



Radyr Comprehensive School

Ysgol Gyfun Radur

Respect ♦ Commitment ♦ Success

Cluster Attendance Policy



Introduction

A student's success at school is likely to be affected negatively if their attendance is poor. Those who do not attend regularly may fall behind in their learning, leading to feelings of frustration and unhappiness. As inclusive schools within the Radyr cluster, we seek to provide environments in which all young people can flourish as members of a happy, caring and safe community. **It is our goal that all of our students attend school regularly and on time, making the most of the opportunities available to them.**

There is a strong link between attendance rates and examination success. Research shows that missing 17 days of school a year (an attendance rate of 91%) can result in a drop of a GCSE grade across all subjects. Unauthorised absences would not be accepted in the workplace and we need to help our students to prepare for life as effective adults.

The Radyr Cluster Attendance Framework has its basis in Article 28 of the United Nations Convention on the Rights of the Child (UNCRC). **We believe that all young people have the right to education, based on equality of opportunity, and that the school, in partnership with parents and other parties, must take measures to encourage regular school attendance and reduce rates of absenteeism.**

The Radyr Cluster Attendance Framework is written to ensure compliance with statutory requirements. This framework operates in conjunction with Cardiff Local Authority's 'Five Step System of Attendance Management'. (Please see Appendix 1)

Principles

Our policy is underpinned by the following principles:

The law states that:

- Parents and guardians are required under section 7 of the Education Act 1996 to ensure that their child receives effective full-time education between the ages of five and sixteen;
- The local authority is required under section 437 of the Education Act 1996 to ensure that a child for whom they are responsible is receiving suitable education by regular attendance at school or otherwise;
- The school is required under The Education (Pupil Registration) (Wales) Regulations 2010 to take attendance registers twice a day - at the start of the morning session and once during the afternoon session.

Non-attendance is an important issue that is treated seriously. Every case is different and we will always try to support families to improve the situation. However, it must be understood that a parent/carer who fails to send their child to school regularly faces fines of up to £2500 or even a prison sentence. Cardiff Council regularly prosecutes parents who fail to ensure their child's regular attendance at school. The Radyr Cluster Attendance policy is designed to help teachers, parents and students understand their rights, responsibilities and roles when it comes to school attendance. **By working in partnership, it is our hope that every student achieves over 95% attendance, whilst our expectation is that our pupils will be in school 100% of the time.**

Aims

This policy aims to:

- Give attendance and punctuality a high priority;
- Outline our systems for monitoring and improving attendance;
- Clearly define roles and responsibilities to ensure consistency and rigour.

Registration procedures

To ensure accuracy and consistency, all pupils are registered electronically via the Capita School Information Management System (SIMS). All schools ensure that data input occurs at least weekly. Pupils are registered within the first ten minutes of each AM/PM session in primary schools and in each lesson in the Comprehensive school.

Teachers, cover supervisors and supply teachers, where applicable, are each provided with login credentials for SIMS and are required to record present (/) or absent (N) against each pupil's name. No pupil may be left with a 'missing' mark.

In instances of lateness, members of staff are required to alter the absent (N) mark to the late (L) mark. The degree of lateness may be recorded using the appropriate function within SIMS.

Categorisation of absence

Teachers, cover supervisors and supply teachers, where applicable, are permitted to use the following registration codes only: Present (/), absent (N) and late (L).

The attendance officers, pastoral teams and Senior Leadership Team may, upon investigating incidents of absence, use the following codes as set out by the Welsh Government 2010:

B	Educated off-site	R	Religious observance
D	Dual-registered	T	Traveller absence
P	Approved sporting activity	O	Other unauthorised circumstance
V	Educational visit	G	Family holiday (not agreed)
J	Interview	U	Late (after registration closed)
W	Work experience	X	Un-timetabled sessions for non-compulsory school-age pupils
C	Other authorised circumstance	Y	Partial and forced closure
H	Family holiday (agreed)	Z	Pupil not on roll yet
I	Illness	F	Extended family holiday (agreed)
M	Medical appointment	;	Illness due to Covid-19
S	Study leave	[Remote learning due to Covid 19
E	Excluded		

Procedures for absence

Parents/carers are asked to contact the school by telephone on the first day of their child's absence. Individual schools monitor telephone calls/absence lines each morning.

Should a student be absent from school without explanation, the individual school will follow its own procedures for contacting home (e.g. text, truancy call), asking parents/carers to make contact with the school. Further contact will be made if the absence continues for longer than one day and no response is received from the parents/carers.

Should the school be unable to ascertain the reason for absence, a letter will be sent to parents/carers seeking explanation. (See 'Hierarchy of Sanctions - Appendix 2)

Authorisation of absence

Absences may only be approved by authorised representatives of the school. Radyr cluster schools exercise caution in the authorisation of absence and parents/carers must provide the school with a full picture of the reasons leading to their child's absence.

The Education (Pupil Registration) (Wales) Regulations 2010 give schools discretionary power to grant leave for the purpose of a family holiday during term time. Parents do not have an automatic right to withdraw their child from school for a holiday and, by law, have to apply for permission from the school in advance. **Schools within the Radyr cluster will only authorise family holidays where parents are able to demonstrate that unique or exceptional circumstances prevent the holiday from being taken outside of term time. In general, holidays during term time will not be authorised.** In June 2012, Cardiff Local Authority requested that all schools do not authorise holidays in term time, unless in 'exceptional' circumstances- these circumstances can be found in Appendix 3. If a parent believes that they have an 'exceptional' reason for requesting authorisation, they are requested to submit a Leave of Absence (LOA) form, which will be available on the website or from the main office. An example of this form can be found in Appendix 4.

Procedures for Lateness

Schools within the Radyr cluster may operate a 'late at the gate' scheme in an attempt to discourage lateness and identify pupils who are persistently late for school. Schools have the right to include lateness within the framework of their Behaviour Management Policies.

If a child arrives late to school, they must ensure that they sign in to a 'late book' contained in the reception. They will then be coded "U" as per the coding system. Students who are late ten or more times in a school term may be issued with a FPN. (Fixed Penalty Notice, see Section 4)

If students are required to leave school within the day, prior notice must be given to the school (agreed at the discretion of the Headteacher.)

Intervention

Radyr cluster Schools recognise the important role that parents/carers play in promoting good school attendance. The school therefore seeks to provide professional, quality information and advice, communicated frequently via a variety of means.

In the Comprehensive school, the Attendance Officer, Wellbeing Officers, Progress Leaders and Directors of School closely monitor post-registration attendance lists in an attempt to identify instances of truancy. In such cases, Attendance Officers alert the Senior Leadership Team and telephone parents/carers so that action can be taken to locate missing students and return them to safety.

The Education Welfare Service and South Wales Police, conduct 'truancy sweeps' in Cardiff City Centre and throughout the local area.

Where concerns are raised by parents/carers or staff about a student's school attendance, an Attendance Officer or pastoral member of staff may make a planned or unplanned home visit to discuss the matter. During the home visit the member of staff will provide information and advice, and seek to support the student in returning to school.

When a student has been absent for an extended period, they are welcomed positively on their return. The leadership team is responsible for ensuring that extended support is made available to the student, helping them to 'catch up'. In some cases, the leadership team may choose to re-examine the student's curriculum offer to encourage better attendance.

The Attendance Officer works closely with the Radyr cluster Schools to ensure good school attendance is maintained at all times. The Attendance Officer also ensures that attendance and punctuality is given a high priority throughout the duration of students' compulsory education.

Excellent attendance is celebrated and a range of incentives are used across the cluster to promote good attendance, including achievement assemblies and reward trips.

Hierarchy of sanctions

Schools within the Radyr cluster are caring schools and always seek to resolve matters of poor attendance through effective partnership working with parents. On the rare occasion that the school is unable to elicit from parents the support deemed necessary to encourage students to attend school, sanctions will be used. In the first instance, parents/carers may receive letters which:

- Request reasons for their child's absence;
- Request medical evidence for their child's absence;
- Express concern about their child's absence and offer advice and support;
- Advise them about their child's lateness and ask for their help in getting their child to school on time;
- Advise them that they must provide proof of appointments to be able to pick their child up early from school;
- Advise them that the school has taken the decision not to authorise an absence;
- Advise them that an Attendance Officer intends to visit their home;
- Advise them of their legal responsibilities to ensure their child attends school regularly;
- Advise them that they are at risk of receiving a Fixed Penalty Notice;
- Advise them that a referral has been made to the Education Welfare Service.

In some circumstances, the school may request that the Education Welfare Service issue parents/carers with a Fixed Penalty Notice under The Education (Penalty Notices) (Wales) Regulations 2013. A warning letter will first be sent if:

- There have been 10 unauthorised sessions within one school term;
- A student has been late (after registration has closed) on 10 occasions within one school term;
- Parents/carers have failed to engage in attempts to improve and sustain attendance;
- The police have regularly found a student to be absent from school without an acceptable reason.

A Fixed Penalty Notice will be issued if:

- There is one further unauthorised absence within 15 school days of a warning letter having been issued. School have the right to request medical evidence to ensure absences are only authorised, where appropriate, in cases where attendance is a concern.
- An unauthorised holiday of 5 days and over is taken during term time (*note that no warning letter will be issued*). A holiday will not be authorised if a request form has not been submitted in advance of the holiday. The Radyr cluster Schools will take account of the 'Factors for Consideration' on the request form. Each Headteacher will take into account the child's

attendance record for the previous 3 full terms. If attendance falls below 98% and the Headteacher has taken into account all factors for consideration then the Headteacher will request a FPN.

When the school feels that, despite its best efforts to support the family, attendance is not improving, a referral will be made to the Education Welfare Service. A referral may be made when, for example:

- A pattern of irregular attendance has developed;
- A period of entrenched non-attendance has become established;
- There is a lack of parental cooperation in ensuring a child's regular attendance; or
- A pattern of truancy is persisting.

Radyr Cluster Schools will liaise with the Education Welfare Service to provide the evidence required to prosecute parents/carers who fail, without reasonable justification, to cause their child to attend school regularly, under sections 444(1) and 444(1A) of the Education Act 1996.

The SAO meets regularly with the designated person at the cluster schools to discuss individual cases of absenteeism, truancy or lateness across the cluster and reflect upon the effectiveness of interventions to date. Patterns across schools are discussed in termly Radyr Cluster Meetings. Decisions are taken at this time as to whether individual cases meet the criteria for referral to the Education Welfare Service. The SAO will meet with the Educational Welfare Officer as required to review cases and seek support. The Educational Welfare Officer is responsible for contributing to the Radyr Cluster's drive for school effectiveness through providing advice on proven good practice and promoting the Attendance Framework.

Attendance data is reviewed at the end of the academic year by the Senior Leadership Teams of the Radyr cluster schools and is used to populate the Self-Evaluation document and inform the School Improvement Plan.

Roles and Responsibilities

The Governing Body

The Governing Body for each school in the cluster is responsible for regularly reviewing and approving this cluster Attendance Policy in conjunction with the Headteacher/Deputy Headteacher in order to monitor its effectiveness.

The Headteacher and Senior Leadership team

- The Headteacher for each school in the cluster is responsible for reviewing and approving this cluster attendance policy in conjunction with the Governing Body and monitoring its effectiveness;
- The Headteacher and Senior Leadership team in each school in the cluster are also responsible for communicating this policy and its importance to the entire school community;
- The Headteacher and Senior Leadership team in each school in the cluster will monitor how staff implement this policy to ensure it is applied consistently'
- The Headteacher and Senior Leadership team in each school in the cluster will support students, parents and carers in upholding the school's attendance policy to promote high standards of attendance;

- The Headteacher and Senior Leadership team in each school in the cluster will liaise effectively with parents/carers regarding their child's attendance;
- The Headteacher and Senior Leadership team in each school in the cluster will liaise appropriately with the EWS and a variety of outside agencies to ensure all students are fully and adequately supported to achieve high standards of attendance.

The School Attendance Officer

The School Attendance Officer/s are required to:

- Maintain accurate attendance records for each pupil. Registration data is recorded using SIMS and details of interventions and strategies are recorded using the School Attendance Manager (SAM).;
- Produce detailed accounts pertaining to the attendance of pupils (usually using SIMS);
- Meet and liaise with the EWO and other multi-agencies as required.

Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the cluster attendance policy to ensure high standards of attendance;
- Inform the school of any changes in circumstances that may affect their child's attendance;
- Discuss any attendance concerns with the relevant members of staff promptly;
- Support the school in upholding this cluster attendance policy to ensure high standards of attendance in the school.

Students

Students are expected to:

- Abide by the cluster attendance policy at all times.

Appendix 1: THE 5 STEP APPROACH TO MANAGING ATTENDANCE

A Working Partnership

The Maintained Schools Partnership Agreement sets out the responsibilities of the local authority and schools in dealing with matters of attendance.

The Education Welfare Service Level Agreement builds on these identified responsibilities.

All Secondary Schools have signed Service Level Agreements in relation to the 5 Step Approach to Attendance and it is recommended good practice that cluster primary Schools should have developed Service Level Agreements with their secondary schools which clearly set out expectations, responsibilities and allocation of School Attendance Officer support in each primary school.

The partnership between the Education Welfare Service and the school takes the form of a programme of regular focused meetings between an Education Welfare Service Officer (EWO) and the School Attendance Officer (and additional school staff as appropriate) about pupils whose attendance and welfare are causing concern.

Casework Management

In order to achieve our shared goal of improving attendance and welfare for all children, young people and families, a good working relationship between the EWS and the school is vital. The EWS will work with the School Attendance Officer who is responsible for initiating the 'in school' action, and making referrals in accordance with the 5 Step Approach.

The stages in the procedure are:

- ***Step 1 School based intervention***
- ***Step 2 EWS advice***
- ***Step 3 EWS referrals***
- ***Step 4 Case review and assessment***
- ***Step 5 Formal statutory action***

Each of the steps will be explained in greater detail:

Step 1 School- Based Interventions

This step focuses on **school- based approaches to supporting and improving attendance for all students.**

Every school should have policies and procedures in place designed to ensure its students attend regularly. There should be a consistent and whole school approach, where all members of the school community are clear about their role. In summary, they should:

- Demonstrate a strong attendance ethos;
- Have a clear policy on absence, stating how it will be managed;
- Apply the policy fairly and consistently to all students;

- Share the policy with all parents/carers at the time of admission to the school and regularly draw it to their attention;
- Have a named member of their management team with lead responsibility for attendance;
- Reinforce and communicate positive attendance messages throughout the year;
- Have effective systems for monitoring attendance, including first day calling, analysis of data and follow up by the relevant members of staff when students return from absence;
- Have efficient systems of registration which encourage students and parents to account promptly for any absences, which are in accordance with legal requirements and which show a consistent approach to the classification of absences as either authorised and unauthorised;
- Set and monitor an annual absence target;
- Nominate a school governor with a specific attendance remit;
- Ensure all relevant staff receive training about attendance issues;
- Ensure regular training for staff with registration responsibilities and monitor of practice to ensure high standards by class teachers and others with key responsibilities;
- Promote the importance and legal requirements of good attendance to students and parents;
- Intervene early when individual student absence gives cause for concern;
- Reward and celebrate good and improved attendance;
- Make best use of additional support for students and parents with the greatest need;
- When absence problems do not respond to interventions from appropriate members of staff; refer appropriately to the School Attendance Officer.

Research has shown that schools' success in improving attendance depends on continual attention to detail, consistent application of agreed procedures and most of all the provision of a stimulating and appropriate curriculum for the needs of all students.

Good practice at Step 1

- Regular monitoring of registers.
- Phoning home on the 1st day of unauthorised absence.
- Sending a letter home on the 3rd consecutive day of unauthorised absence.
- Liaison with other school staff.
- Keeping records of actions/contacts regarding each case

Step 2 Advice and Consultation

- Parent/guardian(s) should be encouraged to visit school to discuss attendance and strategies for improvement. The parent and student should be given achievable target(s) to improve attendance. A date should be set for review;
- If attendance has not improved the relevant member of staff should prioritise the list of students to be referred to the SAO;
- There should be regular formal advice meetings between Education Welfare staff and the School Attendance Officer to identify students who are experiencing attendance difficulties. These should include regular examination of attendance registers, the frequency of which will vary according to mutually agreed need. These should take place in both Secondary and Primary schools as appropriate. The Senior Lead for Attendance should attend these meetings at agreed intervals;
- The SAO and EWO will discuss and agree actions which needs to be taken; when and by whom;
- Commitment is required from all parties to undertake agreed actions by the next scheduled meeting;
- Discussions, advice and actions should be recorded, with a copy kept by both the EWS and school at the end of each consultation and other appropriate feedback as agreed with school staff;
- EWS will provide advice and support to the school on issues relating to attendance, access to education, welfare and safeguarding, exclusion or related matters in order that future action can be agreed;
- SAOs should keep accurate & up-to-date electronic casework records of any contact and communication with parents/guardians/students/other agencies;
- The EWS will feedback information in relation to work which has been undertaken on cases open to EWS (those previously referred at step 3).

An early referral and subsequent involvement of both SAO/EWO may help to prevent a student going missing, or prevent truancy and other social problems from becoming entrenched. Delay in making an appropriate referral is often detrimental to the interests of the student involved and once truancy becomes entrenched it can be very difficult to bring about a return to regular school attendance.

Good Practice

Schools may wish to consider using a formal 'Attendance Contract' which outlines expectations, actions and responsibilities for the student and their parent(s) for improved attendance, which they must agree and sign together with the school, School Attendance Officer or EWO.

It is best practice to plan for regular meetings with the school's link EWO. The EWS suggest the school's School Attendance Officer and the lead person with responsibility for attendance is a part of these meetings.

Suggested structure of these meetings:

1. **General Preventative** – to discuss, agree and review procedures and short-term strategies or projects to improve general punctuality and attendance in the year group/whole school.
2. **Early Intervention** – to identify, discuss and review individual pupils with emerging punctuality or attendance problems. Decide what school-based or other actions could be used to address concerns.
3. **New Referrals to EWS for support** – to identify, discuss and make formal referrals to the EWS of those students where EWS intervention is needed over and above school's actions to address attendance concerns.

4. **Reviewing Cases** – EWO and school to provide feedback and share information about progress with existing referred cases.

Schools should provide overall attendance data for the year group and class/form groups and individual student attendance printouts to be able to target work.

The EWO will take notes from this meeting and share agreed actions with the School.

Step 3 Referral to the Education Welfare Service

- Referrals should be made only after appropriate strategies have been explored by the school and undertaken at step 2;
- The referral will only be accepted if there is evidence of work completed by the school and School Attendance Officer;
- The referral will only be accepted if the School Attendance Officer has undertaken a minimum of 1 home visit and spoken with parents/carers to seek improvement/address any difficulties;
- Referrals to EWS must be made using formal SAO and EWS referral forms and will only be accepted by the EWS on receipt of an electronic referral sent to ewsreferrals@cardiff.gov.uk;
- An up-to-date print out of the registration certificate should accompany the referral;
- Once the case has been formally referred to the EWS, the case will be allocated to the school's EWO;
- At the outset of casework by the EWO, the parent will be given a written "Initial Warning" letter reminding parents/carers of their responsibilities and of the possible legal consequences if their child's attendance does not improve.

Mandatory Practice

If there are concerns that the pupil's family have moved out of the area, without leaving a forwarding address/name of new school, the School Attendance Officer must complete and forward the Children Missing Education (CME) Checklist for Schools to the EWS for further tracking.

Good Practice

Before accepting a referral from a School Attendance Officer, the EWS will expect the school to have first undertaken a number of steps to address the student's non-attendance. These would include:

- action by the class teacher/form teacher;
- action by the Director of School/Progress Leader (Secondary) or Head or Deputy Head (Primary)
- contact with parents; including the school sending a sequence of letters of concern to the parents before formally involving the SAO;
- Inviting parents to a meeting in school;
- Offering help and support in the first instance;
- Challenging the outcome if not satisfactory – i.e. if absences for illness continue to be covered by notes – advise parents that medical confirmation is required.
- Undertaking a minimum of 1 home visit and speaking to the parents about making improvements/addressing attendance difficulties.

Step 4 Case Review and Assessment

When there is no progress at Steps 1, 2 & 3, the EWO will undertake a range of actions and interventions aimed at facilitating the student's return to regular school attendance.

Casework will be based on an assessment of needs and action planned appropriate to the individual circumstances of each case, but may include:

- Home visits in order to assess the situation and agree a way forward. Arranging meetings between the school, parents and student in school or elsewhere;
- A range of interventions which could include liaison and joint working with other professionals. The Education Welfare Officer may also signpost and negotiate a plan of support for students and families to receive additional specialist support such as counselling or group work e.g. CAMHS;
- All casework will involve the setting of targets for improvement and will be time-limited and subject to regular review;
- All casework will involve close and continuous liaison with the student's school, regular reviews and feedback to schools through a variety of methods, which may include: face to face consultation, phone, and written communication on work undertaken;
- In cases where the main causes of non-attendance may be school-related (e.g. alleged bullying, peer pressure, difficulties with a particular lesson or teacher) the worker will discuss these with the school in order to develop strategies to overcome these difficulties;
- Keeping accurate casework records detailing all EWS involvement and interventions;
- Sending a "Final Warning" letter where a child's attendance fails to improve advising the parent/carer that legal action may be started;
- If no improvement in attendance within a given timescale is achieved the EWO and enhanced EWO (Legal) will meet to undertake a case review to consider the appropriateness of moving to Step 5 – Formal Statutory Action. They will then instigate a Pre-Court meeting.

Instigating a Pre-Court Meeting

If the student's attendance fails to improve, parent/carers and their child will be invited to a Pre-Court Meeting to which a school representative and any others involved with the family or child may also be invited. Parents/carers may have a legal representative at this meeting. If a parent/carer fails to attend this meeting without an acceptable reason or behaves unreasonably or aggressively and does not co-operate, court paperwork will automatically be issued and the parent/carer's non-attendance at the meeting used as evidence of a lack of engagement.

Step 5 Statutory Action

The Education Welfare Service will:

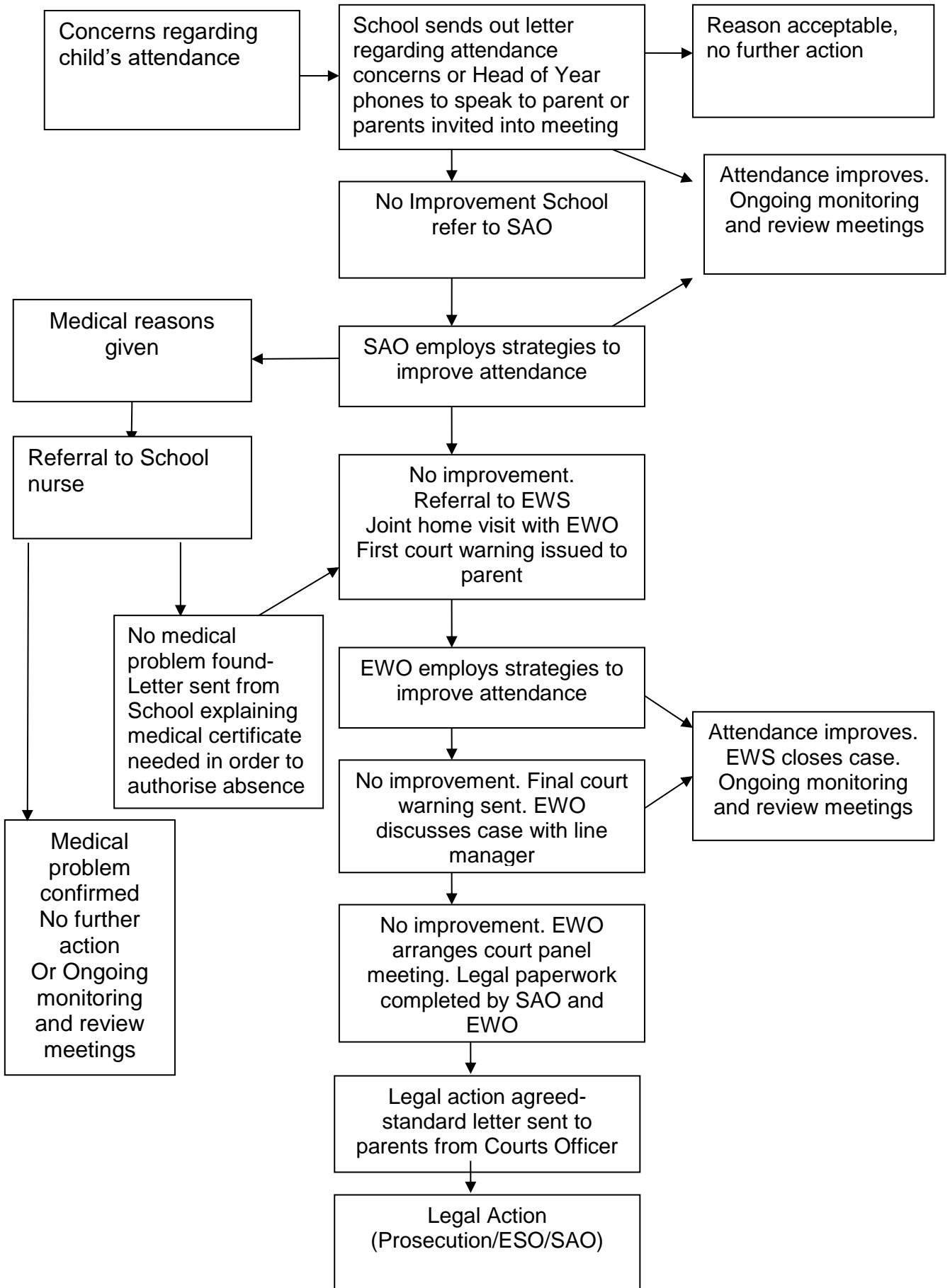
1. Consider suitability of Court proceedings based on a portfolio of evidence provided by the school, SAOs and EWOs;
2. Decide on the most appropriate proceedings to instigate and inform the school and the parents;
3. Prepare documentation for the legal proceedings based on the portfolio of evidence provided by the school;
4. Seek legal advice as appropriate;
5. EWS will attend court and present evidence as required.

(NB Authorised absence is a defence in law. An offence has been committed only when unauthorised absence is recorded.)

Status of referrals open to the EWS at the end of an academic year

All referrals that are EWS at the end of an academic year will be subject to a formal review. The referral will remain open and active at the start of the next academic year if the attendance concerns persist. The referral will then progress through the steps (up or down) as appropriate.

Appendix 2: Procedures for Non- Attendance Flow Chart- Hierarchy of Sanctions



Appendix 3: Exceptional Circumstances (Radyr Cluster Guidance)

Decision to authorise absence

The Education (Pupil Registration) (Wales) Regulations 2010, give schools discretionary power to grant leave for the purpose of family holiday during term time. Parents do not have an automatic right to withdraw their child from school for a holiday and, in law, have to apply for permission from the school in advance. Schools within the Radyr Cluster will only authorise family holidays where parents are able to demonstrate that unique or exceptional circumstances prevent the holiday from being taken outside of term time. **In general, holidays during term time will not be authorised.**

The decision to authorise absence is at the headteacher's discretion, but it is the school's policy that absences will not be granted during term time and will only be authorised in exceptional circumstances based on the school's assessment of the situation. This is fully supported by Cardiff County Council. Term times are for education. This is the priority. Children and families have 175 days off school to spend time together, including weekends and school holidays. For this reason, schools will rightly prioritise attendance.

If an event can reasonably be scheduled outside of term time, it would not be normal to authorise absence. **Absence during term time for holidays is therefore not considered an exceptional circumstance.**

The considerations that the school will ascertain whether the request is because of an exceptional circumstance are outlined below:

- Where a parent or child is experiencing a life limiting illness.
- Absences to visit family members are also not usually granted during term time if they could be scheduled for holiday periods outside school hours. Children may however need time to visit seriously ill relatives.
- Families may need time to recover from trauma, crisis or bereavement involving an immediate relative, i.e.: parent, guardian, carer, sibling or grandparent.
- Absence for a bereavement of a close family member, i.e.: other relative, is usually considered an exceptional circumstance but for the funeral service only, not extended leave.
- Absences for important religious observances, civil or ceremonial activity are often taken into account but only for the ceremony and travelling time, not extended leave. This is intended for one off situations rather than regular recurring events.
- The needs of families of service personnel will be taken into account if they are returning from long operational tours that prevent contact during scheduled holiday times.
- Any examples provided are illustrative rather than exhaustive. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short. By 'unavoidable' we mean an event that could not so reasonably be scheduled at another time.

Appendix 4: Exemplar Leave of Absence Form

I request permission to take the following student/s out of school:

Name: Class:

Name: Class:

Name: Class:

I understand that under the terms of the Education (Penalty Notices-Wales) Regulations 2013, Local Authorities have been given powers to issue Fixed Penalty Notices (FPNs) as an alternative to taking legal action against parents/carers when responding to absenteeism from school.

Reason for absence: (please give full details in the box provided and any other documentary evidence to support this request):

Dates of absence:

From (day, date, month) to (day, date, month).....

Parent Name: Signed: Date:

Permission is not authorised for the above named student/s to have leave of absence.

Permission is authorised for the above named student/s to have leave of absence.
(delete as applicable)

Name:

Signed:

Headteacher /Deputy Headteacher (please delete as applicable)

Date: