Marshlands Primary School

School Attendance Policy

	Date	Date next review due
Implemented on	**September 2026**	**September 2028**
Reviewed		
Reviewed		

Advice and contact list

Name	role	Contact details	Notes
Andrea Smith	Member of staff responsible for day to day management of attendance	01405 765094 smitha@marshlands.eriding.net	Mrs Smith is our attendance lead. She is based in the school office.
Stacey Tang	senior leader responsible for the strategic approach to attendance in school	01045 765094 marshlands.head.primary@eastriding.gov.uk	Mrs Tang is the headteacher and also senior attendance champion.
Stacey Tang	Designated safeguarding lead and designated CLA/PCLA	01045 765094 marshlands.head.primary@eastriding.gov.uk	Mrs Tang is also the safeguarding lead and can support with early help and safeguarding concerns.
Kerry Wright	SENDco	01405 765094 wrightk@marshlands.eriding.net	Mrs Wright is able to help with SEN queries.
	Education Welfare Service	education.welfare@eastriding.gov.uk	This is the local authority contact that parents and schools could contact for further assistance

Definitions and acronyms

Definition of a parent - For the purpose of this policy, as set out within 'Working Together to Improve School Attendance,' August 2024 a parent means:

• all natural parents, whether they are married or not;

• any person who has parental responsibility for a child or young person; and,

• any person who has care of a child or young person (i.e. lives with and looks after the child).

DfE – Department for Education

Related legislation and guidance

'Working together to improve school attendance' July 2026

Education Act 1996

Education (Pupil registration) (England) (Amendment) Regulations 2016

'Children Missing in Education,' Statutory Guidance September 2016

'Keeping Children Safe in Education,' July 2026

'Ensuing a good education for children who cannot attend school because of health needs,' January 2013

'Summary of responsibilities where a mental health issue is affecting attendance,' February 2023

'Promoting the education of children with a social worker,'- September 2025

'Supporting Pupils at school with medical conditions,' August 2017

'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement,' July 2026

Other related policies

Absence from school in Exceptional Circumstances Policy (some schools call this 'term time holiday' policy)

Child protection and safeguarding policy

Behaviour Policy

Introduction and core principles

Every pupil has a right to a full-time education and high attendance expectations should be set for all pupils, the attendance policy should account for the specific needs of certain pupils and pupil cohorts. The policy should be applied fairly and consistently but in doing so schools should always consider the individual needs of pupils and their families who have specific barriers to attendance. In development and implementation of their policy, schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. To ensure all leaders, staff, pupils, and parents understand these expectations, this attendance policy, based on the expectations set out in 'Working Together to Improve School Attendance' July 2026 outlines these.

The policy should be easily accessible to leaders, staff, pupils, and parents, including being published on the school's website. Parents should be sent it 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.

At Marshlands Primary School we recognise the link between regular attendance and high attainment. We expect that all pupils will attend school every day that the school is open unless there is a specific reason for the pupil not attending. We are committed to applying the core principles as set out in Working Together to Improve School Attendance, July 2026.

Aims:

- To ensure that school attendance procedures are understood and consistently followed by all staff.
- To promote positive attitudes towards good attendance and time keeping amongst both pupils and parents.
- To ensure that parents understand their legal responsibility in securing good attendance.
- To improve individual pupil and whole school attendance levels.
- To ensure regular monitoring of all pupil attendance, in line with government and LA guidelines, thereby ensuring early intervention.
- To work with external agencies in order to support parents and pupils to secure regular and prompt attendance.

Roles, responsibilities and expectations

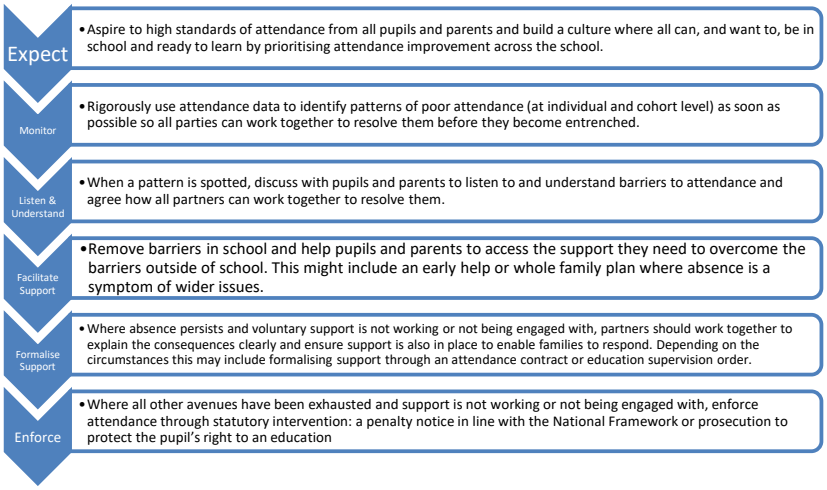
The table below is taken from the DfE 'Summary table of responsibilities for school attendance,' August 2024.

Additional tables of responsibility for specific categories are included in appendix 1.

Parents are expected to:	**Schools are expected to:**	**Academy trusts and governing bodies are expected to:**
Ensure their child attends every day the school is open except when a statutory reason applies.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).	Develop and maintain a whole school culture that promotes the benefits of good attendance.	Ensure school leaders fulfil expectations and statutory duties.
Only request leave of absence in exceptional circumstances and do so in advance	Accurately complete admission and attendance registers.	Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
Book any medical appointments around the school day where possible.	Have robust daily processes to follow up absence.	Ensure school staff receive training on attendance.
	Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.	
	Have a dedicated senior leader with overall responsibility for championing and improving attendance.	

Working Together to Improve School Attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:



School Times

It is important that your child is at school for the start of the school day. The school day is made up of two sessions, a morning, and an afternoon. Registers are taken during these sessions.

Registration Procedures

Schools are legally required to ensure that all attendance registers are completed accurately.

Responsibility for the correct day to day completion of attendance registers lies with the class teacher.

Usual Registration Times

Morning: Registration opens at 8.35 and the class teachers send the register at 8.45am to the attendance lead. The attendance lead closes the register at 9.15am.
Afternoon: Registration for F2 pupils opens at 12.45pm. The class teacher sends the register to the attendance lead at 1.00pm. The attendance lead closes the register at 1.15pm.
For KS1 and KS2, registration begins at 1.00pm and the class teacher sends this to the attendance lead by 1.15pm. The attendance lead then closes registration at 1.30pm

External doors around the school are locked at 8.45am. Anyone arriving after this time should enter through the main reception and use the electronic signing in system.

Failure *to ensure a child has received their appropriate mark on the attendance register is a serious breach of our Health and Safety procedures.*

Responsibility for the correct day to day completion of attendance registers lies with the class teacher and not the administrative staff or support staff. Errors in the above procedures can have serious Health and Safety implications as well as causing unnecessary distress to parents and carers when incorrect information is recorded.

If your child arrives at school after the register has closed then your child will incur an unauthorised absence mark for this session unless an acceptable reason is provided, e.g. evidence of a medical/dental appointment.

Informing the school of the reason for an unexpected absence.

You must contact the school as soon as possible to inform us that your child will not be attending school and you will be asked to provide a reason for this absence. This will ensure that the absence is accurately recorded in the register**.**

The Categorisation of Absences

Only the school (not a parent) can authorise an absence. The DfE expects schools to operate common sense judgements as to whether or not a reason for absence is justifiable. If it is not justifiable then the absence should not be authorised. In making such judgements it is important to consider the circumstances of the child and the family. At Marshlands Primary School the authorisation of absence is carried out by the attendance lead working together with the headteacher. The school works closely with and supports the advice offered by LA and EWO.

The following reasons are acceptable for a child's absence:

- sickness/ illness, (medical evidence may be required for a prolonged period of absence)
- medical appointments that have to be made during school hours as no other appointments are available
- approved religious observance
- short term family crisis

If a child has been sent home during the day due to illness, they are required to be absent for 24 hours and therefore the register will automatically show this without contact from parents. Beyond the original 24 hours, parents are expected to inform the school if the illness has persisted

Schools are not obliged to accept parental notes where there is reason to doubt the validity of the explanation offered or where attendance is below 95%. Schools are entitled to ask parents to obtain medical certification/evidence to support absence. In such circumstances any costs incurred are the responsibility of the parent or carer, who is ultimately responsible for the attendance of their child. Medical evidence requests should only be asked for, if there is a genuine reason to doubt the reason for absence.

Any other reasons, such as those listed below, are unacceptable reasons for absence from school and will not be authorised:

- term-time holidays, except in very exceptional circumstances
- getting up late. The pupil should arrive as soon as possible, to avoid missing 2 attendance marks.
- looking after brothers or sisters or relatives
- shopping
- birthdays

Requesting leaves of absence from school in exceptional circumstances.

Absence for the purpose of a term time holiday is not usually considered exceptional. The DfE do not consider any holiday in term time an 'exceptional circumstance'. Parents should NOT normally take children on holiday during term time. Similarly, no parent has the right to demand 'as of right' leave of absence for family holidays. In response to concerns relating to attendance nationally the Governing Body of Marshlands Primary School, have made the decision to follow the guidance given by the LA and ***not to authorise holidays during term time except in exceptional circumstances.***

The Governing Body of Marshlands Primary school has set the following "exceptional circumstances" criteria:

- Service Personnel and other employees who are prevented from taking holidays outside term-time (supporting evidence would need to be provided)
- Acute crisis, emergency or significant event within the family, where the family needs to spend time together to support each other (e.g. bereavement, terminal illness / life limiting illness of close family member)
- Court order/formal agreement where parents have separated

Each case will be dealt with individually and if parents feel their reasons are 'exceptional circumstances', they will be asked to explain their reasons in full and provide supporting evidence to support their case via the exceptional leave form. Unapproved absence for this reason will be classed as unauthorised.

Where it is known that a holiday in term time has been taken, whether requested or not, a letter will be sent to the parents and where appropriate a referral to the Education Welfare Service for a Fixed Penalty Notice to be issued will be made.

Please complete the school's form to request absence from school in exceptional circumstances. The form can be found **on the local authority website. Alternatively, paper copies can be requested from the school office.**

If your request is not approved and your child is absent during this time then the absence will be recorded as unauthorised and the school may refer the unauthorised absences to the local authority and parents may be liable for a penalty notice (fine).

How the school is promoting and incentivising good attendance.

-Using whole school assemblies to promote attendance

-Communicating with parents via all possible methods including school's website/newsletters etc

-Identifying a senior leader as an attendance champion.

-Discussing attendance at SEN meetings and parent evenings.

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The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.

All schools record their attendance registers in a school information management system. The school will analyse this data to identify trends and patterns of pupil absence and may use this to target attendance improvement efforts to the pupils or pupil cohorts who need it most. At Marshlands we use our attendance data to:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families, including by identifying early indicators of poor attendance and changes in attendance at individual pupil, cohort and year group level so that we can intervene early.

- Use our analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).

- Undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases. This will not just focus on persistent and severe absence, but look at all severities of absence to identify pupils who can be supported earlier before patterns become entrenched.

- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This will include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance

- Benchmark our attendance data (at whole school, year group and cohort level) against local, regional, and national levels or performance of similar schools to identify areas of focus for improvement.

- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers.

- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts that schools have sought to target. The findings will then be used to evaluate approaches or inform future strategies.

- Provide data and reports to support the work of the board or governing body

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.

Persistent Absence

The DfE require schools to monitor and reduce what is termed 'persistent absence'.
A persistent absentee is defined as a pupil who has overall absence of 10% or more.
The school has a data base which enables us to identify and address the attendance of those children who are either 'persistent absentees' or are at risk of becoming 'persistent absentees.'
Those with attendance below 50% are classed by the DfE as severely persistent absent.

Absence Procedures for pupils causing concern

On an ongoing basis school staff will identify children, or families, whose attendance and punctuality is a concern. The attendance of these children may not necessarily be low but may be causing concern because of:

- Siblings being absent at the same time
- A pattern to absence
- Erratic attendance
- Failure to complete a full week on a regular basis
- Regularly arriving late for school
- Not being collected from school on time

These children will be given a high profile in terms of both support and challenge and the balance of

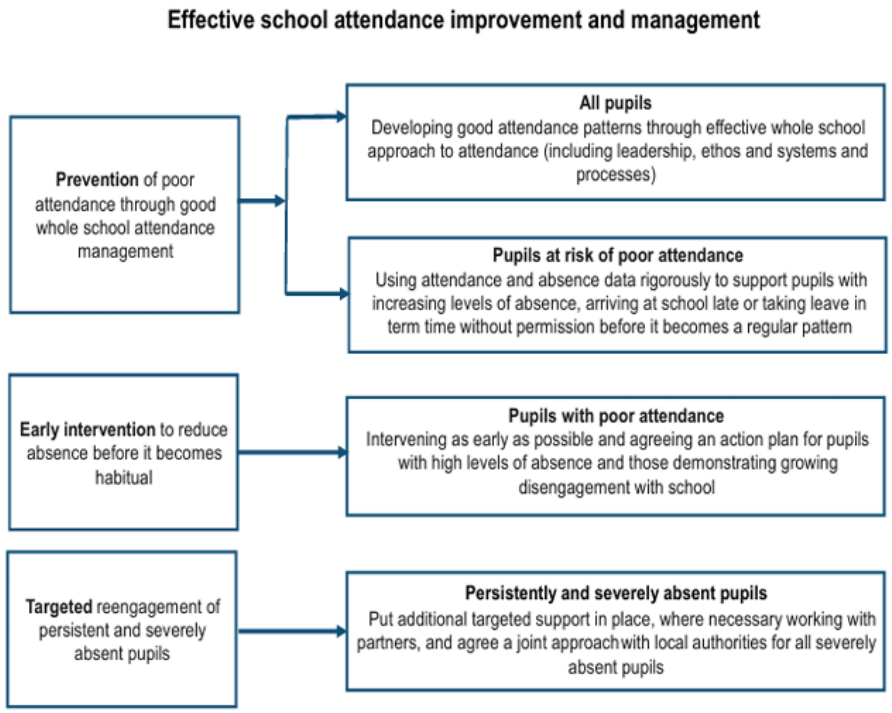
this will depend on the circumstances. The school will also inform the EWS of the pupils they are concerned about, during their statutory attendance meetings

If attendance continues to be a concern, then a push/pull factor sheet will be completed. This will allow both school and home to identify any potential barriers to school attendance.

Where absence is deemed to be *persistent absence* parents may be asked to provide a doctor's certificate / medical evidence to cover the whole period of their child's absence. Responsibility for any costs incurred lie with the parent or carer. However, requests for medical evidence should only be made in cases of complex or recurring illness and not as a blanket policy.

When absence repeatedly gives cause for concern then parents will be asked to attend school for a meeting. During this meeting, the push/pull sheet will be reviewed and if needed additional support offered such as early help. It may also be that an attendance contract is needed.

Should attendance continue to be a concern and not improve, despite all actions being met. Then the school will seek guidance from the EWS and a notice to improve letter may be sent or more formal legal action taken. If all avenues of support have been facilitated but severe absence for unathorised reasons continues, it is likely to constitute neglect and safeguarding guidance sought (Working Together to Improve School Attendance, July 2026, p49)



Adjustments for pupils with SEND

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

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.

In developing this support, we will:

- Work to understand the individual needs of the pupil and family
- Work in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly review and update the support approach to make sure it continues to meet individual needs

Children at Risk of Missing Education

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

-Have been taken out of school by their parents and are being educated outside the school system e.g. home education (see below on home educated children);

-Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;

-Have a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school;

-Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

-Have been permanently excluded. ‘

Communication between the Home and the School

Parents are made aware of the importance of regular attendance and punctuality through newsletters, attendance policies and additional attendance information sent throughout the school year. They are also informed of the procedures for informing school of any unavoidable absence. The LA guidance on absence for medical conditions is also sent home to parents in induction packs and is available from the school office and is also on the school website. Our school communication calendar (appendix 3) highlights how we aim to work with parents to raise school attendance.

If a child is absent a parent should inform the school either by telephone, by letter or in person of the reasons for the absence. Class Dojo should not be used, as teachers may not see any messages. This information is then written in the Absence Book and recorded in the register.

When a child is absent from school and there is no apparent reason, the school will endeavour to contact the parents on the first day of absence. Initially this will be by text to ascertain the reasons for absence. The attendance lead will contact parents of pupils with no reason for absence by 9.40, for safeguarding reasons. If successful the reason will be recorded in the Absence Book (located in the office). When it is not possible to make telephone contact with the parents / carers of a child then other adults with PR will be contacted, if this is appropriate. It is therefore essential that school hold more than one emergency contact number for each pupil. A home visit may be undertaken for any pupil not in school and where no reason has been given. Any absence of a pupil open to children's services, will be reported to the allocated worker by the safeguarding lead. The Attendance Officer monitors absence daily and rigorously follows up absences which are not authorised in full consultation with headteacher and EWO.

A period of a school week is deemed an appropriate time for parents / carers to inform the school of the reasons for absence. ~~Alongside the text, calls and home visits, a letter will also be sent requesting a reason for absence~~. If no such information is forthcoming after this time, then the absence will be deemed to be unauthorised.

When a child has been absent for no apparent reason and all efforts to ascertain the reasons for this absence have been unsuccessful then the absence will be deemed to be unauthorised.

Regular patterns of absence, either authorised or unauthorised, should be picked up by the ***class teacher*** and brought to the attention of the attendance lead and headteacher. The attendance lead will also monitor patterns, however daily timetables may not necessarily be known to identify patterns ie every PE day.

Lateness is also a cause for concern. Lateness, both before and after the close of registers, is recorded by the administrative staff in the late book and monitored by the attendance lead. In the first instance class teachers should follow this up relentlessly, which should involve speaking to parents/carers, and the pupil (if applicable).

Should lateness persist, parents will be contacted by the attendance lead. In the first instance this will be by letter.

Penalty Notices

Penalty notices can be issues for two reasons:
-Term time holiday
-10 unauthorised days in a 10 week period.

Additional information on penalty notices can be found in appendix 2.

Review

This policy will be reviewed regularly and updated as necessary.

As noted in 'Working Together to Improve School Attendance,' 2026, the school will seek the views of pupils and parents as part of the review process.

Appendix 1 – Tables of responsibilities. Taken from 19.8.24 DfE Summary Table of Responsibilities for School Attendance.

Pupils at risk of becoming persistently absent

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. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the 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 regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and 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. Proactively engage with the formal support offered - including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. 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. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

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. Proactively engage with the formal support offered - including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: 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.	Continue support as for persistently absent pupils and: 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. 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. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. 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 educational needs, educational psychologists, and mental health services, to ensure joined up support for families. 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. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance - whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact On children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing 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.	Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development - and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

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 the child's barriers to attendance - including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort - with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children - doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) - will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers - including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents - including their attendance.

Appendix 2 – Penalty Notice Information.

EVERY SCHOOL DAY MATTERS

MOMENTS MATTER, ATTENDANCE COUNTS.

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING

With the introduction of the new National Framework for Penalty Notices, the following changes will come into effect for Penalty Notice Fines issued after the **19 August 2024**.

Penalty Notices are issued to change behaviour and reduce the number of school days lost during term time for the purpose of a holiday. The pathway below outlines the decision-making process regarding the action that will be taken when a penalty notice referral is received from your child's school. However, please be aware that action will be considered on a case-by-case basis and may not follow this path.

PER PARENT PER CHILD

Penalty Notice Fines are issued on a per parent per child basis.

For example, a fine for a parent with three children will result in receiving three invoices to the value of **£160 each**.

FIVE CONSECUTIVE DAYS OF TERM TIME LEAVE

Penalty Notice Fines will be issued for term time leave of **five or more consecutive days.**

Inset training days are school days and can be included in the five or more consecutive days where there was intent to be absent for term time leave.

10 SESSIONS OF UNAUTHORISED ABSENCE IN A 10 WEEK PERIOD

Penalty Notice Fines will be considered when there have been 10 sessions of unauthorised absence in a 10 week period.

FIRST OFFENCE

The first time a Penalty Notice is issued for term time leave or irregular attendance the amount will be **£160 per parent per child paid within 28 days.**

Reduced to **£80 per parent per child if paid within 21 days.**

SECOND OFFENCE (WITHIN THREE YEARS)

The second time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be **£160 per parent per child within 28 days.**

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN THREE YEARS)

The third time an offence is committed for term time leave or irregular attendance, a Penalty Notice will not be issued and the case with be presented straight to the Magistrates' Court.

Magistrates' fines can be **up to £2,500 per parent per child.** Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate due to the ***'failure to safeguard a child's education'.***



[1] Parent: In this Act, unless the context otherwise requires, "parent", in relation to a child or young person, includes any person - who is not a parent of his but who has parental responsibility for him, or (b) who has care of him. Education Act 1996, section 576

For more information, please visit:

- eastriding.gov.uk/learning/schools-colleges-and-academies/school-attendance/attendance-in-school
- gov.uk/government/publications/working-together-to-improve-school-attendance

DAY MATTERS

~~MOMENTS MATTER,~~

ATTENDANCE COUNTS.

~~PENALTY NOTICE FINES FOR SCHOOL~~

Appendix 3

Term	Communication	Reason	Method of Communication	Responsibility	Completed & Date
Autumn 1	We cannot wait to welcome all pupils back on [date]. We know that returning to school means a shift in routines. Prepare for a strong start to the year by resetting sleep schedules 3 to 5 days before school begins by moving bedtime and wake-up time earlier in small steps. Reintroduce familiar routines such as reading before bed, preparing clothes or having breakfast at the table. Limit screen use for at least an hour before bed to support sleep, as overstimulation can affect sleep quality. Plan a calm, structured first morning back to help them feel more confident.	National data shows that pupils who miss school early are much more likely to struggle with attendance later. Analysis of attendance data shows that, of pupils who had at least one day of absence in the first week of the 2024 to 2025 academic year, over half (57.4%) went on to be persistently absent. **Mindset** Public First focus groups with parents across England found that daily attendance is no longer seen as automatic, and parents increasingly weigh up tiredness, wellbeing and convenience when deciding whether to send a child to school. Parents and carers are trying to enforce routines after the long summer break. Some will be thankful that their child is back in school full time, but some will be facing resistance to go to school from their children. **Barriers:** It is sometimes easier to just keep them off school when they do not want to go, rather than them getting upset. **Motivations:** Now is the time to start good habits and set a positive routine for the rest of the year.	Email	Mrs Smith	

Autumn 2	Remind parents of the NHS guidance that states children can attend school with common cold symptoms such as a sore throat, runny nose or cough unless they have a high temperature. If you're not sure if your child is well enough to go come to school, check the NHS guidance on common illnesses and let us know as soon as possible if they need to stay home. Remember, ahead of and during the winter illness period, all eligible school-aged children are offered an NHS flu vaccine. We'll be in touch with more information about this. If your child has a medical appointment during school hours, it's important they attend school before and after the appointment. They can wear school uniform for the appointment.	In the UK, the winter-illness period typically runs from October to March, with cases of flu, COVID-19 and respiratory syncytial virus (RSV) peaking between December and February. **Mindset** DfE data shows that illness is the single biggest reason for school absence in England, accounting for just over half of all absences between the start of December and end of February. **Barriers:** Some parents might not be aware of the NHS guidance on common illnesses that have mild symptoms, or worry their children will be seen as a risk to others if they go to school with, for example, a cold. Some parents who have jobs requiring them to go to their place of work will struggle when their children are sick and need to be kept off school. But those who work from home or do not work may be more lenient when their children are unwell, as keeping them off is not as much of an issue. **Motivations:** Coughs and colds are common. Getting children vaccinated keeps them safe from flu, as well as protecting others at high risk from getting seriously ill from it.	Email and class Dojo	Mrs Smith	

	Your child's attendance data for the autumn term is attached. This highlights your child's individual data and the impact of this on their education. If you would like any support with your child's attendance, please do contact school to arrange a meeting.	Reminders on the importance of attendance for all parents is vital to keep the message at the forefront of thought. **Mindset:** School data should be transparent between home and school. Parents should be fully aware of their child's attendance, it's impact and where they sit in terms of data. **Barriers:** Parents are not always aware of their child's attendance and usually 90% is good! They may also be unaware of how many lessons their child has missed in either being late or absent. **Motivation:** Making parents aware of the impact of school absence and lateness, may support with reducing attendance data.	Email	Mrs Smith	

	We hope you have a restful break and your children come back to school in the new year feeling refreshed. The new year is all about setting good intentions for the year ahead and this includes improving how often your child is in school. Starting the year with a strong routine will help them be in school more regularly, which, in turn, improves not only their learning but also their confidence, resilience and friendships.	**Mindset** Consider which day you break up on for the holidays, as this can have an impact on attendance rates. In the final week of the 2024 to 2025 academic year, schools that finished the year with a broken week had absence rates 2.6 percentage points higher for that week than those that finished with a full week. This will be relevant at the end of every term, when parents are planning holidays and trips to visit family and friends. **Barriers:** Parents' attention is elsewhere – on family plans, logistics for the holidays and childcare while school is closed. They may think that, in the last week of term, school is just about watching videos. **Motivations:** Many parents will be looking forward to a break with family. The Christmas period is a happy time for many, putting parents in a good mood and providing an opportunity to remind them of the social and emotional benefits of school. **Messaging for parents** This is a good time to remind parents and carers about what you're doing in the last week of term and why it's important their children are in school at this time of year. You can bust the myth that they're 'just watching films' by explaining the important mix of fun and learning. It's also worth alluding to the next term ahead of the break.	Class Dojo	Mrs Smith	

Spring 1	The new year is all about setting good intentions for the year ahead, and this applies to your child's school record too. Being in school regularly is important to help them develop and grow, and build friendships, confidence and resilience. Even just a few days off can make a difference – 5 days over the course of a year is equivalent to 25 lessons, 5 lunchtimes with friends and 15 playtimes missed. If you're thinking ahead to summer and planning holidays for the year, please keep these to school holidays to ensure your child can thrive in school. The summer term is filled with vital learning and fun activities. If you want to set good attendance habits for the year and you need support, speak to us. We're here to help.	We know that communications can have limited impact when it comes to stopping term- time holidays, but that does not mean reminders about expectations for attending school every day are not important. **Mindset** The 'fresh-start effect' is a behavioural science principle whereby people are more motivated to change habits following 'temporal landmarks' that feel like new beginnings, such as New Year's Day and the start of a new school term. Some parents and carers will be planning for the year ahead and already thinking about booking summer holidays. January is the peak booking time, when holiday companies offer discounts. Civil Aviation Authority data shows that 4.3 million package holidays were booked in January 2025. **Barriers:** A term-time holiday is cheaper, and booking it now feels far off, so many parents will just accept that taking their child out of school is something to 'deal with later'. **Motivations:** The new year and setting resolutions are synonymous, so parents are already in an intentional mindset and open to changing behaviour. This provides an opportunity to reinforce good attendance habits. **Messaging for parents** This is a really good time to remind parents and carers about the importance of attendance and to and reset expectations.	Class Dojo	Mrs Smith Class teachers?	

	Your child's attendance data for spring 1 term is attached. This highlights your child's individual data and the impact of this on their education. If you would like any support with your child's attendance, please do contact school to arrange a meeting.	Reminders on the importance of attendance for all parents is vital to keep the message at the forefront of thought. **Mindset:** School data should be transparent between home and school. Parents should be fully aware of their child's attendance, it's impact and where they sit in terms of data. **Barriers:** Parents are not always aware of their child's attendance and usually 90% is good! They may also be unaware of how many lessons their child has missed in either being late or absent. **Motivation:** Making parents aware of the impact of school absence and lateness, may support with reducing attendance data.	Email	Mrs Smith	

Spring 2	**Example for pupils with higher than desired absence rates** Are there any issues preventing your child from being in school? We can help and have support available. **Example for pupils with good attendance** We're really pleased with their attendance so far. If you ever struggle with this, speak to us and we can help. **Example for secondary schools** Those with 95 to 100% attendance are nearly twice as likely to achieve strong GCSE results at grades 9 to 5 compared to those with 90 to 95% attendance. That means even 5 days out of school could make a difference to their future. Discuss the options for removing barriers to attendance, such as check-ins with pupils, familiar faces at the gate (primary schools), regular meetings between a designated school contact and parent or carer, approved early or late arrivals to avoid overwhelm, and so on.	An opportunity for face-to-face conversations with parents to reiterate what good attendance looks like. Schools have their own cycles for parents' evening, so repeat this messaging at the time most relevant to your school. **Mindset** Public First research found that parents often describe attendance as 'very good' even when school data shows otherwise, indicating a perception gap, rather than resistance. It also found that attendance conversations are most effective when they occur within trusted, relational contexts, rather than through sanctions or automated messaging. **Barriers:** Parents will not necessarily have built up relationships with their child's teacher at this point, depending on when the parents' evening takes place. Parents and carers tend to underestimate how often their child misses school. **Motivation:** Parents care about their child's development and want to know where they're doing well and where they could improve. When their child is in primary school, they understand that the teacher spends a significant amount of time with them and has their best interests at heart. When their child is in secondary school, they're more motivated by messages about how attendance can impact exam results. However, this might be seen as too far off for those with children in years 7, 8 and 9.	Parent evening	Class teachers	

		Messaging for parents Parents' evenings may be an appropriate time to discuss attendance issues as part of a wider face-to-face meeting, without requesting this specifically for attendance.			
	Your child's attendance data for Spring 2 term is attached. This highlights your child's individual data and the impact of this on their education. If you would like any support with your child's attendance, please do contact school to arrange a meeting.	Reminders on the importance of attendance for all parents is vital to keep the message at the forefront of thought. **Mindset:** School data should be transparent between home and school. Parents should be fully aware of their child's attendance, it's impact and where they sit in terms of data. **Barriers:** Parents are not always aware of their child's attendance and usually 90% is good! They may also be unaware of how many lessons their child has missed in either being late or absent. **Motivation:** Making parents aware of the impact of school absence and lateness, may support with reducing attendance data.	Email	Mrs Smith	

Summer 1	Your child's attendance data for summer 1 term is attached. This highlights your child's individual data and the impact of this on their education. If you would like any support with your child's attendance, please do contact school to arrange a meeting.	Reminders on the importance of attendance for all parents is vital to keep the message at the forefront of thought. **Mindset:** School data should be transparent between home and school. Parents should be fully aware of their child's attendance, it's impact and where they sit in terms of data. **Barriers:** Parents are not always aware of their child's attendance and usually 90% is good! They may also be unaware of how many lessons their child has missed in either being late or absent. **Motivation:** Making parents aware of the impact of school absence and lateness, may support with reducing attendance data.	Email	Mrs Smith	

Summer 2	Thank you for getting [name] into school as much as possible this year. They have achieved a [percentage] improvement on the previous year or term. Being in school regularly is important to help them develop and grow, and to build friendships, confidence and resilience. We hope you have a restful break, and your child comes back to school in September feeling refreshed.	**Mindset** As the school year comes to a close, it's time to reflect on the past year, and to celebrate successes as well as thinking ahead to the future. **Barriers:** Parents will be focused on childcare, keeping their children entertained and their summer holidays. **Motivations:** There's an opportunity to celebrate the wins from the past year and reinforce good behaviours. **Messaging for parents** It's vital that messaging is personalised and celebrates improvements, to ensure the parting moment from one year to the next is a positive one. Recognise the improvements of all pupils – not just those with 95% attendance or above. Congratulate and thank parents and pupils for their efforts and look to next year to replicate the same positive movements.	Email	Mrs Smith	
	It's almost back-to-school time. Start this year with good intentions and build routines that help your child thrive. During the summer break, sleep patterns, mealtimes and daily structure become looser. This is completely normal, but this shift can make the return to school feel overwhelming. Start resetting sleep schedules 3 to 5 days before school begins by moving bedtime and wake-up time earlier in small steps. Reintroduce	**Mindset** Schools could consider scheduling communications to parents and carers towards the end of the holidays, when they'll be starting to think about the start of the new school year. **Barriers:** Parents will be focused on childcare, keeping their children entertained and their summer holidays, so school – particularly at the start of the summer holidays – will be lower down the list.	Class Dojo	Mrs Smith Class teachers?	

	familiar routines such as reading before bed, laying out clothes or having breakfast at the table. Limit screen time for at least an hour before bed, as overstimulation can affect sleep quality, and plan a calm, structured first morning back to help them feel more confident.	**Motivations:** They'll be bombarded with marketing messages about new school uniforms and stationery, which, in turn, could prompt them to think about the start of the new school year. **Messaging for parents** During the holidays, routines change, so this is a chance to remind parents to get back into good habits ahead of the start of the new year.			