



Pupil Attendance & Punctuality Policy

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Contents

Purpose, Scope & Principles	3
Legal & Statutory Framework.....	3
Definitions & Attendance Expectations	4
Roles & Responsibilities.....	4
The School Day, Registers and Punctuality	6
Reporting and Following Up Absence	6
Authorised & Unauthorised Absence	7
Leave of Absence in Term Time	8
Our Graduated Response.....	8
Pupils Who May Face Additional Barriers.....	9
Persistent & Severe Absence	11
Formal and legal intervention.....	11
Promoting & Recognising Attendance	12
Admission Register, Leavers and Children Missing Education	12
Data, Information Sharing and Confidentiality	13
Appendix A: Attendance & Absence Codes	14
Appendix B: Staged Attendance Pathway	15

Purpose, Scope & Principles

This policy explains how Waterloo Primary School will promote, record, monitor and improve attendance and punctuality. It applies to all pupils on roll, including pupils in Nursery and the school's specialist provision. Legal enforcement provisions apply only where the relevant statutory conditions are met, principally to pupils of compulsory school age.

Regular attendance is central to safeguarding, belonging, wellbeing, achievement and future life chances. The school will:

- set ambitious expectations for attendance and punctuality for every pupil from the outset;
- develop a welcoming, inclusive culture in which pupils feel safe, known and ready to learn;
- listen to pupils and families, understand the causes of absence and remove barriers early;
- use accurate registers and prompt first-day safeguarding procedures;
- analyse patterns for individuals, groups and cohorts and evaluate whether action is working;
- work with Mersey View Learning Trust, Sefton Council and other partners;
- adapt support to individual need while preserving each child's right to education; and
- use formal or legal intervention only where support is not appropriate, has not worked or has not been engaged with, and where intervention is lawful and proportionate.

Waterloo Primary School and Nursery provides early education and childcare for children aged two, three and four. Places are offered subject to staffing, available space, the age range that the provision is registered or approved to serve, and the school's ability to meet statutory staffing and welfare requirements.

The school normally admits children at the beginning of the autumn, spring and summer terms. A place may be offered at another point where a vacancy exists and appropriate induction can be arranged.

Equality & Inclusion

Waterloo will not treat a child or family less favourably because of disability, special educational needs, medical or mental health needs, race, religion or belief, sex, pregnancy or maternity, or any other protected characteristic. We will consider reasonable adjustments and individual circumstances. High expectations remain, but the route to achieving them may need to differ.

Legal & Statutory Framework

This policy has been written with regard to the Department for Education's July 2026 statutory guidance, Working together to improve school attendance, and the accompanying RISE attendance improvement resources. It reflects, among other provisions:

- the Education Act 1996, including parents' duties and local authority enforcement powers;
- the Education Act 2002 and the Education and Inspections Act 2006;
- the School Attendance (Pupil Registration) (England) Regulations 2024;
- the Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024;
- the Education (Penalty Notices) (England) Regulations 2007, as amended in 2024;
- the Equality Act 2010 and the Human Rights Act 1998;
- Keeping Children Safe in Education, Children Missing Education and Working Together to Safeguard Children;
- statutory guidance on supporting pupils with medical conditions and arranging education for children who cannot attend because of health needs; and
- Sefton Council's current arrangements and local code of conduct for attendance intervention and penalty notices.
- Where legislation, statutory guidance or the Sefton code changes, the school will apply the current requirements and amend this policy as soon as practicable.

Definitions & Attendance Expectations

Term	Meaning
Session	One half-day: a morning or afternoon registration session.
Authorised absence	An absence that meets a statutory ground and is recorded by the school using the appropriate national code. Parents do not authorise absence.
Unauthorised absence	An absence that does not meet a statutory ground, is not agreed by the school, or remains unexplained after enquiries.
Persistent absence	Missing 10% or more of possible sessions for any reason; operationally, attendance of 90% or below.
Severe absence	Missing 50% or more of possible sessions; operationally, attendance of 50% or below.
Parent	For education law: natural parents, anyone with parental responsibility, and anyone who has day-to-day care of the child.
Compulsory school age	From the prescribed start date after a child's fifth birthday until the last Friday in June in the school year in which they turn 16.

The school's ambition is for every pupil to achieve at least 96% attendance, while recognising that percentages are a trigger for informed discussion, not a substitute for professional judgement. We will act on concerning patterns even where attendance remains above 96%, and we will not wait for a child to become persistently absent before offering support.

Parents are expected to ensure that their child attends every day the school is open, arrives on time, remains for the full day and attends any agreed off-site or alternative provision. Nursery attendance is not compulsory, but once a place and pattern of attendance have been agreed, regular attendance is strongly expected because it supports learning, relationships, safeguarding and a successful transition into statutory schooling.

Roles & Responsibilities

Mersey View Learning Trust & the Local Governing Body

- set and communicate high expectations and ensure attendance is prioritised across strategy, safeguarding, curriculum, SEND and disadvantage work;
- ensure the school complies with registration, data-sharing and attendance duties;
- ensure sufficient leadership time, staffing, training and resources are available;
- receive regular, disaggregated information; challenge trends, disproportionality and impact; and oversee an action plan where improvement is needed;
- ensure processes and support are effective for vulnerable pupils and historically lower-attending cohorts, including pupils with SEND, disadvantaged pupils, children with a social worker, young carers and pupils with long-term health needs; and
- review this policy at least annually and hold the Headteacher to account for implementation.

Headteacher

- lead a whole-school culture in which attendance is everybody's business;
- ensure this policy, registers, safeguarding response and graduated support pathway are implemented consistently;
- report attendance and the impact of strategy to governors and the Trust;
- decide applications for leave of absence and any temporary part-time timetable;
- authorise referrals or requests for formal and legal intervention in line with the national framework and Sefton processes;
- ensure families of pupils with SEND or health needs receive appropriate support and that relevant local authorities are informed where necessary; and
- communicate expectations regularly to pupils, parents and staff.

Senior Attendance Champion

Mrs. Maciver is Waterloo's Senior Attendance Champion and Designated Attendance Lead. She will:

- set the strategic vision and improvement priorities for attendance and punctuality;
- maintain a strong grasp of whole-school, group and pupil-level data and benchmark performance;
- lead regular attendance meetings and ensure agreed actions happen promptly;
- oversee first-day response, attendance support, reintegration and legal escalation;
- work closely with the DSL, SENCO, pastoral team, social workers, virtual school, health services, Sefton attendance services and other partners;
- ensure staff are trained for their role and that records are accurate, factual and suitable for evidential use; and
- evaluate the impact and equity of attendance systems, including rewards.

Attendance Officer and Administration Team

The Attendance Officer, Sarah Evison, supported by the Admin Team, will:

- monitor registers daily, resolve missing marks and check correct code use;
- carry out and record first-day calling and safeguarding escalation;
- monitor attendance and punctuality patterns, identify concerns early and prepare reports;
- contact families respectfully, record reasons and arrange or contribute to meetings;
- coordinate letters, attendance plans, contracts, home visits, referrals and evidence, as directed;
- complete required local authority notifications and returns; and
- support recognition and improvement activity.

Teachers and all School Staff

- take registers accurately and at the published times, using the correct codes available to them and reporting errors immediately;
- welcome pupils positively, notice absence or lateness patterns and avoid public criticism or shame;
- promote attendance through engaging, inclusive teaching and strong relationships;
- listen to pupils, pass on barriers or safeguarding concerns and implement agreed support or reasonable adjustments; and
- record attendance-related conversations factually on the school's approved systems.

Parents and Carers

- ensure their child attends every day, on time and ready to learn;
- notify school before 9:00am on the first day of absence and on every subsequent day, giving a clear reason and likely return date;
- provide at least two emergency contacts and, for EYFS children, more than two where reasonably possible, and keep details current;
- arrange routine appointments outside the school day where possible and provide appointment information when attendance during school time is unavoidable;
- request any leave in advance and not make travel arrangements before a decision;
- work openly with school and other services to understand and remove barriers, attend meetings and follow agreed plans; and
- tell school promptly about changes of address, school, caring responsibilities, health, transport or family circumstances that may affect attendance.

Pupils

- attend every day, arrive on time and follow the late-arrival procedure;
- talk to a trusted adult if something at home, in school or online makes attendance difficult; and

- contribute to and follow any attendance or reintegration plan in a way appropriate to their age and needs.

The School Day, Registers and Punctuality

Stage	Expectation
Arrival	School doors open at 8:50am. Pupils should go promptly to class.
Compulsory school day	9:00am–3:25pm. Pupils must be in class and ready for registration at 9:00am.
Morning register	Taken at 9:00am for all pupils and closes at 9:30am.
Afternoon register	Taken at around 1:00pm for all pupils and closes 5 minutes later.
Nursery sessions	Morning 8:45–11:45am; afternoon 12:30–3:30pm. Nursery registers are taken at the start of each agreed session and remain open for 30 minutes.

How Lateness is Recorded and Addressed

- A pupil arriving after 9:10am but before the register closes at 9:30am is recorded with code L (late but present).
- A pupil arriving after 9:30am is recorded with code U (late after registration closed) unless another absence code more accurately describes the reason. Code U is unauthorised absence for the morning session.
- After 9:10am, every late pupil must enter through the main office, be signed in, give a reason and be added to the fire/safeguarding record before going to class.
- Staff will greet pupils calmly. The consequence of adult circumstances will not be placed on the child.
- Repeated lateness will prompt contact, a discussion of barriers and a punctuality plan. Continued unauthorised lateness may contribute to the national penalty-notice threshold and formal action.

Why Punctuality Matters

Missing the beginning of the day can mean missing safeguarding routines, phonics, retrieval, key explanations and social connection. Ten minutes late each school day is roughly 32 hours of learning across a 190-day year.

Register Standards

- The electronic attendance register will be taken at the same time for every registered pupil, including pupils on temporary part-time timetables.
- Each entry will use the national code that most accurately reflects the pupil's circumstances. Code N is temporary and will be resolved as soon as possible and no later than five working days after the session.
- Amendments will preserve the original entry and record the amended entry, reason, date, and the name and position of the person making it.
- Attendance-register entries will be retained for six years from the date of entry.
- Pupils receiving remote education while absent remain absent and must be coded according to the reason for absence.

Reporting and Following Up Absence

What Parents Must Do

Parents must telephone 0151 928 4274 or use the school's approved absence-reporting method before 9:00am. The message must state the child's name, class, specific reason for absence, anticipated length and the name of the person reporting it. Parents must update school on each further day unless a different arrangement is agreed.

First-Day Response

Where a pupil expected to attend is not present and no satisfactory reason has been received, school will:

- check registers, late arrivals, messages, known appointments and agreed provision;
- contact parents and then other emergency contacts promptly on the first morning;

- consider known vulnerability, previous patterns, sibling attendance and information held by the DSL, SENCO, pastoral team or external professionals;
- continue attempts and record all actions until the child's safety and reason for absence are established;
- inform the child's social worker and/or youth justice worker promptly where relevant, and follow Sefton first-day response arrangements for children with a social worker;
- consider a welfare visit, contact with other settings or services, or police assistance where risk justifies it; and
- make a safeguarding referral where absence may indicate abuse, neglect, exploitation, unmet need or a child missing education.

The school will contact the family on each day an unexplained absence continues. A failure to make contact does not automatically prove neglect, but it increases safeguarding concern and will be assessed in context.

Planned Appointments

Parents should notify the office in advance and provide an appointment letter, card, text or other reasonable information where requested. Pupils should attend before and/or after the appointment wherever practicable and be absent only for the minimum time needed. Routine medical and dental appointments should be arranged outside school hours where possible.

Reporting to Parents

Attendance and punctuality will be shared through reports and additional communications where a pattern emerges. Information will explain sessions or learning time missed and will be sensitive to known circumstances. Parents may request their child's attendance record or ask for an error to be reviewed.

Authorised & Unauthorised Absence

Only the school can authorise absence. A parent's explanation is important evidence but does not itself authorise the absence.

Illness, Including Mental Health

Physical or mental illness will normally be authorised where the pupil is genuinely too ill to attend. The school will accept a parent's notification in most cases and will not operate a blanket requirement for medical evidence. Reasonable evidence may be requested only where there is genuine and reasonable doubt about authenticity, or to understand and support prolonged or repeated illness, identify reasonable adjustments or determine the accurate code. The school will be flexible about the form of evidence and will avoid unnecessary pressure on health services.

Where health needs are complex, long-term or recurring, school will work with the family, health professionals and the local authority as appropriate. If there are reasonable grounds to believe a compulsory-school-age pupil will miss 15 days consecutively or cumulatively because of sickness, school will make the required sickness return to the local authority so continuity of education can be considered.

Other Authorised Reasons

Absence may be authorised only where the statutory criteria for the relevant code are met, including:

- a medical or dental appointment that unavoidably occurs in school time;
- religious observance on a day exclusively set apart by the relevant religious body;
- a parent travelling for occupational purposes where the statutory mobile-child criteria apply;
- suspension or permanent exclusion where no alternative provision has yet been made;
- participation in a regulated performance or regulated employment abroad;
- an interview for employment or admission to another educational institution;
- a temporary, time-limited part-time timetable agreed in exceptional circumstances; or
- exceptional circumstances for which the Headteacher has granted leave in advance.

Examples of Unauthorised Absence

- a holiday, day trip or leisure activity not granted as exceptional leave;
- birthdays, shopping, waiting for deliveries, or accompanying another person to an appointment;
- keeping a child home because of a late night, transport preference or circumstances that could reasonably have been avoided;
- absence without a reason, or where the school is not satisfied that the stated reason meets an authorised code;
- protest activity during school hours; and
- arrival after the register closes without another authorised reason.

Leave of Absence in Term Time

There is no entitlement to holiday or leisure leave during term time. The Headteacher may grant leave only where the statutory circumstances are met. Applications for exceptional leave must be made in writing, in advance, using the school form and before any booking is made. Evidence may be requested where reasonable.

Every application will be considered individually on its own facts, circumstances and relevant background. The school will not use a blanket rule that automatically grants or refuses leave. Relevant considerations may include whether the event is rare, significant, unavoidable and short; whether it could reasonably occur outside term time; the educational impact; the child's needs and welfare; and any previous leave. Cost, availability of travel, parental work patterns or a booking made by relatives do not by themselves make circumstances exceptional.

If leave is granted, the Headteacher will specify the authorised dates. Any additional absence will be unauthorised unless a further statutory reason applies. If leave is refused and the child is absent, code G or another appropriate unauthorised code will be used, and the school is likely to request a penalty notice where the national threshold and Sefton arrangements are met.

Leave will not be granted for protest activity during school hours. Requests connected with disability, religion or other protected characteristics will be considered lawfully and individually; this does not create an automatic entitlement.

Our Graduated Response

Waterloo will intervene early and follow the DfE “expect, monitor, listen and understand, facilitate support, formalise support, enforce” approach. Our approach is support, support, support - combined with appropriate challenge. We will work persistently with families to remove barriers, but we will also be direct about the effect of absence and the legal duty to secure regular attendance. Thresholds guide action but do not replace judgement. The pathway is summarised below and in Appendix B.

Waterloo Attendance Stages

The stages are cumulative: where attendance continues to fall, the actions at the earlier stages normally remain in place and are strengthened. Percentages are reviewed alongside pattern, reason, authorised and unauthorised absence, the pupil's circumstances and the response to support. The school may act earlier or move directly to a later stage where the pattern, safeguarding risk or seriousness of unauthorised absence requires it.

Attendance Point	Minimum Waterloo Response
Below 96%	The Attendance Team will telephone the parent or carer. We will explain the emerging concern, listen to the family, identify any barriers and agree immediate actions to prevent further decline.
95% or below	The parent or carer will be invited to a school attendance meeting to discuss the worrying trend. Pupil voice and relevant pastoral, SEND, health or safeguarding information will inform an agreed support-and-challenge response.
94% or below	An individual attendance plan will be agreed with the pupil and family. It will set out barriers, support, responsibilities, a clear attendance goal, timescales and review dates.

92% or below	Attendance will be reviewed daily by the Attendance Team. The parent or carer will be invited to a formal attendance meeting to review the evidence, impact, support offered, engagement and required improvement. The individual plan will be strengthened.
90% or below	The pupil is persistently absent. A referral will normally be made to the Education Welfare Officer (EWO) / Sefton attendance service. A formal or refreshed individual attendance plan will be implemented and reviewed closely, with multi-agency support where required.

Unauthorised Absence & Legal Action

Legal intervention is considered throughout the pathway; it is not reserved until attendance reaches 90%. In particular, whenever there are 10 sessions of unauthorised absence within a rolling 10-school-week period, Waterloo will consider the national threshold immediately. Where support is appropriate we will offer it robustly, but where support has not worked or has not been engaged with, Waterloo will not hesitate to ask an authorised officer to issue a Notice to Improve. Where support is not appropriate, or improvement is not secured, a penalty notice or other legal intervention may be pursued in line with the national framework and Sefton arrangements.

Universal Provision

- clear routines, positive relationships, inclusive teaching and a safe, calm environment;
- regular communication about expectations, attendance and punctuality;
- accurate data, same-day follow-up and early identification of patterns;
- school-wide recognition that values attendance without shaming pupils who are absent; and
- staff training so everyone understands attendance, safeguarding, recording and referral.

Early Help and Targeted Support

When a pattern, fall or barrier emerges, school will speak with the pupil and family, agree what improvement looks like, and provide or coordinate proportionate support. This may include morning routines, breakfast provision, transport problem-solving, pastoral or family support, anti-bullying action, SEND review, reasonable adjustments, health support, an Early Help Assessment, reintegration planning, mentoring or referral to another service.

Formal Support

Where voluntary support has not secured improvement, the school and/or local authority may formalise support through an attendance plan or attendance contract. The plan will identify causes, actions, responsible people, timescales, review points and the attendance improvement sought. An attendance contract is not a punishment and is not a prerequisite for legal action. The local authority may consider an Education Supervision Order where appropriate.

Reintegration and Remote Education

After prolonged or difficult absence, school will plan a warm and achievable return with the pupil, family and relevant professionals. Remote education may be considered only as a last resort, after reasonable adjustments, and as a short-term element of a wider reintegration plan. It does not change the required absence code.

Pupils Who May Face Additional Barriers

SEND, Disability and Specialist Provision

Waterloo will maintain high aspirations and will not assume that lower attendance is inevitable. The SENCO and attendance team will identify in-school and out-of-school barriers, consider reasonable adjustments, review provision and transport issues, and work with parents. Where a pupil has an EHC plan and attendance falls or barriers relate to need, school will communicate with the maintaining local authority and consider an early or annual review. Attendance will be discussed at annual reviews. Legal intervention will be considered in light of Equality Act duties and individual circumstances.

Physical or Mental Ill Health

School will use a collaborative, not diagnostic, approach: listen, understand impact, seek appropriate evidence only when needed, make reasonable adjustments and agree a plan. Anxiety or mental health need will not be dismissed, but prolonged absence will not be treated as the default solution. School will work towards safe attendance and access to education with health and local authority partners.

Children with a Social Worker, Looked-After Children and Youth Justice Involvement

Absence may be a safeguarding warning sign. School will share information promptly with the relevant professional, include attendance in plans and reviews, and work with the Virtual School Head and designated teacher where applicable. On an unexplained first-day absence, the allocated social worker will be informed in line with local arrangements.

Young Carers

Young carers will be identified and recorded in the school census where known. The school will work sensitively with the pupil and family to understand caring responsibilities, reduce inappropriate burdens, coordinate support and protect the pupil's education. Young caring responsibilities do not automatically authorise absence; the response will focus on family support and safeguarding.

Disadvantaged Pupils, EAL, Housing or Family Instability

Data will be reviewed for disproportionality and intersectional barriers. School may use pupil premium and wider resources to remove practical barriers and will coordinate early help, housing, welfare, domestic abuse, refugee or other support where relevant. No family will be humiliated because of poverty or circumstances.

Pupils Below Compulsory School Age

Attendance codes and safeguarding procedures still apply to pupils on roll below compulsory school age. The school will work with families to establish reliable patterns and will respond to unexplained absence. Legal sanctions for failure to attend do not apply before compulsory school age. Persistent non-attendance may lead to review of a Nursery place in line with the Nursery admissions policy, but safeguarding and additional-needs considerations will be addressed first.

Temporary Part-Time Timetables

A part-time timetable may be used only in very exceptional circumstances, where it is in a compulsory-school-age pupil's best interests and forms a temporary route back to full-time education. It must never be used to manage behaviour or because the school cannot meet need. It will:

- be agreed by the school and the parent with whom the pupil normally lives;
- have a clear purpose, start and end date, review dates and a timetable showing expected attendance;
- be as short as possible, maximise education and include a clear ambition to return to full time;
- include safeguarding, SEND, medical and transport considerations and the pupil's voice;
- be discussed with the local authority where the pupil has an EHC plan and notified or reported as locally required; and
- be registered at the same times as other pupils and coded accurately, normally C2 or X as the statutory criteria require.

Persistent & Severe Absence

A pupil becomes persistently absent when 10% or more sessions have been missed for any reason. A pupil is severely absent when 50% or more sessions have been missed. Waterloo will track pupils approaching these levels and will not wait for the threshold before acting.

For persistent absence, the Senior Attendance Champion will ensure regular family meetings, a clear plan, review of learning and safeguarding impact, pupil voice and multi-agency referral where required. For severe absence, support will be intensified and a joint approach agreed with Sefton Council and relevant partners. Children's social care involvement will be considered where absence indicates significant harm, neglect or unmet safeguarding need; attendance percentage alone does not determine a safeguarding referral.

The school will continue to record authorised absence accurately. Authorised absence still affects educational access and may require support, but it will not be converted to unauthorised absence merely because the percentage is low.

Formal and legal intervention

The school and Sefton Council will consider the full range of interventions. Enforcement is intended to protect the child's right to education and change behaviour; it is not a substitute for appropriate support.

National Penalty-Notice Threshold

A penalty notice must be considered when a pupil has 10 sessions of unauthorised absence within a rolling period of 10 school weeks. The sessions need not be consecutive and may combine codes G, O and U. The period may span terms, school years and education settings. Meeting the threshold does not make a notice automatic: the authorised officer must consider whether support is appropriate, whether it has been offered and engaged with, whether a penalty notice is the best tool, Equality Act duties and the Sefton code. A notice may be considered before the threshold only where lawful and permitted by the local code.

Notice to Improve

Where the threshold is met, support is appropriate, and support has not worked or has not been engaged with, a Notice to Improve should usually provide a final opportunity. It will normally set an improvement period of three to six weeks, describe the attendance record and support offered, define sufficient improvement, state the consequences and explain when a notice may be issued before the period ends. A Notice to Improve is not required where support is not appropriate, for example in some unauthorised holiday cases.

Charges & Repeat Offences

Event	National Position
First penalty notice to the same parent for the same pupil within three years	£160 if paid within 28 days, reduced to £80 if paid within 21 days.
Second within the same three-year rolling period	£160, payable within 28 days; no reduced rate.
Third or subsequent offence within that period	A third penalty notice cannot be issued; another intervention will be considered, often prosecution.
Non-payment	The local authority must decide whether to prosecute for the original offence or withdraw the notice.
Appeal	There is no statutory right of appeal against a penalty notice, although specified errors may justify withdrawal.

A notice may be issued to each liable parent for each child. Previous notices, including unpaid notices that were not withdrawn, count for escalation. The school will check cross-border or previous-school information as required. Current Sefton arrangements and the national framework will always take precedence over figures in this policy if the law changes.

Other Interventions

- attendance contract;
- Education Supervision Order;
- parenting contract or parenting order;
- prosecution under section 444(1) or 444(1A) of the Education Act 1996; and
- children's social care involvement where safeguarding thresholds are met.

Before referral, records must show accurate registration, contact, the child and family's circumstances, support considered or delivered, review and the rationale for intervention. The Headteacher, or a senior leader expressly authorised by the Headteacher, will approve school requests for legal intervention.

Promoting & Recognising Attendance

Waterloo will make attendance visible and positive while avoiding incentives that encourage children to attend when genuinely unwell or that stigmatise pupils facing disability, medical, safeguarding or family barriers. Recognition will value excellent attendance, improvement, resilience, punctuality and contribution. Staff may use professional discretion and reasonable adjustments so pupils are not unfairly excluded from recognition because of circumstances outside their control.

2026–2027 Attendance Reward Programme

- Starter for 10: during the first ten school weeks, every pupil who completes a full week of attendance will earn one entry for their family into that week's prize draw. Each week is a fresh opportunity; a pupil who was absent in an earlier week can qualify in a later week.
 - Week 1 prize: £50 Nando's voucher.
 - Week 2 prize: £50 Odeon voucher.
 - Week 3 prize: £50 bowling voucher.
 - Week 4 prize: £50 Blue Planet Aquarium voucher.
 - Week 5 prize: £50 Chester Zoo voucher.
 - Week 6 prize: £50 Amazon voucher.
 - Week 7 prize: £50 Smyths Toys voucher.
 - Week 8 prize: £50 Imagine That! voucher.
 - Week 9 prize: £50 family meal voucher for a local restaurant.
 - Week 10 prize: £50 Knowsley Safari voucher.
 - Children who sustain 100% attendance for the entire 10 weeks will be entered into a draw for Alton Towers tickets.
- Class Reward: each class achieving at least 96% in a week earns £5 for its class fund, plus £1 for each full percentage point at 97%, 98% and 99%, up to a potential total of £10 at 100%. Classes may save or spend the fund on an agreed menu of collective benefits.
- The school will also celebrate individual sustained improvement and punctuality, not only perfect records.

Admission Register, Leavers and Children Missing Education

- Parents must tell school immediately about a move and provide the new address, leaving date and destination school.
- The school will notify the local authority of non-standard additions and deletions within statutory timescales and will delete a pupil only where a prescribed legal ground is met.
- A pupil's name will not be removed simply because the pupil has stopped attending, because a destination is unconfirmed, or because attendance is poor.
- Where a pupil fails to attend on the expected first day, or ceases to attend, school will make reasonable enquiries jointly with the local authority as required and follow children-missing-education procedures.

- After 10 continuous school days recorded using relevant absence codes, school will provide the required absence return to the local authority and will notify earlier where safeguarding concern warrants it.
- The school will inform a pupil's social worker and/or youth justice worker before deletion where required.
- Attendance and admission register deletions will occur together and records will be transferred securely to the next school.

Elective home education

A parent may elect to home educate, but the school will not encourage withdrawal as a solution to attendance, SEND or behaviour difficulties. Requests will be handled under current DfE and Sefton procedures. Where a pupil has an EHC plan, attends special provision, has a social worker or there are safeguarding concerns, the school will liaise promptly with the relevant local authority and professionals. The pupil will remain on roll until the legal deletion ground is met.

Data, Information Sharing and Confidentiality

The school will collect, process and share attendance information lawfully for education, safeguarding and statutory functions. It will:

- submit required daily attendance data to the Department for Education and provide information requested by the Secretary of State;
- provide local authority attendance, sickness, admission and deletion returns within required timescales;
- allow authorised local authority officers access to attendance and admission registers for statutory functions;
- share proportionate information with the Trust, other schools, health, social care, youth justice, safeguarding partners and services where lawful and necessary;
- retain attendance-register entries for six years and protect records in line with the school's data protection policies; and
- ensure parents receive regular, understandable information about their child's attendance.

Monitoring and analysis

The Senior Attendance Champion will review data weekly at pupil level and whole-school and cohort level. Analysis will include overall, authorised and unauthorised absence; persistent and severe absence; late codes; reasons and days; year groups and classes; disadvantaged pupils; SEND and specialist provision; EAL; ethnicity where meaningful; children with a social worker; looked-after and previously looked-after pupils; young carers; long-term medical needs; pupils on part-time timetables; and intersections between groups. Data will be benchmarked against Trust, local and national comparators where available.

Leaders will test whether actions improved attendance and belonging, whether patterns shifted, whether coding is accurate, and whether any process has a disproportionate impact. Governors will receive termly reports and the nominated governor will receive appropriate updates between meetings.

Appendix A: Attendance & Absence Codes

Code	Meaning / Use
/ \	Present at morning / afternoon session
L	Late before the register closes
K	Attending education provision arranged by the local authority
V	Educational visit or trip
P	Approved supervised sporting activity
W	Approved work experience
B	Other approved educational activity
D	Dual registered and attending the other school
C1	Regulated performance or regulated employment abroad
M	Medical or dental appointment
J1	Interview for employment or admission to another educational institution
S	Study leave for public examinations (not normally relevant in primary)
X	Non-compulsory-school-age pupil not required to attend
C2	Temporary, time-limited part-time timetable
C	Other exceptional circumstances
T	Parent travelling for occupational purposes; statutory criteria apply
R	Religious observance
I	Illness, physical or mental, not an appointment
E	Suspended or permanently excluded with no alternative provision
Q	Unable to attend because of lack of local-authority access arrangements
Y1	Transport normally provided is not available
Y2	Widespread disruption to travel
Y3	Part of school premises unexpectedly closed
Y4	Whole school site unexpectedly closed
Y5	Criminal justice detention
Y6	Attendance prohibited by public-health guidance or law
Y7	Other unavoidable cause not covered by another Y code
G	Holiday not granted by the school
N	Reason not yet established; temporary and must be resolved promptly
O	Absent in other or unknown circumstances
U	Arrived after registration closed
Z	Prospective pupil not yet on admission register
#	Planned whole-school closure

Appendix B: Staged Attendance Pathway

Stage	Typical Trigger	Waterloo Response
1. Expect and welcome	All pupils	Clear expectations; inclusive teaching; positive welcome; reliable registers; family communication; attendance recognition.
2. Early contact	Below 96%	Telephone parent/carer; listen and understand; explain concern; identify barriers; agree immediate support and improvement actions.
3. School meeting	95% or below	Invite parent/carer to discuss the worrying trend; include pupil voice and relevant pastoral, SEND, health and safeguarding information.
4. Individual plan	94% or below	Agree a written individual attendance plan with support, challenge, responsibilities, attendance goal, timescales and review dates.
5. Daily review and formal meeting	92% or below	Attendance Team reviews daily; formal meeting with parent/carer; strengthen plan and consider formalised or multi-agency support.
6. Persistent absence response	90% or below	Refer normally to EWO / Sefton attendance service; implement or refresh individual plan; agree intensive and multi-agency action as needed.
7. Legal intervention	At any stage where unauthorised absence warrants it, especially 10 sessions in 10 school weeks	Consider Notice to Improve, penalty notice or other legal intervention. Support continues where appropriate, alongside clear challenge and accountability.

The stages are cumulative but not a rigid ladder. Safeguarding action may be immediate; a holiday case may proceed to enforcement without support that would not address the cause; a Notice to Improve may be sought at any appropriate stage; and intensive support may continue alongside formal action.