



The Queen Elizabeth  
Academy



# TQEA Newsletter: Friday 27th February 2026

Issue 17



## The Queen Elizabeth Academy

“We Can and We Will”



### Head of Academy Welcome

Dear Parents and Carers,

As we move into the second half of the Spring Term, I would like to take this opportunity to update you on key expectations and to reinforce the standards that help our students thrive. At The Queen Elizabeth Academy, we are proud of our community and committed to ensuring that every child receives the very best education in a calm, purposeful and supportive environment.

Excellent attendance is one of the biggest factors contributing to student success. When students are in school, every day and on time, they not only make better academic progress, but they also build the routines, friendships and a sense of identity that helps them to thrive.

Belonging is not created in a single moment - it grows through daily interactions, shared experiences, and the simple act of showing up. At TQEA we work hard to create a community where students feel valued and where their successes are celebrated. Being in the academy, surrounded by their peers and trusted adults, gives our students stability and purpose. It helps them develop confidence, resilience and pride in who they are becoming.

We know that sometimes life presents challenges, and we are always here to work with families if barriers to attendance arise. If your child is finding things difficult, please reach out — together we can ensure they feel safe, connected and ready to learn. Thank you for your continued support in helping your child be in school, on time, every day.

At TQEA, our ethos is built around our four character values:

- Pride – in ourselves, our work, and our community.
- Endeavour – always striving to do our best, even when learning is challenging.
- Resilience – continuing to persevere, reflect, and improve.
- Kindness – treating others with respect, empathy, and care.

These values underpin everything we do, and we expect all students to demonstrate them every day, both inside and outside the classroom.

Before half term, we also held our first 'Recognising Character, Rewarding Excellence' assembly for Year 8. During this assembly a fantastic group of Year 8 students were awarded their TQEA Values badges. These badges celebrate the character, effort and commitment our students demonstrate every day. Each student who received a Values badge consistently demonstrated one or more of our core values. We are extremely proud of these students who consistently embody what it means to be part of TQEA.

This week, we are also incredibly proud to celebrate the outstanding achievements of our Year 10 Scholars. These students have shown exceptional dedication, commitment and academic maturity by completing an advanced scholarly course that has been assessed to full university standards. Throughout the programme, our scholars engaged with challenging concepts, undertook independent research, and produced work that demanded high levels of critical thinking and academic rigour. Their ability to rise to this challenge reflects not only their talent, but also their determination to push beyond expectations. This culminated in a trip yesterday to Keeble College at Oxford University where they met and spent time with an undergraduate from Princeton University and attended a Celebration ceremony. Please see Mrs Arnold's report in the newsletter for individual successes. We are incredibly proud of their achievements and look forward to seeing them grow as ambitious and confident learners.

Unfortunately, despite all this positive news and fantastic achievement, I have recently been really disappointed by the choices of a small number of students in the academy who are

refusing to go to lessons, walking around the academy and causing disruption to learning. This is not acceptable. Such behaviour affects not only the individual student but also the learning and wellbeing of others.

I want to be absolutely clear:

- Every student has the right to learn in a calm, disruption-free environment.
- Every member of staff has the right to teach without disruption.

Your support is greatly appreciated in reinforcing our expectations at home.

In addition, please be reminded of our mobile phone policy. This has been re-communicated in a letter home from Mrs Walker but remains clear and unchanged. Mobile phones should be never seen, never heard. If a phone is visible or causes disruption, it will be confiscated in line with our academy policy. This approach helps maintain a respectful, distraction-free learning environment and supports student safety and wellbeing.

Thank you for your ongoing partnership and commitment to supporting your child's education. Working together, we can ensure that all students at TQEA continue to flourish and uphold the high standards that make our academy community so strong.

Wishing you a lovely weekend.



Academy

## Attendance Information



Attendance remains a very high priority for us as a community. If students are not in the Academy we are not able to help to support them, or teach them the knowledge and skills they need to succeed. It is vital that all children are in the Academy every day. It is vital all students attend their lessons on time.

**Attendance for this week: 91.3%**

**Top 10 Tutors of the week:**

7CMO

11MW

8FRE

7SJ

7DTI

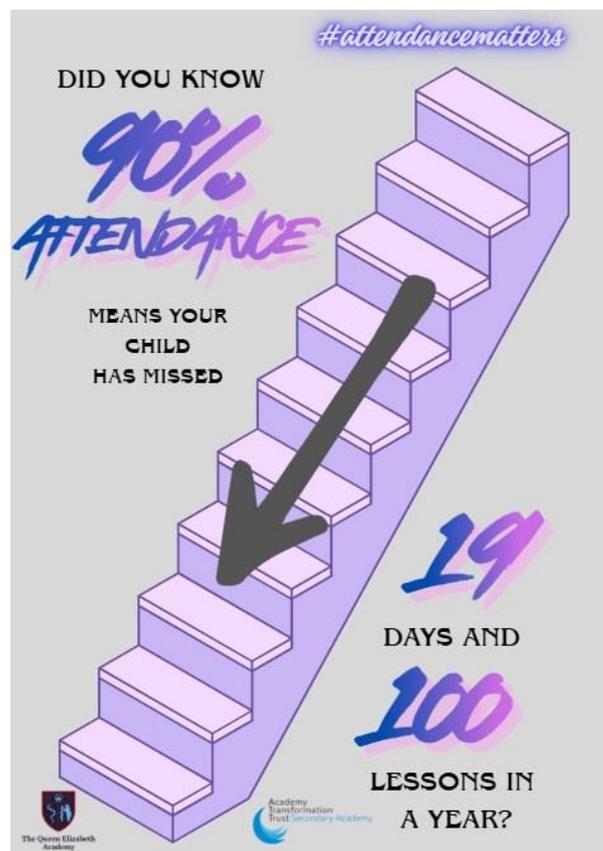
8SK

9JXP

10ETH

11NMT

7BXM



**Attendance Matters - Make every day count**

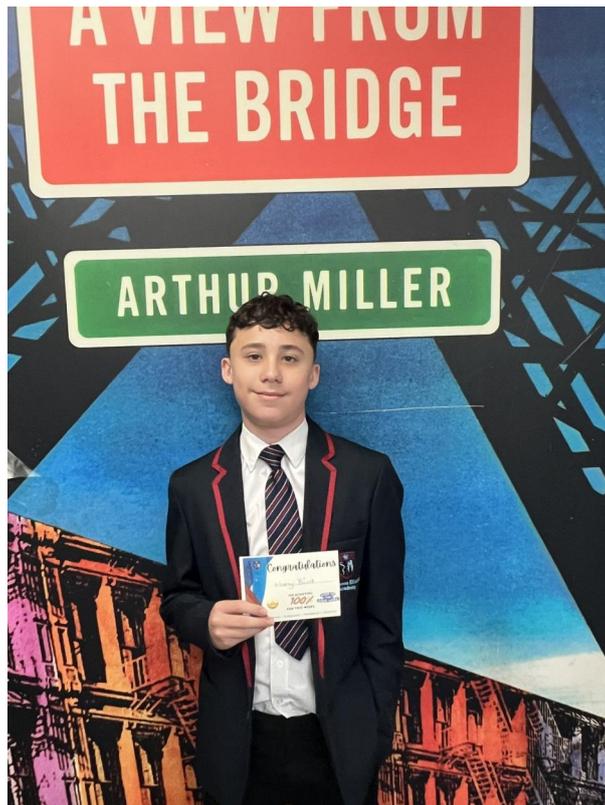
## Good Attendance is REWARDING



This weeks Jump the Queue Winners and our attendance raffle prize draw winners who each receive an Amazon Gift Voucher.









## Joyful Learning

Each week we would like to share with the *joyful learning* taking place in the academy and this week has been no exception. Please enjoy looking at some examples of the fantastic work your young people have produced.



*1 - Miss Hudson Head of Year 10 and our Head Students.*



Interviews were held before the February half term for our new Junior Leadership Team. These were our successful candidates.

*Mrs Arnold - Assistant Principal, Raising standards*



2 - TQEA students were invited to take part in a writing competition

OIKOS is a Greek word. It translates approximately to our word 'home'. OIKOS has two related but distinct concepts: the family and the family's house.

OIKOS is important as it is more than just a building. It is the people, the family in it. It is the land around it, the community and the soil on which it stands. It is the shared place to all those who feel they belong there.

The writing competition then challenged the students to think **What is your Oikos? Where do you and your family come from?**

**Where do you belong? What is important to you? What makes your family or your family home special?**

We had some wonderful entries which made in very hard to choose a winner.

Ellie-May took 1st prize with her beautifully written work, 2nd Prize went to Leonard for his Superb piece. Then Tamara, Abigail, Daisy, Felicity and Imogen were awarded for their highly commended writing.

*"I am so impressed by the outstanding work that was produced and I look forward to what comes next" Alison Morris Associate Head of Academy*





DofE team have been working hard finalising their assessed expeditions, planning their menus and developing their tent building skills ready for their practice expedition just after Easter.

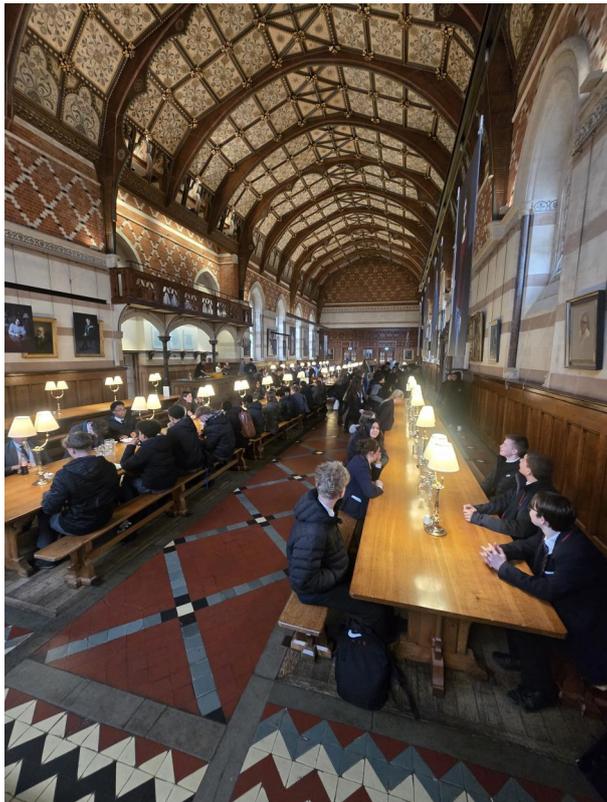
*Miss K Wilson -Head of the Performance Faculty & Head of the Duke of Edinburgh Award*



Congratulations to the year 8 football team who played 3 fixtures this week. Narrowly losing 2-1 to St Thomas More they comfortably beat Nicholas Chamberlain 2-0 before coming from behind to beat George Eliot 3-2. The camaraderie and endeavour the boys demonstrated was incredibly impressive. A great group of lads who did themselves and the school proud.

*Mr Webb - Teacher of PE*







The Scholars Club enjoyed an inspiring and memorable trip to Keble College, part of the University of Oxford. The visit combined personal reflection and celebration and was a fitting way to recognise the hard work students have shown throughout the programme. A highlight of the day was a guided tour of Keble College led by a third-year exchange student. Hearing first-hand about university life gave our scholars a real insight into studying at Oxford. Students explored the impressive dining hall, the peaceful quadrangle, and the chapel, while learning about college traditions, accommodation, and academic expectations. The opportunity to ask questions made the experience especially valuable, helping students imagine what their own future pathways might look like. The day concluded with a special graduation ceremony to celebrate the students' achievements. This was a proud moment for everyone involved. Certificates were presented in recognition of their commitment, participation, and academic growth throughout the course. The Scholars Club trip to Keble College was not just a visit to a prestigious university — it was a celebration of progress, ambition, and possibility. We are incredibly proud of all the students for their dedication and enthusiasm, and we look forward to seeing where their talents take them next.

*Mrs Arnold - Assistant Principal, Raising Standards*

## Behaviour Updates at TQEA



3 - Mrs Walker

*Assistant Principal - Behaviour and Culture*

***Thank you for your continued support in ensuring that all students attend the Academy in the correct uniform. The vast majority of our students are smart and demonstrate our key TQEA value of pride by wearing their uniform properly. There are, however, a small number of students who are continuing to not meet our uniform expectations.***

Moving forwards, any students not in the **correct uniform** which includes wearing false eyelashes and having nose studs in or multiple piercings, will be in the Inclusion Room due to the very low numbers now not following the uniform policy.

**Mobile phones** - this is a government directive and therefore phones **MUST** not be used in schools. If students are on their phones, they will be confiscated until the end of the day. If students need to contact home, this needs to be done through reception or with their HOY. It is proven that the use of phones negatively impacts students' learning and it increases poor mental health.

**Detentions** - please remember that if a student has a detention, they **MUST** attend it. If they do not attend, this will be escalated.

As always, your support is greatly appreciated in making our school a calm, positive and safe environment for all students.

## Mrs Walker - Assistant Principal Behaviour and Culture



Dear Parents and Carers,

I am writing to remind you of our expectations around mobile phone use in school, in line with the recent Department for Education guidance.

From now on, all mobile phones must be switched off and stored securely in students' bags for the entire school day. Phones should not be seen or used at any time on the school site.

If a phone is seen, it will be confiscated and taken to the school office. At this stage, this will not result in any further consequence, unless it becomes a repeated issue. However, if a student refuses to hand over their phone when asked, this will lead to further consequences. This may include a period of Inclusion, where phones must be handed in anyway, or, in more serious cases, a suspension.

Why this matters?

Reducing mobile phone use in school has a significant positive impact on students' behaviour, learning and wellbeing. Research consistently shows that:

Learning improves when students are free from digital distractions, helping them to focus more effectively in lessons.

Behaviour issues decrease, as phones often contribute to conflict, social pressures and misuse during the school day.

Social development strengthens, with students more likely to interact face-to-face, build friendships and engage positively during breaktimes.

Wellbeing increases, as students are shielded from online negativity, social media pressure and constant notifications during the school day.

If students need to contact home, this can be supported by a member of staff and/or the office. If you need to contact your child, it must be done by contacting reception.

Our aim is to create a calm, safe and focused learning environment where every student can thrive. Your support in reinforcing these expectations at home is greatly appreciated.

Yours Sincerely,

Rebecca Walker  
Assistant Principal

**TQEA PERK Points**  
Starting 23<sup>rd</sup> February 2026  
Celebrating Positive Choices Every Day

**What Are PERKS?**  
PERKS is our school-wide rewards system that recognises:  
 ✓ positive behaviour   ✓ strong effort   ✓ good attitudes  
 Students earn points for the choices that help them succeed – in lessons and beyond.

**Our Core Values**

 <b>PRIDE</b> • Taking responsibility • Correct uniform • High-quality work	 <b>ENDEAVOUR</b> • Trying their best • Staying focused • Giving full effort	 <b>RESILIENCE</b> • Persevering • Improving after feedback • Not giving up	 <b>KINDNESS</b> • Respect • Empathy • Helping others
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**What Can Students Earn?**

Points	Reward	When
R1	1	Daily:
R2	5	Weekly:
R3	10	Half-term
R4	15	Term
R5	20	Exceptional

Points can be earned for any of the 4 values.

**How Points Are Awarded**

- ✓ Correct uniform
- ✓ Excellent classwork
- ✓ Good manners
- ✓ Helping others

**Why It Matters**

- ✓ Improve behaviour
- ✓ Build confidence
- ✓ Increase motivation
- ✓ Create a calm learning environment

Thank you for supporting positive choices at TQEA  
Suzi Shepherd - Associate Assistant Principal

**TQEA PERK Points – Celebrating Positive Choices Every Day** At The Queen Elizabeth Academy, we are committed to recognising the many positive choices our students make each day. Our rewards system, **TQEA PERK Points**, celebrates the attitudes and behaviours that help pupils succeed both in and out of the classroom. PERK stands for our four core values:

- **Pride** – taking responsibility, presenting work well, wearing uniform correctly
- **Endeavour** – always trying their best and putting in sustained effort
- **Resilience** – persevering through challenges and learning from mistakes
- **Kindness** – showing respect, empathy and care towards others

By focusing on these values, we aim to create a supportive, purposeful school environment where students feel motivated, confident, and proud of their achievements. **\*\*What's Changing?** New PERK Points Structure on MCAS from 23<sup>rd</sup> February\*\* From **23<sup>rd</sup> February**, you'll notice a clearer way that reward points are recorded and displayed on MCAS. Students will now earn points at five different levels, recognising both everyday positive choices and longer-term effort:

- **R1 – 1 point:** Daily positive behaviour

- **R2 – 5 points:** Consistent weekly effort
- **R3 – 10 points:** Half-term achievement
- **R4 – 15 points:** Strong performance over a full term
- **R5 – 20 points:** Exceptional contribution over the year

These levels apply across all four PERK values. This new structure makes it easier for families to see not just how many points students have earned, but also **why** they have earned them.

**What Behaviours Are Recognised?** Students can earn points for a wide range of positive actions. Examples include:

- **Pride:** correct uniform, well-presented work, taking responsibility
- **Endeavour:** excellent classwork, strong assessment results, attending interventions
- **Resilience:** improving after feedback, meeting attendance goals, showing determination
- **Kindness:** helping others, showing good manners, supporting charity events

These examples are not exhaustive; staff can reward any behaviour that reflects our school values. This flexibility allows us to acknowledge the many positive contributions students make throughout the day. **Why Rewards Matter** Research consistently shows that positive reinforcement has a strong impact on learning and behaviour. Celebrating success helps to:

- Improve behaviour and attitudes
- Boost motivation and self-confidence
- Encourage students to engage fully in their learning
- Support a calm, respectful school culture

PERK Points help students understand what they are doing well and encourage them to keep building the skills and habits that contribute to long-term success. **Celebrating Achievement** PERK Points contribute to termly Amazon voucher prize draws, cookie rewards, and special celebration events—such as our popular Christmas film day. These events help us recognise not just high achievement, but also effort, improvement, and kindness.

## PERK Rewards



We like to reward our students for good behaviour below are our latest winners.

**Congratulations**

*Always* **Award Winners**  
£10 Amazon Vouchers

Conor Cannon 78KM	Dylan Tallis 9JXP Ruby Bibby 9MMP Heidi Dudley-Giles 9JXP	Isabella Wall 11NMT Imogen Paulmer 11MMP Liam Topley 11NMT
Abigail Edwards 7CMO	Oliver Albrighton 8PFE Ivy Cooper 8MAL	James Husley-Hassden 10DK Darcy Hargreave 10LD

**Congratulations**

**Emerald Tickets Award Winners**  
£10 Amazon Vouchers

Rory Maloney 7CMO	Lily Riley 8FRE Bonnie Huang 8RM	Sophie Barber 9JXP Sophie Horton 9JXP	Leah Henshaw 10ETH
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**Congratulations**

**Character Award Winners**  
£20 Amazon Vouchers

Kindness Charles Scott 8MRE 167 points	Pride Olivia Sadler 8MRE 249 points
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**Congratulations**  
*Always* Award Winners  
 for 3 terms (No Negative points)  
 £20  
 Amazon Vouchers

**KS3**  
 Evie Thorpe  
 7BXM

**KS4**  
 Dacie Townshend  
 11KJW

Pride  
 Endeavour  
 Resilience  
 Kindness

Spring Term XTRA Programme

**SIGN UP WITH YOUR TEACHERS!**

**XTRA**

**LIMITED SPACE AVAILABLE BOOK NOW!**

**OUR LUNCHTIME & AFTER SCHOOL SCHOOL CLUBS!**

Pride ♦ Endeavour ♦ Resilience ♦ Kindness

#Transforming lives

TERM 2 GET READY FOR.....

Term 2 Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Break Time Club 10.55-11.15 <i>Book 2 places needed</i>	<b>Who:</b> All yrs (10 priority) <b>What:</b> Trampoline <b>Lead:</b> Mr Webb	<b>Who:</b> All yrs (8 priority) <b>What:</b> Football <b>Lead:</b> Mr Webb	<b>Who:</b> All yrs (7 priority) <b>What:</b> Trampoline <b>Lead:</b> Miss Wilson	<b>Who:</b> All yrs (9 priority) <b>What:</b> Football <b>Lead:</b> Mr Morgan	<b>Who:</b> All yrs (11 priority) <b>What:</b> Trampoline <b>Lead:</b> Mr Morgan wk. 1, Miss Wilson wk2
After School club 3.05-4.05 <b>JOIN WITH EASTER HOLS</b> <i>Full PE kit needed</i>	<b>Who:</b> Years- 7/8/9/10 <b>What:</b> Leadership Academy <b>Lead:</b> Rory	<b>Who:</b> All Years <b>What:</b> Football <b>Lead:</b> Mr Morgan + Mr Webb <b>Who:</b> All years <b>What:</b> Trampoline <b>Lead:</b> Miss Wilson	<b>Who:</b> Yr 9 and 10 <b>What:</b> DoE Bronze award (main hall) <b>Lead:</b> Miss Wilson and Mr Morgan	<b>Who:</b> Yr 10/11 Exam Groups: (PE, Drama, Music, Dance) <b>What:</b> Catch up/ homework support (1.01) <b>Lead:</b> Miss Wilson/ Mr Webb/ Mr Stewart/ Mrs Deeley	<b>Who:</b> All years <b>What:</b> Badminton <b>Lead:</b> Mr Morgan
	<b>Who:</b> All Years <b>What:</b> Performing Arts Club <b>Lead:</b> Mr Stewart, Mrs Reynolds, Mrs Deeley	<b>Who:</b> Yr 9 and 10 <b>What:</b> DoE Bronze award (main hall) <b>Lead:</b> Miss Wilson and Mr Morgan	<b>Who:</b> Yr 10/11 Exam Groups: (PE, Drama, Music, Dance) <b>What:</b> Catch up/ homework support (1.01) <b>Lead:</b> Miss Wilson/ Mr Webb/ Mr Stewart/ Mrs Deeley	<b>Who:</b> All years <b>What:</b> Trampoline <b>Lead:</b> Mr Webb	



## Important - Contact Information

**WE ARE IMPROVING COMMUNICATION AT TQEA**

Academy Transformer Trust

HOW TO CONTACT US:-

FOR WELL-BEING AND PASTORAL ISSUES CONTACT THE RELEVANT EMAIL FOR YOUR CHILD'S YEAR GROUP.

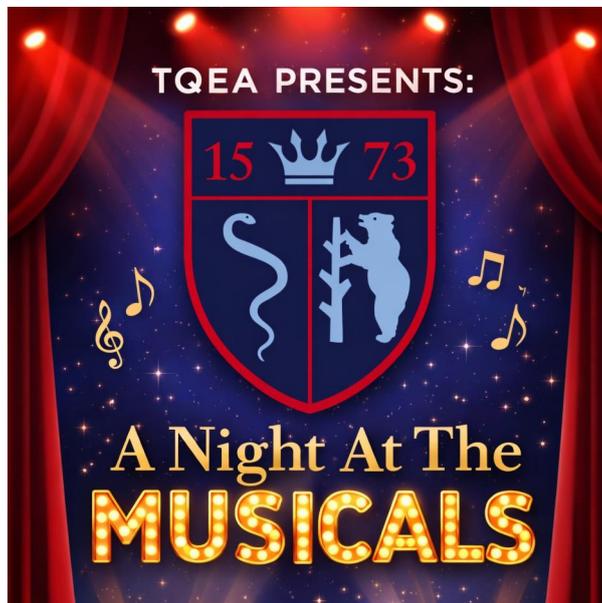
TQE-YEAR7@ATTRUST.ORG.UK  
 TQE-YEAR8@ATTRUST.ORG.UK  
 TQE-YEAR9@ATTRUST.ORG.UK  
 TQE-YEAR10@ATTRUST.ORG.UK  
 TQE-YEAR11@ATTRUST.ORG.UK

CONTACT THE SUBJECT LEADER OR TEACHER FOR SUBJECT RELATED ISSUES.  
 CALL 01827 737716 OR MAIL TQE-ATTENDANCE@ATTRUST.ORG.UK FOR ATTENDANCE MATTERS.  
 CALL 01827 712477 FOR URGENT ISSUES (WE HAVE INCREASED THE NUMBER OF OPERATORS)

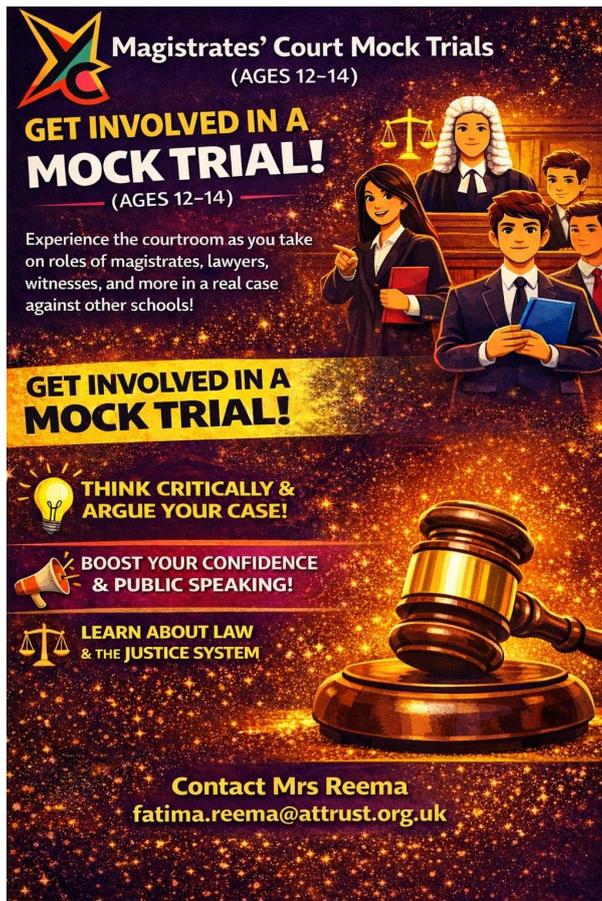
PLEASE DO NOT CONTACT US THROUGH THE MCAS APP.  
 SEE OUR NEW WEEKLY NEWSLETTER FOR MORE DETAILS...

5 - If you require any further information - please refer to our communications policy which is available on our website.

## Within School Notices



6 - Keep checking for further updates about our exciting summer show.



**Magistrates' Court Mock Trials**  
(AGES 12-14)

**GET INVOLVED IN A MOCK TRIAL!**  
(AGES 12-14)

Experience the courtroom as you take on roles of magistrates, lawyers, witnesses, and more in a real case against other schools!

**GET INVOLVED IN A MOCK TRIAL!**

-  **THINK CRITICALLY & ARGUE YOUR CASE!**
-  **BOOST YOUR CONFIDENCE & PUBLIC SPEAKING!**
-  **LEARN ABOUT LAW & THE JUSTICE SYSTEM**

**Contact Mrs Reema**  
[fatima.reema@atrust.org.uk](mailto:fatima.reema@atrust.org.uk)

7 - An Exciting opportunity for Years 7, 8 and 9



**COMPETITION**

**WIN A PRIZE!**

**DESIGN YOUR OWN BOOK COVER**

**HAND YOUR FINAL DESIGNS TO MRS JAMES BY 4<sup>TH</sup> MARCH**

**BRING OUT YOUR CREATIVE SIDE BY DESIGNING YOUR OWN BOOK COVER, CHOOSE WHICH GENRE YOU WOULD LIKE**

# Online Safety



## Parent and Carer Online Safety Update

Secondary February 2026

As our children grow into confident young digital citizens, it's completely natural for parents and carers to feel unsure about how best to support them online. The digital world changes quickly, but you don't need to be an expert to make a real difference. This newsletter brings together practical, non-judgemental guidance to help you support your teen's wellbeing, balance screen use, and build resilience in an increasingly digital world. Our aim is to empower you with clear, calm information that helps your family feel confident and connected.



### Helping Children and Teens Navigate AI Safely and Confidently

Artificial Intelligence (AI) is becoming a normal part of teens' daily lives — from homework tools to creative apps that generate images, videos and music. While AI can support learning and encourage creativity, it's important for young people to understand how to use it thoughtfully.

AI tools can sometimes produce incorrect or misleading information, because they generate answers based on patterns rather than verified facts. They can also create images or videos that appear real but aren't, which may confuse teens or contribute to misinformation. Some AI models may unintentionally reflect biases, exposing young people to stereotypes or unfair assumptions.

Supporting digital resilience doesn't mean limiting curiosity — it's about empowering your child to navigate AI safely.

- Encourage them to check facts using trusted sources.
- Remind them that not everyone online is who they appear to be, and AI can imitate real people.
- Keep communication open so they feel able to discuss anything confusing or concerning.
- Help them understand that AI should support, not replace, their own judgement.

If you'd like to explore this topic further:

- Childnet – AI & Online Safety <https://www.childnet.com>
- Internet Matters – AI Guidance for Parents: <https://www.internetmatters.org>
- NSPCC – Keeping Children Safe Online: <https://www.nspcc.org.uk>

These resources offer practical advice to help your teen grow into a confident, critical and safe digital citizen.

### AI Chatbots – What Parents and Carers Need to Know

AI chatbots are becoming a normal part of many teenagers' online lives — helping with homework, answering quick questions, or offering a space to explore ideas. While they can be useful, it's important for young people to understand their limits. AI chatbots can sometimes give incorrect or misleading answers, and some teens may be tempted to treat them like real friends or sources of emotional support, which can impact healthy relationships. Chatbots may also present information that isn't always age-appropriate or fact-checked. You can support your teen by encouraging open conversations, checking information together, and reminding them that AI can assist, but it can't replace real-life support.

This AI guide for parents & carers provides more detailed information: <https://www.nspcc.org.uk/about-us/news-opinion/2025/artificial-intelligence-safety-tips-for-parents/>

## Building Your Child's Digital Resilience

Many parents and carers tell us that the digital world feels overwhelming at times — fast-moving apps, constant updates, new AI tools, and online trends that seem to appear overnight.

It's completely normal to feel unsure about how to guide your child when technology changes so quickly. The good news is that you don't need to know everything about every platform to make a real difference. What matters most is helping your teen develop the confidence and skills to navigate the online world safely and thoughtfully.

Digital resilience grows gradually. It begins when young people feel able to talk openly about what they're seeing online — whether that's something exciting, confusing, or upsetting. Taking a calm, curious approach ("Tell me more about that") helps your child practice identifying what feels positive and what feels unhelpful.

You can also support resilience by exploring how online platforms work together. Teens benefit from understanding that algorithms shape what appears on their feeds, that not everything online is accurate, and that it's okay to step back when something feels overwhelming. Encouraging simple habits — such as pausing before responding, checking information from trusted sources, or taking a break when emotions feel heightened — helps them build the judgement they'll use throughout their digital lives.

Above all, remind your child that they're not alone. Keeping communication open and supportive reassures them that whatever they encounter online, you're there to help them navigate it with confidence.

For further questions and guidance, reach out to the Safeguarding Team at your child's academy who can offer advice and signpost further support if needed.

## Understanding Screen Time Guidance



The World Health Organization (WHO) offers guidance to help families find a healthy balance, but these are not strict rules — they are flexible recommendations to support wellbeing, not to police parents and carers' decisions:

- Under 1 year – screen time is not recommended
- Under 2 years: No more than 1 hour per day, when engaging with reading, activities or chatting with a family member.
- Ages 2–5: No more than 1 hour per day of high-quality content, ideally watched together with an adult.
- Ages 6–17: WHO does not set a strict hourly limit but advises consistent boundaries so screen use does not interfere with sleep, physical activity, learning or social interaction.

A helpful routine is a "tech-off" wind-down hour before bedtime to support healthy sleep.

If you need advice and support around any aspect of your child's wellbeing you can get in touch with the Pastoral team at your academy.

## BOOSTING DIGITAL WELLBEING & MENTAL HEALTH

For many children and teens, being online is an important part of social life, learning, and relaxation. When balanced well, digital spaces can boost creativity and connection.

However, research shows that higher non-school screen use in teenagers is linked with increased anxiety, lower mood, and disrupted sleep routines. Evening screen exposure can interfere with sleep quality by disrupting melatonin release.

This doesn't mean screens are harmful in themselves — it simply reinforces the value of helping young people build healthy habits and awareness of how online activities make them feel.

Parents and carers can support their child's digital wellbeing by:

- Encouraging breaks during long periods of screen use
- Helping them notice which online activities lift or drain their mood
- Supporting device-free wind-down time before bed
- Making space for offline hobbies, movement, and rest
- Keeping open conversations about emotions linked to online life

### Prefer to watch than read?

This two minute UNICEF video provides 3 powerful tips to help you manage your child's screen time: <https://www.youtube.com/watch?v=CPuRzCVOQat8>

The following websites all contain useful sources of information for parents and carers. Click the image to access.



Both image of you online? We can help take it down.

## Upcoming Events



Tuesday 2nd - Friday 6th March - Year 11 French Mock Speaking Exams

Thursday 19th March - Year 11 (2) Progress Evening (Online Booking available from 8am on the 10th March) Final Progress reports will be issued on this too.

Tuesday 24th and Wednesday 25th March - Geography Trip Birmingham

Friday 27th March - Break up for Easter

Monday 13th April - Students return to the Academy

## LEAVE OF ABSENCE DURING TERM TIME UPDATED INFORMATION FOR PARENTS

The Supreme Court has clarified the law on unauthorised leave, including holidays, during term time (Platt v Isle of Wright 2017). The Supreme Court has made clear that attending school 'regularly' means that the children must attend school on every day that they are required to do so. As such, the parents of any child who is absent from school without authorisation for any length of time are likely to be considered as committing an offence under s444 of the Education Act 1996.

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

A leave of absence is granted entirely at the school's discretion. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify parents of their decision. The school may also

request further information on the application and supporting documentation where appropriate.

It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is the parents' responsibility to ascertain if the leave is authorised prior to the start of the leave.

The school can only consider Leave of Absence requests which are made by the 'resident' parent ie the parent with whom the child normally resides.

Where applications for leave of absence are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence. Where a leave of absence is requested, but additional days taken either prior to or after the request may be considered as part of the leave of absence.

Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service, part of Warwickshire County Council. Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

**The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.**

- Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).
  - First Leave of Absence offence: The Penalty Notice amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
  - Second Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Payment plans will not be offered and/or payments received outside of the 28 day period will not be accepted. Where a penalty notice expires unpaid the matter will be referred to Warwickshire County Council's Legal Services to consider criminal prosecution.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): A penalty notices will be not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

**Your child's progress academically as well as socially is our shared priority.**