Primary Attendance and Absence Policy

The Diamond Learning Partnership Trust

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Principles

The Diamond Learning Partnership Trust recognises that regular school attendance is fundamental to pupil's educational progress, attainment, wellbeing and safeguarding. We are committed to promoting a positive culture of attendance and punctuality across all our schools, ensuring that every child has the opportunity to access education and achieve their full potential.

We recognise that barriers to attendance vary between pupils and families. Our approach is therefore supportive, proportionate and focused on identifying concerns early, understanding individual circumstances and providing appropriate support. We will work in partnership with pupils, parents and carers, school staff, Local Authorities and other relevant agencies to improve attendance and address barriers wherever possible.

Attendance is a shared responsibility. All staff have a role in promoting regular attendance, recognising emerging concerns and following the Trust's procedures. Where attendance does not improve, or where circumstances require more immediate action, schools will consider further intervention in accordance with statutory guidance and the relevant Local Authority's procedures.

This policy is informed by the Department for Education's *Working Together to Improve School Attendance* guidance, July 2026, alongside other applicable statutory requirements and Local Authority procedures.

Roles and responsibilities

Improving attendance is a shared responsibility. Parents and carers, pupils, school staff, school leaders, Trustees, LGB members, the Trust and Local Authorities all have a role in promoting regular attendance, identifying barriers and supporting improvement.

Parents and Carers

Parents and carers are expected to:

- Ensure their child attends school regularly and punctually, ready to learn, and understands the importance of good attendance.
- Follow the school's procedures for reporting absence and provide a reason for any absence as soon as possible.
- Inform the school promptly of any concerns or circumstances that may affect their child's attendance.
- Follow the school's procedures when requesting leave of absence during term time.
- Work in partnership with the school and engage with appropriate support and interventions to improve attendance.

Parents and carers have a legal responsibility to ensure that their child receives a suitable education and, where registered at a school, attends regularly in accordance with their legal obligations.

Pupils

Pupils are expected to attend school regularly and punctually, participate in their education and speak to a trusted adult if they experience difficulties that affect their attendance.

Schools and School Leaders

Schools are responsible for promoting a positive culture of attendance and implementing this policy. This includes:

- Maintaining accurate attendance registers and following statutory attendance recording and reporting requirements.
- Monitoring attendance and punctuality, identifying concerns early and following up unexplained absence.
- Communicating clearly with pupils and parents/carers about attendance expectations and concerns.
- Working with pupils and families to identify barriers and provide appropriate support.
- Working with relevant external services and the Local Authority where additional support or intervention is required.
- Monitoring the effectiveness of interventions and taking further action where necessary.

Each school must identify a Senior Attendance Champion who should be a member of the senior leadership team. The Champion is responsible for assisting the Headteacher in providing strategic leadership for attendance, promoting a whole-school approach and ensuring that attendance remains a priority.

The Headteacher retains overall responsibility for attendance within the school, including ensuring that appropriate systems, procedures and interventions are in place. All staff have a role in promoting attendance, recognising emerging concerns and following the school's procedures.

Trustees and Local Governing Body

Trustees and Local governing body members (LGB) are responsible for providing oversight and challenge in relation to attendance within their school. This includes reviewing attendance information, understanding patterns and areas of concern, and holding school leaders to account for the implementation and effectiveness of attendance strategies.

The Trust

The Trust provides strategic oversight of attendance across its schools and supports headteachers to improve attendance outcomes. This includes:

- Monitoring attendance data and identifying trends and areas requiring additional focus.
- Setting Trust attendance priorities and reviewing progress against these priorities.
- Supporting schools to implement effective attendance strategies and interventions.
- Providing guidance and advice through the Trust Attendance Team.
- Reviewing the effectiveness of interventions and supporting schools to identify where further action or resources may be required.

The Trust Attendance Team works with schools to review attendance, discuss individual and whole-school concerns, and support improvement. Schools can seek advice and support from the Trust Attendance Team at any time and do not need to wait for scheduled review meetings.

Local Authorities

Local Authorities have statutory responsibilities in relation to school attendance and provide support, advice and intervention in accordance with their respective duties and local procedures.

Schools will work with the relevant Local Authority where appropriate, including in relation to attendance concerns requiring additional support, Children Missing Education, pupils with medical needs and potential legal intervention. Local Authorities may also be involved in considering penalty notices and prosecution where the relevant legal requirements are met.

Schools must follow the procedures applicable to their Local Authority, as these may differ across the areas in which the Trust operates.

Trust Attendance Priorities and Strategy

The Trust is committed to improving attendance and reducing absence across all its schools. Attendance is closely linked to educational attainment, wellbeing and safeguarding, and effective monitoring helps schools identify pupils who may need additional support.

While good attendance is important for every pupil, the Trust has identified the following priority areas for focused monitoring and intervention:

- **Pupils with attendance between 85% and 95%:** identifying emerging concerns and providing early support to prevent further deterioration, with particular attention to pupils approaching or falling below the persistent absence threshold.
- **Persistent absence:** prioritising support for pupils whose attendance falls below 90%, with the aim of improving attendance and reducing the number of persistently absent pupils.
- **Years 1 and 6:** giving particular attention to attendance at these key stages and considering the relationship between attendance and educational outcomes.
- **Pupils eligible for Free School Meals (FSM):** identifying and addressing barriers to attendance that may affect disadvantaged pupils.
- **Pupils with Special Educational Needs and Disabilities (SEND):** understanding individual needs and barriers and ensuring that appropriate support and reasonable adjustments are considered.

Monitoring and Evaluation

Schools must monitor attendance regularly and use the information available to identify concerns, target support and evaluate progress. This includes:

- Reviewing whole-school attendance, persistent absence and individual pupil attendance data.
- Identifying patterns across year groups and relevant pupil groups.
- Using attendance data and, where appropriate, MIS tools to explore links between attendance and attainment.
- Communicating attendance concerns to parents and carers and providing information about progress.
- Reviewing the effectiveness of interventions and adjusting support where necessary.

The Trust Attendance Team will work with schools to review attendance information, discuss progress against Trust priorities and identify further actions. These reviews will take place through the Trust's monitoring arrangements, including termly meetings with schools, attendance leads and the CEO.

Promoting a Positive Culture of Attendance

Schools should promote a positive culture of attendance through clear communication, positive relationships with pupils and families, and recognition of good attendance and improvement. Staff should understand their responsibilities and follow the school's attendance procedures.

Where concerns arise, schools should respond promptly and proportionately, seeking to understand barriers and provide appropriate support. Progress should be reviewed regularly, with further action taken where necessary.

Schools will implement these priorities through the graduated approach described in the Supporting Attendance section of this policy. This sets out how schools should monitor attendance, listen and understand, facilitate support, formalise support and consider legal intervention where appropriate.

Supporting Attendance

Schools will follow a graduated, supportive and proportionate approach to improving attendance and punctuality, in line with the Trust's attendance framework and the Department for Education's statutory guidance, *Working Together to Improve School Attendance*. July 2026



The process follows five stages: Monitor; Listen and Understand; Facilitate Support; Formalise Support; and Legal Interventions**.** These stages provide a framework for responding to attendance concerns and should be applied flexibly according to each pupil's circumstances, needs and barriers to attendance. Where appropriate, stages may overlap or be progressed more quickly where concerns are serious or urgent action is necessary.
The aim throughout is to work in partnership with pupils and their parents/carers to improve attendance, remove barriers and secure the best possible educational outcomes.

Stage 1: Monitor – Identify and Track

Schools must monitor attendance and punctuality daily to identify emerging patterns, investigate concerns and intervene at the earliest opportunity.
This includes:

- Scrutinising attendance registers daily, including authorised and unauthorised absence, reasons for absence and lateness.
- Contacting parents/carers by telephone, email or letter when the reason for absence is unknown.
- Identifying pupils whose attendance is declining, persistently low or otherwise causing concern, including patterns of lateness.

- Monitoring attendance within specific pupil groups, including disadvantaged pupils, pupils with SEND and pupils with medical needs.
- Using attendance data and, where appropriate, the Insight tool to identify patterns and explore links between attendance and attainment.
- Following the relevant procedures for pupils who may be Children Missing Education (CME), pupils whose parents have indicated an intention to electively home educate, and pupils who may be removed from the school roll.
- Monitoring absence relating to illness, medical appointments and other individual circumstances.

Where concerns are identified, schools should contact parents/carers promptly, explain the concerns and establish whether support is required. An initial letter may be used to raise concerns about persistent lateness.

Stage 2: Listen and Understand – Identify Barriers
Where attendance or punctuality gives cause for concern, schools will work with the pupil and their parents/carers to understand the reasons and identify any barriers preventing regular attendance.
This may include:

- Making telephone contact to discuss concerns and offer support.
- Writing to parents/carers to explain the impact of absence or lateness on the pupil's education.
- Holding supportive conversations or meetings with the pupil and family.
- Considering individual circumstances, including SEND, medical needs, emotional wellbeing, family circumstances and other relevant factors.
- Consulting appropriate staff and external professionals, where necessary, to develop a fuller understanding of the pupil's needs.

Schools should listen to the views of the pupil and family and seek to understand the underlying causes of absence before determining the most appropriate response.

Stage 3: Facilitate Support – Remove Barriers
Where barriers to attendance are identified, schools will work with the pupil and their parents/carers to agree appropriate support and practical steps to improve attendance and punctuality.
Support may include:

- Agreeing practical solutions and achievable attendance targets.
- Providing appropriate pastoral or in-school support.
- Signposting or referring families to relevant internal or external services, including health, SEND or family support services, where appropriate.
- Liaising with external agencies and professionals involved with the pupil.
- Establishing a monitoring period to review progress and assess whether the support is effective.
- Offering an Early Help Assessment (EHA)

Schools should regularly review the impact of agreed strategies and maintain communication with the family. Support should be adjusted where necessary to reflect the pupil's circumstances and progress.

Stage 4: Formalise Support – Set Clear Expectations
Where attendance does not improve sufficiently following early intervention, or where a more structured approach is considered necessary, schools should formalise the support and expectations agreed with the family.
This may include:

- Inviting parents/carers to a meeting to discuss the concerns and the support required.

- Considering an Attendance Contract, where appropriate. This is a supportive agreement intended to identify barriers, establish shared expectations and agree actions to improve attendance.
- Setting clear attendance targets, identifying the responsibilities of the school and family, and agreeing review dates.
- Recording agreed actions and monitoring progress against the targets.
- Continuing to offer appropriate support and considering whether further intervention is required.

If attendance continues to cause concern despite the support offered, or parents/carers do not engage with appropriate interventions, the school should review the case and consider the next steps in accordance with statutory guidance and the relevant Local Authority's procedures.
Where appropriate, a request may be made to the Local Authority Attendance Team to consider issuing a Notice to Improve. This provides a formal opportunity for attendance to improve before a penalty notice is considered, where applicable. A Notice to Improve is not appropriate in every case, and the circumstances must be assessed in line with the relevant statutory guidance.

Stage 5: Legal Interventions – Refer for Statutory Action
Where support has not resulted in sufficient improvement, or where support is not appropriate in the circumstances, schools may refer the case to the relevant Local Authority Attendance Team for consideration of statutory intervention.
Schools must ensure that attendance records, evidence of parental communication, support offered, actions taken and the impact of interventions are appropriately documented.
Depending on the circumstances and the Local Authority's assessment, possible interventions may include:

- Consideration of a penalty notice for unauthorised absence.
- Prosecution under section 444 of the Education Act 1996.
- Other appropriate legal interventions available to the Local Authority.

A referral does not automatically result in legal action. The Local Authority will consider the evidence, the circumstances of the case, the support provided and the applicable legal requirements when determining the appropriate course of action.
Schools must continue to work with pupils and families, monitor attendance and provide appropriate support throughout the process, including where statutory intervention is being considered or pursued.

Statutory Reporting and Local Authority Notifications

Schools must comply with applicable statutory reporting requirements and the procedures of the relevant Local Authority. This includes making referrals or notifications where required in relation to:

- Ten consecutive days of unauthorised absence recorded using code O.
- Ten cumulative days of unauthorised absence within a ten-week rolling period.
- Fifteen consecutive school days of absence due to illness, where the relevant reporting requirements apply.
- Children Missing Education, including concerns about pupils whose whereabouts or educational provision cannot be established.
- Requests for elective home education and the deletion of pupils from the school roll, in accordance with the applicable statutory procedures.

Schools must check the relevant Local Authority's current procedures and reporting requirements rather than relying solely on the thresholds listed above. All notifications and referrals must be recorded appropriately.

Registration

Reception to Year 6**:**

- The classroom door is opened at XXX am.
- All external classroom doors are locked at XXX am.
- Once the external classroom door has been closed, entry to the school is via the main entrance.
- Registers are open at XXX am and close at XXX am. Pupils who arrive at school after the register has been taken, but before it is closed, will be recorded as 'L' - late on the register.
- Pupils who arrive at school after registers close at XXX am, without an unavoidable reason, will have their lateness recorded as 'U' - unauthorised late which then impacts on their overall attendance level.

Schools must take accurate morning and afternoon attendance registers in accordance with statutory requirements and the Trust's attendance procedures.

Where the reason for a pupil's absence has not been established by the time the register closes, the absence must initially be recorded using Code N (reason for absence not yet established).

Schools must make timely and appropriate enquiries to establish the reason for absence and update the register with the correct code as soon as the reason is known, and no later than five school days after the session concerned.

Where the reason for absence cannot be established within five school days, Code N must be amended to Code O (absent in other or unknown circumstances).

Where a parent/carer provides an explanation for absence, the school must consider the information provided and determine the appropriate attendance code. A parental explanation does not automatically mean that an absence must be authorised.

Any amendment to the attendance register must comply with statutory requirements. The record must retain the original entry, the amended entry, the reason for the amendment, the date of the amendment and the name of the person making the change.

Schools must use the attendance codes set out in the current Department for Education statutory guidance and ensure that all staff responsible for recording attendance understand their correct application.

Lateness

When pupils arrive late at school, they disrupt routines, affect other pupil's learning, miss the teacher's instructions to the lesson and may also feel embarrassed at having to enter the classroom late. They may also miss important intervention programmes and the opportunity to practice key learning skills. Where pupils show a persistent pattern of lateness, Parents/carers will receive contact from the school advising them of the concern and offering support to resolve the issue. Should the lateness continue, parents/carers will be invited to a meeting at school to discuss their child's lateness.

If there is no improvement, despite the school's attempts to identify barriers and address unauthorised absences, a referral could be made to the Local Authority Attendance Team for pupils who are of statutory school age.

Reporting a Pupil Absence

Parents/carers must contact school on the first and every subsequent day of absence by XXX am.

For any pupil not present at the close of registration, and the reason is still unknown, a member of staff will attempt to make contact with the parent/carers once the registers have closed at XXX am.

The member of staff will ring every contact, starting with the priority contact, until a reason for absence is known. Messages will be left on voicemail requesting parents to contact school regarding their child's absence. Outcomes of any phone conversations will be logged on the pupil's electronic school record. Staff will complete the registers in accordance with the correct use of registration codes (see Appendix 2).

Any unexplained absence will be recorded as unauthorised absence if there is no response from a parent/carer to an enquiry regarding their child's absence from school.

At times we may decide it is necessary to conduct a door knock to establish the safety and wellbeing of a pupil who is absent without explanation from a parent/carer.

For absences relating to a medical appointment, supporting information may be requested to authorise this absence.

Illness

Pupils who are unable to attend school due to diarrhoea or sickness can return 48 hours after the last episode.

Pupils with mild coughs, colds, sore throats, sneezes and runny noses who are otherwise well can continue to attend school. However, if they develop a high temperature they should stay at home until their temperature has reduced and they are well enough to return to school. A guide to whether your child is able to attend school with minor illnesses is here: Is my child too ill for school? - NHS (www.nhs.uk). The information is backed up by the Department for Education (DfE). We expect pupils to attempt to come to school unless they are too unwell to complete basic tasks. We will contact you if they need to return home.

Medical Needs and SEND

When children are prevented from accessing school due to physical or mental ill health, school will try to identify the barriers these pupils face and use our tiered approach to supporting medical needs. This starts with the universal offer of support for all pupils and leads to higher tiers of need where increasingly specialist support is required. We will consider reasonable adjustments for (but not limited to) uniform, transport, routines, access to support in school and lunchtime arrangements. We will liaise with appropriate services to ascertain support, in the rare instances that a pupil is unable to access any education inside the school setting. We will work with the Local Authority Access and Inclusion Team to identify available options for education. Where a pupil's health needs mean they need reasonable adjustments or support because it is complex or long term, we may seek medical information to better understand the needs of the pupil and identify the most suitable provision. This may take a variety of forms, which we will discuss with parents/carers on an individual basis.
Where pupils have an EHCP, we will liaise closely with the pupil's SEN Caseworker to work towards the best attendance outcomes for the pupil. The school SENCO (Special Education Needs Coordinator) will also work with all parties to support attendance.
We are able to make adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under

section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments must be agreed by, and regularly reviewed with, the pupil and their parents/carers.

General Non-Attendance

This is different to being absent due to illness or other authorised circumstances. General non-attendance is when a pupil is absent from school, without it being exceptional circumstances and without it being authorised by school. This can be made up of various unauthorised codes.

- Code G – unauthorised holiday.
- Code N – reason for absence not yet established, where applicable.
- Code O – absence in other or unknown circumstances.
- Code U – arrival after registration has closed.

If your child has irregular school attendance, the school will work with you to identify the barriers to attendance and will try to find ways to remove those barriers. This support has already been discussed in this policy. If your child continues to be absent without authorisation from the school, then you may be referred to the Local Authority for legal sanctions to be considered. The threshold is 10 days over a period of 10 or more school weeks, the days can span terms and school years. Before school refer to the Local Authority for non-attendance, we will work with you and offer support. We may offer you an Attendance Contract Meeting which is a supportive pathway where we discuss the barriers to attendance and try to break them down. An alternative action might be considered if you do not engage in support from school - we may set targets for your child's attendance jointly with the Local Authority, with the aim that it improves. This is called a Notice to Improve and is a last attempt at improving attendance before legal sanctions are sought.

Definitions of Leave

We expect attendance at school to be 100% unless there are exceptional or unavoidable reasons for absence.

Authorised leave

An absence is classified as authorised when a pupil has been away from school for a legitimate reason such as:

- Illness or a medical appointment. There is an expectation that the pupil will be in school for registration or return to school after the appointment, depending on where the appointment falls within the school day and the health of the pupil.
- Religious Observance - only day(s) exclusively set apart for religious observance by the religious body to which the pupil's parents belong to. Any other days require a leave of absence request.
- The leave of absence has been authorised due to a short and exceptional, unavoidable circumstance.
- When a Parent/Carer has to travel for occupational purposes.

Unauthorised leave:

An absence is classified as unauthorised when a pupil is away from school without the permission of the school, even with the support of the parent/carers, such as:

- Shopping, hair appointments, visiting family, taking part in a protest or birthdays.
- There has been no reason provided by the parent/carers to support an absence.
- Failure to follow school procedures or inform the school when taking a pupil out of school during term time.
- A leave of absence that has not been authorised due to not being considered an exceptional circumstance by the Headteacher

- Arriving at school after the register has closed.

Coding is always at the Headteacher's discretion.

Term-Time Leave

Parents do not have the right or entitlement to take their child out of school for a term-time holiday. Government guidelines have removed the discretion for headteachers agreeing to term-time leave for holiday purposes. Any requests for leave of absence need to be submitted before the leave is taken. Parents must complete a Term-Time Leave Request Form (Appendix 1) and provide any supporting evidence, if applicable, with their request. The Head teacher has the discretion to determine if the leave is authorised or unauthorised **Exceptional circumstances** (*definition of exceptional*: *rare, unavoidable, short*) will be considered on an individual basis. Examples of requests for leave of absence that **do not** meet the criteria of an exceptional circumstance and **will not** be authorised and could be subject to a Penalty Notice fine/prosecution for pupils of statutory school age are:

- Cheaper holidays/flights in the UK or abroad.
- Holidays that overlap the beginning or the end of term.
- Trip of a lifetime.
- Visiting family or friends who have different half term holiday dates.
- Family weddings for more than 1 day or visits to see family abroad.
- Relatives coming to visit.
- Extension of leave if a pupil has not returned to school after an agreed absence if it does not meet grounds for an exceptional circumstance.
- Leave taken due to potential travel disruption.

Illness Reported Following Unauthorised Term-Time Leave

Where a pupil is reported as unwell immediately before, during or following a period of unauthorised term-time leave, the school will consider the circumstances of the absence and record the appropriate attendance code.

Parents/carers are not routinely required to provide medical evidence for every illness. However, where the school has genuine and reasonable grounds to doubt the authenticity of the reported illness, it may request reasonable supporting evidence in accordance with Department for Education statutory guidance.

The school will consider the information available, including the explanation provided, any relevant evidence and the individual circumstances of the pupil, before deciding whether the absence should be recorded as Code I (illness) or Code O (absent in other or unknown circumstances).

Where the circumstances establish that the pupil remains absent for the purpose of an unauthorised holiday, Code G should be used for the relevant sessions.

The school will record the reasons for its decision and ensure that the attendance register accurately reflects the circumstances of the absence.

Where the absence is recorded using an unauthorised code, it may contribute towards the national penalty notice threshold of 10 sessions of unauthorised absence within a rolling

period of 10 school weeks. Reaching this threshold requires the school to consider whether a penalty notice is appropriate; it does not automatically require one to be issued.

Suspected Holiday

Where the school has reason to believe that a pupil has been absent for the purpose of a term-time holiday without prior authorisation, they will contact the parent/carer to establish the circumstances and request any relevant supporting information.
The school will consider the information available and determine the appropriate attendance code in accordance with statutory guidance. Where the circumstances establish that the pupil was absent for the purpose of an unauthorised holiday, Code G will be recorded.
Where the reason for absence cannot be established, or the school is not satisfied that the explanation qualifies for an authorised absence code, the appropriate unauthorised code will be used.
The school will maintain a record of its enquiries, the information received and the reasons for its coding decision. Where the relevant threshold or other applicable requirements are met, the case may be referred to the Local Authority for consideration of statutory intervention.

Penalty Notices

If a pupil takes unauthorised term-time leave for 10 consecutive sessions or more (generally 5 days) they may be subject to a Penalty Notice. The school will forward details of the unauthorised absence to the Loal Authority for them to determine if the threshold has been met. The fine for a penalty notice is £80 per child, per parent/carer, increasing to £160 if not paid after 21 days but within 28 days for pupils who are of statutory school age. If a penalty notice remains unpaid, parents may be the subject of court proceedings for failing to ensure the regular school attendance of their child and this could result in a fine of up to £2,500 and/or a term of imprisonment of up to 3 months per parent.

For second offences of unauthorised term-time leave (10 consecutive sessions or more) within a three-year rolling period, the fine is a flat £160 per parent, per child.

For the third offence in a three-year rolling period, the referral will be automatically considered by the local authority for prosecution in relation to Section 444 Education Act 1996.

Children Missing in Education

Schools must take prompt action when a pupil is absent without explanation and there are concerns about their whereabouts, welfare or access to education.
Schools will make reasonable efforts to contact parents/carers, establish the reason for absence and confirm the pupil's whereabouts. Where appropriate, this may include contacting emergency contacts, undertaking a home visit and liaising with relevant agencies.
Where the school is unable to establish the pupil's whereabouts or has concerns that the pupil may be missing from education, it must follow the relevant Local Authority's CME procedures and make a referral when required. Safeguarding concerns must be addressed promptly and must not be delayed while waiting for a particular absence threshold to be reached.
A pupil's absence does not automatically justify removal from the school roll. Any decision to delete a pupil from the admission register must comply with the statutory grounds and procedures, including the requirement to make reasonable efforts to establish the pupil's location and circumstances where applicable.
Schools must retain a clear record of enquiries, contact attempts, referrals and decisions relating to pupils who may be missing from education.
See DLPT CME policy

Appendices:

- Request for leave form - to be completed by the parent who the pupil normally lives with.
- Attendance Codes 26-27

THE DIAMOND LEARNING PARTNERSHIP TRUST

Established in the Queens Jubilee Year 2012
Andrew Road, Eynesbury, St Neots, Cambridgeshire PE19 2QE
Tel: 01480 375270 Fax: 01480 375274 CEO: Mr J Lewis

Dear Headteacher,

I would like to request permission for leave of absence for my child, a pupil registered at your school for the reasons detailed below *(further information can be attached if required).*

Pupil's full name	
Pupil's Date of Birth	
Year Group	
Class / Registration	
School Name	
Pupil's full address and postcode	

First date of absence	
Last date of absence	
Date of return to school	
Number of school days absent	

Please be aware, as per our school's attendance policy that the law requires parents to seek permission from the head teacher to take their child out of school during term time. The law states permission can only be granted if:

1. **An application has been made in advance by the parent the child normally lives with;** and
2. **There are exceptional circumstances.**

Please also note that, if on the rare occasion circumstances are deemed exceptional by the head teacher, the duration your child is permitted to be away from school may only be determined by the head teacher.

Reason for request including why you believe your circumstances to be exceptional (Further details may be attached to this form)

If you have a child/ren at another school/s, please detail their name/s and which school/s they attend below
Pupil's name, name of school and school telephone number:

Full name of person making request (note requests must be made by a parent who the pupil normally lives with)	
Relationship to child	
Full address and postcode (if different from child's above)	
Is another parent/carer accompanying the child, if so their full name and relationship to child.	
Signature	
Date	

Code	Description	Meaning
/	Present (AM)	Present
\	Present (PM)	Present
L	Late (before registers close)	Present
C	Leave of absence for exceptional circumstances, where authorised by the school.	Authorised Absence
C1	Participating in a regulated performance or undertaking regulated employment aboard	Authorised Absence
C2	Leave of absence for a compulsory school-age pupil on an approved part-time timetable.	Authorised Absence
E	Pupil is excluded with no alternative provision made	Authorised Absence
I	Illness (NOT a medical appointment)	Authorised Absence
M	Medical/dental appointments	Authorised Absence
R	Religious observance	Authorised Absence
S	Study leave	Authorised Absence
T	Traveller absence	Authorised Absence
J1	Attending an interview for employment or for admission to another educational institution	Authorised Absence
B	Approved education activity as pupil being educated off site (NOT dual registration)	Approved Educational Activity
P	Approved sporting activity	Approved Educational Activity
V	Approved educational visit or trip	Approved Educational Activity
W	Approved work experience	Approved Educational Activity
K	Attending education provision arranged by the local authority	Approved Educational Activity
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
N	Reason for absence not yet established; must be resolved within five school days	Unauthorised absence
O	Absent in other or unknown circumstances, where the reason remains unknown or does not meet the criteria for another code.	Unauthorised absence
U	Arrived after the register closed and the pupil is recorded as absent at registration	Unauthorised absence
D	Dual registered (at another establishment)	Not counted in possible attendance
X	Non-compulsory school age children, not required to be in school	Not counted in possible attendance
Z	Pupil not yet on roll	Not counted in possible attendance
#	Planned whole or partial school closure	Not counted in possible attendance
Q	Unable to attend the school because of a lack of access arrangements	Not counted in possible attendance
Y1	Unable to attend due to transport normally provided not available	Not counted in possible attendance
Y2	Unable to attend due to widespread disruption to travel	Not counted in possible attendance
Y3	Unable to attend because part of the school premises is unavoidably closed and the pupil cannot be accommodated elsewhere on site.	Not counted in possible attendance

Y4	Unable to attend because the whole school premises is unexpectedly closed.	Not counted in possible attendance
Y5	Unable to attend because the pupil is in criminal justice detention.	Not counted in possible attendance
Y6	Unable to attend in accordance with public health guidance or legislation.	Not counted in possible attendance
Y7	Unable to attend because of another unavoidable cause that prevents attendance and is not covered by another code.	Not counted in possible attendance