

**Three Counties Academy Trust**



# Study Leave Policy

## #CU13

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**Version history**

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## Policy Abbreviations and Acronyms

|               |  |                |  |
|---------------|--|----------------|--|
| <b>CEO</b>    | Chief Executive Officer                            | <b>LA</b>      | Local Authority                            |
| <b>CIN</b>    | Child In Need                                      | <b>LGB</b>     | Local Governing Body                       |
| <b>CP</b>     | Child Protection                                   | <b>MIS</b>     | Management Information System              |
| <b>DfE</b>    | Department for Education                           | <b>SEND</b>    | Special Educational Needs and Disabilities |
| <b>DDSL</b>   | Deputy Designated Safeguarding Lead                | <b>SENCO</b>   | Special Educational Needs Coordinator      |
| <b>DSL</b>    | Designated Safeguarding Lead                       | <b>SEMH</b>    | Social, Emotional and Mental Health        |
| <b>EAL</b>    | English as an Additional Language                  | <b>TCAT</b>    | Three Counties Academy Trust               |
| <b>EHCP</b>   | Education and Health Care Plan                     | <b>UK GDPR</b> | UK General Data Protection Regulations     |
| <b>ELSA</b>   | Emotional Literacy Support Assistant               | <b>VSH</b>     | Virtual School Head                        |
| <b>EWOSSO</b> | Education Welfare and Safeguarding Support Officer |                |  |

**NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.**

## Statement of intent

At Three Counties Academy Trust (TCAT), we are committed to ensuring that every pupil is given the opportunity to succeed and fulfil their potential, particularly during the crucial final stages of their Key Stage 4 education. This Study Leave Policy has been developed to provide a clear, consistent, and equitable approach to supporting Year 11 pupils across our secondary schools during the examination period, with the dual aims of raising outcomes and safeguarding wellbeing.

Study leave can be a valuable part of a pupil's preparation for public examinations when implemented thoughtfully. However, it is not an automatic entitlement and must be granted in a way that aligns with the educational, emotional, and safeguarding needs of each individual. It is our intention that any time spent away from the classroom during the examination season is purposeful, structured, and tailored to maximise the likelihood of success.

This policy sets out TCAT's principles and procedures for how study leave is allocated, how attendance is recorded, and what expectations we place on both pupils and staff. We believe that the most effective provision during this time includes a combination of independent study and access to targeted in-school support. This approach helps to ensure that all pupils, regardless of background or ability, are fully prepared for their examinations and continue to feel connected to their school community.

The policy ensures that vulnerable pupils, including those with SEND or those known to safeguarding services, continue to receive appropriate oversight and support. All secondary schools within TCAT are expected to apply this policy in a manner that is consistent with statutory duties, national attendance expectations, and TCAT's values of pride, ambition, creativity and empathy.

## **Member, Trustee, Local Governor and Staff Summary**

### **Purpose and Principles**

- Study leave supports Year 11 pupils during the examination period
- Not an automatic entitlement; decisions must consider safeguarding and individual need
- Balance of independent study and in-school support is expected

### **Key Expectations for Staff**

- Ensure equity, inclusion and safeguarding remain priorities
- Monitor attendance, engagement and wellbeing throughout study leave
- Maintain clear communication with pupils and parents

### **Safeguarding and Vulnerability**

- All pupils remain on roll and within safeguarding systems
- DSL/DDSL oversight required for vulnerable pupils
- Regular contact must be maintained (e.g. check-ins, sessions, communication)

### **Eligibility and Timing**

- Study leave only after curriculum coverage is complete
- Must not begin until after May half-term unless justified otherwise for an individual pupil
- Must not create persistent absence or safeguarding risk

### **Attendance and Coding**

- Registers must be coded accurately in line with DfE guidance
- S code used for authorised study leave
- Attendance monitored daily and patterns addressed promptly

### **Roles and Responsibilities**

- Headteachers: overall implementation and decisions on study leave
- DSL/SENCO/EWOSSO: advise on safeguarding, attendance, and inclusion
- Leaders: ensure consistency, fairness and effective communication

### **Pupil Expectations (to reinforce)**

- Attend all exams and required in-school sessions
- Remain contactable during school hours
- Engage in structured independent study and follow school expectations

### **Wellbeing and Mental Health**

- Provide access to pastoral and mental health support
- Identify and support pupils at risk of anxiety or disengagement
- Adjust study leave where needed to protect wellbeing

### **Communication**

- Provide clear written plans to parents and pupils
- Ensure staff know which pupils are on study leave and when
- Respond promptly to concerns and queries

## **Parent Summary**

### **What Study Leave Means**

- Study leave helps pupils prepare for exams during Year 11
- It is used carefully and is not automatic for all pupils

### **Key Terms**

- Study leave: time away from lessons for exam preparation
- School support continues during this period when needed

### **When Study Leave May Be Used**

- After course content has been completed
- Usually after May half-term unless there is a specific reason
- Only where it supports learning, wellbeing and safety

### **What Schools Must Consider**

- Individual needs, including SEND and wellbeing
- Any vulnerability or safeguarding concerns
- Whether in-school support is more appropriate

### **What Happens During Study Leave**

- Parents are informed clearly about arrangements
- Pupils must attend all exams and required revision sessions
- Work and support will still be provided where needed

### **Your Responsibilities as a Parent/Carer**

- Ensure your child follows a structured routine for study and rest
- Maintain communication with the school
- Ensure your child attends exams and any required sessions
- Supervise your child during school hours if at home

### **Attendance and Expectations**

- Attendance is still monitored during study leave
- Absences (e.g. illness) must still be reported
- Pupils must remain contactable during school hours

### **Safeguarding and Wellbeing**

- Schools continue to monitor safety and wellbeing
- Vulnerable pupils may be required to remain in school
- Support is available for mental health and exam stress

### **Your Rights**

- You will receive clear communication about decisions
- You can raise concerns with the school
- Formal complaints can follow TCAT's complaints procedure

### **Support Available**

- Schools may offer revision sessions, pastoral support or external help
- Parents can contact the school if additional support is needed

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- [Education \(Pupil Registration\) \(England\) Regulations 2006 \(as amended 2024\)](#)
- [DfE School Attendance: Guidance for Schools 2022](#)
- [The UK General Data Protection Regulation \(UK GDPR\)](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [DfE 'School suspensions and permanent exclusions'](#)
- [DfE 'Keeping children safe in education'](#)
- [DfE 'Working together to safeguard children'](#)
- [The Equality Act 2010](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Remote Education Policy
- Complaints Policy and Procedure (GN9)
- Suspension and Exclusion Policy (GN18)
- Pupil Equality, Equity, Diversity and Inclusion Policy (GN19)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Social, Emotional and Mental Health (SEMH) Policy (SG21)
- Attendance Policy (Secondary) (SG29(A))

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

## 2. Roles and responsibilities

The Trust Board and where delegated Local Governing Bodies will be responsible for:

- Ensuring through this policy, compliance with statutory guidance and legal frameworks
- Holding leaders to account for safeguarding arrangements for pupils on study leave
- Monitoring and reviewing the implementation of this policy in line with the values of TCAT
- Supporting leaders to maintain high standards of communication with parents and pupils in respect of study leave arrangements
- Monitoring the impact of study leave arrangements on the outcomes and wellbeing of pupils through Board-level reporting mechanisms
- Reviewing this policy

The CEO will be responsible for:

- Ensuring that all TCAT schools to which this policy applies implements the policy with fidelity
- Overseeing consistency and fairness in the granting of study leave, and where appropriate, direct school leaders so that policy is implemented as intended
- Monitoring safeguarding arrangements for pupils during study leave periods, ensuring vulnerable pupils have been appropriately supported
- Ensuring accurate attendance procedures and protocols are followed, including the correct use of registration codes
- Supporting and challenge school leaders to balance examination preparation with inclusive practice
- Reporting to the Trust Board on the implementation and ongoing effectiveness of this policy
- Ensuring communications from school leaders are coordinated and appropriate, including timeframes for arrangements
- Promoting a culture of high expectations and equity, ensuring no pupil is disadvantaged as a result of the implementation of study leave
- Reviewing the operational effectiveness of this policy regularly

Executive Headteachers/Headteachers will be responsible for:

- Implementing this policy with fidelity within their school
- Following any additional guidance from the CEO
- Determining start dates of study leave, both global and/or individual, ensuring alignment with curriculum needs, the stipulations within this policy and DfE attendance regulations
- Ensuring study leave is equitable and considers pupils with SEND, EHCP's or safeguarding concerns with parity and fairness
- Overseeing the allocation of targeted intervention and support
- Deciding eligibility criteria for full or partial study leave taking into account attendance, behaviour, attainment and pastoral needs
- Ensuring accurate attendance coding and record keeping during any period of study leave, including for pupils on reduced timetables or those who attend alternative provision
- Monitoring the work of the DSL and pastoral leaders to ensure vulnerable pupils are monitored and remain safeguarded throughout periods of study leave
- Communicating clearly with parents arrangements and expectations for attendance, behaviour and engagement during study leave
- Monitoring pupil engagement and wellbeing during study leave, and, if required, intervene promptly to address any concerns that arise
- Evaluating the impact of study leave on pupil outcomes, informing the Local Governing Body and CEO

The DSL or DDSL's where designated, will be responsible for:

- Taking overall responsibility for the safeguarding of all pupils on study leave, ensuring processes for the monitoring of the pupils are effective
- With leaders, risk assess pupils designated as vulnerable, at risk or known to social services and advise their Headteacher of any barriers to implementing study leave prior to placing the pupil on study leave
- Ensuring alternative arrangements for those pupils considered to be at risk if placed on study leave are in place and known
- For pupils on study leave designated as CP, CIN, EHCP or Early Help, and in collaboration with other leaders, maintain at a minimum weekly contact and where appropriate daily contact
- Ensuring all staff are aware of safeguarding requirements and responsibilities for pupils whilst on study leave
- Recording and responding to any safeguarding incidents or disclosures that occur during the period of study leave, including where reported remotely

- Liaising with external agencies as required where study leave may make a pupil more vulnerable
- Ensuring that all safeguarding records are maintained throughout a period of study leave

The SENCO will be responsible for:

- Reviewing study leave arrangements for pupils with SEND to ensure they are appropriate and inclusive
- Working with their Executive Headteacher/Headteacher and those in the school responsible for Assessment to ensure agreed access arrangements are in place and communicated before any period of study leave commences
- Ensuring reasonable adjustments are made for pupils with SEND who remain on site during a period of study leave
- Providing advice to all staff on how to support pupils with SEND in facilitating study leave, including, but not limited to in-school revision and intervention sessions
- Where appropriate, working with parents and external agencies to plan and review study leave arrangements for pupils with complex needs
- Supporting the work of safeguarding staff by monitoring the engagement and wellbeing of SEND pupils during study leave
- Ensuring all study leave related decisions for pupils with SEND are recorded and included in their support plans or EHCP reviews as appropriate

The Education Welfare and Safeguarding Support Officer (EWOSSO) will be responsible for:

- Supporting schools in monitoring the attendance of Year 11 pupils during a period of study leave, ensuring legal compliance with the Education (Pupil Registration) Regulations
- Advising school leaders on the correct adoption of registration codes during study leave periods
- Liaising with Executive Headteachers/Headteachers prior to any decision to place individual pupils on a period of study leave other than where that study leave takes place post the Whitsun half-term break to ensure a pupil proposed for study leave will not accumulate authorised absence which results in their attendance falling below 90% as a result of study leave, and where such an instance will occur, advise the Executive Headteacher/Headteacher that the study leave cannot be sanctioned
- Identifying and tracking patterns of non-attendance during study leave and liaise with school leaders to support early intervention
- Contributing to risk assessments for pupils with poor attendance histories or known vulnerabilities
- Supporting the Trust Board and the CEO in evaluating attendance trends during the Year 11 examination period

- Ensuring all attendance concerns raised during a period of study leave are recorded accurately and shared with the appropriate safeguarding and leadership colleagues

School leaders responsible for assessment will be responsible for:

- Using assessment data to inform decisions about when study leave for an individual will fall earlier than planned globally and advising their Executive Headteacher/Headteacher accordingly
- Coordinating Faculty and Subject Leaders to ensure the provision of high-quality targeted revision and intervention sessions and materials are available to all pupils, including during a period of study leave
- Ensuring that assessment evidence is used to identify pupils who would benefit from continued in-school support
- Overseeing the scheduling of revision and intervention sessions to align with examination dates and communicate this information in an accurate and timely manner to pupils and their parents
- Monitoring engagement with revision and intervention sessions, including during any period of study leave, alerting pastoral support staff to any concerns as a result
- Evaluating the impact of study leave on outcomes for individuals, groups and cohorts, communicating relevant information to their Executive Headteacher/Headteacher
- Ensuring teaching staff maintain and record registers of attendance at scheduled revision and intervention sessions and that these reflect present marks on the school registration system as advised by the EWOSSO where these sessions take place before the Whitsun half-term break
- Liaising with the SENCO and DSL to ensure data driven decisions relating to study leave do not disadvantage SEND or vulnerable pupils

Faculty and Subject Leaders will be responsible for:

- Ensuring curriculum coverage is fully covered in a timely manner and accurately convey the status of their subject coverage if requested by their Executive Headteacher/Headteacher in making any decisions on study leave
- Planning subject-specific revision and intervention sessions and resources to support pupils, including for home study
- Identifying pupils in need of ongoing and continued support, ensuring the appropriate colleagues are alerted accordingly
- Monitoring engagement in additional sessions during any period of study leave
- Ensuring all teaching staff that they line manage maintain accurate records of attendance to additional sessions and provide this to senior colleagues when requested

- Liaising with the SENCO and school leaders responsible for assessment to ensure subject delivery during study leave is accessible and differentiated as required
- Contributing to post-exam analysis by senior leaders to evaluate the effectiveness of study leave and associated support sessions

Parents will be responsible for:

- Supporting their child in maintaining a regular and structured routine during study leave, including effective use of time for revision and rest
- Maintaining communication with the school throughout the study leave period, including responding to attendance queries or welfare concerns
- Ensuring their child attends all scheduled examinations, revision sessions, and any targeted in-school interventions as required
- Ensuring their child is contactable by the school during school hours and responds appropriately to any requests for in-school attendance
- Reporting any absences (e.g. illness) in line with the school's attendance procedures, even during study leave
- Encouraging appropriate behaviour and conduct while their child is off-site during school hours, reinforcing the importance of representing their school well
- Supporting wellbeing and emotional resilience during the exam season by encouraging rest, self-care, and stress management
- Raising any concerns about their child's ability to manage independent study or access exam preparation with the school in a timely manner
- Working collaboratively with the school if their child has a SEND, EHCP or is identified as vulnerable, to agree suitable arrangements for study leave or in-school provision
- Ensuring they are aware of the whereabouts of, and have made arrangements for their children during study leave when the child does not remain on an on-site school provision, e.g. collection, alternative arrangements etc.
- Attending any parental briefings, communications or guidance sessions offered by the school regarding the study leave process

Pupils will be responsible for:

- Attending all scheduled examinations and arriving on time, fully equipped and prepared
- Attending all revision sessions or targeted interventions identified by the school, even during study leave
- Maintaining regular communication with the school and responding to messages or instructions from staff during the study leave period

- Representing the school positively while off-site, behaving appropriately in public and respecting expectations set out by the school
- Continuing to engage in meaningful independent study using revision materials, subject guidance, and online resources provided
- Remaining contactable and available during school hours, in case they are required to attend school for additional support
- Following exam regulations and conduct rules as set by the school and national awarding bodies
- Informing staff or a trusted adult of any concerns, including wellbeing, exam stress, or safety during the study leave period
- Using time responsibly, balancing revision with healthy routines, including sleep, nutrition, and rest
- Respecting school policies on behaviour (including uniform), attendance, and safeguarding, even when not physically in school every day

### **3. Principles of study leave**

TCAT believes that well-managed study leave can support pupils' independent learning, reduce examination stress, and prepare pupils for the next stage of education. However, it must be applied with equity, flexibility and safeguarding at its core. The following principles apply to all TCAT secondary schools:

- Study leave is not a pupil entitlement but may be granted at the discretion of Executive Headteacher's/Headteacher's in consultation with the other stakeholders
- All pupils must remain on the school roll and engaged in learning until the statutory school leaving date (the last Friday in June)
- The earliest study leave may commence is after May half-term, unless a phased or partial approach is deemed in the pupil's best interest
- Schools must ensure revision materials, intervention opportunities, and structured support are made available to all pupils, including those on study leave
- Study leave must be implemented in a way that:
  - Protects pupil wellbeing and safety
  - Supports pupil progress and outcomes
  - Reflects the individual needs of learners
- Vulnerable pupils, including those with SEND, EHCPs, or safeguarding involvement, must be considered for in-school provision unless all available evidence supports alternative arrangements
- Attendance during the study leave period must be monitored daily, with all absences recorded using appropriate DfE attendance codes
- All arrangements for study leave must be communicated clearly to pupils and their parents, and be subject to ongoing review

#### **4. Eligibility criteria, timing and duration**

Pupils in Year 11 will remain on the school register until they have concluded the last Friday of the month of June irrespective of whether their examinations concluded before that point or if they are engaged in a period of study leave. Parents should refrain from booking holiday or other commitments until a pupil has been removed from the register after the last Friday in June. Until this time, pupils are still entitled to receive an education.

No period of study leave for any individual pupil will be possible until the subject knowledge and content for a subject has been covered in full.

Global study leave is a term that reflects the whole cohort is placed on agreed study leave.

Where a parent or carer has requested consideration of individual study leave the following criteria will apply:

- Study leave cannot begin until all course content has been covered
- Study leave requested prior to the Whitsun half-term break must not result in the pupil being designated a persistent absentee
- Parents agree that their child will attend all structured and timetabled intervention sessions and maintain observance of all school rules in doing so

Where an Executive Headteacher/Headteacher takes a decision to allow individual study leave the following criteria will apply:

- Study leave cannot begin until all course content has been covered
- Study leave to be imposed prior to the Whitsun half-term break must not result in the pupil being designated a persistent absentee and must be agreed in advance by the EWOSSO
- The decision to impose study leave prior to the Whitsun half-term break must be as late as is practically possible
- Study leave imposed cannot begin until all stakeholders have had the decision clearly communicated
- A minimum of 3 school days' notice must be given before a period of imposed study leave begins
- Where the above conditions are not met then consideration must be given to an off-site direction

Where an Executive Headteacher/Headteacher takes a decision to grant global study leave the following criteria will apply:

- Global study leave cannot begin until all course content has been covered

- The earliest point at which global study leave can be granted will be after the PM registration session on the final Friday before the Whitsun half-term break
- Parents agree that their child will attend all structured and timetabled intervention sessions and maintain observance of all school rules in doing so

## 5. Safeguarding and wellbeing

TCAT prioritises the safety, wellbeing and engagement of all pupils, including during periods of study leave. Study leave must never compromise safeguarding oversight, and our schools must ensure that appropriate contact, supervision, and support mechanisms remain in place.

The following safeguarding expectations apply:

- All pupils on study leave remain on the school roll and are subject to the same safeguarding processes as pupils attending school on site
- Designated Safeguarding Leads (DSLs) must oversee and risk assess study leave arrangements for all vulnerable pupils, including:
  - Pupils with EHCPs or SEND profiles
  - Pupils known to social care or Early Help
  - Pupils with a history of poor attendance or emotional-based school avoidance
  - Any pupil subject to a Child Protection Plan, CIN, or internal safeguarding concern
- Where a risk is identified, alternative in-school or supported provision must be arranged and reviewed regularly
- Pupils on study leave must be contactable and monitored, either through:
  - Pastoral check-ins
  - Attendance at revision/intervention sessions
  - Remote communication (calls, emails, or online platforms)
- Schools must maintain clear records of:
  - Attendance at exams and any scheduled in-school sessions
  - Any wellbeing or safeguarding concerns arising during study leave
  - Communications with families regarding pupil engagement and safety
- Staff must remain vigilant for changes in behaviour or wellbeing in Year 11 pupils and escalate concerns to the DSL immediately
- All study leave plans must include pastoral access points, such as mental health support or opportunities for pupils to request help if needed

Where study leave is likely to pose a safeguarding or emotional risk, Executive Headteachers/Headteachers must consult with the DSL, SENCO, and Education Welfare Officer before authorising alternative arrangements.

## **6. Pupil mental health and wellbeing**

TCAT recognises that the examination period and transition into study leave can present significant challenges for pupils' mental health and emotional wellbeing. Increased pressure, disrupted routines, and feelings of uncertainty may impact pupil confidence, resilience, and motivation.

All TCAT secondary schools are expected to take a proactive and preventative approach to mental health during the study leave period. This includes:

- Ensuring all Year 11 pupils have access to pastoral care, mental health support, or a named key adult during and after the transition to study leave
- Identifying pupils who are at risk of exam-related anxiety or emotional-based school avoidance, and providing appropriate in-school or external interventions
- Offering clear routines and expectations to reduce anxiety, including structured revision guidance, check-ins, and signposting to wellbeing resources
- Using internal systems (e.g. ELSA, Thrive, North Base and counsellors) to support pupils expressing distress, disengagement, or low self-esteem during the exam period
- Ensuring that staff are aware of how to identify early signs of mental health difficulty, and understand the process for escalating concerns to the safeguarding team

Parents will be encouraged to communicate any concerns about their child's mental health or emotional wellbeing during study leave so that early support can be offered. Where needed, study leave may be adjusted or withdrawn to protect the pupil's welfare.

All mental health provision will be aligned with TCAT's Social, Emotional and Mental Health (SEMH) Policy and the school's internal safeguarding and SEND frameworks.

## **7. Inclusion**

At TCAT, we are committed to ensuring that all study leave arrangements promote equity, accessibility, and fairness. No pupil will be disadvantaged on the basis of a protected characteristic or personal circumstance when study leave is considered, granted, or managed.

The following principles must be applied:

- Study leave decisions will be inclusive and non-discriminatory, taking into account individual learning needs, safeguarding risks, and attendance history
- Pupils with SEND, EHCPs, SEMH needs or those on the vulnerable pupil register will be offered reasonable adjustments or alternative arrangements in consultation with the SENCO, DSL, and appropriate pastoral staff
- Pupils who would otherwise be disadvantaged by being placed on study leave (e.g. due to home instability, mental health, or poor self-regulation) will be offered in-school provision unless agreed otherwise with parents and the safeguarding team
- All structured in-school intervention, pastoral support or revision opportunities will be made available to every pupil, regardless of whether they are on-site full time or on study leave
- TCAT schools will ensure that communication materials and expectations are clear, supportive and accessible for all pupils and their families, including those with EAL or lower literacy levels
- All social interactions for the duration of the pupil remaining on school roll will be promoted and fully accessible to all pupils, including those on a period of study leave

Executive Headteachers/Headteachers must maintain oversight of how study leave is implemented across different pupil groups in their school and report any disparities in access or engagement to their LGB and the CEO as part of ongoing monitoring.

Where pupils are not yet ready to engage with study leave independently, the school must maintain in-school support until after the final Friday of June or until it is appropriate to revisit study leave as an option.

## **8. Attendance and register coding**

The provision of study leave must be coded accurately and in a timely manner at all times. Coding of registers and absences will always comply with DfE guidance.

Responsibility for the correct coding of study leave, either on an individual or global basis lies with leadership at the school and should be monitored on a daily basis by the Executive Headteacher/Headteacher for compliance.

The EWOSSO will monitor the use of the registers during any period of study leave.

Study leave must be coded only using the “S” code. The S code signifies the pupil is on study leave and the absence from school has been authorised for that purpose and that purpose alone.

Pupils who are restricted from attending school as a result of their behaviour must be either:

- Directed off site to an alternate provision and dual registered, using of the “B” code within registers
- Suspended or permanently excluded from the school

## **9. Expectations during study leave**

Study leave should support pupils in preparing effectively for their exams while maintaining their connection to school, staff, and available support systems. During study leave, the following expectations apply:

- Pupils must attend all scheduled examinations punctually and be fully equipped with the correct materials
- Pupils must attend any required in-school sessions for revision, intervention, or pastoral support as directed by the school
- Pupils are expected to follow a structured home study routine, including revision planning, breaks, and wellbeing activities
- Pupils must remain contactable during school hours and respond to messages from staff, or the school as needed
- All school policies on conduct, safeguarding, and attendance continue to apply during study leave, even when pupils are not physically on site
- Pupils must not engage in any behaviour that brings the school or TCAT into disrepute while off-site during normal school hours
- Parents must inform the school of any absence or concerns during the study leave period, following normal attendance procedures
- Pupils should be encouraged to:
  - Maintain regular sleep and nutrition routines
  - Use revision resources provided by teachers
  - Attend any wellbeing or check-in appointments offered

- The school reserves the right to revoke or adjust study leave where there are concerns about engagement, attendance, behaviour, or wellbeing. In such cases, alternative in-school provision may be arranged in the pupil's best interests

## 10. Communication

Clear and timely communication with all stakeholders is essential to the safe and effective implementation of study leave.

Each TCAT school must ensure:

- Parents receive a written overview of study leave arrangements, including:
  - Start and end dates
  - Expectations for attendance, revision, and conduct
  - Key contact information and procedures for reporting absence or concerns
- Pupils are briefed through assemblies, tutor sessions, or individual meetings so they fully understand:
  - Their responsibilities during study leave
  - When and where they are expected to attend school
  - Who to contact if they need help, support, or clarification
- Staff receive clear internal guidance on:
  - Which pupils are on study leave and from when
  - When in-school sessions are taking place
  - How attendance and engagement are to be tracked during this period
- All communication uses clear, supportive, and accessible language, with translated or adapted versions available where required
- Changes to planned study leave must be communicated as soon as possible to both families and relevant staff, including the SENCO, DSL, and EWOSSO

A central point of contact should be made available for parental queries during the study leave period. Where families raise concerns, these must be logged and responded to promptly in line with TCAT's commitment to high-quality, inclusive communication.

## **11. Parent and pupil voice**

As part of TCAT's commitment to inclusive practice and continual improvement, the views of both pupils and parents are valued in evaluating the effectiveness and fairness of study leave arrangements.

Each school is encouraged to:

- Provide opportunities for Year 11 pupils to reflect on their experience of study leave, including through surveys, form-tutor time feedback, or exit interviews
- Gather feedback from parents, particularly on communication, support offered, and the perceived impact of study leave on learning and wellbeing
- Use this feedback to inform future study leave planning, in-school revision strategies, and pastoral support approaches
- Include parent and pupil voice within the annual review of the policy, as part of whole-school evaluation and Trust-wide quality assurance

All feedback will be handled confidentially, and where appropriate, shared with senior leaders to improve provision and ensure that study leave supports high outcomes, inclusion, and pupil safety across the Trust.

## **12. Complaints and disputes**

TCAT recognises that study leave decisions may impact pupils and families in different ways. While the arrangements are made in the best interests of the individual and their learning, parents have the right to raise concerns where they feel a decision has been made unfairly or without due consideration.

If a parent is dissatisfied with:

- The decision to grant or deny study leave
- The arrangements made for in-school provision
- The communication or conduct relating to study leave implementation

They are encouraged to raise the issue in the first instance with the Executive Headteacher/Headteacher at their child's school. Where concerns cannot be resolved informally, a formal complaint may be made by following the TCAT's published Complaints Policy and Procedure, available on the TCAT/school website or on request.

All complaints will be managed in accordance with the TCAT's Complaints Policy and Procedure, and the outcome will be shared with the complainant in a timely and transparent manner.

## **Monitoring and review**

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 25<sup>th</sup> June 2029.

Date approved by the Board Appointed Trustee: 26<sup>th</sup> June 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 26<sup>h</sup> June 2026.

## Trust Glossary

|             |  |                  |  |
|-------------|--|------------------|--|
| <b>AA</b>   | Admissions Authority                         | <b>H&amp;S</b>   | Health and Safety                          |
| <b>AAI</b>  | Adrenaline Auto-Injector (Epi Pen)           | <b>HoS</b>       | Head of School                             |
| <b>ACM</b>  | Asbestos Containing Materials                | <b>HSE</b>       | Health and Safety Executive                |
| <b>AHT</b>  | Assistant Headteacher                        | <b>ICO</b>       | Information Commissioners Office           |
| <b>AIR</b>  | Attendance Intervention Reviews              | <b>IDSR</b>      | Inspection Data Summary Report             |
| <b>APDR</b> | Assess Plan Do Review Cycle                  | <b>IHP</b>       | Individual Healthcare Plan                 |
| <b>APIs</b> | Application Programming Interfaces           | <b>IRMS</b>      | Information and Records Management Society |
| <b>ASC</b>  | Autistic Spectrum Condition                  | <b>IWF</b>       | Internet Watch Foundation                  |
| <b>ASP</b>  | Analyse School Performance                   | <b>KCSIE</b>     | Keeping Children Safe in Education         |
| <b>ATH</b>  | Academy Trust Handbook                       | <b>KS1/2/3/4</b> | Key Stage 1/2/3/4                          |
| <b>BAME</b> | Black, Asian and Minority Ethnic Backgrounds | <b>LAC</b>       | Looked After Child                         |
| <b>BAT</b>  | Board Appointed Trustee                      | <b>LADO</b>      | Local Authority Designated Officer         |
| <b>BCP</b>  | Business Continuity Plan                     | <b>LGB</b>       | Local Governing Body                       |
| <b>BFR</b>  | Budget Forecast Return                       | <b>LLC</b>       | Low-Level Concerns                         |
| <b>CEO</b>  | Chief Executive Officer                      | <b>LSA</b>       | Learning Support Assistants                |
| <b>CFO</b>  | Chief Financial Officer                      | <b>MASH</b>      | Multi-Agency Safeguarding Hub              |
| <b>CIF</b>  | Condition Improvement Fund                   | <b>MAT</b>       | Multi-Academy Trust                        |

|               |  |             |   |
|---------------|--|-------------|---|
| <b>CIN</b>    | Child in Need                                      | <b>MFA</b>  | Multi-Factor Authentication                       |
| <b>CLA</b>    | Children Looked After                              | <b>MFL</b>  | Modern Foreign Language                           |
| <b>CMIE</b>   | Child Missing in Education                         | <b>NCSC</b> | National Cyber Security Centre                    |
| <b>COO</b>    | Chief Operating Officer                            | <b>NoV</b>  | Note of Visit                                     |
| <b>COSHH</b>  | Control of Substances Hazardous to Health          | <b>NPQ</b>  | National Professional Qualifications              |
| <b>CP</b>     | Child Protection                                   | <b>PA</b>   | Persistent Absence                                |
| <b>CPD</b>    | Continuing Professional Development                | <b>PAN</b>  | Published Admission Number                        |
| <b>CPOMS</b>  | Child Protection Online Management System          | <b>PECR</b> | Privacy and Electronic Communications Regulations |
| <b>CSCS</b>   | Children's Social Care Services                    | <b>PEP</b>  | Personal Education Plan                           |
| <b>CSE</b>    | Child Sexual Exploitation                          | <b>PEEP</b> | Personal Emergency Evacuation Plan                |
| <b>CTIRU</b>  | Counter-Terrorism Internet Referral Unit           | <b>PEx</b>  | Permanent Exclusion                               |
| <b>CWD</b>    | Children with Disabilities                         | <b>PP</b>   | Pupil Premium                                     |
| <b>CYPMHS</b> | Children and Young People's Mental Health Services | <b>PPG</b>  | Pupil Premium Grant                               |
| <b>DBS</b>    | Disclosure and Barring Service                     | <b>PSHE</b> | Personal, Social and Health Education             |
| <b>DDSL</b>   | Deputy Designated Safeguarding Lead                | <b>PSED</b> | Public Sector Equality Duty                       |
| <b>DfE</b>    | Department for Education                           | <b>PTFA</b> | Parent, Teacher and Friends Association           |
| <b>DHT</b>    | Deputy Headteacher                                 | <b>QA</b>   | Quality Assurance                                 |

|               |  |               |   |
|---------------|--|---------------|---|
| <b>DSE</b>    | Display Screen Equipment                           | <b>RIDDOR</b> | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations |
| <b>DSL</b>    | Designated Safeguarding Lead                       | <b>RHE</b>    | Relationships and Health Education                                    |
| <b>DPO</b>    | Data Protection Officer                            | <b>RPA</b>    | Risk Protection Arrangement   |
| <b>EAL</b>    | English as an Additional Language                  | <b>RSHE</b>   | Relationships, Sex and Health Education                               |
| <b>ECT</b>    | Early Career Teacher                               | <b>SA</b>     | Severely Absent   |
| <b>EDIB</b>   | Equality, Diversity, Inclusion and Belonging       | <b>SALT</b>   | Speech and Language Therapist   |
| <b>EHA</b>    | Early Help Assessment                              | <b>SARC</b>   | Sexual Assault Referral Centre  |
| <b>EHCNA</b>  | Education, Health and Care Needs Assessment        | <b>SBM</b>    | School Business Manager   |
| <b>EHCP</b>   | Education, Health and Care Plan                    | <b>SCC</b>    | Standard Contractual Clause   |
| <b>EHE</b>    | Elective Home Education                            | <b>SCITT</b>  | School-Centred Initial Teacher Training                               |
| <b>ELSA</b>   | Emotional Literacy Support Assistant               | <b>SCR</b>    | Single Central Record   |
| <b>ESFA</b>   | Education and Skills Funding Agency                | <b>SDP</b>    | School Development Plan   |
| <b>EVC</b>    | Educational Visit Coordinator                      | <b>SDQ</b>    | Strengths and Difficulties Questionnaire                              |
| <b>EWOSSO</b> | Education Welfare and Safeguarding Support Officer | <b>SEF</b>    | Self-Evaluation Form  |
| <b>EYFS</b>   | Early Years Foundation Stage                       | <b>SEMH</b>   | Social, Emotional, and Mental Health                                  |
| <b>FBV</b>    | Fundamental British Values                         | <b>SENCO</b>  | Special Educational Needs Coordinator                                 |
| <b>FFT</b>    | Fischer Family Trust                               | <b>SEND</b>   | Special Educational Needs and Disabilities                            |

|              |  |             |   |
|--------------|--|-------------|---|
| <b>FGM</b>   | Female Genital Mutilation                    | <b>SIP</b>  | School Improvement Partner                          |
| <b>FGMPO</b> | FGM Protection Order                         | <b>SLA</b>  | Service Level Agreement                             |
| <b>FOI</b>   | Freedom of Information                       | <b>SLCN</b> | Speech, Language and Communication Needs            |
| <b>FSM</b>   | Free School Meals                            | <b>SLT</b>  | Senior Leadership Team                              |
| <b>FTS</b>   | Find a Tender Service                        | <b>SPOC</b> | Single Point of Contact                             |
| <b>GAG</b>   | General Annual Grant                         | <b>STEM</b> | Science, Technology, Engineering and Maths          |
| <b>GDPR</b>  | General Data Protection Regulation           | <b>TA</b>   | Teaching Assistant                                  |
| <b>GIAS</b>  | Get Information about Schools                | <b>TAC</b>  | Team Around the Child                               |
| <b>HASH</b>  | Herefordshire Association of Secondary Heads | <b>TCAT</b> | Three Counties Academy Trust                        |
| <b>HBA</b>   | Honour Based Abuse                           | <b>TUPE</b> | Transfer of Undertakings (Protection of Employment) |
| <b>HR</b>    | Human Resources                              | <b>VSH</b>  | Virtual School Headteacher                          |