Egerton Primary School and Nursery

THE LEARNING PARTNERSHIP

# Pupil Attendance Policy October 2026

| | |
|---|---|
| **Document Version** | **Version 3<br>October 2026** |
| **Date of Last Review** | |
| **Next Review Date** | **October 2027** |
| **Approving Body** | **Egerton Primary School Governing Body** |
| **Document Author** | **Rebecca Crawshaw** |

Working together to improve school attendance - statutory guidance, last updated 9 July 2026
https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

The name and contact details of the senior leaders responsible for the strategic approach to attendance in our school is:

**Rebecca Crawshaw (Headteacher)**
headteacher@egerton.cheshire.sch.uk

The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:
**Jess Healey**
admin@egerton.cheshire.sch.uk
**01565 213127**

The name and contact details of the school staff member pupils and parents should contact for more individual support with attendance**:**
**Rebecca Crawshaw (Headteacher)**
admin@egerton.cheshire.sch.uk

## Introduction and Background

### The importance of school attendance

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners. (See Appendix A)

### School Attendance and the Law

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

### Impact

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. (See Appendix B).

**Intent: The importance of school attendance**

Improving attendance is everyone's business. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. The DfE has produced guidance for maintained schools, academies, independent schools, and local authorities: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Our Attendance Policy reflects the key principles and is written with the guidance in mind and our school ethos to:

- promote children's welfare and safeguarding
- ensure every pupil has access to the full-time education to which they are entitled
- ensure that pupils succeed whilst at school
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school

It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the schools commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued
- Raising awareness of the importance of good attendance and punctuality
- Ensuring attendance is monitored effectively and reasons for absences are recorded promptly and consistently

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances. It is the *headteacher*, not the parent, who can authorise the absence.**

**Promoting Regular Attendance**

At Egerton Primary School, we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos, and day to day life. We recognise connections between attendance, attainment, safeguarding and wellbeing. Creating a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff. To focus on this we will:

- Give parents/carers details on attendance in our newsletters
- Contact parents/carers should their child's attendance fall below the school's target for attendance (96%. Less than 90% is persistent absence) We will make this understandable for parents - amount of time missed and impact on the pupil's learning. 90% is equal to one day off every fortnight.
- Build positive relationships, discussions with families – how can we help? Specific support.
- Provide pastoral/wellbeing support where required.

- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.

**Understanding Types of Absence**

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school without a good reason creates an offence in law and may result in prosecution.

Every half-day absence from school must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. Therefore, information about the cause of any absence is always required. Each half-day is known as a 'session'.

**Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies, or other unavoidable cause.

**Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted.

**Granting leaves of absence.**

Only exceptional circumstances warrant a leave of absence. If a leave of absence is granted, it is for the headteacher to determine the length of the time the pupil can be away from school. Parents/carers requesting leave of absence during term time must complete the Request for Leave of Absence form at Annex C and submit it in advance. Completing the form does not mean that leave has been authorised; the Headteacher will consider each request individually and only exceptional circumstances can warrant leave of absence.

Unauthorised absence includes, however is not exhaustive:

- holidays taken during term time without leave, not deemed 'for exceptional purposes' by the headteacher - may result in school applying to the local authority to issue a penalty notice.

- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session

**Persistent Absenteeism (PA)**

- A pupil is defined by the Government as a **'persistent absentee'** when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. Below 90% equal to one day off every fortnight.

**Understanding barriers to attendance**

- Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents, and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services. Local Authority Early Help Support can also be offered. Where outside agencies are supporting the family, you may be invited to consider what is working well and what needs to improve. An individualised Early Help Plan will be agreed and subsequently reviewed.

- Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

- See Annex A for summary tables of responsibilities for school attendance.

  Please see below the table of information about the steps school will take if your child's attendance falls below the required 96% during the year.

| **Trigger** | **Action** |
|---|---|
| Absence in the first two weeks of the academic year | Disappointing Start Letter |
| Drop below 96% or continued absence following the letter above. | Letter 1 |
| Continued absence within a monitoring period of 2 - 3 weeks. | Letter 2<br>+ Raising Attendance Plan in place. |
| Continued absence within a monitoring period of 2 - 3 weeks. | Letter 3<br>+ Attendance Panel Meeting (EWO present if necessary) |
| Continued absence within a monitoring period of 2 - 3 weeks. | Application to the LEA for a 'Notice to Improve' to be issued.<br><br>20 Day monitoring period in place. |

**Implementation: Day to day processes Absence Procedures**

**The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis is:**
**Jess Healey. Telephone 01565 213127**
**admin@egerton.cheshire.sch.uk**

We monitor all absence, and the reasons that are given, thoroughly.

**If a child is absent from school the parent must follow these procedures:**

- Contact the school on the first day of absence before *9.30 am*. The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff
- Please keep in touch with the school with subsequent days' absence and updates
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence

**If your child is absent:**

- It is your responsibility to contact us. If we do not hear from you by 9.30am we will telephone or text you on the first, and every subsequent day of absence.

- If we are unable to contact parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made in the interests of safeguarding
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be "Missing from education."

**If absence continues, we will:**

- Contact you if your child's attendance is below 95%, or where punctuality is a concern
- Contact you/Write to you if your child's attendance is below 90% or where punctuality is a concern
- Build positive relationships, discussions with families – how can we help? Specific support.
- Provide pastoral/wellbeing support where required.
- Develop support for pupils with medical conditions, special educational needs and disabilities,
- Create a personalised action/support plan/identify any barriers to attendance
- Offer signposting support to other agencies or services if appropriate
- Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions

**Where support has not been effective and/or has not been engaged with**

- Put formal support in place in the form of a parenting contract
- Where the national threshold for unauthorised absence is met, a Penalty Notice must be considered in line with the National Framework and Cheshire East arrangements. See Annex C for the threshold, current fine levels and repeat-notice rules.

- Issue a fixed penalty notice (holidays taken during term time without leave, not deemed 'for exceptional purposes' by the headteacher - may result in school applying to the local authority to issue a penalty notice) (Annex C).
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance)
- Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case.

**The times of the start and close of the school day for all pupils at Egerton Primary School are:**

Gates open: 8.40 am
Doors open at 8.45 am
Gates close at 8.55 am
Registers called at 8.55 am
Registration closes at: 9.00 am
End of the school day: 3.20 pm

**How we manage lateness:**

- The school gates open at ***8.40am*** when children can begin to come into school
- Start times: **All children at 8.45am, Pre School Children 09.00am**
- Class registers close at ***09.00 am*****.** Your child will receive a late mark 'L' if they arrive after this time but before official registers close at 9.15am.
- Children arriving after ***08.55 am*** are required to come into school via the school office. If accompanied by a parent/carer who must provide a reason for their lateness which is recorded.
- At ***9.15am*** the registers will be officially closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site - 'U', but this will **not** count as a present mark, and it will mean they have an unauthorised absence.
- At 9.30 am School Office will contact parents and carers of any pupils with unexplained absence by telephone and this will be logged on Arbor. If a family cannot be contacted, school will attempt to reach parents by email, letter, use of all emergency contacts and additional home visits where necessary.
- The school may contact parents/carers regarding lateness

**Lateness**

Poor punctuality is not acceptable and can contribute to further absence. Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world. If a child misses the start of the day, they can feel unsettled, miss vital work and important messages from their class teacher

If your child has a persistent late record, you will be asked to meet with **Rebecca Crawshaw (Headteacher).** You can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and celebrate good class and individual punctuality.

**The name and contact details of the school staff member pupils and parents should contact for more detailed support on attendance:**

**Rebecca Crawshaw (Headteacher)**
headteacher@egerton.cheshire.sch.uk

**Local Authority attendance support services**

Local Authority Attendance Specialists work strategically by offering support to schools, families, and other professionals to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice, prosecution in the Magistrates Court or the application of an Education Supervision Order, designed to strengthen parental responsibilities and ensure improved attendance.

**Deletion from Roll**

For any pupil leaving Egerton Primary School, other than at the end of year 6, parents/carers are required to complete a **'School Transfer'** form which can be obtained from the school office. This provides school with the following information:

- Child's name and class
- current address
- date of leaving
- new home address
- name and address of new school.

This information is essential to ensure that we know the whereabouts and appropriately safeguard all our pupils, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for 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.

**Absence data**

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve. Persistently absent pupils are tracked and monitored carefully. We also combine this with academic tracking as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

**Summary**

The school has a legal duty to publish its absence figures to parents and to promote attendance. Attendance information and analysis is also report to the Local Governing Board of Egerton and the Trustees of The Learning Alliance each term.

Equally, parents have a duty to make sure that their children attend school, on time, every day.

*All school staff and the Governing Body are committed to working with parents and pupils as this is the best way to ensure as high a level of attendance at our school as possible.*

# Appendix – Attendance of Pupil's not of Statutory School Age

This appendix outlines the approach taken to promote high attendance of early year's pupils: those in nursery, pre-school or Reception classes aged 2- to 4- years. The term after Reception pupils turn 5, they become of statutory school age and so then follow the steps outlined in main attendance policy.

Regular attendance at preschool/nursery and Reception is important for young children's wellbeing and development with strong evidence linking consistent attendance during the early stages of education to later academic success. Attending an educational setting regularly supports children to develop their language as well as important social and emotional skills. Developing strong daily routines and a sense of belonging to a school community help children to prepare for later learning and enjoy their time in school.

Children aged 2-4-years old do not legally have to attend nursery or school provision as they are below statutory school age. Therefore, parents may choose to take term-time holidays or have time away to visit family etc. Similarly, some children may not have been cared for outside of the home before, so their attendance may be lower as they transition into nursery/preschool and settle. These are valid reasons why a child's attendance may dip at different parts of the year and should be shared with key workers and school staff. However, it is expected that children will attend their booked sessions regularly when not on holiday and when they have settled.

Due to being below statutory school age, the absence of early year's children is approached from the point of view of welfare concern in the first instance and will follow a different process to those pupils of school age. We ask parents to share if they are going on holiday or if their child is unwell so that we know where they are and when to expect them to return to school. If an early year's child attendance becomes very irregular or stops entirely, schools are required to consider their personal circumstances and use their professional judgement when deciding if their absence should be considered prolonged and cause for concern. Consideration will be given to the child's, parent's and/or carer's vulnerability, and medical or SEND needs and their home life. Any concerns of this nature may be referred to local children's social care services who will decide if a welfare check is necessary.

As part of the enrolment documents, at least 3 emergency contacts including 1 non-parental contact will be requested. This is so that in the event of prolonged absence where school is unable to get in touch with the parents, there are alternative people to contact who might know where the family is. This is to comply with changes to the welfare reforms in the early years' framework from September 2025.

As nursery sessions are funded by public money, there is a legal obligation to ensure that it is used well to benefit each child. Low or irregular patterns of attendance will be shared with the Cheshire East Free Early Education team who authorise payment of early education funding. Once a place is accepted in our nurseries, it is expected that children will attend the vast majority of their booked sessions. Children receive either 15 or 30 funded hours per week. Some families choose for their children to attend more

than these funded hours paying privately for extra session or before or after school club. Privately funded sessions that are missed due to illness or holiday cannot be refunded.

As well as attending regularly, we ask parents to drop off and collect children punctually at the start and end of each session and to telephone the school office to inform us of the reason for illnesses/absences and the expected return date.

The attendance of early year's pupils will be monitored and a waved approach similar to that used for older pupils will be utilized.

Waved Escalation Approach for Early Year's Pupils

If absence trends have been noticed in an early year's child's usual pattern, this will be addressed through a graduated response outlined below:

1. If a child is absent and no explanation or telephone call received, parents/carers will be contacted to ascertain the reason for the child's absence and the expected date of return.

2. Attendance below 90% of booked sessions - The class teacher or keyworker will have an informal conversation with parents/carers enquiring about the reasons for the child being absent from school and an understanding of when/if attendance will go back to their usual pattern.

3. Attendance below 85% of booked sessions - A letter explaining the developmental and social benefits of attendance attending early education regularly to be sent to parents. This letter may be preceded or followed by a phone call with the Attendance Lead where appropriate.

4. Attendance below 80% of booked sessions- Parents/carers invited into the school for a more formal conversation about the reasons for absence and what support could be put into place to encourage more regular attendance. For example, being able to access before or afterschool clubs to help working families, reducing the number of sessions the child has committed to attend, referral to health visitor for medical advice etc.

5. If, after these graduated steps have been taken, a child's attendance continues to drop, school may withdraw the child's place and offer it to someone on the waiting list. This decision will be made on an individual basis, considering the needs and context of the family and as a very last resort.

## Annex A: DfE guidance Summary table of responsibilities for school attendance. September 2022

## All Pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Ensure their child attends every day the school is open except when a statutory reason applies.<br><br>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).<br><br>Only request leave of absence in exceptional circumstances and do so in advance.<br><br>Book any medical appointments around the school day where possible. | Have a clear school attendance policy on the school website which all staff, pupils and parents understand.<br><br>Develop and maintain a whole school culture that promotes the benefits of good attendance.<br><br>Accurately complete admission and attendance registers.<br><br>Have robust daily processes to follow up absence.<br><br>Have a dedicated senior leader with overall responsibility for championing and improving attendance. | Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures<br><br>Ensure school leaders fulfil expectations and statutory duties.<br><br>Ensure school staff receive training on attendance. | Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.<br><br>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.<br><br>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.<br><br>Offer opportunities for all schools in the area to share effective practice. |

### Pupils at risk of becoming persistently absent

| Parents are expected to: | Schools are expected to: | Academy trustees and governing | Local authorities are expected to: |
|---|---|---|---|

| | | | |
|---|---|---|---|
| | | **bodies are expected to:** | |
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the support offered to prevent the need for more formal support. | Proactively use data to identify pupils at risk of poor attendance.<br><br>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.<br><br>Where out of school barriers are identified, signpost and support access to any required services in the first instance.<br><br>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that that the school is best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Hold a termly conversation with every school, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.<br><br>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.<br><br>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners. |

## Persistently absent pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the formal support offered – including and parenting contract or voluntary early help plan to prevent the need for legal intervention. | Continued support as for pupils at risk of becoming persistently absence and:<br><br>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.<br><br>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.<br><br>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Continued support as for pupils at risk of becoming persistently absent and:<br><br>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.<br><br>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. |

## Severely absent pupils

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention. | Continued support as for persistently absent pupils and:<br><br>Agree a joint approach for all severely absent pupils with the local authority. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Continued support as for persistently absent pupils and:<br><br>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.<br><br>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans. |

## Support for pupils with medical conditions or SEND with poor attendance

| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the support offered. | Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.<br><br>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.<br><br>Consider additional support from wider services and external partners, making timely referrals.<br><br>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Work closely with relevant services and partners, for example special education need, educational psychologists and mental health services to ensure joined up support for families.<br><br>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education. |

## Support for pupils with a social worker

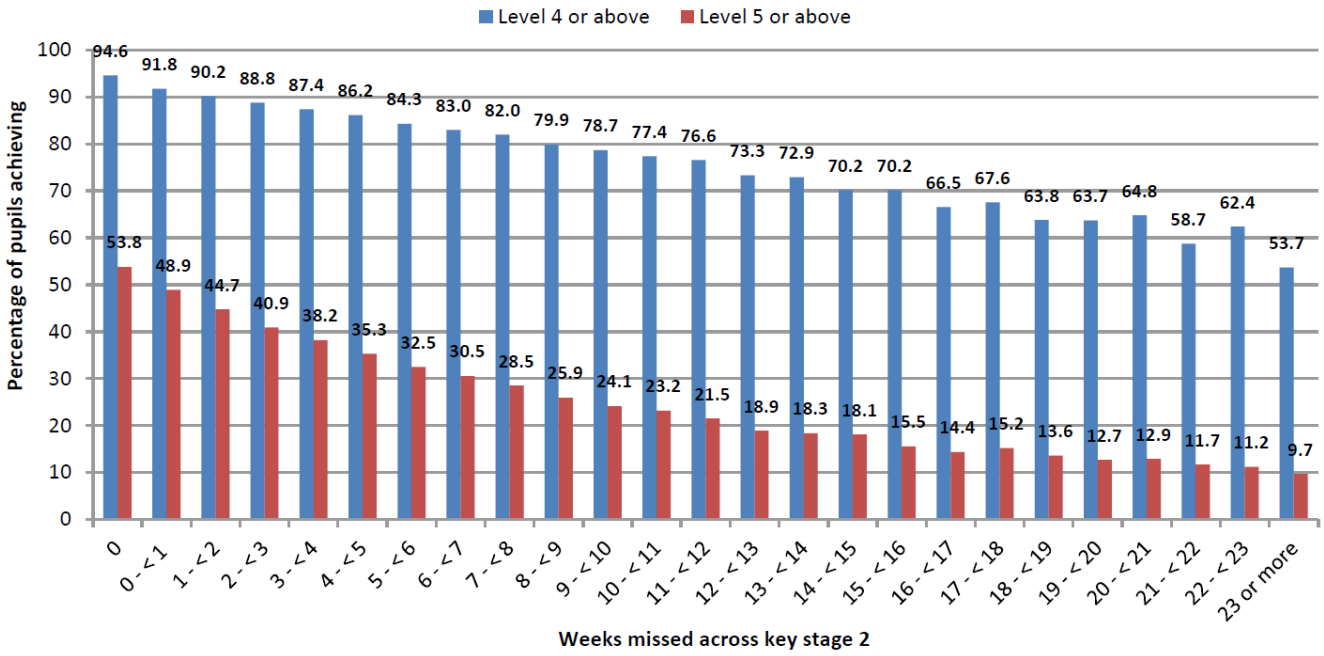
| Parents are expected to: | Schools are expected to: | Academy trustees and governing bodies are expected to: | Local authorities are expected to: |
|---|---|---|---|
| Work with the school and local authority to help them understand their child's barriers to attendance.<br><br>Proactively engage with the support offered. | Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Regularly monitor the attendance of children with a social worker in their area.<br><br>Put in place personal education plans for looked-after children.<br><br>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after. |

.

## Annex B

DfE “The link between absence and attainment at KS2 - 2013/14 academic year”

The analysis of the link between overall absence ….and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.



Egerton Primary School and Nursery

**Annex C: Request for Leave of Absence form and Penalty Notice Information**

**REQUEST FOR LEAVE OF ABSENCE**

Please complete this form and return it to the school office before the proposed absence. Leave of absence during term time will only be authorised in exceptional circumstances. The Headteacher will consider each request individually.

| | |
|---|---|
| **Child's name:** | **Class / year group:** |
| **First date of proposed absence:** | **Date of return to school:** |
| **Number of school days requested:** | **Number of sessions requested:** |
| **Reason for requesting leave (please give full details):** | |
| **Supporting evidence attached (if applicable):** | **Yes / No** |
| **Name(s) of parent(s)/carer(s) making this request:** | |
| **Signature of parent/carer:** | **Date:** |

**IMPORTANT INFORMATION FOR PARENTS/CARERS - PLEASE READ BEFORE SIGNING**

*Submitting this form does not mean that the absence has been authorised. You must receive confirmation from school. If leave is not authorised and your child is absent, the absence will be recorded as unauthorised.*
*The national threshold for considering a Penalty Notice is 10 sessions of unauthorised absence within a rolling period of 10 school weeks. For attendance purposes, a session means half a school day: the morning is one session and the afternoon is one session, so one full day of absence is recorded as two sessions. Ten sessions are usually equivalent to 5 school days. The sessions do not have to be consecutive, may include different types of unauthorised absence, and the 10-school-week period can span different terms or school years.*

*A Penalty Notice may be issued to each parent who has parental responsibility for the child. For a first Penalty Notice, the fine is £160 per parent, per child, reduced to £80 if paid within 21 days. A second Penalty Notice for the same child within 3 years is £160 per parent, per child, with no reduced rate. A third Penalty Notice cannot be issued for the same child within 3 years of the first; the Local Authority may instead consider prosecution. Penalty Notices are considered on a case-by-case basis in accordance with the National Framework and Cheshire East arrangements.*

***I confirm that I have read and understood the information above, including the possible consequences of unauthorised absence:***

| | |
|---|---|
| **Parent/carer signature:** | **Date:** |
| **Print name:** | |

**FOR SCHOOL USE ONLY**

| | |
|---|---|
| **Decision:** | Authorised / Unauthorised |
| **Reason / notes:** | |
| **Headteacher signature:** | |
| **Date:** | |

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

## Penalty Notices will be issued for

**Term time leave:** Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

**10 Sessions of Unauthorised absence in a rolling 10 week period:** A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

## Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

## First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

## Second Offence

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 penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

## Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section444 (1a) can include a fine of up to £2500.

Cheshire East
TOGETHER for Children and Young People
Together we will make Cheshire East a great place to be young