that improvement efforts and **targeted support** are prioritised for individual pupils or cohorts demonstrating persistent absence (PA), particularly those with complex needs (e.g., medical conditions, SEND, or Looked-After Pupil (LAP) status).
 - Work proactively with students and their families who are at risk of becoming persistently absent or late, ensuring timely interventions are implemented.
- **Staff Oversight and External Collaboration:**
 - Oversee staff with day-to-day attendance responsibilities to ensure effective monitoring and accurate recording processes are in place.
 - Ensure all school staff complete their attendance duties in line with the policy and protocols.
 - Work collaboratively with other local schools and the **Local Authority (LA)** to share effective practice and address area-wide attendance barriers.
- **Statutory and Internal Reporting:**
 - Report on attendance matters at least **weekly** to the Leadership Group.
 - Prepare reports for the Headteacher to present to the Local Governing Body at least termly, and for the Trust Board to receive at least termly.
 - Take responsibility for overseeing the preparation of case files and other documentation for formal attendance interventions (e.g., Penalty Notices and referrals to the County's Attendance Litigation Panel).

5.4.2 Heads of houses/Year and Class Tutor (or equivalent in Primary/6th form) to:

- review regularly the attendance and punctuality to School and lessons of children and young people under their care
- proactively intervene early with children or young people who show signs of regular absence, lateness or truancy and monitor such patterns
- regularly praise/reward students with excellent attendance
- work collaboratively with the AHT Wellbeing (or equivalent) to improve school attendance

5.4.3 Pastoral and Attendance Team

The pastoral and attendance team including the Attendance Officer, supported by the Leadership Group, monitors attendance and raises any patterns of concern as appropriate with the relevant Head of House and Tutors.

5.4.4 Attendance Link Governor

The Attendance Link Governor provides strategic oversight by meeting regularly with the Senior Attendance Champion to review attendance data and trends. They support and challenge the school's strategies to reduce absence and ensure that accurate attendance reports are presented to the Local Governing Body.

5.5 Heads of Schools

Each Head of School is responsible for ensuring that:

- At least half termly attendance statistics will be published and reviewed by Heads of House who will monitor attendance with the tutor
- Members of Leadership Group scrutinise attendance data on a weekly basis and identify relevant actions
- The Heads of House meet regularly with Assistant Headteacher Lower School, Assistant Headteacher Well-Being and Pastoral Leader, to discuss/review the attendance and punctuality policy and how it is being adapted to everyday use.
- Attendance figures are reviewed by the Attendance Officer and/or Assistant Head with attendance oversight on a daily and weekly basis, and targets for individual students whose attendance is of concern and without indication of underlying causes are set on a regular basis.
- attendance records should be kept for at least six years and attendance certificates/registration certificates until the child's 25th birthday in accordance with the BET retention schedule. Computer registers will be preserved as electronic back-ups. Attendance will be taken and kept for other events/co-curricular activities/trips in accordance with School and trust operating procedures for such event/activity
- Termly attendance is reported to Local Governing Body and the Trust Lead for Data to secure reporting to BET Board

6. General Principle

Evidence shows that for a child or young person to reach their full educational achievement a high level of school attendance is essential. Every child or young person has a right to access the education to which they are entitled. We believe in working in partnership with our parents/carers and children/young people to support good attendance and therefore facilitate success in learning.

We strive consistently to achieve a goal of 100% attendance for all children and young people. Every opportunity will be used to convey to children and young people and their parents or carers the importance of regular and punctual attendance.

Our children and young people can only access the educational opportunities open to them if they are on time, in lessons, every day the school is open unless the reason for the absence is unavoidable. The routines they develop around attendance and punctuality at school at as early an

age as possible are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

Children and young people are expected to attend school every day for the entire duration of the academic year, unless there is an exceptional reason for the absence. Where there are exceptional circumstances outside of a parent/carer or child/young person's control impacting attendance on a sustained basis, we encourage early and open discussion, consistent with the home school agreement, to ensure we support that child/young person to continue to access school provision, where possible, and where not for medical reasons, appropriate provision is made.

7. Actions taken and committed to by School and Trust

To secure good levels of attendance, we commit that we will:

- Promote good attendance and reducing absence, including persistent absence and persistent lateness/absence from lessons/activities even if on site
- Provide families with up to date information on their child's attendance, the impact of days missed and strategies to support good attendance
- Ensure every pupil has access to full-time education to which they are entitled
- Act early to address patterns of absence from school or lessons/activities on site
- Support parents to perform their legal duty to ensure their children of compulsory school age attend regularly (see Appendix Three for advice)
- Promote and support punctuality in attending lessons/activities when in School
- Provide an education of the highest quality for all our children and young people and endeavour to provide an environment where all children and young people feel valued and welcome

We strive consistently to achieve a goal of 100% attendance for all children and young people. Every opportunity will be used to convey to students and their parents or carers the importance of regular and punctual attendance to School and during the School day.

8. Promoting good attendance and punctuality

The foundation for good attendance is a strong partnership between the school, parents and the young people and children.

The procedures regarding attendance in relation to your child are set out in Appendix I.

A school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to parents/carers.

An example of this would be where a parent states a child is unwell but on return to school there is evidence that they have been on holiday.

9. Exceptional Circumstances for Leave of Absence

School Attendance (Pupil Registration) (England) Regulations 2024 state **that Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances or four other grounds defined in the Regulations.** It is important to note that Head Teachers can determine the length of the authorised absence, as well as whether absence is

authorised at all. For students in KS5 only, they are not required to be present for lessons for which they are not timetabled to be present.

The fundamental principles for defining exceptional are rare, significant, or unavoidable, which means the event could not reasonably be scheduled at another time. There are no rules on this and circumstances vary from school to school and family to family.

There is no legal entitlement for time off in school term time to go on holiday and as a general principle, parents/carers should be aware that holiday will not be authorised. Parents/carers wishing to apply for leave of absence need to fill in an application form, available from the school, in advance and before making any travel arrangements.

Schools will respond to requests within 10 school days where possible. If term-time leave is taken without prior permission from the school, the absence will be unauthorised (but may be authorised after the event if in an emergency- eg verified doctor's appointment) and if the number of sessions absent hits the thresholds, parents/carers may be issued with a fixed-penalty fine or other legal action.

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents/carers to help us by not arranging any break or holiday for their children during school time.

10. Gypsy, Roma, Traveller and Showman families

Absence of a child from a Traveller family that has left the area may be authorised if the absence is for work purposes only and it is believed that the family intends to return. To ensure the continuity of learning for Traveller children, dual registration is allowed. That means that a school cannot remove a Traveller child from the school roll while they are travelling. When the Traveller is away the home school holds the place open and records the absence as authorised through the T code. Distance learning packs for Traveller children are not an alternative to attendance at school. For further advice and guidance on attendance and Gypsy, Roma, Traveller and Showman families see Appendix I for your school's specific local authority requirements.

11. Training

All staff receive training and development as required with respect to their role and with support from Trust Lead for Wellbeing and Attendance.

Attendance teams receive further training specific to their role from Trust Lead for wellbeing and attendance.

12. Monitoring provisions

The Education Committee will review this policy at least yearly.

Data relating to attendance levels is reviewed both as set out under Section 5 above but also termly by Local Governing Bodies, and the Board. This enables the impact and effectiveness of the procedures in Appendix I to be monitored regularly.

I3. Links to other policies

This policy is supported by and links to:

- Child Protection and Safeguarding Policy
- Elective Home Education Protocol
- Children absent from Education Protocol
- Supporting Children with Medical Conditions or in Hospital

Appendix One - Processes and Procedures

All schools use the BET Attendance Strategy to implement interventions, support and processes.

Principles of the BET Attendance Strategy:

1. Early Identification and Data-Driven Intervention
 - Use robust data systems to monitor attendance daily, weekly, and termly.
 - Analyse DfE attendance bandings to identify students at risk of low attendance, persistent absence (below 90%), or severe absence (below 50%).
 - Ensure families understand the impact of missed days and lessons on academic outcomes and progress.
 - Benchmark performance and track trends to inform targeted, timely interventions.
2. Relational Practice and Student Belonging
 - Build strong relationships between staff, students, and families to improve engagement and attendance.
 - Implement research-informed approaches to reduce anxiety and foster a sense of belonging (Relational Practice, nudge theory, EAST framework).
 - Use tutors and pastoral staff to maintain positive, supportive connections.
3. Parental Engagement and Communication
 - Ensure clear, consistent, and accessible communication with families about attendance, its impact, and key thresholds.
 - Promote parent involvement through early contact, workshops, events, and digital platforms.
 - Use recognition and messaging to socialise high attendance as the norm.
4. Tiered, Targeted Interventions
 - Implement a structured, tiered intervention model, escalating support based on attendance thresholds and risk bands.
 - Proactively monitor students approaching persistent absence to prevent them from being disadvantaged by missed school time.
 - Include targeted support for vulnerable groups (e.g., EBSA, medical needs) and ensure coordinated interventions across school and trust.
5. Removing Barriers and Supporting Wellbeing
 - Provide practical support to ensure students can attend and participate (e.g., breakfast clubs, uniform/laundry support, transport, medical guidance).
 - Address health, emotional, and social barriers proactively.

6. Staff Accountability and Capacity Building
 - Ensure clear roles and responsibilities for tutors, attendance officers, pastoral leaders, and SLT.
 - Provide mandatory CPD for staff in attendance monitoring, relational approaches, and intervention strategies.
 - Facilitate collaboration across trust and school networks to share best practice.
7. Recognition and Positive Reinforcement
 - Promote attendance through visible, high-profile recognition within school culture.
 - Reward improvements and consistently high attendance to reinforce positive behaviour.
8. Continuous Evaluation and Improvement
 - Regularly review attendance data, DfE bandings, and interventions to evaluate effectiveness.
 - Adapt strategies based on outcomes, research, and local context.
 - Maintain transparency and accountability across all levels (school, trust, governors).

Individual schools to insert own procedures (see guidance and example process below)

Guidance

DfE state guidance says that schools should expect to have the following in their attendance procedures:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence.
- The name and contact details of the school's Senior Attendance Champion. Information and contact details of the school staff who pupils and parents should contact about attendance on a day to day basis (such as a form tutor, attendance officer etc) and for more detailed support on attendance (such as a head of year, pastoral lead or family liaison officer etc).
- The school's day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
- How the school is promoting and incentivising good attendance.
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
- Details of the National Framework for Penalty Notices and when Notices to Improve, penalty notices or other legal interventions will be sought if support is not appropriate (e.g. for a holiday in term time), not successful, or not engaged with.

Example process (each School to review and ensure minimum requirements above are included in their own process):

As set out in Attendance Policy, we recognise attendance and punctuality has an incredible impact on both the wellbeing of our students and their attainment.

When a student's attendance or punctuality falls below our expectation, the situation will be discussed with parents in the first instance and letters will be sent to formally note the concern. If there is no satisfactory and sustained improvement without good reason, the school will write to parents to notify them of the decision to no longer authorise absence and the matter will be referred to the School Attendance Team for further intervention. This intervention will either be a fixed penalty notice or a referral to ALP (Attendance Legal Panel).

There are now a number of legal powers that either the Local Authority or School may use to improve attendance where attendance remains low and unauthorised. These can happen in any order depending on each individual case: more information is available [here](#).

a) Attendance Contract

b) Education Supervision Order (ESO)

c) Notices to Improve

d) Penalty Notices

e) Taking you to court

You could get a fine of up to (currently) £2,500, a community order or, in extreme cases, a jail sentence of up to three months. If the court thinks it will help to stop your child missing school, it may also impose a Parenting Order.

f) Parenting Order

A Parenting Order is a court order which requires you to attend parenting education or support classes. You will also have to do whatever the court says is necessary to improve your child's behaviour and attendance at school.

Attendance Procedures at Bohunt School

Senior Attendance Champion

The Senior Attendance Champion in our school is <insert name> and they can be contacted by email <insert email address>.

Notification of absence

Parents are requested to report absence via StudyBugs for each day that the child is off school. This must be communicated at the start of the day prior to 8.40am. If no message has been received, office staff will attempt to make contact with the parent, by telephone and e-mail. Any extraordinary explanations from parents (e.g. outlining a family problem, a recurring medical condition, serious complaint) should be discussed with the Head of House who will decide on any appropriate action to be taken and then filed in the student's records.

Failure to inform the school of absence will result in a first day text. This will be followed up by a phone call from our Attendance Officer to ascertain the reason for the absence.

Leave of Absence Requests

Parents requesting an absence for their child should fill in the Leave of Absence Request form (obtainable from Reception and website) and return it to the Head of School. The Head of School will not authorise any leave of absence during term time, other than in exceptional circumstances. A fixed penalty notice will be issued to parents/carers for any leave of absence that the Head of School has not authorised of five days or more in one occasion or over the course of an academic year.

Attendance Rewards

The school recognises regular attendance and punctuality as essential facets of student achievement. There are clearly defined and achievable goals, which recognise and reward good practice in these two areas.

What are the rewards for achieving Excellent/Improved Attendance?

General Attendance:

- **Postcards** – All students achieving above 98% attendance each half term will receive a postcard home.
- **Certificates** – All students achieving 100% attendance each term will receive an attendance certificate
- **ERAs** – All students receiving a postcard or certificate in a half term will also receive 5 ERAs
- **Tutor Groups** – At the end of each week, the Tutor Group in each Year Group with the most improved attendance will receive a prize during tutor time.
- **End of Term Rewards** – At the end of each term, the students with 100% attendance will get to take part in an ERA reward activity

Improved Attendance:

- **Postcards** – All students with previous poor attendance will receive a postcard once they have reached their attendance target
- **Rewards** – Students on a path to the Attendance Legal Panel will receive an appropriate reward (discussed with student) should they reach their attendance target.

Student truancy

In the event of truancy either for a full school day or during the school day including onsite, parents will receive a letter or phone call regarding the absence, followed up by school sanction, which will be recorded as a C4 which triggers an afterschool detention(s) to avoid further absence from lessons.

The Head of House, supported by the Assistant Headteachers Lower School and Well-Being, will deal with any persistent offenders. If the situation fails to improve after the above procedure has been carried out, further action will be taken in conjunction with the ALP and/or the issuing of a fixed penalty notice of (currently £80 rising to £160) if not paid within 28 days.

Persistent Absence

Students who have a rate of attendance consistently below 90% are a serious cause for concern (see graphic above) and their circumstances will be investigated further. Whilst Bohunt recognises that

there may be genuine reasons for absence that student's attendance will be closely monitored on a half termly basis and parents may be notified of the concern. Students who are consistently below 90% attendance are characterised as "persistently absent" and are a significant concern as their academic progress is significantly compromised. It is worth noting that an attendance rate of 90%, maintained throughout years 7-11, equates to a student being effectively absent for half a year of his/her secondary schooling. Again, further action will be taken in conjunction with the Attendance Legal Panel and/or the issuing of a fixed penalty notice of currently £80 rising to £160 if not paid within 28 days. No more than 2 fines will be issued each academic year.

Lateness:

Students who are late due to a delay in public transport or the school bus, will not be recorded as late to school. However, all other students who are late to school will expect the following:

- Lateness 10 minutes or less to result in a breaktime DT
- Lateness 11 minutes or more to result in an after school DT

Letters (formalising phone calls) home raising concerns regarding lateness and punctuality will be sent to parents. Continued and persistent lateness may mean that parents and carers are issued with a fixed penalty notice of currently £80 rising to £160 if not paid within 28 days. No more than 2 fines will be issued in each academic year.

For continued attendance and punctuality issues

- Daily contact home when a student is absent from school
- Attendance contracts will be implemented
- Home visits will be carried out to address issues of attendance
- Fixed penalty notices will be issued
- Referral to attendance legal panel will be made

Appendix Two - School Home School Agreement

Please insert your agreement

Appendix Three - Advice for Parents/Carers

What can I do to encourage my child to attend school?

Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers, and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give into pressure to excuse them from not attending. This gives the impression that attendance does not matter and may make things worse.

Contact your child's class teacher and openly discuss your worries. Your child could be avoiding school for a number of reasons- difficulties with school work, friendship issues, or family difficulties. It is important that we identify the reason for your child's reluctance and work together to tackle the problem.

My child is trying to avoid coming to school. What should I do?

Make sure your child gets enough sleep and gets up in plenty of time in the morning. Ensure that you leave home in plenty of time, with book bag, water bottle and, if necessary, a packed lunch. Show your child, by your interest, that you value his/her education- be interested in what your child is doing in school, chat to them about the things they have learnt, what friends they have made and even what they had for lunch!

For many parents, your child attending school may be your first experience of being separated from them. This can seem daunting at first for both of you, but consistency and a caring, supportive home and school life will make the transition a quick and easy experience for you both.

Leavers

If your child is leaving our school, other than when transferring to another school, parents are asked to give Bohunt School comprehensive information about their plans, including any date of a move, new address and telephone numbers, details of their child's new school and the start date when this is known. A form is available in the school office.

If children leave and we do not have the above information, then your child is considered to be a child missing in education. This requires schools and local authorities to then carry out investigations to try and locate your child, which includes liaising with Children's Services, the Police and other agencies. By providing us with all the above information these investigations can be avoided.

Absence through child participation in public performances, including theatre, film or television work and modelling

Parents/carers of a child performer can seek leave of absence from school for their child to take part in a performance. They must contact the head teacher to discuss the nature and frequency of the work, whether the child has a valid performance licence and whether education will be provided by the employer during any future leave of absence. It is, however, down to the head teacher's discretion as to whether to authorise this and they will wish to discuss with you the nature and frequency of the absence and how learning will continue if absence occurs. Any absence recorded as part of a child's participation in a public performance is recorded as C, an authorised absence.

Absence through competing at regional, county or national level for sport

First of all, congratulations to them! Parents of able sportsmen and women can seek leave of absence from school for their child to take part in regional, county, national and international events and competitions. It is, however, down to the head teacher's discretion whether to authorise this and they will wish to discuss with you the nature and frequency of the absence and how learning will continue if absence occurs. Permission for your child to leave early or arrive late to attend coaching and training sessions is also at the discretion of the head teacher and is not likely to be approved if it is a regular event, unless the sports club or association is providing an education tutor as part of their coaching.

Where permission is granted, please get in contact with their tutor so that we can work out how best to support them so that their academic progress is not harmed and that coming back into school is not stressful.