



WESTON POINT
PRIMARY ACADEMY

STRIVE FOR EXCELLENCE

ATTENDANCE POLICY 2026-2027

Version Number: 01

Ratified by Local Governing Body: September 2026

Next Review Date: September 2027

Academy Link: Mr J Everson

A GREAT
PLACE
TO BE A
PART OF

MEMBER OF THE TRUST

Introduction

Weston Point Primary Academy is committed to ensuring that every pupil benefits fully from the education, safeguarding, relationships and wider opportunities that regular school attendance provides. In keeping with our commitment to Strive for Excellence, we have high expectations for the attendance and punctuality of all pupils. We expect pupils to attend every session for which they are required, to arrive on time and to be ready to learn, unless there is a statutory or authorised reason for absence.

The Governors and staff of Weston Point Primary Academy recognise that regular attendance is fundamental to pupils achieving their potential. Good attendance supports academic progress, emotional wellbeing, positive relationships, personal development and preparation for future life. We want every child to feel that they belong at Weston Point, that they are valued as part of our school community and that school is a safe, supportive and positive place to attend.

This policy reflects the Department for Education's statutory guidance, Working together to improve school attendance, most recently updated in July 2026. The guidance places attendance at the heart of a whole-school approach and makes clear that improving attendance is a shared responsibility involving pupils, parents and carers, schools, academy trusts, local authorities and other partners. It expects schools to maintain high expectations while identifying concerns early, understanding the individual barriers affecting attendance and putting appropriate support in place before problems become entrenched.

At Weston Point Primary Academy, our approach is therefore based on the DfE principles of Expect, Monitor, Listen and Understand, Facilitate Support, Formalise Support and Enforce. We will use attendance information carefully to identify emerging patterns at pupil, group and whole-school level. Where concerns arise, we will speak with pupils and families to understand the reasons behind absence rather than making assumptions. We will seek to remove barriers within school and work with families, the Local Authority Education Welfare Service and other relevant agencies where additional support is required.

We recognise that barriers to attendance can be complex and may arise from circumstances within school, at home or in the wider community. Some pupils, including those with SEND, medical or mental health needs, caring responsibilities, safeguarding concerns or other vulnerabilities, may require individualised support or reasonable adjustments. Our response will be child-centred, proportionate and sensitive to individual circumstances while maintaining ambitious expectations for every pupil. Current inspection guidance also emphasises timely and appropriate adaptations for pupils with SEND, disadvantaged pupils, pupils known to children's social care and those experiencing barriers such as young caring responsibilities.

Strong relationships with families are central to our approach. We aim to communicate openly, clearly and respectfully with parents and carers, ensuring they understand both the importance of attendance and the support available when difficulties arise. This reflects the DfE's 2026 guidance on effective attendance communication, which places particular emphasis on constructive engagement with families.

Attendance will be monitored regularly by the Senior Attendance Champion and the Office Manager responsible for day-to-day attendance. Parents will be informed where attendance begins to cause concern, and support will be offered at the earliest appropriate stage. Attendance information will also be analysed to identify patterns and trends and will be reported to the Local Governing Body so that leaders and governors can evaluate the effectiveness of the school's approach.

Our priority is always to work in partnership with pupils and families to secure improvement. Where voluntary support does not result in improvement, is not engaged with, or is not appropriate, support may be formalised and, where necessary, the school will work with the Local Authority to consider statutory intervention. Legal action will be used proportionately and in accordance with the National Framework for attendance rather than as a substitute for appropriate support.

Alongside identifying and responding to concerns, Weston Point Primary Academy actively promotes and celebrates good attendance. Through positive relationships, regular communication, celebration assemblies and attendance initiatives, we aim to build a culture in which pupils and families understand that every school day matters and that regular attendance is an important part of enabling every child to Strive for Excellence.

Aims and Our Approach to Attendance

At Weston Point Primary Academy, improving attendance is a whole-school responsibility. We aim to create a culture in which regular attendance is understood as essential to pupils' education, safeguarding, wellbeing and future opportunities.

To support good attendance, punctuality and safeguarding, we:

- Set clear and consistently high expectations for the attendance and punctuality of all pupils.
- Provide a welcoming, calm, safe and inclusive environment in which pupils feel that they belong and want to attend.
- Ensure the school is open at the published times and that pupils are able to start the day positively and be ready to learn.
- Maintain accurate and timely attendance registers for every morning and afternoon session, using the statutory attendance codes.
- Monitor attendance and punctuality regularly at individual pupil, group and whole-school level so that emerging concerns are identified as early as possible.
- Contact parents or carers promptly when a pupil is absent without explanation and take appropriate safeguarding action where necessary.
- Listen to pupils and families to understand the reasons for absence and identify any barriers to regular attendance rather than making assumptions.
- Work with families to remove barriers within school and, where appropriate, facilitate support from Halton Borough Council, the Education Welfare Service, health, social care, early help and other relevant agencies.
- Make reasonable adjustments and provide appropriate support for pupils with SEND, disabilities, medical conditions, mental health needs or other individual circumstances that affect attendance.
- Work proactively to reduce overall absence, persistent absence and severe absence, reviewing the effectiveness of support and intervention.
- Consider requests for leave of absence during term time individually and only authorise absence where permitted by the School Attendance (Pupil Registration) (England) Regulations 2024.
- Work with the Local Authority and fulfil all statutory responsibilities relating to admissions, deletions from the school roll, children missing education and pupils who are unable to attend regularly.
- Where voluntary support does not result in improvement, is not engaged with, or is not appropriate, formalise support and consider statutory intervention in partnership with the Local Authority. Any enforcement action will be fair, proportionate and considered in the context of the individual pupil and

family.

- Promote and celebrate good attendance through positive recognition, weekly Celebration Assemblies, half-termly recognition and school attendance initiatives, while ensuring that attendance rewards are implemented sensitively and inclusively.
- Report attendance information to parents and carers and provide the Local Governing Body with appropriate attendance data so that the effectiveness of the school's attendance arrangements can be monitored and challenged.

Statutory framework and guidance

This policy has regard to the July 2026 DfE statutory guidance *Working together to improve school attendance* and should be read alongside current safeguarding, medical needs, children missing education and alternative provision guidance.

Relevant legislation includes:

- Education Acts 1996 and 2002
- Children Act 1989
- Crime and Disorder Act 1998
- Anti-Social Behaviour Act 2003
- Education and Inspections Act 2006
- Sentencing Act 2020
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007, as amended
- Education (Information about Individual Pupils) (England) Regulations 2013
- Children and Young Persons Acts 1933 and 1963
- Equality Act 2010

The school also has regard to current DfE statutory and non-statutory guidance including *Keeping Children Safe in Education 2026*, *Children Missing Education*, *Supporting pupils at school with medical conditions*, *education for children who cannot attend school because of health needs*, *suspensions and permanent exclusions*, *alternative provision*, *elective home education*, *remote education* and *mental health-related attendance guidance*.

Our approach to improving attendance

The Department for Education's *Working Together to Improve School Attendance* is statutory guidance which schools, academy trusts, governing bodies and local authorities must have regard to. The guidance became statutory in August 2024 and was most recently updated in July 2026.

Weston Point Primary Academy recognises that improving attendance is everyone's responsibility. Good attendance is essential to pupils' educational achievement, safeguarding, wellbeing and wider life chances. We aim to create a calm, safe, supportive and inclusive school environment where pupils want to attend, are

ready to learn and are supported to overcome any barriers which may affect their attendance.

We will work collaboratively with pupils, parents and carers, the Local Authority and other relevant partners to identify and address barriers to attendance at the earliest opportunity. Our approach will be supportive and proportionate, recognising that the reasons for absence can be complex and that some pupils, including those with SEND or physical or mental health needs, may require additional support or reasonable adjustments.

In accordance with the DfE's statutory guidance, our approach to improving attendance will follow the principles below:

DfE principle	Weston Point Primary Academy's approach
Expect	We set high expectations for the attendance and punctuality of all pupils and promote a whole-school culture in which regular attendance is recognised as essential to learning, safeguarding and wellbeing.
Monitor	We use attendance information regularly to identify patterns of absence and lateness at individual, group and whole-school level, enabling concerns to be identified and addressed as early as possible.
Listen and understand	Where concerns or patterns of absence emerge, we work with pupils and families to understand the reasons and barriers affecting attendance rather than making assumptions about the causes.
Facilitate support	We work with families to remove barriers within school and, where appropriate, support them to access additional help from the Local Authority, early help or other relevant services and agencies.
Formalise support	Where absence persists despite voluntary support, we will work with the family and relevant partners to agree clear expectations, actions and support. Where appropriate, this may include more formal attendance support such as an attendance contract or education supervision order.
Enforce	Where support has not resulted in improvement, has not been engaged with, or where support is not appropriate, statutory intervention may be considered in partnership with the Local Authority. This may include a penalty notice or prosecution in accordance with the National Framework and relevant legislation.

Roles and responsibilities

Local Governing Body

- Set high expectations for leaders, staff, pupils and parents and promote the importance of attendance across the academy's ethos and policies.
- Ensure leaders fulfil statutory duties, registers are accurate and required information is shared with the DfE and Local Authority.
- Regularly review and challenge attendance information, including recent and historic trends, persistent and severe absence, punctuality and key pupil cohorts.
- Ensure leaders benchmark attendance against local, regional and national comparators and identify appropriate improvement priorities.
- Pay particular attention to pupils who face entrenched barriers or who have historically had lower attendance, including pupils with SEND/disabilities, long-term medical needs, pupils eligible for free school meals, pupils with a social worker and young carers.
- Ensure staff receive appropriate attendance training and that staff with specific attendance responsibilities receive suitable specialist training.
- Provide support and challenge to the Head of School and Senior Attendance Champion and review the impact of the school's attendance strategy.

Head of School and Senior Attendance Champion - Mr J Everson

Mr J Everson is the academy's Senior Attendance Champion and can be contacted through the school office on 01928 574593 or school@westonpointprimary.co.uk.

- Lead, champion and improve attendance across the academy and ensure attendance remains a whole-school leadership priority.
- Set a clear vision and maintain effective systems for attendance that are understood and followed consistently by staff.
- Maintain strong oversight of attendance, absence and punctuality data, including groups and cohorts, and report regularly to governors.
- Ensure the academy's DfE duties, statutory returns and Local Authority liaison are completed appropriately.
- Oversee support plans, reintegration arrangements and formal attendance interventions where required.
- Ensure appropriate reasonable adjustments and SEND/health-related support are considered and that the Equality Act 2010 is taken into account.
- Work with Halton Borough Council Education Welfare Service and other agencies, including through Targeting Support Meetings where appropriate.
- Decide, or oversee decisions, on requests for leave of absence and referrals for legal intervention in accordance with the statutory framework and local code of conduct.
- Regularly evaluate whether attendance strategies are effective and adjust them where necessary.

Day-to-day attendance contact - Miss E Hetherington, Office Manager

Miss Hetherington is the day-to-day attendance contact. Parents should telephone the school office on 01928 574593 to report absence or discuss routine attendance matters.

- Maintain accurate daily attendance information on SIMS and support staff to use the correct attendance codes.
- Receive and record absence information from parents and update registers promptly when the reason for absence is established.
- Undertake first-day contact where an expected pupil is absent and no reason has been provided, using available contact numbers.
- Escalate unexplained absence, patterns of concern, lateness and safeguarding concerns to the Senior Attendance Champion/DSL as appropriate.
- Prepare monitoring communications, including the academy's below-95% monitoring letter and below-90% persistent absence letter, with appropriate contextual information.
- Provide attendance information to leaders, class teachers, governors and external agencies where lawful and appropriate.
- Liaise with the Education Welfare Service and maintain records of attendance actions and support offered.

Class teachers and other school staff

- Create a welcoming classroom climate, model punctuality and reinforce the importance of attendance.
- Complete morning and afternoon registers accurately and within the required times using the appropriate national codes.
- Raise concerns promptly with Miss Hetherington and/or Mr Everson where patterns of absence, lateness, changed presentation or barriers to engagement emerge.
- Support pupils returning from absence so that they feel welcome, safe and able to re-engage with learning.
- Contribute to support plans and reasonable adjustments where attendance barriers relate to curriculum, SEND, relationships, bullying, anxiety, wellbeing or other in-school factors.
- Never shame, publicly criticise or compare individual pupils because of poor attendance.

Parents and carers

- For the purposes of attendance law, 'parent' includes natural parents, those with parental responsibility and those who have day-to-day care of the child. Parents are expected to:
- Ensure their child attends every day the academy is open, on time and ready to learn, unless there is an authorised or statutory reason for absence.
- Ensure their child arrives by 8:55am and inform the school promptly of any reason for lateness.
- Telephone the school office on the first day of absence, as early as possible and before the register

closes, giving the reason for absence and expected return date where known; provide updates if the absence continues.

- Provide more than one emergency contact number wherever reasonably possible and keep contact information up to date.
- Arrange routine medical and dental appointments outside the school day wherever possible and ensure pupils attend before or after appointments when practical.
- Apply in advance for any requested leave of absence and provide supporting information where requested.
- Engage with school meetings, support plans, Early Help or attendance contracts where offered and tell the school about barriers that may affect attendance.
- Avoid taking holidays during term time. Parents do not have an automatic right to term-time leave.

Pupils

- Attend school every day they are required to attend and arrive on time.
- Engage positively with support where barriers make attendance difficult and tell a trusted adult if something in or outside school is affecting attendance.
- - Follow the school's signing-in and signing-out procedures when arriving late or leaving for an approved appointment.

The school day, registration and punctuality

The academy operates a soft start to support calm, positive arrival. The following arrangements apply:

Time	Attendance arrangement
8:35am	School opens for soft start. Pupils may enter classrooms and settle for the day.
8:55am	Doors close. Pupils arriving after this point are late.
8:55-9:00am	Morning register is taken and completed by all class teachers.
9:25am	Morning register closes. Arrival after this time is recorded as U (late after registration closed) unless another absence code accurately applies.
12:00-1:00pm	Lunch period. All lunch periods end at 1:00pm.
1:00pm	Afternoon register is taken for all pupils at the start of the afternoon session.
1:30pm	Afternoon register closes. A pupil arriving after this point will be recorded using the appropriate absence code.
3:15pm	End of school day for EYFS/KS1 pupils.
3:20pm	End of school day for KS2 pupils.

Pupils arriving after 8:55am but before 9:00am will normally be recorded as late (code L). Pupils arriving after the morning register closes at 9:25am will normally be recorded as absent for the morning session using code U unless a different national code more accurately reflects the reason for absence. Code U is an unauthorised absence code and can contribute to the national penalty notice threshold.

Late pupils must report to the school office with their parent/carer where possible so their arrival time and reason can be recorded. Repeated lateness will be monitored and may lead to contact with parents, a meeting and supportive action. Where lateness after the register closes becomes unauthorised and reaches the national threshold, legal intervention may be considered in the same way as other unauthorised absence.

Reporting and following up absence

Parent reporting

Parents must telephone the school office on 01928 574593 on the first day of an unexpected absence and explain why their child is unable to attend. If the absence continues, parents should maintain contact and update the school about the likely return date.

First-day contact and unexplained absence

Parents and carers are expected to inform the school of a pupil's absence as early as possible on the first day of absence, providing the reason for absence and, where known, the expected date of return. Absence can be reported by telephoning the school office or by sending a message through **Schoolcomms**. Parents should continue to keep the school informed where an absence continues beyond the first day.

Where a pupil is expected to attend school but is absent and the school has not received notification from a parent or carer, Miss Hetherington, Office Manager, or another authorised member of staff will make first-day contact. The school will:

- Check whether an explanation for the absence has already been received by another member of staff or through Schoolcomms.
- Telephone the pupil's parent/carer and, where necessary, use the additional emergency contact details held by the school to establish the reason for absence and the pupil's expected return.
- Record the appropriate attendance code on SIMS. Where the reason for absence has not yet been established, code N will be used temporarily and will be replaced with the appropriate code as soon as the reason is known and no later than five working days after the relevant session.
- Continue attempts to contact the family where the absence remains unexplained.
- Where the school is unable to make contact with a parent/carer or emergency contact, a welfare visit will normally be made to the pupil's home address on the same day to seek reassurance about the pupil's welfare and establish the reason for absence.
- Record all attempts to contact the family, any welfare visits undertaken and any information obtained.

Where staff are unable to establish contact during a welfare visit, the school will consider the circumstances of the individual child and any known safeguarding or vulnerability factors before deciding the appropriate

next steps. There will not be a single automatic response in every case. Decisions will be made on a child-by-child basis, taking account of factors such as previous attendance concerns, known family circumstances, SEND or medical needs, involvement with children's social care, previous safeguarding concerns and any information suggesting that the child may be at immediate risk.

Depending on the level of concern, further action may include continued attempts to contact the family, contacting other emergency contacts, speaking with the pupil's social worker or other professionals already involved with the family, seeking advice from the Designated Safeguarding Lead or Education Welfare Service, or making a referral to children's social care or the police where appropriate.

Unexplained absence will always be treated as a potential safeguarding matter until the school is satisfied that the pupil is safe and the reason for absence has been established. The school's response will be proportionate to the circumstances and level of risk identified; safeguarding action will not be determined solely by a pupil's attendance percentage.

Authorised and unauthorised absence

Only the school can authorise absence. Parents may explain or request an absence, but they cannot authorise it themselves. The school will use the national attendance and absence codes in the School Attendance (Pupil Registration) (England) Regulations 2024.

Illness

Physical and mental ill health may be recorded as authorised illness where the pupil is genuinely unable to attend. The school will normally accept a parent's notification without requiring medical evidence. Medical evidence will only be sought in a minority of cases where there is genuine and reasonable doubt about the authenticity of illness or where prolonged/repeated illness needs to be better understood so that appropriate support, reasonable adjustments or educational provision can be arranged.

Where evidence is reasonably required, the school will not insist on a single form of evidence. Appropriate information may include prescriptions, medication information, appointment evidence, discharge information or letters from health professionals where available. The school will take account of alternative evidence a family can reasonably provide and will avoid unnecessary demands on health services.

Medical and dental appointments

Parents should make routine appointments outside school hours wherever possible. Where this is not possible, the pupil should attend school for as much of the day as reasonably practicable. Parents should notify the office in advance and provide evidence of the appointment where reasonably requested. Only the time reasonably necessary for the appointment and travel should normally be authorised.

Examples of absence that will not normally be authorised

- Birthdays or family celebrations where no exceptional circumstance exists.
- Shopping, haircuts, waiting for uniform or other avoidable domestic arrangements.
- Oversleeping or being unable to get up on time.
- A sibling's school closure/INSET day.
- Term-time holidays or leisure travel that has not been granted as exceptional leave.
- Keeping a pupil at home for reasons that do not prevent them from attending school.

This list is illustrative. Each case will be coded according to the statutory attendance codes and the individual circumstances.

Leave of absence during term time

Leave of absence is not an entitlement. Requests must be made in advance to the school and should be submitted as early as possible using the leave request process. Retrospective requests cannot ordinarily turn an unauthorised absence into authorised leave.

The school may grant leave only where the statutory criteria are met, including for a regulated performance/employment, a temporary and time-limited part-time timetable in very exceptional circumstances, or other exceptional circumstances. Applications for exceptional leave will be considered individually on their merits, taking account of the specific facts, circumstances and relevant background. The academy will not operate blanket rules that automatically grant leave for particular events or circumstances.

A family holiday will not normally amount to an exceptional circumstance. If leave is not granted and the pupil is absent, the absence will be unauthorised and may contribute to the National Framework threshold for a penalty notice. Where unauthorised holiday absence itself reaches the national threshold, support may not be appropriate and a penalty notice may be considered without a Notice to Improve, subject to the Local Authority code of conduct and individual circumstances.

Using attendance data and communicating with families

The academy uses attendance data to identify pupils and groups who require support and to evaluate whether strategies are making a difference. We will:

- Monitor and analyse attendance and punctuality patterns weekly, including early indicators and changes for individual pupils, year groups and cohorts.
- Provide relevant information to class teachers and leaders, including the SENDCO, DSL and pupil premium lead, to support joined-up action.
- Conduct frequent individual-level analysis so that support is not delayed until a pupil becomes persistently absent.
- Undertake half-termly, termly and full-year analysis of attendance, absence codes, punctuality and pupil cohorts.

- Benchmark whole-school, year-group and cohort attendance against local, regional and national data, and where useful similar schools.
- Review the impact of interventions and change or intensify support where progress is insufficient.
- Report attendance trends, persistent/severe absence and key group analysis to the Governing Body.

Communication thresholds at Weston Point

The thresholds below support consistent communication but do not prevent earlier action where a pattern, safeguarding concern or change in attendance is identified.

Attendance position	Weston Point response
95% or above	Normal monitoring continues. The school may still contact a family if a concerning pattern, repeated lateness or unexplained absence is identified.
Below 95%	A monitoring letter will normally be sent. The communication will explain attendance in meaningful terms, including days/sessions missed where possible, and invite parents to discuss barriers or support.
Below 90%	The pupil meets the definition of persistent absence. A PA letter will normally be sent and the case will receive closer individual review, with a parent meeting and targeted support where appropriate.
Below 50%	The pupil is severely absent. The case becomes a priority for intensive, multi-agency support and safeguarding consideration.

Percentages are not used in isolation. Communications will seek to make absence understandable by referring to time missed, patterns and impact on learning, and the school will consider known medical, SEND, disability, family and safeguarding circumstances before deciding the most appropriate communication or action.

Persistent and severe absence

A pupil is persistently absent when they miss 10% or more of possible school sessions. This is broadly equivalent to one day or more per fortnight across a full school year. A pupil is severely absent when they miss 50% or more of possible sessions.

For pupils at risk of or already persistently absent, Weston Point will prioritise understanding and removing barriers, agree targeted support and review it regularly. For severely absent pupils, the school will work with Halton Borough Council and other relevant services to provide more intensive support, which may include a whole-family plan, health/SEND review, alternative provision consideration or other multi-agency action.

Where severe absence is unauthorised and continues despite appropriate support and provision, the school

will consider whether there are safeguarding concerns, including possible neglect, and will act in accordance with Keeping Children Safe in Education and local safeguarding procedures.

Pupils requiring additional attendance support

SEND and disability

High attendance expectations apply to all pupils, but the academy recognises that some pupils with SEND or disabilities face additional barriers. We will work with pupils and families to identify barriers, make reasonable adjustments where required, review whether provision is meeting need and involve the Local Authority where appropriate. Where a pupil has an EHC plan and attendance falls or barriers relate to the pupil's needs, the academy will communicate with the Local Authority and consider whether the plan or provision requires review.

Physical or mental ill health

Where health needs affect attendance, the academy will work with the pupil, family, SENDCO and relevant health/local authority partners to identify appropriate support and maintain access to education. If the school has reasonable grounds to believe that a pupil of compulsory school age will miss 15 school days consecutively or cumulatively because of sickness, it will make the required sickness return to the Local Authority so that appropriate educational continuity can be considered.

Pupils with a social worker or youth offending team worker

Where relevant, the academy will keep the pupil's social worker and/or youth offending team worker informed of unexplained or concerning absence and involve them in attendance planning where appropriate. Attendance concerns will be considered alongside the pupil's wider safeguarding and welfare context.

Young carers

The academy recognises that caring responsibilities can create barriers to attendance. Young carers will be identified and recorded as required in the school census. Where caring responsibilities contribute to absence, the school will work with the pupil and family and facilitate access to local early help or specialist young-carer support where needed.

Other vulnerable groups

Attendance analysis will also consider pupils eligible for free school meals/pupil premium, pupils with long-term medical conditions, pupils with a history of poor attendance, pupils experiencing family instability or bereavement, pupils affected by bullying or anxiety, children in need or on child protection plans, and any other locally relevant cohorts identified through data and professional knowledge. Support will be tailored to the individual rather than assumed from group membership.

Reintegration, part-time timetables and remote education

Reintegration after lengthy or unavoidable absence

- Maintain appropriate contact during the absence, taking account of the pupil's health and circumstances.
- Plan the pupil's return with them and their parents and identify a trusted adult where this would help.
- Provide a welcoming return and consider catch-up, pastoral, SEND and curriculum support.
- Agree and review reasonable adjustments where needed and monitor the pupil's attendance and wellbeing after return.

Temporary part-time timetables

All pupils of compulsory school age are entitled to full-time education. A part-time timetable will therefore only be used in very exceptional circumstances where it is in the pupil's best interests and is necessary to meet individual needs. It will not be used as a behaviour-management measure.

- Be agreed by the school and the parent with whom the pupil normally lives.
- Form part of a wider support, health-care or reintegration plan with a clear ambition to increase access to full-time education.
- Have agreed attendance times, regular review dates and a proposed end date, and remain in place only for the shortest time necessary.
- Involve the pupil and parents in review; keep the social worker informed where there is one; and be discussed with the Local Authority where the pupil has an EHC plan.
- Be recorded accurately using the appropriate national attendance code, normally C2 for the sessions covered by the temporary part-time timetable.

Remote education

Remote education is not a substitute for school attendance. Where it is exceptionally used for a pupil who is absent, it will be a last resort and form part of a clear plan to support reintegration and return to regular in-person education, in line with current DfE guidance.

Legal intervention and the National Framework for Penalty Notices

Legal intervention is not the starting point for most attendance concerns. The academy will normally seek to understand barriers and provide suitable support first. However, legal intervention may be appropriate where support is not suitable, has not worked, has not been engaged with, or where the nature of the absence means support would not usually be appropriate (for example an unauthorised term-time holiday).

Attendance legal interventions

- Attendance contracts
- Education Supervision Orders

- Attendance prosecution under the Education Act 1996
- Parenting orders
- Penalty notices

National penalty notice threshold

All state-funded schools must consider whether a penalty notice is appropriate when a pupil reaches the national threshold of 10 sessions of unauthorised absence within a rolling period of 10 school weeks. The 10 school weeks may span terms or school years and the sessions may be consecutive or non-consecutive. Any combination of unauthorised absence can count, including unauthorised holiday and late-after-register-closed (U) sessions.

Reaching the threshold does not mean a penalty notice is automatic. The individual case must be considered, including whether support is appropriate, whether a penalty notice is the best available tool, whether another legal intervention would be more suitable and whether Equality Act obligations affect the decision.

Notice to Improve

Where the national threshold has been met and support is appropriate but has not worked or has not been engaged with, a Notice to Improve may be used in line with Halton Borough Council's local code of conduct. The improvement period will normally be between three and six weeks and will set out the attendance concern, support provided, opportunities for further support, the improvement required and the potential consequences of insufficient improvement.

Penalty amounts and repeat offences

Position	National framework
First penalty notice to the same parent for the same pupil within 3 years	£160 if paid within 28 days, reduced to £80 if paid within 21 days.
Second penalty notice to the same parent for the same pupil within 3 years	£160, payable within 28 days; no reduced rate.
Third time the national threshold is met within 3 years	A third penalty notice cannot be issued to the same parent for the same child. Alternative action will be considered, often including prosecution or another attendance legal intervention.

Penalty notice decisions and referrals will be made in accordance with the current National Framework and Halton Borough Council Code of Conduct. Payment is made to the issuing Local Authority. Separate penalty

notice provisions apply where a parent permits a pupil to be present in a public place during the first five days of a suspension/exclusion contrary to a notice; these are outside the attendance National Framework.

Safeguarding, children missing education and statutory returns

Attendance and safeguarding are closely linked. The Designated Safeguarding Lead will be informed where non-attendance, unexplained absence, failure to make contact, a change in pattern or other information raises a safeguarding concern. The school will follow Keeping Children Safe in Education 2026 and local safeguarding procedures.

Children Missing Education (CME)

Children Missing Education are children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise. A registered pupil with unexplained absence is not automatically CME, but unexplained absence, unknown whereabouts or an unknown destination can be an important warning sign. The academy will make reasonable enquiries, work with Halton Borough Council and follow statutory CME procedures. A pupil will not be removed from the admission register unless a lawful ground in the 2024 Regulations applies.

Elective Home Education and admission/register changes

Where a parent notifies the academy in writing that they intend to electively home educate, the school will follow the statutory process and notify the Local Authority as required. The academy will also make required statutory returns for additions to or deletions from the admission register and will cooperate with the Local Authority where a pupil's destination or education status is unclear.

Sickness and attendance returns

The academy will provide required attendance data and statutory returns to the Local Authority and DfE, including sickness returns for pupils who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively due to sickness. Data sharing will be proportionate and lawful.

Promoting and celebrating attendance

Positive attendance culture is visible throughout Weston Point Primary Academy. Attendance is discussed regularly with pupils and families and is celebrated in ways that reinforce belonging and the importance of being in school.

Weekly Celebration Assemblies recognise the class with the highest attendance for that week.

At the end of each half term, pupils with 100% attendance for that half term receive a certificate.

Termly/themed attendance competitions are used during the year, including Spooktacular Attendance and

Eggcellent Attendance. Pupils who achieve 100% attendance during the published qualifying period are entered into a prize draw, with one prize awarded in each year group.

The school may also recognise significant improvement or positive attendance habits where this supports motivation and inclusion.

Attendance rewards will be used sensitively and without discrimination. No pupil will be shamed or publicly singled out for absence. Where disability, a medical condition or another protected characteristic would place a pupil at a substantial disadvantage under a rigid reward criterion, the Senior Attendance Champion will consider reasonable adjustments or alternative recognition while retaining the positive purpose of the initiative.

Record keeping, information sharing and confidentiality

Attendance and admission registers are legal records and are maintained electronically on SIMS. Each amendment must retain the original entry and record the amended entry, reason, date and person making the amendment. Entries will be preserved for six years from the date they were entered, in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Attendance information may be shared with the DfE, Halton Borough Council, Education Welfare Service, safeguarding partners and other agencies where there is a lawful basis and a legitimate need to support education, attendance or safeguarding. Information will be handled in accordance with data protection requirements and the Trust's privacy and data protection arrangements.

Monitoring and review

The Senior Attendance Champion will monitor implementation of this policy and the impact of attendance strategies throughout the year. The Local Governing Body will receive regular attendance information and provide support and challenge.

This policy will be reviewed at least annually and sooner where statutory guidance, legislation, Local Authority procedures or academy practice changes. The academy will take account of pupil and parent views where appropriate when reviewing attendance practice. The next scheduled review is September 2027.

Appendix 1: Attendance and absence codes

The national codes below are summarised from the School Attendance (Pupil Registration) (England) Regulations 2024 and DfE Working together to improve school attendance (July 2026). Staff should consult the current statutory guidance where there is uncertainty about the correct code.

Code	Meaning	Typical use
/	Present - morning session	Pupil is present at school at morning registration.
\	Present - afternoon session	Pupil is present at school at afternoon registration.
L	Late before register closes	Pupil arrives late but before the relevant register closes.
K	Education provision arranged by the Local Authority	Pupil attends education provision arranged by the Local Authority at a place other than the school.
V	Educational visit or trip	Pupil attends an educational visit/trip arranged or approved by the school.
P	Approved sporting activity	Pupil participates in a supervised sporting activity approved by the school.
W	Work experience	Pupil attends approved work experience.
B	Other approved educational activity	Pupil attends another approved educational activity off site.
D	Dual registered	Pupil attends another school at which they are also registered for that session.
C1	Regulated performance / employment abroad	Leave granted for regulated performance or regulated employment abroad.
M	Medical/dental appointment	Leave granted for a medical or dental appointment.
J1	Interview	Leave granted for an interview with a prospective employer or educational establishment.
S	Study leave	Leave granted for study for a public examination - generally relevant to older pupils.
X	Non-compulsory school age pupil not required to attend	Pupil is not required to attend the session under the permitted arrangements.
C2	Temporary part-time timetable	Compulsory-school-age pupil is absent with leave under an agreed temporary part-time timetable.
C	Exceptional circumstances	Leave of absence granted because of exceptional circumstances.
T	Parent travelling for occupational purposes	Mobile pupil travelling with parent(s) for occupational purposes in circumstances covered by the regulations.
R	Religious observance	Absence on a day exclusively set apart for religious observance by the relevant religious body.
I	Illness	Pupil unable to attend due to physical or mental illness, not a medical/dental appointment.
E	Suspended/permanently excluded and no alternative provision	Pupil is suspended or excluded and no alternative provision is in place for the session.
Q	Lack of access arrangements	Pupil unable to attend because required access arrangements have not been made.
Y1	Transport not available	Pupil unable to attend because statutory transport that would normally enable attendance is unavailable.
Y2	Widespread disruption to travel	Pupil unable to attend because of widespread travel disruption caused by an emergency.
Y3	Part of school premises closed	Pupil cannot practicably be accommodated because part of the premises is closed.
Y4	Whole school site unexpectedly closed	School unexpectedly closed for all pupils, for example due to an emergency.
Y5	Criminal justice detention	Pupil is unable to attend because they are in police/youth detention in circumstances covered by the regulations.

Code	Meaning	Typical use
Y6	Public health guidance or law	Pupil's travel to or attendance at school would be prohibited under public health guidance or law.
Y7	Other unavoidable cause	An unavoidable cause prevents attendance and no other Y code applies.
G	Holiday not granted	Pupil absent for a holiday that the school has not authorised.
N	Reason not yet established	Temporary code where the reason for absence is not established before the register closes. Must be replaced as soon as possible and no later than five working days after the session.
O	Other/unknown unauthorised absence	No authorised reason applies or the school is not satisfied that an authorised reason has been established.
U	Arrived after registration closed	Pupil arrives after the relevant register has closed but before the end of the session.
Z	Prospective pupil not on admission register	Administrative code for a prospective pupil who has not yet joined the school roll.
#	Planned whole-school closure	Administrative code for planned closures such as school holidays, INSET days and certain other closures.

Appendix 2: Weston Point attendance monitoring framework

This framework summarises the academy's operational response. It is not a rigid escalation ladder: the school may act earlier or differently where the pupil's circumstances, safeguarding needs, attendance pattern or level of engagement require it.

Trigger / position	Typical action	DfE principle
All pupils	Universal attendance culture, soft start, accurate twice-daily registration, weekly class attendance celebration and regular communication with families.	Expect
Emerging concern / pattern	Review attendance and punctuality; check individual circumstances; speak with pupil/parent; consider in-school barriers.	Monitor / Listen
Below 95%	Normally issue monitoring letter; explain days/sessions missed; review reasons and patterns; offer discussion and support. Earlier action may already be in place.	Monitor / Listen / Facilitate
Repeated or increasing absence	Parent meeting where appropriate; pupil voice; targeted support; reasonable adjustments; pastoral/SEND/Early Help referrals; set actions and review date.	Facilitate Support
Below 90% - Persistent Absence	Normally issue PA letter; individual case review; parent meeting; targeted plan; consider Education Welfare / Targeting Support Meeting; formalise support where needed.	Facilitate / Formalise
Below 50% - Severe Absence	Priority intensive multi-agency response; safeguarding review; consider whole-family plan, health/SEND/EHCP or alternative provision needs.	Formalise / Multi-agency
10 unauthorised sessions in 10 school weeks	Consider National Framework. Decide whether support is appropriate; if appropriate but not effective/engaged with, consider Notice to Improve; if support not appropriate (e.g. unauthorised holiday), consider penalty notice subject to local code.	Formalise / Enforce
No improvement despite appropriate support / non-engagement	Work with Halton Borough Council to consider full range of legal interventions, including attendance contract, ESO, penalty notice or prosecution.	Enforce

Primary statutory reference: Department for Education, Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities, July 2026.