Attendance Policy

Dee Point
Primary School

Delegate Function: Headteacher
Approved by Governors: October 2025
Updated: September 2025
Review date: Autumn 2026

Dee Point Primary School
Attendance & Punctuality Policy including EBSN

Introduction and Aim

Dee Point Primary School recognises the importance of good attendance and the impact it has on children's progress, attainment, enjoyment of learning and relationships within school. Good attendance helps a child to realise their potential and ensure they are motivated, confident and enjoy a diverse range of curricular opportunities and experiences. Our school policy and prospectus promote good attendance, which is recognised and rewarded as an achievement. The school monitors attendance and ensures quick and early intervention if a problem is identified. We recognise that whole school preventative and proactive approaches are key to promoting children wellbeing and attendance. A child must attend school every day that they are required to do so unless an exceptional circumstance applies.

The policy will be applied consistently and fairly. Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as it is for any other pupil but additional support may need to be provided. Where these barriers exist, we will consider our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

Our policy is accessible to leaders, staff, pupils, and parents, and is published on our school website. It will be sent to Parents with any initial information when pupils join the school and reminded of it at the beginning of each school year and when it is updated. As the barriers to attendance evolve quickly, the policy should be reviewed and updated as necessary. In doing so, we will seek the views of pupils and parents. The Attendance & Punctuality Policy is based on the premise of equal opportunities for all.

1. Legislation

Regular and punctual attendance at school is a legal requirement. Regular attendance is essential to enable children to maximise their educational attainment, opportunities and further development.

- Section 7 of the Education Act 1996 states that "The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education either by regular attendance at school or otherwise".
- Section 444 (1) of the Education Act 1996 states that "if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school his parent is guilty of an offence".
- Section 576 Education Act 1996 - Meaning of "parent"

For the purposes of Education Law, the definition of a 'parent' and who is responsible for ensuring regular attendance to school is:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person. This could be one parent, both parents and/or carer/s.

2. Registers

Registers provide the daily record of attendance of all pupils. They are legal documents and the register may be required in a court of law, for example as evidence in prosecutions for non-attendance in school.

'Education (Pupil Registration) (England) regulations 2006' (section 6)
Schools must take the attendance register at the start of the first session of each school day, morning (a.m.) and once during the second session, afternoon (p.m.).

On each occasion they must record whether every pupil is:
• Present

• Attending an approved educational activity
• Absent
• Unable to attend due to exceptional circumstances.

The school should follow up any absences to:
• Ascertain the reason
• Ensure the proper safeguarding action is taken
• Identify whether the absence is approved or not; and,
• Identify the correct code to use before entering it on to the school's electronic register, or management information system as a priority and returned to the school office in a timely manner. This is used to download data to the School Census.
• Consider early identification, assessment, intervention and support processes that may need to be implemented.

The register should be marked using the codes as advised by the Department for Education (DfE) 'Working together to improve School Attendance Guidance' (for maintained schools, academies, independent schools and local authorities) Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) (See appendix 3.)

3. Procedure

Children are expected to attend school regularly, unless there is good reason for absence.
There are two types of absence:

- Authorised (where the school approves a pupil absence)
- Unauthorised (where school will not approve the absence)

The school has a duty to safeguard all its pupils. If a child is absent, the parents/carers should inform the school on the **first day of absence** by **9.00am** and each following day of absence, stating the reason.

Parents and Carers are asked to contact the Attendance Manager, Mrs Shelley Roberts on telephone number 01244 372631 (option 1) or email **attendance@deepointprimary.cheshire.sch.uk**

The name and contact details of the senior leader responsible for the strategic approach to attendance in school is Mr Dave Williams (Head Teacher), telephone number 01244 372631 or email **head@deepointprimary.cheshire.sch.uk.**

The school office will make contact with home when a child is absent, and the parent/carer has not notified the school of the absence. If no contact can be achieved or the reason for absence is not accepted the absence will be unauthorised.

4. What can Parents/Carers do to help and working in partnership with Parents/ Carers?

Let the school know straight away why your child is absent. Home/school communication is extremely important in supporting your child to achieve and feel settled in school. Try to make any dental/GP appointments outside of school time.

It is important that school and parents / carers work together with a shared plan and outcomes when supporting a child / young person's attendance and wellbeing. If despite persistent attempts to work with parents, there continues to be a lack of engagement, then legal procedures may be followed to secure engagement and school attendance.

As a school we recognise that building respectful relationships with families and working in collaboration is essential to ensuring the best outcomes for children / young people. We require all parents to actively support the work of the school, including promoting attendance and engagement. We are committed to ensuring that systems and processes are in place with regards to promoting attendance and would encourage parents to make contact if they have concerns about their child.

We will provide parents / carers with information about Emotionally Based School Non-attendance to discuss needs and strategies to support their child, as appropriate.

5. Absence Monitoring

School robustly monitor and analyse attendance data to promptly identify and address possible concerns and allow for early interventions to support the child/family's underlying needs. This will include –

- Weekly attendance code analysis
- Specific cohort and group monitoring – particularly for vulnerable groups
- Monitoring of lesson attendance across all subjects
- 'Welcome back' meeting for all pupils that have been absent for 5 days – to check wellbeing and ensure there are no ongoing needs that will impact on attendance.
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.

6. Early Identification and Intervention: assess, plan, do and review

Every pupil has a right to a full-time education and **Dee Point Primary School** sets high attendance expectations for all pupils. **Dee Point Primary School** will consider the individual needs of pupils and their families who have specific barriers to attendance and will consider our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

For any child / child person who is absent from school it is essential to fully understand the reasons for this so that targeted, evidence-based interventions and support can be put into place. All staff have a part to play in promoting attendance. We recognise the importance of ensuring that key members of staff from across the school, including Form Tutors, attendance, pastoral and SEND staff work in collaboration to consider and identify the holistic needs of the child/young person and to overcome barriers to attendance. In accordance with the principles of early intervention, a graduated approach of assess, plan, do and review will be followed utilising a arrange of school-based resources, evidence-based interventions and seeking advice and support from external services at an appropriate stage, when needed.
Appropriate assessments will be important to help understand the underlying reasons that may be contributing to attendance difficulties. This may be an assessment that focuses on the individual child's needs such as an SDQ, SEND assessments and wellbeing assessments or may include the holistic needs of the family, such as a TAF assessment. Assessments will include the views of the child/young person as well as parents/carers, and identify strengths (what is working well) and needs (what is working less well).

Assessments undertaken may identify that a child/young person is experiencing underlying emotional based needs that are contributing to non-attendance. Cheshire West and Chester Council has developed guidance for schools - Emotionally Based School Non-attendance: Good practice guidance for schools. This is a whole school framework with a graduated approach to support the early identification and intervention of children/young people who may struggle to cope in school/attend school.

Information from assessments will inform a SMART action plan with focussed targets developed in partnership with families, and other services as appropriate. For example, Early Help and Prevention and Social Care may have a part to play in the delivery of support and intervention to promote engagement and attendance. SMART plans should be personalised to effectively meet a child / young person's needs and improve attendance and wellbeing outcomes.

Regular reviews of support and attendance plans are essential to monitor the impact of interventions and to adjust these accordingly. If, despite targeted support and intervention, attendance and wellbeing concerns persist, we may seek further advice and support from external services including mental health services, specialist teaching and education services.

7. Medical Absence

Absence due to illness should be reported to the school by phone or email on the first day of absence and any subsequent days. School will contact parents during the first day if no satisfactory reason for absence has been received. The school will ask about the child's symptoms in order to record their absence accurately.

In the majority of cases, a parent's notification that their child is ill can be accepted without question or concern. Schools should not routinely request that parents provide medical evidence to support illness. Schools are advised not to request medical evidence unnecessarily as it places additional pressure on health professionals.

Only where the school has a **genuine and reasonable doubt about the authenticity** of the illness should medical evidence be requested to support the absence. In instances of **long-term or repeated absences for the same reason**, however, seeking medical evidence may be appropriate to assist in assessing whether the child requires additional support to help them to attend more regularly, and whether the illness is likely to prevent the child from attending for extended periods. If a parent proactively seeks out a note from a GP, it does not imply a need for absence unless this is explicit in their letter.

If a medical absence is likely to be ongoing or long term, then we will offer support in accordance with the school's policies and statutory guidance relating to Children with health needs.
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3. As a school we need to plan how children can access Education and how and when the child will return to school. In accordance with the Equality Act 2010 the school must also demonstrate that reasonable adjustments are made to meet child's Educational Needs.
For children who have a medical condition and cannot attend school, the school will refer to the Cheshire West and Chester Council's Medical Needs Team. https://www.cheshirewestandchester.gov.uk/documents/education-and-learning/medical-needs-service/medical-needs-policy-latest.pdf

Their policy states that referrals must come directly from the child's school and must be supported by medical evidence from one of the following health professionals:

- consultant paediatrician or adolescent psychiatrist
- consultant child psychiatrist
- hospital consultant

Supporting evidence from a General Practitioner alone cannot be accepted.

As from 19th August 2024 schools must make a sickness return to the Local Authority and provide the full name and address of all pupils who have been recorded with the code I (Illness) and who the school has reasonable grounds to believe they will miss 15 days consecutively or cumulatively because of sickness. This is to help the school and Local Authority to agree any provisions needed to ensure continuity of education of pupils who cannot attend because of health needs, in line with the statutory guidance on Education for Children with health needs:
https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

8. Lateness and Punctuality

At Dee Point Primary School we will apply a robust day to day process to track and follow up on absence and poor punctuality. We will ensure registers are completed accurately and on time, twice per day, in accordance with the timings set out below. This will indicate which pupils are absent from or are late for school.

School begins at 8.55am for all pupils in **Early Years, Year 1, Year 2, Year 3**, and they are expected to be in school for registration at that time.

- Our gates open at 8.40am and children can make their way directly to class for registration.
- We expect all pupils to be in their classroom ready for the register to be taken at 8.55am. If your child is in class at this time, they will be marked as present.
- If your child arrives at school after 8.55am but before 9.10am, they will need to enter the school by the main entrance and the parent will need to complete a sign in form stating the reason. They will be marked as late and will receive the **L code**.

- If your child arrives at school after the registers have closed at 9.10am, they will be marked as late and will receive the **U code**. This is an unauthorised absence for that session.
- Afternoon registers will be taken at 1.30pm.

School begins at 9.00am for all pupils in **Year 4, Year 5, Year 6**, and they are expected to be in school for registration at that time.

- Our gates open at 8.40am and children can make their way directly to class for registration.
- We expect all pupils to be in their classroom at 9.00am when their register is taken. If your child is in class at this time, they will be marked as present.
- If your child arrives at school after 9.00am but before 9.15am, they will need to enter the school by the main entrance and the parent will need to complete a sign in form stating the reason. They will be marked as late and will receive the **L code**.
- If your child arrives at school after the registers have closed at 9.15am, they will be marked as late and will receive the **U code**. This is an unauthorised absence for that session.
- Afternoon registers will be taken at 1.45pm.

School begins at 8.40am for all pupils in Resource Provision classes (The Nest), and they are expected to be in school for registration at that time.

- Our door opens at 8.25am and children can make their way directly to class for registration.
- We expect all pupils to be in their classroom at 8.40am for registration. If your child is in class at this time, they will be marked as present.
- If your child arrives at school after 8.40am but before 8.55am, they will need to enter the school by the main entrance and the parent will need to complete a sign in form stating the reason. They will be marked as late and will receive the **L code**.
- If your child arrives at school after the registers have closed at 8.55am, they will be marked as late and will receive the **U code**. This is an unauthorised absence for that session.
- Afternoon registers will be taken at 1.30pm.

In accordance with the 'Education (Pupil Registration) (England) Regulations 2006', if your child arrives after the registers close, they will receive a mark, code U, that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Fixed Penalty Notice or other legal action if the problem persists.

Children who are consistently late for school are disrupting not only their own education, but also that of other children. Where persistent lateness gives cause for concern, you will be invited to a meeting to resolve the issues. If there is no improvement following this meeting, further action will be taken which may include referral to external agencies.
You may approach the school at any time for support and advice if you are having difficulty getting your child to school on time or maintaining regular attendance.

9. Unauthorised Absence and Fixed Penalty Notice

An absence may be coded as 'unauthorised' if:

i. no reason for absence has been given
ii. medical evidence is not received when requested
iii. a request for a leave of absence has been unauthorised
iv. a pupil arrives at school after registration has closed at 8.40am for The Nest, 8.55am for EYFS, Year 1, Year 2 and Year 3 and 9.00am for Year 4, Year 5 and Year 6

Parents/carers should be aware that **Dee Point Primary School** may contact the Local Authority if a pupil has 10 or more unauthorised absences in a 10 week rolling period with a view to issuing a Fixed Penalty Notice or other legal action.

The first penalty notice issued to the parent for that pupil will be charged at £160 if paid within 28 days reducing to £80 if paid within 21 days. Where it is deemed appropriate to issue a second penalty notice to the same parent for the same

pupil within 3 years of the first notice, the second notice is charged at a flat rate of £160 if paid within 28 days. A third penalty notice must not be issued within a 3 year period. Therefore, in cases where the threshold is met for a third (or subsequent) times within those 3 years, a penalty notice cannot be issued and alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions. (see appendix 1 for CW&C Code of Conduct).

Any warning letters or letters concerning Fixed Penalty Notices that are sent by school will be sent to parent/carers by post or sent via school email. It is the responsibility of the parent/carers to ensure that school have up to date contact details including email addresses.

10. Promoting and Incentivising Attendance (Rewards and Incentives)

At **Dee Point Primary School** rewards, incentives and competitions play an important part when working to improve attendance. **The most effective schools consistently promote the benefits of good attendance.** Rewards and incentives should be devised with the Childrens and families' views at the heart. This will mean that our incentives and rewards are purposeful and meaningful. At **Dee Point Primary School** the School Council will play an important part in this to ensure that we improve attendance in the most effective way. **Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.**

At Dee Point Primary School we understand that some pupils find it harder than others to attend school. Therefore, it is important that attendance is recognised, celebrated and held in high regard, no matter how small the improvements might be. Improved attendance or improved punctuality should be recognised and praised, not just 'perfect' attendance. Every child has the right to feel they can achieve and be successful, so any reward/incentive system must be inclusive of those with children with additional needs. It is important that pupils see the attendance incentives and competitions as a team effort and not to blame individuals. At **Dee Point Primary School** pupils will be taught about the positive link between attendance and high achievement through assemblies and dedicated PSHE sessions.
Attendance information should be readily available for both children and parents. At **Dee Point Primary School** we will share attendance information in the form of display boards, website, assemblies and information being sent home.
Barriers affecting attendance in our school will be explored, taking both the children and parents views into account, so that every staff member is clear about how they can help to improve attendance and/or punctuality. This will be reflected in our rewards and incentives and time will be dedicated to such barriers in order to try to remove them. Late Gates and '100 Club' are examples of how we might do this. At **Dee Point Primary School** we will recognise and celebrate attendance on a weekly basis allowing all families the opportunity to achieve and feel successful - a new week, a new start!
Consequences might be used alongside our rewards and incentives.
We are proud to be a Trauma Informed school, and as such, all pupils will be welcomed back to school by Mrs Roberts (Attendance Manager) and reasons for their lateness or absence will be explored sensitively with barriers established and the necessary support provided. At **Dee Point Primary School** we recognise that some pupils will require their own individual reward systems.

- **Application for Exceptional Circumstances**

As of 19th August 2024, the law ceases to include a leave of absence for a family holiday. A leave of absence should not be granted unless there are exceptional circumstances. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance. Head Teachers are only empowered to approve a leave of absence when it is requested in advance by the parent or carer with whom the child resides and when circumstances of the requested leave are 'exceptional'.

The Head Teacher and the Governing Body will determine what constitutes an exceptional circumstance on an individual basis. If parents/carers need to request Exceptional Leave of Absence, they must complete an 'Exceptional Leave of Absence' form available from the school office. It should be noted that if any application is declined and absence occurs of a consecutive 5 or more unauthorised days, then school may apply to the Local Authority for a Fixed Penalty Notice to be issued to each parent/carer.

The following will not be deemed to be exceptional circumstances:

- Family holiday
- Availability of less expensive holiday
- Availability of holiday accommodation
- Parent/carer's working commitments
- Holiday pre-booked by another family member

A child's absence during term time seriously disrupts their continuity of learning. Not only do they miss the teaching on the days they are away but are less prepared for the lessons building on that teaching when they return to school. There is a consequent risk of under achievement, which we must seek to avoid.
The Governing Body is responsible for ensuring any attendance issues are dealt with in line with school policy.

12. Religious Observance
We recognise that some pupils may need to participate in days of religious observance.
Where a day of religious observance.

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the pupil belongs

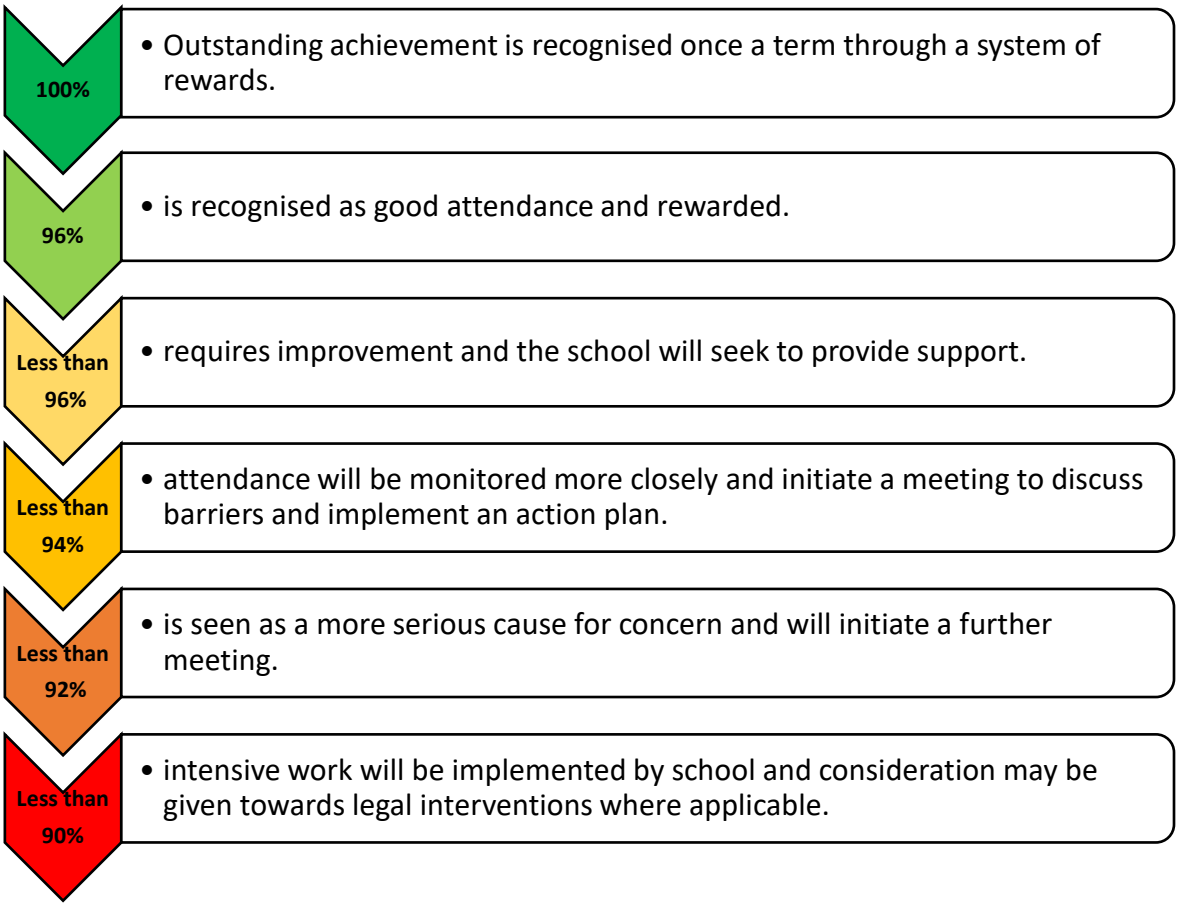
We ask that parents/carers notify **Dee Point Primary School** in writing in advance where absence is required due to a religious observance.

13. Enforced School Closure
If **Dee Point Primary School** was forced to close for a period of time, we have the facility to operate an online virtual school. The expectation is children will still engage with ALL activities when work is set. Procedures for online learning will be sent to parents as and when required.

14. Impact

All pupils will achieve well by developing knowledge and skills on their journey through school. Due to robust monitoring of attendance, all pupils, including vulnerable children and children with special educational needs and disabilities (SEND), will have fair and equitable access to school in order to achieve the best possible outcomes. Pupils will leave **Dee Point Primary School** ready for a successful transition to secondary education.
The table below sets out the attendance targets and at what stage parents/carers will be contacted about their child's attendance.

Appendix 1



Cheshire West & Chester

Code of Conduct for Education Fixed Penalty Notice (Unauthorised Leave of Absence & Irregular Attendance)

1. A Fixed Penalty Notice (FPN) can only be issued in cases of unauthorised absence.
2. The first penalty notice issued to the parent for that pupil will be charged at £160 if paid within 28 days reducing to £80 if paid within 21 days.
3. Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first notice, the second notice is charged at a flat rate of £160 if paid within 28 days.
4. A third penalty notice must not be issued within a 3 year period. Therefore, in cases where the threshold is met for a third (or subsequent) times within those 3 years, a penalty notice cannot be issued and alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.
5. A FPN may be issued per parent per child.
6. Penalty Notices may be considered appropriate if:
    - Unauthorised absences of at least 10 consecutive school sessions (five school days).
    - Sessions either side of a weekend or school holiday will be counted as consecutive school days.
    - For poorly attending learners, at least 10 sessions (five school days) lost due to unauthorised absence in line with the new national rolling threshold of 10 sessions in 10 weeks. These do not need to be consecutive.
    - For poorly attending learners, persistent late arrival at school where there are at least 10 sessions in 10 weeks.
    - The presence of an excluded child in a public place in the child's first five days of exclusion (N.B. points 2 to 4 do not apply where a FPN is issued for an excluded pupil in a public place.)

7. The school must notify parents of the Attendance Policy and clearly state that parents may receive an FPN for an unauthorised leave of absence relating to holiday in term time.
8. Schools and the Education Welfare Services will take into account any exceptional circumstances when determining whether to issue a FPN.

Appendix 2

What does 'percentage attendance' mean?

Parents/carers should be advised that from September 2015 the Government have categorised those pupils who have attendance of 90% and below as 'Persistent Absence' pupils (P.A.). RSA will be specifically targeting this cohort of pupils, in an effort to improve their attendance in the future. The table below shows the learning time lost against percentage attendance figures.

Attendance during one school year	**Equivalent Days**	**Equivalent Sessions**	**Equivalent Weeks**	**Equivalent Lessons Missed**
95%	9 Days	18 Sessions	1.4 Weeks	45 Lessons
90%	19 Days	38 Sessions	3.4 Weeks	95 Lessons
85%	29 Days	58 Sessions	5.4 Weeks	145 Lessons
80%	36 Days	72 Sessions	7.1 Weeks	180 Lessons
75%	48 Days	96 Sessions	9.3 Weeks	240 Lessons