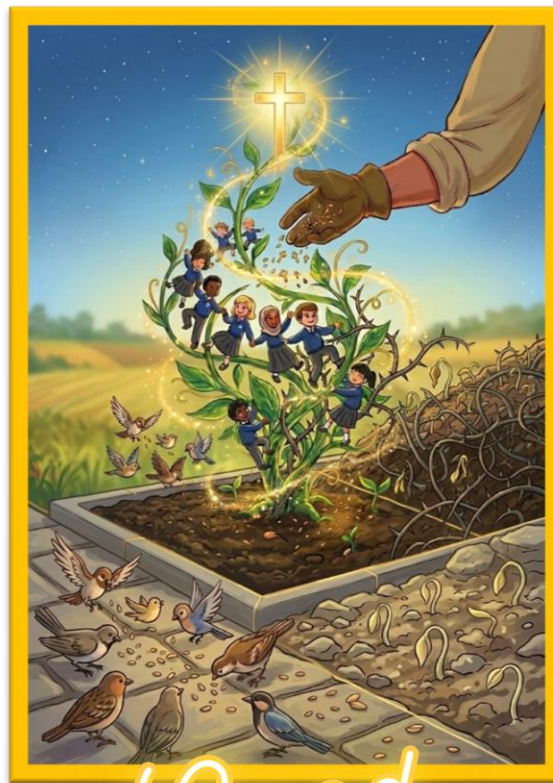




St. Peter's
Church of England Primary School

ATTENDANCE POLICY



BE THE *Good* SOIL

Mark 4: 1-20

'In Jesus we learn, love and grow together'

Attendance Policy

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Attendance Policy

"Whatever you do, work at it with all your heart,
as working for the Lord, not for human masters."

Colossians 3:23

1. Statement of intent

At St Peter's Church of England Primary School, every child belongs and every school day matters. Regular attendance helps pupils learn, develop friendships and take a full part in school life. We work with children, families and other services to understand difficulties and secure the support each child needs.

Our Christian vision, "Be the Good Soil" (Mark 4:1–20), and our strapline, "In Jesus we learn, love and grow together", guide our approach. We provide a welcoming, caring environment where pupils feel safe, valued and ready to learn. Compassion, trust and shared responsibility underpin our work with families.



Pupils are expected to attend punctually whenever school is open and they are well enough to do so, unless a lawful reason prevents attendance. We identify concerns early, listen to the child and family, and provide practical support. Safeguarding action takes priority whenever a child's welfare is in doubt.

This policy applies to all pupils on roll, including Nursery and Reception. The legal attendance duty and penalty notice framework apply to children of compulsory school age. Families of younger children are encouraged to establish regular attendance within their agreed provision. In this policy, "parents" includes carers and people with parental responsibility or day-to-day care of a child.

2. Aims and purpose

- Promote regular attendance and punctuality through positive relationships and clear routines.
- Make daily absence reporting straightforward and follow up unexplained absence promptly.
- Keep accurate registers and use attendance information to identify patterns and lost learning.
- Understand barriers, including illness, anxiety, special educational needs and disabilities (SEND), bullying and family circumstances, and agree support early.
- Apply attendance procedures fairly and meet safeguarding and equality duties.
- Work with families, Rochdale Education Welfare and other services to improve attendance.

Our school attendance aspiration is at least 96%, with improvement beyond this level. Every missed session matters and concerns are considered individually, including where attendance remains above 96%.

3. Legal framework and statutory requirements

We follow the law and statutory guidance for schools in England. Appendix 4 links to the principal sources. The framework includes:

- ✚ Education Act 1996, including section 7 on parental responsibility, section 19 on suitable education and sections 444–444B on school attendance offences and penalty notices.
- ✚ School Attendance (Pupil Registration) (England) Regulations 2024, as amended, covering electronic registers, attendance codes, leave of absence, retention and lawful deletion from roll.
- ✚ Education (Penalty Notices) (England) Regulations 2007, as amended, including the national framework introduced in August 2024, and Rochdale’s local code of conduct.
- ✚ Education Act 2002, section 175, Equality Act 2010 and Children and Families Act 2014, including safeguarding, reasonable adjustments, SEND and support for medical conditions.

Our procedures reflect Working together to improve school attendance (July 2026), Keeping children safe in education 2026, Children missing education statutory guidance (September 2025), and the current guidance on mental health, medical conditions and education for children with health needs.

4 Roles and responsibilities

Governing Body and headteacher

The Governing Body approves and reviews this policy and holds leaders to account for attendance, inclusion and safeguarding. Mrs M. Sutton, Attendance Governor, monitors attendance information and the effect of improvement work. Governors consider patterns across pupil groups, staff training and the support available to families.

Mr A. Whelan, Headteacher, has whole-school oversight. He ensures staff apply the policy consistently, makes decisions on exceptional leave and oversees referrals for formal intervention. Leaders ensure families receive clear attendance information and staff receive appropriate induction and training.

Attendance and pastoral team

Mr D. Wood, Deputy Headteacher and senior attendance champion, leads the school’s strategic approach. He oversees attendance systems, reviews patterns and interventions, and coordinates improvement with senior leaders, governors and local authority services.

Mrs S. Alderson, Assistant Headteacher for Inclusion, undertakes detailed monitoring, coordinates individual support and liaises with families and Education Welfare. Mrs M. Fitzgerald-Lee, Pastoral, supports children and families, follows up concerns and contributes to attendance plans and home visits.

Miss V. Hasker and Mrs K. Price, Office Administrators, manage daily attendance reporting, check registers, contact families, record reasons and alert the attendance and safeguarding teams to unresolved concerns. Home visits follow the school’s safeguarding and staff safety procedures.

All staff and the safeguarding team

Teachers complete registers promptly and accurately. All staff notice absence, lateness or changes in a child’s wellbeing and share concerns with the attendance team. The designated safeguarding lead (DSL) and deputies assess welfare concerns and make safeguarding referrals. The special educational needs coordinator (SENCO) and inclusion team help adapt provision to pupils’ needs.

Parents and pupils

Parents support punctual attendance, report absence before 9.00 am each day unless a different arrangement is agreed, keep contact information current and work with school on concerns. They arrange appointments outside school hours where possible and request planned leave in advance. Parents should contact school promptly if their child finds attendance difficult.

We help pupils understand the value of attendance and arrive ready to learn. Children are encouraged to tell a trusted adult about worries, illness, bullying or other difficulties. We listen to their views when planning support. Adults retain responsibility for securing attendance and protecting children's welfare.

Education Welfare and other services

The Education Welfare Officer (EWO) meets with the Pastoral Officer each half term to review concerns and agree support. School works with Rochdale's attendance services, health professionals and other agencies where needs extend beyond school. Parents also have access to Education Welfare for advice through the contacts in Appendix 4.

5. School day, registration and punctuality

Daily registration

The school day starts at 8.50 am and ends at 3.20 pm. Pupils should be in class and ready to learn between 8.50 am and 9:00 am. We take one statutory register at the start of the morning and one during the afternoon, at common times across the school. Each register remains open for 30 minutes.

Session	Register taken	Register closes
Morning	9.00 am Registers sent to the office by 9.00 am	9.30 am
Afternoon	1.30 pm	2.00 pm

Afternoon teaching resumes at 12.30 pm in Nursery, 12.45 pm in Reception, 1.00 pm in Key Stage 1 and 1.30 pm in Key Stage 2. Staff check pupils' whereabouts on return from lunch and report unexpected absence immediately. These welfare checks sit alongside the common statutory afternoon register.

Office staff check incomplete or inconsistent entries with the teacher on the same day. Attendance at approved off-site provision is verified with the provider. Staff use the appropriate national code for each session. A pupil receiving remote education at home remains absent from school and receives the relevant absence code.

Late arrival

A parent must bring a late-arriving pupil to the school office, sign them in and give the reason. Staff record the arrival time and update the register. Pupils arriving after registration begins but before it closes receive code L. This counts as attendance, with lateness recorded separately.

Arrival at or after 9.30 am or 2.00 pm receives code U, an unauthorised absence, unless another absence code accurately reflects the circumstances, such as an agreed medical appointment. Signing in also ensures school knows the pupil is on site.

We monitor repeated lateness, explain the learning time missed and contact parents to understand the cause. A letter and a meeting with the pastoral team or EWO help agree practical changes. Code U absences count towards the national penalty notice threshold. A late mark before the register closes does not by itself meet this threshold.

Accurate records

Registers are kept electronically. Code N is used temporarily where the reason is unknown. Office staff establish and enter the correct code promptly and within five school days of the session. If no reason is established within this period, code N is replaced by code O.

Register amendments preserve the original entry, the new entry, the reason, the date and the person making the change. Every register entry is retained for at least six years. Access and sharing follow data protection requirements. Appendix 2 lists the national codes.

6. Reporting and authorising absence

Daily absence reporting

Parents must telephone 01706 648195 before 9.00 am on each day of absence, unless school has agreed a different arrangement for an ongoing absence. A parent also has the option of reporting in person at the school office. Give the child's name, class, specific reason and expected return date. Tell school about any welfare concern or support needed.

A parent's explanation informs the decision. School determines the correct code and whether absence is authorised. Reporting absence does not automatically authorise it. Where an explanation is unclear, staff contact the parent for further information.

We ask families to provide three contact numbers wherever possible, including more than one emergency contact. Parents must tell the office promptly about changes to numbers, addresses, care arrangements or emergency contacts. Staff check contact details regularly.

Unexplained absence and welfare

Office staff start checks after the morning registers reach the office. They check registers, late arrivals and messages, telephone contacts by 9.30 am, and send a follow-up text by 10.00 am if there is no response. At 10.30 am, unresolved absence is reviewed with the attendance and safeguarding teams, with further calls and a home visit where appropriate. Appendix 1 sets out the complete procedure.

Times are the latest routine checkpoints. Staff act sooner where a child is vulnerable, there is an unexpected change or safety is in doubt. If a child's whereabouts remain unknown, the DSL considers referral to police, children's social care and Education Welfare in line with local procedures. Call 999 where there is immediate danger. A reply from a parent does not end follow-up if welfare concerns remain.

Illness, mental health and medical appointments

Illness absence includes physical and mental ill health where a pupil is unable to attend. Staff take the explanation seriously, consider the individual circumstances and use code I appropriately. Persistent absence due to health needs triggers support and liaison with the family and relevant professionals.

We do not routinely require medical evidence for illness. Where clarification is needed, staff explain why and consider reasonable evidence already available, such as appointment information, prescriptions or advice from a health professional. We avoid unnecessary demands for a GP letter and take account of access to healthcare.

Parents should arrange medical or dental appointments outside school hours where possible. Tell the office in advance and provide appointment details or confirmation. Pupils should attend before and after the appointment when their health and travel arrangements allow. Code M covers the necessary absence for the appointment.

Religious observance

Code R applies to a day exclusively set apart for religious observance by the religious body to which the parent belongs. Parents should notify school in advance. Staff seek clarification where needed. Additional travel or other days are considered separately under the leave rules and do not automatically qualify for code R.

Exceptional leave and term-time holidays

Parents must use the leave request form from the school office and submit it at least 28 days before planned absence. Include the reason, dates, supporting information, the child's location, contact arrangements and expected return date. In an emergency, contact school as soon as possible.

The headteacher considers each request individually. Leave under code C requires exceptional circumstances and is requested in advance. The headteacher decides whether to grant leave and its length. Holidays, recreation and leisure are not exceptional circumstances. Leave is not granted retrospectively.

A holiday taken without permission is recorded as code G. Absence beyond the agreed dates is assessed and coded according to the circumstances. Parents must contact school promptly if the return is delayed. Unauthorised leave is considered under the national penalty notice framework and Rochdale's code of conduct, as explained in Appendix 3.

Other absence

Shopping, birthdays, haircuts, routine visits to relatives and caring for siblings are not normally lawful reasons for absence. Illness of a parent or sibling does not automatically authorise the pupil's absence. Families facing a difficulty should contact the pastoral team for help. School checks the child's circumstances and any applicable legal reason before deciding the code.

Separate national codes apply to approved educational activity, regulated performances, occupational travel and unavoidable causes. Staff check the relevant conditions rather than using a general authorised absence code. Nursery and other pupils below compulsory school age receive code X only for sessions they are not required to attend. Illness and other absence during expected sessions use the relevant reason code.

7. Attendance support and intervention

Celebrating attendance and improvement

We share attendance information in newsletters, report individual attendance to families and display class achievements. Good News assembly on Friday celebrates the class with the strongest attendance and punctuality, with an extra playtime. Termly and annual assemblies include attendance certificates, including 100% attendance awards.

Recognition also celebrates improvement, effort and successful engagement with support. Leaders review rewards so pupils with disabilities, medical conditions or other unavoidable absence have fair opportunities for recognition. Staff encourage children to follow health advice and return when well enough. Attendance information is discussed sensitively and pupils are not blamed or shamed.

Identifying concerns

We review absence and punctuality regularly and contact families early when patterns develop. We consider the reasons, sessions and learning missed, changes over time and the child's needs. Attendance bands guide support. Punctuality is monitored separately and a percentage alone does not decide legal action.

CATEGORY BAND	LEVELS	ACTION
GOLD BAND	Attendance/ Punctuality 100%	• Excellent attendance/punctuality will be celebrated.
GREEN BAND	Attendance/ Punctuality 100% to 96%	• Good attendance/punctuality will be celebrated. • Monitor any emerging pattern.
YELLOW BAND <i>'BEGINNING TO CAUSE CONCERN'</i>	Attendance/ Punctuality 96% to 93%	• BEGINNING TO CAUSE CONCERN • Parents may receive a letter highlighting their child's low attendance/punctuality and asking for improvement to bring their child's attendance/punctuality to above 95%. • Parents may be called in for a meeting about their child's low attendance/ punctuality/ concerns and explore barriers and early support.
ORANGE BAND <i>'SERIOUS CONCERNS OVER ATTENDANCE'</i>	Attendance/ Punctuality 93% to 90%	• SERIOUS CONCERNS OVER ATTENDANCE • Parents may receive a letter or be called in for a meeting about their child's low attendance/ punctuality to identify reasons and discuss the effect of the absence on their child's progress.
RED BAND <i>'PUPIL IDENTIFIED AS PERSISTENTLY ABSENT AND IS IN A HIGH RISK GROUP'</i>	Attendance/ Punctuality BELOW 90%	• PUPIL IDENTIFIED AS PERSISTENTLY ABSENT AND IS IN A HIGH-RISK GROUP • The child is classed as 'Persistently Absent'. A 'Early Help Assessment' (EHA) may be drawn up to include all relevant agencies required to improve attendance/punctuality e.g. Social Services, Educational Welfare, Family Support Service, Health Services, Police, etc. • A FIXED PENALTY NOTICE MAY BE ISSUED.

Band	Attendance	School response
Gold	100%	Recognise excellent attendance.
Green	96% to below 100%	Recognise regular attendance and monitor any emerging pattern.
Yellow	93% to below 96%	Contact parents about concerns and explore barriers and early support.
Orange	Above 90% to below 93%	Arrange a meeting, agree support and review progress.
Red	90% or below	Prioritise persistent absence support and review with the EWO and relevant services.

Persistent absence means missing 10% or more of possible school sessions, equivalent to attendance of 90% or below. Severe absence means missing 50% or more, equivalent to attendance of 50% or below. Both definitions include authorised and unauthorised absence. Severe absence receives urgent, coordinated support with the local authority and other relevant services.

Working with the child and family

We contact parents, listen to the child and identify the practical, emotional or health barriers. Staff check concerns about school, including bullying, relationships, unmet learning needs or anxiety. We agree clear actions, a named contact and a review date. Support includes pastoral help, reasonable adjustments, support with routines and referrals to relevant services.

The attendance team reviews plans with families and records progress. Where needs are wider or concerns persist, an Early Help Assessment and a coordinated family plan help bring services together. Half-termly EWO discussions identify further action. We seek additional help promptly for pupils at risk of persistent or severe absence.

SEND, disability and health needs

School makes reasonable adjustments for disabled pupils and works with the SENCO, family and relevant professionals to identify suitable support. We consider pupils with medical conditions, anxiety, caring responsibilities or other vulnerabilities individually. Support plans include accessible communication and the child's views.

Where health needs prevent attendance, school maintains contact, supports learning and plans a return. We liaise with the local authority as soon as suitable education requires additional provision, including where it is clear health-related absence will reach 15 days, consecutively or cumulatively during the year. The aim is suitable education and a supported return as health allows.

Remote education is considered only in suitable circumstances as part of maintaining education and reintegration. It does not replace a full-time school place or change an absence mark into attendance. School remains responsible for contact, safeguarding and reviewing the pupil's provision.

Temporary part-time timetables

A temporary part-time timetable is an exceptional arrangement for a pupil of compulsory school age to meet an individual need. School and parents agree a written plan, including safeguarding checks, review dates and an end date for full-time education. School notifies the local authority under local procedures, involves any social worker and discusses the arrangement with the local authority if the pupil has an education, health and care plan. It is never used to manage behaviour or replace suitable education in the long term.

Code C2 is used for sessions the pupil is not required to attend under the agreed temporary timetable. Staff continue to follow up absence from the sessions the pupil is expected to attend.

Formal intervention and legal action

School and Education Welfare consider proportionate formal action if support has not worked, has not been engaged with, or is inappropriate. They consider the child's needs, family circumstances, support offered, evidence and equality duties. Options include attendance contracts, notices to improve, penalty notices or prosecution through the lawful process.

The national threshold triggers consideration of a penalty notice rather than an automatic fine. Rochdale Education Welfare assesses each referral. Appendix 3 explains the threshold, amounts and repeat-offence rules.

Children missing education and movement between schools

Parents must tell school about an intended move and provide the new address and school details. Staff check transition and attendance with the receiving school and local authority. If a pupil fails to return or their whereabouts are unknown, school follows safeguarding and children missing education procedures promptly.

A pupil's place is not removed automatically because of absence or extended leave. Deletion from the admission and attendance registers requires a lawful ground under regulation 9 and the relevant safeguards, including joint reasonable enquiries with the local authority where required. School makes the prescribed notifications and retains records of action taken.

8 Monitoring and evaluation

The attendance team checks registers daily and reviews absence, lateness, persistent and severe absence, and the effect of support. Leaders compare trends across classes and pupil groups, including pupils with SEND, disadvantaged pupils, children with a social worker and young carers. This identifies priorities for action and training.

Governors receive regular reports on patterns, interventions and outcomes. Families receive information explaining missed sessions, lost learning, progress and agreed actions. Leaders seek pupil, parent and staff feedback to improve the approach.

School submits the required DfE data and local authority returns and notifications. Attendance and safeguarding information is shared lawfully with services supporting or protecting the child. Access is restricted to people who need the information for their role.

9 Review

The headteacher and senior attendance champion review this policy annually with the Governing Body. The next planned review is October 2027. An earlier review takes place following changes to law, guidance or local procedures, or where monitoring identifies a need for change. The policy is published on the school website and explained to families and staff.

Appendix 1 First-day absence procedure

Parents telephone 01706 648195 before 9.00 am each day their child is absent, unless an ongoing reporting arrangement has been agreed. Give the reason and expected return date. Office staff use the following routine for an unexplained morning absence.

1 From 9.00 am: check the register and messages

Check the teacher's register, late-arrival records, office messages, known appointments and agreed leave. Confirm with the teacher if an entry is unclear. Identify pupils with particular safeguarding needs and alert the DSL immediately where their absence is unexpected.

2 By 9.30 am: telephone contacts

Telephone parents first, then the other recorded emergency contacts if there is no response. Ask where the child is, why they are absent and when they are expected to return. Record each attempt, time, response and action. Update the register when the reason is established.

3 By 10.00 am: send a follow-up text

If contact has not been made, send a text asking the parent to telephone school urgently. Continue reasonable contact attempts. Inform the attendance team and DSL of the unresolved absence and any relevant background.

4 At 10.30 am: review unresolved absence

Make further calls and review risk with the DSL and attendance team. The pastoral team, deputy headteacher or headteacher arranges a home visit where appropriate, following staff safety procedures. Establish the child's location and welfare and record what is seen or confirmed. An unanswered visit is followed up rather than treated as a completed check.

5 If the child is still unlocated or welfare is uncertain

The DSL decides the immediate safeguarding response, including contact with police, children's social care and Education Welfare. Follow Rochdale's safeguarding and children missing education procedures. Call 999 in an emergency. Staff do not wait for routine checkpoints where a child appears unsafe.

6 When contact is made

Record the explanation, assess welfare, choose the appropriate code and agree any further contact or support. A parental explanation does not automatically close a safeguarding concern. Tell the teacher and relevant staff the outcome. Review continued absence each day and revise the response as circumstances change.

Code N is temporary. Replace it with the correct code as soon as the reason is known and within five school days. If the reason remains unknown after that period, use code O. Keep a record of enquiries and any referrals.



What procedure will be followed if my child is off sick?

Each day your child is poorly you must phone the school to let us know before 9am.
Email reporting is not permitted.



No phone call received before 9am

STEP 1

Registers confirmed with classroom teachers and late pupils recorded

Phone call received

No further action
(absence will be monitored)

Still no phone call received by 9.30am

STEP 2

School will call all contact numbers on our system, starting with parents, then

**SCHOOL PHONE
NUMBER:**

01706 648 195

Still no phone call received by 10am

STEP 3

If no contact has been made and no absence recorded, text message will be

As part of St Peter's due diligence, we may ask to speak to your child and/or conduct a home visit to support you and your child's attendance.

Still no sight or phone call

STEP 4

Child classed as unconfirmed absence.
School will conduct a home visit to gain

Still no sight of the missing child

STEP 5

School will contact other agencies eg. Police, Children's Social Care,

Appendix 2 Attendance codes

Use the national code which accurately describes each pupil's circumstances. These summaries support staff use of the register. The detailed statutory conditions apply, including any required approval, supervision and supporting records.

Attendance and off-site education arrangements

Code	Meaning and use
/	Present at morning registration.
\	Present at afternoon registration.
L	Late arrival before the register closes. Counts as attendance.
B	Attending another approved educational activity off site. Record the activity. The statutory approval and supervision conditions apply. Remote education at home does not qualify.
D	Dual registered: the pupil is scheduled to attend another school at which they are registered. The receiving school records attendance or the appropriate absence reason.
K	Attending education arranged by the local authority. Record the provision and verify attendance with the provider.
P	Participating in an approved sporting activity with the required supervision.
V	Attending a school-arranged educational visit or trip with the required supervision.
W	Attending approved work experience. Usually relevant to secondary pupils.

Authorised absence

Code	Meaning and use
C	Leave granted for exceptional circumstances, requested in advance.
C1	Leave for a regulated performance or regulated employment abroad, subject to the statutory conditions.
C2	A compulsory school age pupil is not required to attend under an agreed temporary part-time timetable.
E	Suspended or permanently excluded, with no alternative provision made.
I	Unable to attend because of illness, including physical or mental ill health. Not a medical or dental appointment.
J1	Leave for an interview for employment or admission to another educational institution.
M	Necessary absence for a medical or dental appointment.
R	Religious observance on a day exclusively set apart by the religious body to which the parent belongs.
S	Leave to study for a public examination. Usually relevant to secondary pupils.
T	Parent travelling for occupational purposes. Use only where the statutory conditions are met.

Appendix 2 Attendance codes continued

Unable or not required to attend: not a possible attendance

Code	Meaning and use
Q	Unable to attend because the local authority has not made required access arrangements, such as transport or boarding arrangements.
X	A pupil below or above compulsory school age is not required to attend this session. Use the appropriate reason code for absence from an expected session.
Y1	Transport normally provided for the pupil is unavailable and the pupil's home is not within statutory walking distance.
Y2	Unable to attend because of widespread disruption to travel caused by a local, national or international emergency.
Y3	Part of the school premises is closed and the pupil cannot practicably be accommodated elsewhere on site.
Y4	The whole school is unexpectedly closed. Different from a planned closure.
Y5	Unable to attend because the pupil is in criminal justice detention, within the statutory conditions.
Y6	Attendance is prohibited or restricted by public health guidance or law, within the statutory conditions.
Y7	Another unavoidable cause prevents the pupil attending. The cause must affect the pupil, not only the parent. Record the nature of the cause.

Unauthorised absence

Code	Meaning and use
G	Absent for a holiday for which the school has not granted leave.
N	Reason not yet established. Replace with the correct code within five school days, or code O if no reason is established.
O	Other or unknown circumstances where no authorised or other applicable absence code applies.
U	Arrival after the register closes, before the session ends, where another absence code is not more appropriate.

Administrative codes

Code	Meaning and use
Z	Prospective pupil who is not yet on the admission register.
#	Planned whole-school closure, including holidays, weekends and scheduled training days.

Staff must not mark a pupil present solely because work has been completed at home. Verify attendance for codes B, K, P, V and W. If the pupil does not attend the activity or provision, record the relevant absence reason. Dual registration follows the agreed arrangements described under code D.

Appendix 3 Penalty notices: information for families

When a notice is considered

The national threshold is 10 unauthorised sessions within a rolling period of 10 school weeks. A session is half a school day. The sessions do not need to be consecutive and the period crosses terms or school years where relevant. This includes a combination of unauthorised holiday, other unexplained or unauthorised absence, and arrival after the register closes.

For example, five full days of unauthorised leave normally amount to 10 sessions. Other combinations of unauthorised sessions also reach the threshold. The local authority retains discretion to consider a notice below the threshold in an appropriate case.

The threshold triggers consideration, rather than an automatic fine. Notices relate to pupils of compulsory school age. Rochdale Education Welfare considers the evidence, support, equality duties and individual circumstances before issuing a notice.

Support and notices to improve

Where support is appropriate, school and Education Welfare work with the family to improve attendance. A notice to improve usually gives a final opportunity to engage with support where previous offers have not worked or have not been taken up. Rochdale's published code sets an improvement period of 15 school days. The notice explains the improvement required and the consequences of further unauthorised absence.

A notice to improve is not normally appropriate for unauthorised term-time leave, including a holiday. A penalty notice referral is assessed individually without requiring an advance warning notice in such cases.

Amounts and repeated notices

Notice for the same parent and child	Amount and time limit
First notice	£160 if paid within 28 days, reduced to £80 if paid within 21 days.
Second notice within three years	£160 if paid within 28 days. No reduced £80 rate.
Third or further qualifying occasion within three years	No third penalty notice. The local authority considers another form of action, including prosecution where appropriate.

A maximum of two notices applies to the same parent for the same child within a rolling three-year period. Separate notices are considered for each responsible parent and each child. The local authority decides who receives a notice on the evidence. A "parent" includes a person with parental responsibility or day-to-day care.

Payment, errors and prosecution

Follow the payment instructions on the notice. If it is not paid within 28 days, the local authority decides whether to withdraw it or prosecute for the original attendance offence. A court determines any penalty following prosecution. Some attendance offences carry a fine of up to £2,500.

Contact Rochdale Education Welfare promptly if a notice appears to contain an error or if there are relevant circumstances to raise. There is no statutory right of appeal against a penalty notice. The local authority considers withdrawal in accordance with the law and its code. Contact details and current national information are in Appendix 4.

Appendix 4 Contacts and guidance

School contacts

St Peter's Church of England Primary School
Muriel Street, Rochdale, OL16 5JQ
Telephone: 01706 648195
Email: office@stpetersce.rochdale.sch.uk

Contact the school office to report absence, request a leave form or arrange a meeting with the attendance, pastoral or safeguarding team. Mr D. Wood is the senior attendance lead. Mrs S. Alderson and Mrs M. Fitzgerald-Lee coordinate individual support with the wider team.

Rochdale contacts

Education Welfare: 01706 925115
Email: education.welfare@rochdale.gov.uk
Children Missing Education: cme@rochdale.gov.uk

Use the school's safeguarding procedures for an urgent child protection concern. Contact police on 999 where a child is in immediate danger.

Guidance and legislation

DfE: Working together to improve school attendance, July 2026

School Attendance (Pupil Registration) (England) Regulations 2024

Education Act 1996

Education (Penalty Notices) (England) Regulations 2007, as amended

GOV.UK: Legal action to enforce school attendance

Rochdale: Education Welfare and attendance information

Rochdale local penalty notice code, 2024 framework: published copy

DfE: Children missing education, September 2025

DfE: Keeping children safe in education 2026

DfE: Mental health issues affecting a pupil's attendance

DfE: Education for children who cannot attend school because of health needs

DfE: Supporting pupils at school with medical conditions

DfE: Providing remote education

Equality Act 2010

DfE: SEND Code of Practice

Guidance checked in October 2026. Staff use the current legislation, DfE guidance and Rochdale procedures when making decisions.