Attendance Policy
All phases of education, ages 4-18

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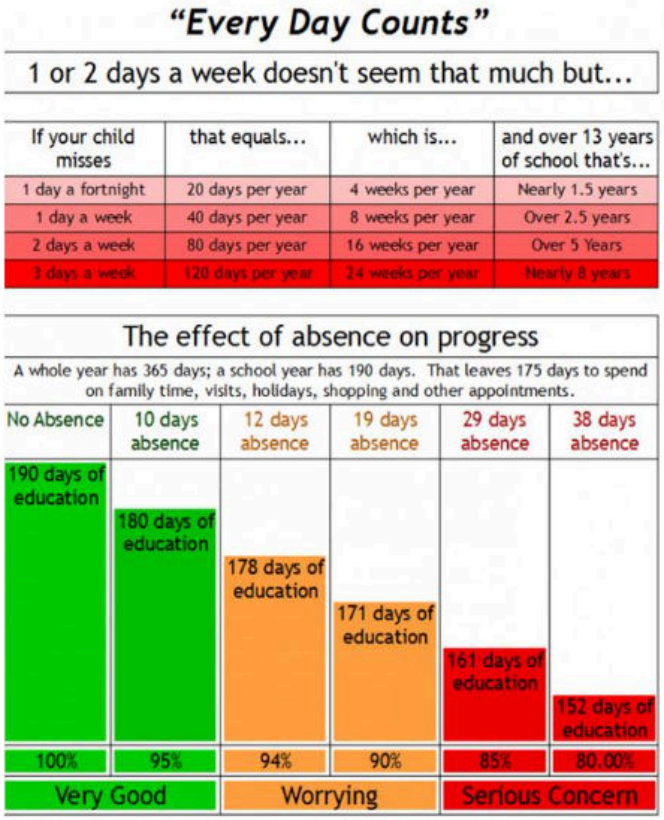
1. Purpose of Policy

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: Working together to improve school attendance (July 2026)

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 School attendance in England - House of Commons Library) 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 there is a 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, depending 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 School attendance in England - House of Commons Library) 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, attendance officer 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.
    - Analyse historical absence data at student and cohort levels to plan proactive interventions that promote good attendance.
- **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, Looked-After Pupil (LAP) status) and young carers.
    - 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/Year 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/Year 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 1.
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 1 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 1 to be monitored regularly.

13. 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).

Attendance Procedures at Bohunt Horsham

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 as this escalates. 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 without additional assurances the absence is unavoidable from a medical professional, and the matter will be referred to the wider School Attendance Team for further monitoring and intervention. This intervention could escalate to 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.

Senior Attendance Champion

The Senior Attendance Champion in our school is **Jake Clarke** and they can be contacted by email Jclarke@bohunthorsham.com.

Notification of absence

Parents are requested to use the Studybugs app or telephone the school on the first day of absence with the reason for absence and each day of absence thereafter. If no message has been received, office staff will attempt to make contact with the parent, by email, message or telephone. Where a reason is not provided, the absence will be recorded as an unauthorised absence.

Leave of Absence Requests

Parents requesting an absence for their child should fill in the Absence Request form (a google form on our school website) which will be reviewed by the Headteacher and wider attendance team. The Headteacher 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 or absence of ten consecutive sessions (five days) or a 10 week period in the academic year.

Sanctions and 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.

- Excellent (96%+) for a term – certificate/ERA/Attendance raffle
- Excellent (96%+) for a year – certificate/ERA/ Attendance raffle

Student truancy

Contact will be made home via email or phone call regarding the absence, followed up by school sanction. The Head of Year, Head of Community or Head of Upper/Lower School or Primary equivalent will be supported by the Assistant Headteacher (Wellbeing) to deal with any escalation. If the situation fails to improve after the above procedures have been carried out, further action will be taken in conjunction with the LA.

Persistent Absence

Students who have a rate of attendance consistently below 90% are a cause for concern and their circumstances will be investigated further. Whilst Bohunt Horsham 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. Therefore we will take action through intervention such as attendance support plans or attendance referrals to support students in raising their attendance.

Lateness

Students who are late to school will expect the following sanctions:

- Break time and after school detentions as directed by the pastoral and/or leadership team
- Late to school interventions, such as assemblies and planning for the morning
- Letters will be sent home to parents raising our concerns over their child's punctuality to school
- Referrals to the Pupil Entitlement Team when the appropriate threshold for unauthorised absences is met.
- A referral will be made if the measures described above fail to bring about an improvement in attendance
- A fixed penalty notice warning will be issued if a student has 10 or more unauthorised sessions during a term
- A referral for a SAP (school attendance panel) will be made in circumstances where an FPN is not appropriate and for students with 15 or more sessions of absence during the year
- Each referral must be accompanied by details of the student's attendance for the preceding period

Monitoring

- Tutor/class teacher monitors attendance alongside the relevant Head of Year (Primary equivalent) and patterns and concerns are monitored and escalated on a daily basis.
- The Assistant Headteacher and Pastoral Leaders (or Primary equivalent) meet regularly to discuss/review the attendance and punctuality policy and how it is being adapted to everyday use.
- Attendance (Half termly/termly) figures are reviewed and tutor group targets set on a regular basis.
- Working practices of the policy are also discussed periodically at an Attendance Huddle.
- Half-termly attendance statistics will be published and reviewed by the Head of Year (or Primary equivalent) who will monitor attendance with the tutor and escalate to the Head of Community and Assistant Headteacher (Participation).
- The Head of Community meets with the Assistant Headteacher (Participation) every two weeks to review attendance patterns and trends from the Attendance Officer.
- The Assistant Headteacher meets with the Headteacher on a regular basis to scrutinise attendance data.
- Attendance reports are submitted to the LA five times a year.

Appendix Two - School Home School Agreement

THE SCHOOL Will:

- Promote our core values – Enjoy, Respect, Achieve, through the life of the school
- Actively implement the Code of Conduct & Policies
- Deliver a world class education via high quality teaching, which is stimulating and challenging
- Give access to a wide range of learning resources
- Aim for the highest standard of work and behaviour
- Care for each student's safety and well being
- Keep parents informed about school matters and student progress
- Provide a wide range of extra-curricular activities
- Provide opportunities to reward and recognise achievement and success
- Encourage students to take responsibility for their learning
- Foster lifelong learning skills
- Develop students as global citizens
- Create opportunities for students to learn about and prepare for work
- Listen to the views of students and their families and respond to feedback where appropriate
- Respond to concerns raised by students and their families in a timely fashion
- Adopt a zero tolerance approach to radicalisation, discrimination, victimisation, bullying, drugs and other illegal or banned items/substances
- Provide access to high quality pastoral and academic advice, guidance and support
- Promote British values
- Set appropriate homework regularly;

THE STUDENT. I will

- Follow the Code of Conduct & School Policies
- Follow the instructions from staff
- Respect others, be polite and co-operative
- Take responsibility
- Care for the school environment
- Attend school every day and be punctual
- Wear the correct school uniform
- Not disturb others' learning
- Bring the correct books and equipment to lessons
- Not use offensive language
- Maintain high standards of behaviour on the way to and from school
- Accept support for my work
- Support other people to learn
- Get involved in the life of the school
- Not bring small items of high value into school as their security cannot be guaranteed. (Phones should be switched off at all times or they will be confiscated)
- Use technology and social media responsibly and safely, so that it does not impact negatively on learning or school life
- Show myself and the school in a positive light whilst participating in school-led activities, both on and off school site, especially when in uniform
- Raise any concerns/worries with staff as soon as they arise so that they can be resolved quickly
- Adopt a zero tolerance to bullying, other anti-social or risky behaviours
- Engage in every lesson and take responsibility for my own performance and progress
- Complete my home learning activities on time and to the expected standard

THE PARENT/S OR CARER/S I/We will:

- Support the School's Code of Conduct & Policies
- Ensure that my son/daughter attends school every day and on time
- Promptly explain all absences from school
- Ensure that my son/daughter wears the correct uniform and equipment
- Help my son/daughter to work to the best of their ability
- Encourage reading for pleasure
- Let the school know of any concerns or problems that might affect my son/daughter's work or behaviour
- Encourage my son/daughter to be involved in all aspects of school life such as extra-curricular activities and duty weeks
- Encourage respectful behaviour
- Ensure that my son/daughter does not bring small items of high value into school
- Ensure my child is aware of their responsibility for the safety of themselves and others whilst at school
- Monitor their use of technology and social media so that they and others are safe and are able to learn and be happy at school
- Track and monitor the completion of home learning activities to ensure they are completed on time and to the expected standard
- Promote British values
- Attend Parents' Consultations and any other relevant meetings
- Ensure they are ready to learn

TEACHER: _____

STUDENT: _____

PARENT/CARER: _____

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 the correct equipment, 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 headteacher'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.