



Attendance.

Name of the Senior Attendance Champion: John Jones

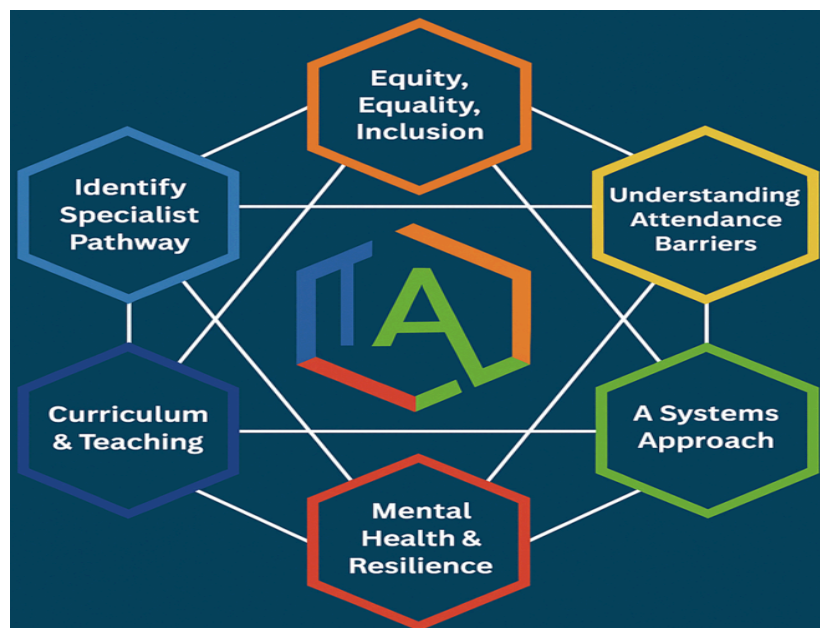
Introduction

New Brighton Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

At New Brighton Primary we are driven by an unwavering commitment to making school attendance a top priority, fully integrated with every aspect of school improvement. Using the Inclusive Attendance Model – the first and only accredited programme providing the pedagogy of practice – we support children and families to connect, belong, and thrive.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management seamlessly integrate theory into practice.



Inclusive Attendance Implementation Programme

Each year, New Brighton Primary School reviews and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month implementation programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible support.

Impact and Collaboration

Through our ongoing year-long implementation programme, and five year long-term strategy, we deliver measurable impact by creating an inclusive attendance culture and improving outcomes for children and young people. We are outward-facing in our approach and value working regionally and nationally, through a systems-led model with other schools and external agencies. We continually strengthen and enhance our offer year on year. This work is underpinned by ongoing accredited CPD for staff, ensuring sustainable change, stronger outcomes for children and young people, and a deeply embedded culture of collective responsibility.

Good attendance is central to academic achievement, personal development, and positive wellbeing. This policy sets out our legal responsibilities, expectations of parents and pupils, and the systems we use to identify, monitor and support attendance.

Some useful definitions:

CYP: Child or young person

DSL: Designated safeguarding lead

CME: Child missing from education

This policy is written in accordance with:

- *Working Together to Improve School Attendance* (DfE, 2024)
- Education Act 1996
- Education (Pupil Registration) (England) Regulations 2006 & 2013
- Education (Pupil Registration) (England) Regulations 2024
- Penalty Notice National Framework (DfE, 2024)
- Keeping Children Safe in Education



Roles and Responsibilities.

The Governing Body

- Monitors overall attendance and scrutinises data
- Ensures statutory duties are met
- Supports leaders in reducing persistent absence
- Reviews the attendance policy annually

Executive Headteacher & SLT

- Oversees the implementation of this policy
- Allocates staffing and resources for attendance
- Ensures accurate register systems
- Oversees escalation, Early Help and statutory processes
- Works with governors and the LA

Attendance Officer

- Leads daily attendance monitoring
- Completes first-day calling and follow-up
- Conducts home visits with pastoral staff
- Produces attendance data and analysis
- Oversees PA process and Early Help referrals
- Communicates with families regarding concerns

Pastoral Team & Safeguarding Lead

- Supports home visits
- Manages attendance concerns with safeguarding indicators
- Supports barrier identification
- Coordinates multi-agency meetings
- Oversees reintegration/transition support

Class Teachers

- Take accurate registers twice daily
- Build strong relationships with pupils and parents
- Identify early concerns and communicate them
- Use School Promise language to promote positive attendance

Parents/Carers

- Ensure their child attends school daily and on time
- Contact the school before 9am if their child is absent
- Work proactively with school to address barriers
- Provide medical or appointment evidence where appropriate

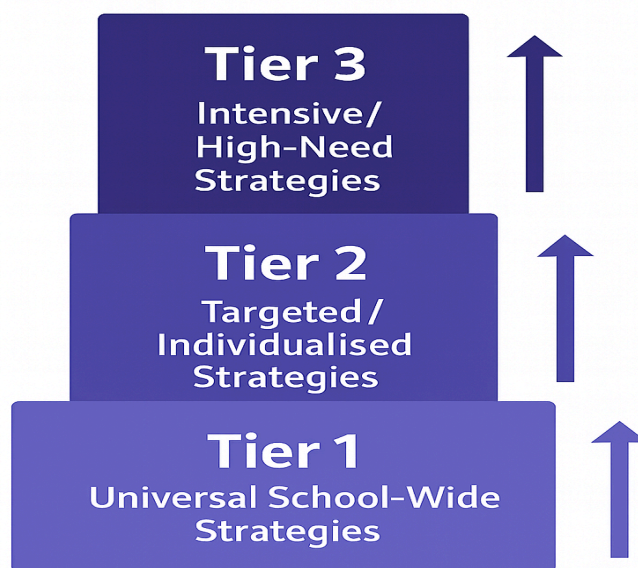


Pupils

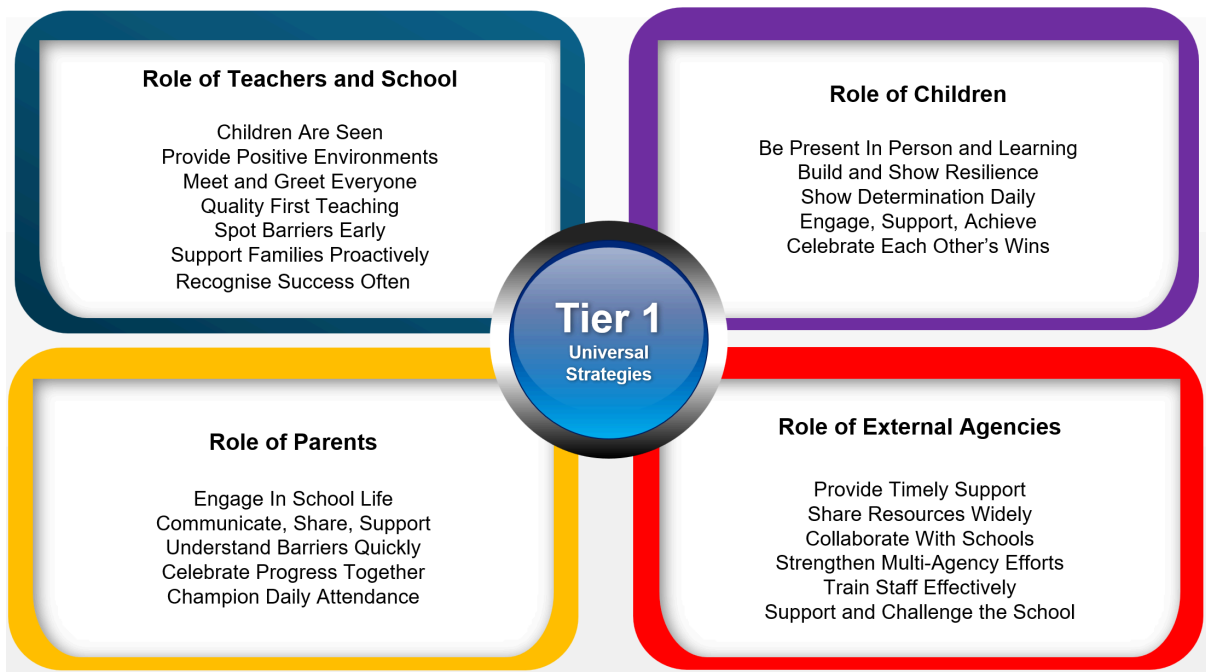
- Aim to attend school daily
- Arrive on time, ready to learn
- Engage with support offered

A Multi-Tiered System of Support

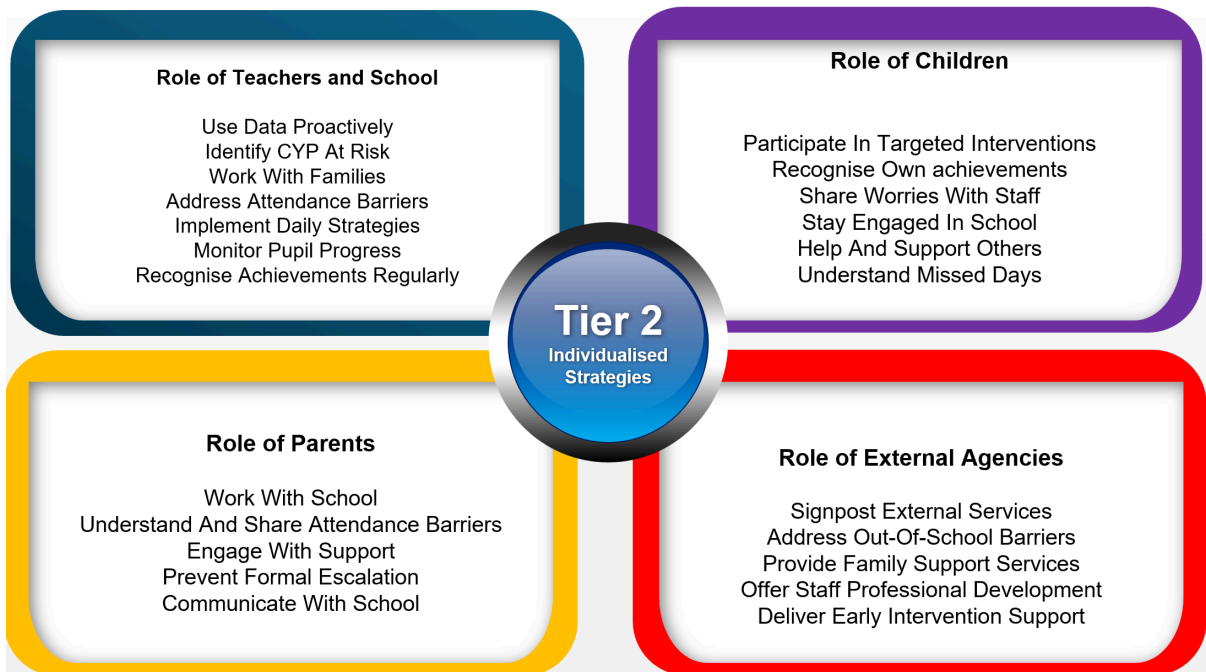
To guarantee a comprehensive approach to attendance, New Brighton Primary School implements a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.



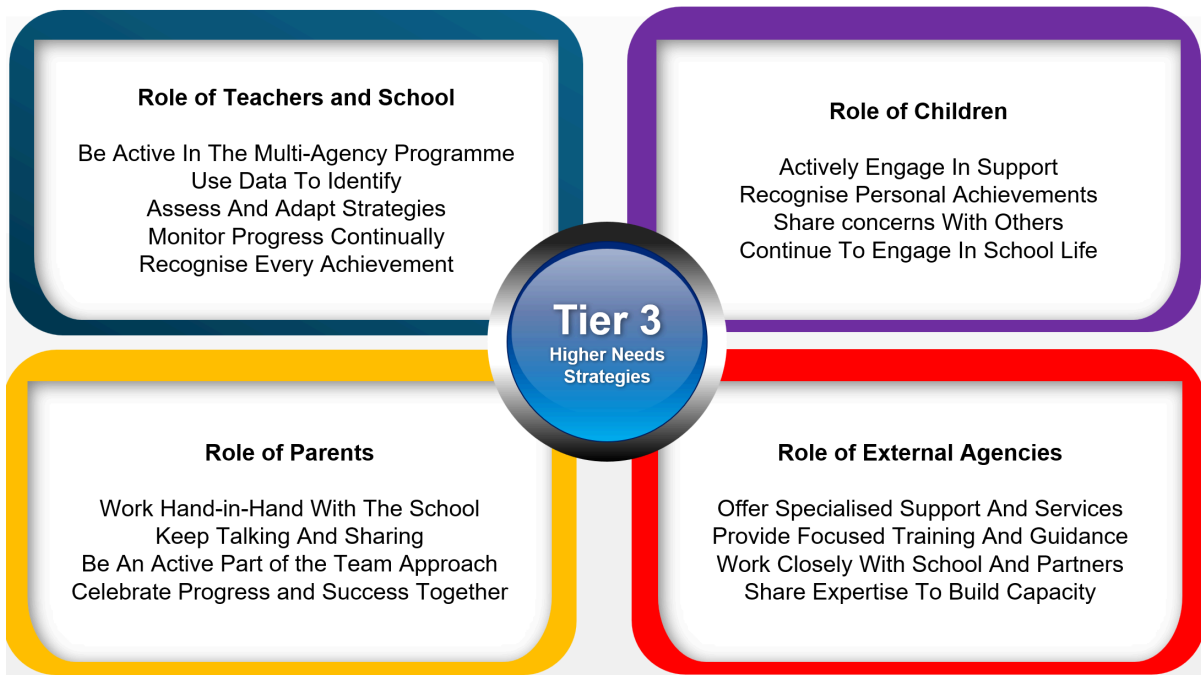
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



New Brighton Primary Recognition-Based Approach

At New Brighton Primary, we value attendance as part of every pupil's learning journey. Our recognition-based system focuses on acknowledging effort, progress, and consistency, rather than only rewarding perfect attendance.

Key elements of our approach include:

- **Certificates for Improvement:** Recognition for pupils who show effort and progress in attendance or punctuality.
- **Class Celebrations:** Acknowledging classes that collectively improve attendance.
- **Personalised Praise Notes:** Teachers provide individual messages or stickers to highlight effort.
- **Recognition Assemblies:** Pupils are celebrated publicly for consistency, perseverance, and improvement.
- **Peer Recognition:** Pupils can nominate classmates who have made positive attendance efforts.

This approach fosters a supportive, inclusive culture, helping all pupils feel valued and motivated to attend school regularly.



The Importance of School Attendance at New Brighton Primary

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.



Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socio-economic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by schoolwork may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.



Supporting Attendance at New Brighton Primary School

To address any identified attendance issues effectively, New Brighton Primary School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at New Brighton Primary School

At New Brighton Primary, ‘**we are only content with 100%**’ attendance because we know that every day of learning matters, this is a mantra that is used by school staff. We expect all pupils to attend school regularly and on time, and we will work closely with families to support those who face challenges in reaching this goal. For punctuality, school gates open at 8:40am and close promptly at 9:00am. Pupils who arrive late on a regular basis miss key learning opportunities, which can impact their progress and outcomes. By maintaining high expectations while providing support, we aim to ensure that every child can engage fully with their education and achieve their potential.

Contact Details of School Staff at New Brighton Primary School

Name of Staff Member	Roles and Responsibilities	Contact Details
John Jones	Attendance Champion	j.jones@newbrighton.wirral.sch.uk
Karen Bostock	Attendance Manager/Officer	k.bostock@newbrighton.wirral.sch.uk
Claire Evans	Safeguarding Leader (DSL)	c.evans@newbrighton.wirral.sch.uk
Daniel Mycroft-Armer	Head Teacher	d.armer@newbrighton.wirral.sch.uk
Lin Cook	Governor for School Attendance.	l.cook@newbrighton.wirral.sch.uk

Strategies for Using Data to Target Attendance Improvement Efforts at New Brighton Primary School

At New Brighton Primary, we use a whole-school tracking system to monitor attendance and punctuality, ensuring that no pupil's needs go unnoticed. This system allows us to track:

- **Persistent Absentees (PA):** Pupils with attendance below **90%**, which equates to missing approximately **19 or more school days in a year**.
- **Pupils at risk of persistent absenteeism:** Pupils with attendance between **90–95%**, equivalent to missing **9–18 school days in a year**.
- **Whole-school patterns** as well as trends within individual year groups.
- **Individual pupils**, identifying barriers to attendance and informing tailored actions.
- **Demographic groups**, such as pupils from different ethnic backgrounds or socio-economic circumstances.
- **Other key groups**, including pupils with SEND, Looked After Children (LAC), pupils eligible for Free School Meals (FSM), or pupils with an allocated social worker.

The data collected allows staff to identify pupils who may require additional support, including those absent for prolonged periods or repeatedly, which could indicate safeguarding concerns such as exploitation, county lines involvement, or child sexual exploitation (CSE/CRE). By using this data strategically, we can implement targeted, bespoke interventions for pupils at risk of PA or SA, ensuring that support is tailored to individual needs while maintaining our high expectations for attendance and punctuality.

Through this approach, we aim to maintain a comprehensive understanding of attendance across the school, enabling proactive support for families and pupils to improve attendance, reduce lateness, and safeguard the wellbeing of all children.

Strategy for Reducing Persistent and Severe Absence at New Brighton Primary School

We are committed to reducing persistent absence (PA) and severe absence (SA) by taking a proactive, supportive, and data-informed approach. Our strategy focuses on early identification of pupils at risk through our whole-school attendance and punctuality trackers, allowing us to intervene before absences become entrenched. We work closely with families to understand and address barriers to regular attendance, tailoring support to individual needs. This includes targeted pastoral support, collaboration with external agencies where appropriate, and bespoke interventions for pupils with SEND, Looked After Children, pupils eligible for FSM, or those known to social care. For pupils absent for prolonged or repeated periods, we carry out safeguarding checks to ensure their wellbeing and identify any concerns, such as child exploitation or involvement in county lines activity. By combining high expectations, early intervention, and personalised support, we aim to ensure all pupils can attend school consistently, access their full curriculum, and achieve their potential.

Details of the National Framework for Penalty Notices at New Brighton Primary School

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time

unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework in respect of each parent believed to be involved in the absence.

The Local Authority retains any revenue from the Education Penalty Notices to cover enforcement costs.

Non-payment of an Education Penalty Notice will result in the withdrawal of the Notice, and would normally trigger prosecution proceedings at Magistrates Court under Section 444 Education Act 1996. There is no right of appeal by parents/carers against an Education Penalty Notice.

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000. Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

Removal from roll

For any pupil leaving New Brighton Primary School, other than at the end of year 6 parents/carers are required to provide school with the following information: child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all of our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for the pupil and key family members, in case of emergency.

Under Pupil Regulations 2006, all schools are now legally required to notify their Local Authority of every new entry to the admission register within five days of the pupil being enrolled. In addition to this, every deletion from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register. This duty does not apply when a pupil's

name is removed from the admission register at a standard transition point – when the pupil has completed the final year of education normally provided by that school.

Schools can only lawfully remove a child from their school roll under certain circumstances in accordance with Government Regulations (see Appendix 3). Schools are required to inform the Local Authority of the details of all children who are removed from roll at non-standard transition times. This is to be done by completing a deletion from roll form and submitting it via email or Anycomms to schoolattendance@wirral.gov.uk.

Elective Home Education

One of the grounds under which a child can lawfully be removed from a school roll is if a parent notifies the headteacher in writing that they are withdrawing their child from school in order to take full responsibility for provision of the child's education. Schools must notify the Local Authority, as the Authority will then have responsibility for assessing the suitability of education that is being provided for the child. The Authority must first consent to elective home education when a child has special educational needs and is placed in specialist provision.

Schools and the Authority respect that it is a parental right to pursue elective home education. It is, however, important that when parents opt to home educate, this is a positive choice and in the best interests of the child, rather than the option of last resort. Parents should be aware that elective home education is not a route to obtaining a place in a school of their choice which may have previously been declined, or a way of accessing alternative provision.

Day-to-Day Processes for Managing Attendance at New Brighton Primary School

Morning Registers

- Registers open at **8:50am** and close at **9:15am**
- School gates close at **9:00am**
- Teachers complete registers by **9:05am**
- Attendance Officer checks for missing marks by **9:15am**
- Morning registers checked for absences and calls made/Messages sent.
- Record on Arbor & CPOMS
- Lates recorded on Inventory & CPOMS

Identifying Absence

- Any pupil not in school by 9:15am is marked **N – No Reason Yet Provided**
- Attendance Officer generates the absence list and begins first-day response
- Absences and lates record with reasons on Arbor and CPOMS by attendance admin.



First, Third and Fifth Day Safeguarding Response

Day 1

If no contact by **9:30am**:

1. Phone call to all parental contacts
2. Text message
3. Email

If still no contact by **10:30am**:

- Two further phone attempts
- Pastoral team notified
- Check for safeguarding history
- Decision made whether to conduct a **same-day home visit (depending on context and vulnerability of CYP)**

Day 1 Home Visit

Conducted by the Attendance Officer and/or Pastoral Team.

DSL attends if risk indicators are present. Welfare slip left if no answer.

Day 3

If still no contact OR concerns persist:

- Attendance team make contact with CYP family
- Second home visit if required
- DSL review
- Police Safe & Well request if appropriate

Day 5

If child has not been seen AND concerns continue:

- DSL conducts full safeguarding review
- Attendance Officer and Pastoral Team complete a final home visit
- Possible referral to Social Care
- CME procedures may be triggered



School Times of the Day at New Brighton Primary School.

At New Brighton Primary we have a 'soft start' to the school day. Registration officially starts at 8:50am however, the school site is accessible from 8:30am and school doors open at 8:40am to encourage punctuality and good attendance.

School gates will be opened from 8:30am each morning Monday to Friday, school doors will be opened at 8:40am. Please note that children must be supervised by a parent or carer between 8:30am and 8:40am. School gates will be closed at 9:00am, any children arriving after this time will need to go through the main entrance and sign in via the Inventory System providing a reason for their lateness.

Between 9:00am and 9:20am they will receive an 'L' code for lateness.

From 9:20am onwards, they will receive a 'U' code which will affect their attendance percentage as this counts as a missed morning session.

For children in F2 and YRs 1- 6 registration is at 8:50am and the school day finishes at 3:30pm giving pupils 33hrs and 20mins of class time per week.

Pupils in our nursery provision have slightly different hours:

Full time nursery pupils: 8:45am- 3:15pm

AM session pupils: 8:45am-11:45am

PM session pupils: 12:45pm-3:45pm

Coding of Attendance

Information on attendance codes can be found in Appendix 2.

Requesting Absence Leave

The Education (Pupil Registration) (England) Regulations 2014 state that leave of absence shall not be granted unless:

- An application has been made in advance to the head teacher by a parent with whom the pupil normally resides; and
- the head teacher, or a person authorised by the head teacher, considers that leave of absence should be granted due to the exceptional circumstances relating to the application.

This policy clarifies:

- There is no entitlement in law for parents to take their child on authorised leave of absence during term-time without obtaining prior approval from the school.
- The procedures to be followed whereby parents/carers can make applications for their child to be granted discretionary leave of absence during term-time.
- That each application will be considered by head teachers according to the individual circumstances surrounding the request. Head teachers determine the number of days, if any, a child can be away from school.



The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

The headteacher/school may discuss the leave of absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence. Parents are, however, advised to read with their children and encourage them to write a diary while they are away.

Education Penalty Notices for Unauthorised Leave of Absence during Term Time

Headteachers should write to the parents/carers to confirm whether or not their request for leave of absence has been approved. In cases where a request for leave has not been approved, parents should be informed that they face the possibility of being issued with penalty notices for failing to ensure their child's regular attendance at school should they go ahead with their plans.

In the case of a pupil granted leave of absence, but that pupil then fails to return to school within 5 school days (10 sessions) of the agreed return date, a request to issue penalty notices to the parents can be made to Wirral Attendance Service (unless the school is satisfied that the pupil is unable to attend by reason of sickness or other unavoidable cause).

Parents should also be advised that if their child fails to return to school within 10 school days of the given return date, and joint enquiries made by school and the authority have failed to locate the child's whereabouts, they run the risk of their child's name being removed from the school roll, with no guarantee of re-admission. Prior to removal of a pupil's name from the school's admissions register, schools should discuss the pupil's individual circumstances with their named Locality Attendance Officer or the CME Officer at Wirral Attendance Service. School and the Local Authority are jointly responsible for making all reasonable enquiries to locate a missing pupil prior to removal from roll.

Reporting a Child's Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence.

Parents should do this by telephoning the school office and informing a member of the office staff of the reason for their child's absence, this should also be done for subsequent absences.

Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing by obtaining and returning the correct form from the school office, and a decision will be communicated to the parents or carers within 3 school days.



Exceptional circumstances:

Family holidays are not considered to be exceptional circumstances.

Some examples of what we consider to be exceptional circumstances are:

- Parent's military deployment/return
- A close relatives terminal illness or death (for funeral and/or travel)
- Significant family trauma requiring therapeutic absence (with medical proof)
- Unique one-off family events like a wedding or a funeral (not including travel)

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.



Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. New Brighton Primary School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at New Brighton Primary School

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Effective Interventions and Signposting

- Positive behaviour management (see School Promise and Behaviour policy)
- Mindfulness based stress reduction (My Happy Mind and other mindfulness techniques used across school)
- Zones of regulation
- Targeted resilience based programmes
- School based mental health support (inc Child mental health first aiders)
- Trauma informed care including restorative practice approaches (Therapeutic schooling approach)
- Social skills training
- Friendship group and social thinking skills work
- Emotional regulation and emotional intelligence support
- Individualised learning plans
- Parent training and support programmes

Roles and Responsibilities

Teachers: In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Here are the key roles and responsibilities of teachers regarding attendance in UK schools, select the bespoke statements from the list below for your school.

- **Monitoring Attendance:** Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students. Reasons for absence of all pupils are recorded on CPOMS by admin staff.
- **Promoting Punctuality:** Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

- **Taking Immediate Action:** When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- **Early Intervention:** Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.
- **Maintaining Communication:** Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
- **Providing Support:** Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- **Setting Expectations:** Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- **Creating a Welcoming Classroom Environment:** Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.
- **Identifying Barriers:** Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- **Implementing School Policies:** Teachers should adhere to and implement the school's attendance policies and procedures.
- **Attendance Records:** Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE). Attendance records are maintained through CPOMS and Arbor.
- **Collaboration:** Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.
- **Supporting Positive Behaviour:** Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- **Safeguarding:** Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- **Professional Development:** Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.



- Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching Assistant and Learning Mentors: Teaching assistants (TAs) and Learning Mentors (LM) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

- Monitoring Attendance: TAs/LMs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.
- Positive Relationships: TAs/LMs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
- Attendance Support: TAs/LMs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
- Reinforcing Expectations: TAs/LMs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.
- Communication: TAs/LMs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.
- Attendance Interventions: TAs/LMs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.
- Supporting Students with Special Needs: TAs/LMs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
- Identifying Patterns: TAs/LMs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.
- Promoting Engagement: TAs/LMs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.
- Safeguarding: TAs/LMs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
- Role Modelling: TAs/LMs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.



- Professional Development: Continuous professional development can enhance TAs/LMs skills in addressing attendance issues and supporting children effectively.
- Collaboration: Collaborating with teachers and other school staff is essential. TAs/LMs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.
- Recognition of Attendance: TAs/LMs can participate in recognising children's attendance.



Name of School Attendance Champion: John Jones

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

- **Developing and Implementing Attendance Policies:** Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- **Data Analysis:** Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- **Early Intervention:** Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- **Supporting Families:** Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Mentoring and Coaching:** Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- **Providing Resources:** Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitoring and Reporting:** Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- **Staff Training:** Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.



- **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- **Community Engagement:** Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

- **Policy Development:** Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- **Statutory Compliance:** Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- **Strategic Oversight:** Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
- **Monitoring Attendance Data:** Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.
- **Accountability:** Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
- **Policy Implementation:** Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.
- **Setting Targets:** Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.
- **Reviewing Interventions:** Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.



- **Parental Engagement:** Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.
- **Training and Development:** Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.
- **Safeguarding:** Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.
- **Community Links:** Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.
- **Challenge and Support:** While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
- **Continuous Improvement:** Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Senior Staff: Senior staff in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

- **Leadership:** Senior staff, including the headteacher/principal and deputy headteacher/vice principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.
- **Policy Development:** Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- **Monitoring and Reporting:** They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- **Setting Expectations:** Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- **Professional Development:** They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- **Early Intervention:** Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.



- **Parental Engagement:** They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.
- **Data Analysis:** Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- **Supporting Vulnerable Students:** They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- **Recognising Attendance:** They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- **Enforcing Policies:** Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- **Safeguarding:** Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- **Continuous Improvement:** They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- **Promoting a Positive Culture:** Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Parents: Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- **Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.



- **Be Involved in Homework:** Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- **Attend Parent-Teacher Conferences:** Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Monitor Progress:** Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Address Bullying or Safety Concerns:** If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- **Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- **Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Encourage Peer Relationships:** Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- **Celebrate Achievements:** Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.
- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Children also play a significant role in attending school regularly and ensuring their educational success

- **Commitment to Learning:** Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Punctuality:** Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.



- **Responsibility:** Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.
- **Communication:** If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.
- **Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- **Participation:** Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- **Safety Awareness:** Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.
- **Respect for Teachers and Staff:** Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- **Problem-Solving:** Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
- **Goal Setting:** Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
- **Healthy Lifestyle:** Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.
- **Attendance Awareness:** Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- **Ownership of Learning:** Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.
- **Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.



Safeguarding Children and Attendance at New Brighton Primary School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.



Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code \ (Present at the school):
<ul style="list-style-type: none">• Pupils must be present during registration to be counted.• If a pupil leaves after registration, they are still counted as attending for statistical purposes.
Code L (Late arrival before the register is closed):
<ul style="list-style-type: none">• The pupil arrives after the register starts but before it closes.• Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.• If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.
Code K (Attending education provision arranged by the local authority):
<ul style="list-style-type: none">• Pupil attends educational provision arranged by the local authority, not by the school.• Examples include attending courses at college or receiving home tutoring.• Schools must record the nature of the provision and ensure notification of absences.
Code V (Attending an educational visit or trip):
<ul style="list-style-type: none">• Pupil attends a school-arranged educational visit or trip supervised by school staff.• Must take place during the recorded session.• If pupil doesn't attend, record absence using relevant absence code.
Code P (Participating in a sporting activity):
<ul style="list-style-type: none">• Pupil attends an approved educational sporting activity.• Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.• Schools must ensure safeguarding measures and record absences with relevant codes.
Code W (Attending work experience):
<ul style="list-style-type: none">• Pupil attends work experience as part of their education arranged by the local authority or school.• Criteria for recording attendance are similar to other approved educational activities.• Schools must ensure safeguarding measures and record absences with relevant codes.
Code B (Attending any other approved educational activity):
<ul style="list-style-type: none">• Pupil attends an approved educational activity other than sports or work experience.• Criteria for recording attendance are similar to other approved educational activities.• Schools must record the nature of the activity and ensure safeguarding measures.
Code D (Dual registered at another school):
<ul style="list-style-type: none">• Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.• Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.• Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.
Code C1 (Leave of absence for regulated performance or employment abroad):
<ul style="list-style-type: none">• Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.• Criteria for granting leave include licenses issued by local authorities or exemptions.• Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.

- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.

- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.



Appendix 2: Penalty notice guidance

Introduction

Parents are responsible for ensuring full time, regular and punctual attendance of their child, who is of compulsory school age, suitable to their age, ability, aptitude and any special needs they may have, at school or otherwise.

Regular and full-time attendance of pupils at school is both a legal requirement and essential for pupils to maximise their educational opportunities.

Regular attendance has been defined by the Supreme Court (6th April 2017) to mean “in accordance with the rules prescribed by the school”.

Full time is the whole of the time education is being offered – ie the timetable of the school.

A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31st December.

A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

Wirral Council seeks to ensure that every child and young person receives the maximum benefit from the education opportunities provided by the Local Authority.

Wirral Council expects that all schools have a whole school approach to attendance which ensures early intervention and support for students with attendance difficulties.

All schools must include respective reference to the possible use of legal action for unauthorised absence within their school attendance and behaviour policy.

The Local Authority has the prime responsibility for the introduction of this unauthorised absence procedure with schools and Merseyside Police being partners.

The purpose of this local code of conduct is to ensure that penalty notices for school absence are issued in a manner that is fair and consistent across Wirral. The code sets out the arrangements for administering penalty notices in Wirral and must be adhered to by anyone issuing a penalty notice for school absence in this area. The code complies with relevant regulations and the Department for Education’s national framework for penalty notices as set out in the ‘Working together to improve school attendance’ guidance.

This local code of conduct for Wirral is in line with the National Code of Conduct issued by the Department for Education.

The national framework for penalty notices is based on the principles that penalty notices should only be used in cases where:

- Support is not appropriate (e.g. a term time holiday) or where support has been provided and not engaged with or not worked, and

- They are the most appropriate tool to change parental behaviour and improve attendance for that particular family.

Where difficulties arise with school attendance, professionals should take a 'support first' approach in line with the DfE's 'Working together to improve school attendance' guidance, only resorting to legal enforcement when necessary. The aim is that the need for legal enforcement is reduced by taking a supportive approach to tackle the barriers to attendance and intervening early before absence becomes entrenched.

For the most vulnerable pupils, regular attendance is also an important protective factor and often the best opportunity for needs to be identified and support provided.

Legislation

1.1 Penalty notices may be issued to a parent as an alternative to prosecution for irregular school attendance under s444 of the Education Act 1996. They can only be issued in relation to pupils of compulsory school age in maintained schools, pupil referral units, academy schools, AP academies, and certain offsite places as set out in section 444A(1)(b).

1.2 The Education (Penalty Notices) (England) Regulations 2007 (and subsequent amendments) set out how penalty notices for school absence must be used.

1.3 A penalty notice can only be issued by an authorised officer: that is, a headteacher or a deputy or assistant head authorised by them, an authorised local authority officer or a police constable.

1.4 The national framework for penalty notices is published in statutory guidance 'Working together to improve school attendance'. It provides further national guidance on the operation of penalty notice schemes for school absence in England.

Who is a parent?

2.1 For the purposes of this protocol and other school attendance issues, a parent is as defined under section 576 of the Education Act 1996

All natural parents, whether they are married or not;

any person who, although not a natural parent, has parental responsibility (as defined in the Children Act 1989) for a child or young person;

any person who, although not a natural parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law. Parents who do not ordinarily reside with the child may also be subject to Education Penalty Notices depending on the circumstances.

2.2 The Local Authority, with the help of the school, will decide who comes within the definition of a parent in respect of a particular pupil.

2.3 Throughout this document, references to 'parent' mean each and every parent coming within the definition, whether acting jointly or separately, and should not be taken to mean that provisions only apply to 'parent' in the singular.



Penalty notices will usually be issued to the parent or parents with day to day responsibility for the pupil's attendance or the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence).

Circumstances When Penalty Notices Will Be Issued

3.1 Penalty Notices will be issued by Wirral Council where any of the following occur:

- The child has had 10 or more sessions, where a session is a half day, of unauthorised absence in a period of 10 school weeks with the absences being recorded with one of, or a combination of the following codes:
 - (i) code G (the pupil is absent without leave for the purpose of a holiday),
 - (ii) code N (the circumstances of the pupil's absence have not yet been established),
 - (iii) code O (none of the other rows of Table 3 in regulation 10(3) of the School Attendance (Pupil Registration) (England) Regulations 2024 applies), and
 - (iv) code U (the pupil attended after the taking of the register ended but before the end of the session, where no other code applies)

- If, in an individual case the local authority (or other authorised officer) believes a penalty notice would be appropriate, they retain the discretion to issue one before the threshold is met.

- An exclusion has taken place and the parent has allowed the child to be present in a public place during school hours, without reasonable justification, during the first five days of a fixed or permanent exclusion. In this case there would not be the expectation for support to have been offered or a notice to improve attendance to have been issued before a penalty notice is issued.

- If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be the most appropriate tool. The national framework for penalty notices sets out that a maximum of 2 penalty notices per child, per parent can be issued within a rolling 3-year period. If the national threshold is met for a third time (or subsequent times) within 3 years, another tool should be used. In this case a prosecution via the Magistrates' Court will be sought. This will also be the case where a penalty notice has been issued but not paid resulting in a prosecution if the parent then commits any further offence.

- Where a child has moved into the area within the rolling three year period, checks will be made with any previous authority to see if any penalty notices have been issued. The same will apply for any child leaving the Wirral in that any new Local Authority will be able to check via email to crossborder.penaltynotice@wirral.gov.uk

3.2 Penalty Notices will be issued to each parent for each child. The exception to this would be where a parent has taken a child on unauthorised leave of absence without the consent of the other parent.

3.3 Where children in one family attend more than one school and request leave of absence the schools should, as much as possible, agree the decision with each other.

3.4 The deadline for Education Penalty Notice requests for any academic year will be 31st August after the summer term. The only exception to this will be holidays taken in the last week of term in July with the deadline for these being the end of the first full week back in school in September.

3.5 Head Teachers or member of the SLT or the Attendance Lead may submit a request electronically via email (educationpenaltnotices@wirral.gov.uk) or Anycomms to the Wirral Attendance Service using the appropriate proforma. It is vital that all details are double checked and are accurate in relation to the form as inaccuracies will result in the Education Penalty Notices either not being issued or withdrawn. All full names of parents / carers / guardians need to be included.

3.6 Wirral Council will issue Notice to Improve Attendance letters on behalf of all schools and academies. Schools must ensure that before they request a warning letter that they have:

- Advised parents, in writing, at the start of the academic year (or when their child commences school mid-term) of the need for regular attendance and the possible consequences of failing to do so.
- Can evidence the steps taken to support an improvement in attendance. This should include invitations to formal meetings which parents may have failed to attend. We recommend that a parent is given 7 days' notice of any meeting and that at least 2 opportunities to attend are given. These opportunities can be as close together as practically possible but giving the parents the 7 days' notice.
- Maintain accurate registration records and a chronology of interventions and parental responses.
- Demonstrated consideration of the child's circumstances (including whether this is a child in need or whether a referral to Early Help is appropriate).

3.7 In the first instance the response from Wirral Attendance Service may be a Notice to Improve Attendance letter to the parents emphasising that attendance must improve within 15 school days. Further unauthorised absence within this 15 day period may lead to the issuing of an Education Penalty Notice. As in paragraph 3.1 (B) there may be times when a penalty notice is issued without a Notice to Improve Attendance letter having been sent.

Leave of absence

4.1 In the case of leave of absence in term time, schools must ensure that they have advised parents, in writing, at the beginning of each academic year of the school policy on leave of absence. This should include the fact that leave of absence cannot be authorised retrospectively.

4.2 Schools will also need to provide a copy of the written leave of absence request submitted by the parent and a copy of any response sent to the parent along with an attendance certificate. Please see Appendix 4 for a sample Leave of Absence Application Form.

4.3 Any requests for an Education Penalty Notice should be submitted as soon as possible after the pupil's return to school following unauthorised leave of absence, and should not be submitted before the leave of absence or saved until the end of term.

4.4 Headteachers are responsible for determining whether leave of absence is authorised or not and whether an Education Penalty Notice should be issued. Schools should work together to achieve consistency within and across Locality Partnerships and other mechanisms in relation to leave of absence.

4.5 Education Penalty notices will be issued to each parent for each child. The exception to this would be where a parent has taken a child on unauthorised leave of absence without the consent of the other parent.



4.6 Where children in one family attend more than one school and request leave of absence the schools should agree the decision with each other as much as possible.

4.7 Notice to Improve Attendance letters will not be issued for leave of absence.

Excluded pupils

5.1 An Education Penalty Notice for excluded students may only be issued where it can be wholly established that:

- The student has been excluded (either fixed-term or permanently) from a school, Academy or alternative provision in the LA area and that the school or alternative provider has followed all agreed processes in notifying parents and the LA.
- The student has been permanently excluded from a school outside the LA area but is a resident of the LA.
- The parent/carer received notice of their responsibility for the first five days of the exclusion, those five 'specified days of exclusion' were clearly identified and the possible consequences of failing to adhere to this were explained.
- The student was present in a public place within the first five days of a fixed or permanent exclusion.
- The parent cannot prove that the student was present in a public place with reasonable justification.

5.2 Referrals for notices relating to exclusions will only be accepted from Police and Police Community Support Officers. This provision is in addition to the independent powers of Merseyside Police and does not fetter their discretion. In some circumstances consideration may also be given to the use of an Acceptable Behaviour Contract in consultation with the Anti-Social Behaviour Team.

5.3 For the purposes of this protocol:

- school hours means a school session or a break between sessions on the same school day
- a public place means any highways or other place to which the public have access but does not include a school
- the days of an exclusions are known as the specified days

Withdrawal of Education Penalty Notices

Once issued an Education Penalty Notice may only be withdrawn in the following circumstances:

- It ought not to have been issued
- It ought not to have been issued to the person named as the recipient
- It contains a material error
- It has not been paid in full, and the LA has not, and does not intend to, instigate proceedings

Payment Of Education Penalty Notices

7.1 Arrangements for payment will be detailed on the Education Penalty Notice.

7.2 Payment of the Education Penalty Notice discharges the parent's liability for the period in question and they cannot subsequently be prosecuted under Section 444 of the Education Act 1996 for the period covered by the Education Penalty Notice.



7.3 Payment of an Education Penalty Notice is £80 if paid within 21 days and £160 if paid after this time but within 28 days for the first offence. For any second offence by the same parent relating to the same child the fixed penalty amount will be £160

7.4 The Local Authority retains any revenue from the Education Penalty Notices to cover enforcement costs.

Non-payment Of Education Penalty Notices

Non-payment of an Education Penalty Notice will result in the withdrawal of the notice and will normally trigger a prosecution of parents by Wirral Attendance Service under Section 444 Education Act 1996.

Right of appeal

In accordance with Department for Education Guidance there is no right of appeal but where a parent wishes to contest the issuing of an Education Penalty Notice they should contact Wirral Attendance Service (as outlined on the Education Penalty Notice) and/or opt to face proceedings in the Magistrates' Court, where all of the issues relating to their Education Penalty Notice can be fully debated.

Policy And Publicity

All School Attendance Policies should include information on the use of Education Penalty Notices and this will be brought to the attention of all parents. The LA will include information on the use of Education Penalty Notices in promotional/public information material.

Reporting And Review

Wirral Attendance Service will report to partners on the deployment and outcomes of Education Penalty Notices and will review this protocol at regular intervals.

This document was agreed with the following:

Wirral Primary Headteachers,
Wirral Secondary Headteachers,
Wirral Special School Headteachers,
Attendance staff from Wirral schools



Grounds for deleting a pupil from the school admission register

	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the School Attendance (Pupil Registration) (England) Regulations 2024
1	9(1)(a) the pupil has been registered at another school, unless— (i) a school attendance order naming the school is in force in relation to the pupil; (ii) the pupil is a mobile child, and the school is their main school; or (iii) the proprietor has agreed with a person with control of the pupil’s attendance at the other school, or is such a person and has decided, that the pupil should be registered at more than one school
2	9(1)(b) the pupil was admitted to the school for nursery education and— (i) they have completed such education and would, if they continued attending the school, be transferred to a reception, or more senior, class at the school; but (ii) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again;
3	9(1)(c) the pupil is also registered as a pupil at one or more other schools and— (i) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again; (ii) the proprietor of each other school where the pupil is registered has consented to the deletion; (iii) there is no school attendance order naming the school in force in relation to the pupil; and (iv) the pupil is not a mobile child or, if they are, the school is not their main school;
4	9(1)(d) a school attendance order relating to the pupil and formerly naming the school has been amended by the relevant local authority to substitute the name of the school with that of another school;
5	9(1)(e) a school attendance order relating to the pupil and naming the school has been revoked by the relevant local authority on the ground that arrangements have been made for the pupil to receive suitable education otherwise than at school;
6	9(1)(f) a parent of the pupil has told the proprietor in writing that the pupil will no longer attend the school after a certain day and will receive education otherwise than at school and— (i) that day has passed; and (ii) there is no school attendance order naming the school in force in relation to the pupil;
7	9(1)(g) the pupil no longer normally lives a reasonable distance from the school and— (i) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again; and (ii) the pupil is not a boarder;

8	<p>9(1)(h) the pupil has been given leave of absence and—</p> <ul style="list-style-type: none"> (i) the pupil has not attended the school within the ten school days immediately after the end of the period of leave; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and (iii) the proprietor and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances but— <ul style="list-style-type: none"> (aa) they have not succeeded; or (bb) they have succeeded, and they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps they could take (either jointly or separately) to secure the pupil's attendance;
9	<p>9(1)(i) the pupil has been continuously absent from the school for at least twenty school days and—</p> <ul style="list-style-type: none"> (i) none of the circumstances mentioned in Table 2 in regulation 10(3) or in any row of Table 3 in regulation 10(4) other than the final three rows applied to the pupil at any point during that period; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and (iii) the proprietor and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances but— <ul style="list-style-type: none"> (aa) they have not succeeded; or (bb) they have succeeded, and they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps they could take (either jointly or separately) to secure the pupil's attendance;
10	<p>9(1)(j) the pupil is detained under a sentence of detention and the proprietor does not have reasonable grounds to believe that the pupil will attend the school after they cease to be detained under that sentence;</p>
11	<p>9(1)(k) the pupil has died;</p>
12	<p>9(1)(l) the pupil will be over compulsory school age by the next time the school meets and—</p> <ul style="list-style-type: none"> (i) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again; or (ii) the pupil does not meet the academic entry requirements to be transferred to the school's sixth form
13	<p>9(1)(m) the pupil is a boarder at the school and—</p> <ul style="list-style-type: none"> (i) the school is a school maintained by a local authority or is an Academy; (ii) charges for the pupil's board and lodging are payable by a parent of the pupil; and (iii) those charges remain unpaid by the parent at the end of the school term to which they relate

14	9(1)(n) the pupil has ceased to be a pupil at the school and the school is not— (i) a school maintained by a local authority; or (ii) an Academy; or
15	9(1)(o) the pupil has been permanently excluded from the school.

Appendix 4

Application for Leave During Term Time

Parents/Carers must ask permission for their child to be absent during term time, and it is at the Headteacher's discretion to decide whether or not the absence will be authorised. The Headteacher may authorise leave during term time for *exceptional circumstances only*. If leave is taken without permission, or no application is made, parents/carers risk being issued with an Education Penalty Notice.

Parents/Carers wishing to apply for their child to have leave of absence from school should complete this form and return it to school for authorisation at least two weeks before the proposed leave.

PARENT'S/CARER'S SECTION			
Surname of child			First name
Date of birth	Year		Class
Full name of parent (1)			
Address of parent (1)			
Postcode		Telephone No.	
Full name of parent (2)		Telephone No.	
Address of parent (2)			
Do you consider this request to be due to exceptional circumstances? If so, please outline the reasons why			
Departure and return date			
Would your child miss any national tests or examinations?			Yes / No
Has she/he had leave during term-time in the last 12 months? (If so, please give dates, reasons, and number of school days leave)			Yes / No
Are there any other siblings? If yes please state their name and the school they attend			Yes / No

Parent/Carer signature		Date	

SCHOOL SECTION			
Holiday in Term Time	(i) approved _____ school days		(ii) not approved _____ school days
Reasons			
Date discussed with parent/ carer and/or date informed of approval/ non-approval			
Headteacher's signature		Date	

