

Lightcliffe Academy Policies & Procedures

Attendance Policy

Approved on	2 nd September 2025
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Approved by	Local Governing Board
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Last reviewed on	2 nd September 2024
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Next review due	30 th September 2026
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Lightcliffe Academy Attendance Policy 2025-26

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1. Contact List 2024

Role/Agency	Job Title	Role
Mr P Laurence admin@lightcliffeacademy.co.uk	Attendance Governor	To ensure that the governing body have an accurate view of attendance within school, support escalation procedures where needed and provide an appropriate level of constructive challenge to school leaders to ensure that the attendance strategy is effective.
Mrs J Hackett admin@lightcliffeacademy.co.uk	Head of School	To ensure that there is a strong culture of promoting excellent attendance and a strategy which is led effectively by the senior leader responsible in this area.
Mr M Drury mdrury@lightcliffeacademy.co.uk	Vice Principal	Strategic leadership of whole school attendance strategy including policy development, staff training and data analysis.
Mrs D Fenwick dfenwick@lightcliffeacademy.co.uk	Attendance Officer	Operational leadership of attendance including direct work with families, home visits and liaison with Education Welfare around any legal proceedings/fixed penalty notices
Mrs M Aldred maldred@lightcliffeacademy.co.uk	Attendance Officer	Operational leadership of attendance including direct work with families, home visits and liaison with Education Welfare around any legal proceedings/fixed penalty notices
Mrs Emma Storah estorah@lightcliffeacademy.co.uk	Achievement Director for Key Stage 3	Strategic leadership of Key Stage 3 (Years 7, 8 and 9) attendance including data analysis, coordination of intervention and direct work with families as part of whole school strategy.
Miss E Kanue ekanue@lightcliffeacademy.co.uk	Achievement Director for Key Stage 4	Strategic leadership of Key Stage 4 (Years 10 and 11) attendance including data analysis, coordination of intervention and direct work with families as part of whole school strategy.
Mrs L Almas almas@lightcliffeacademy.co.uk	Head of Year 7	To support the students in Year 7 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy.
Miss C Halliday chaliday@lightcliffeacademy.co.uk	Head of Year 8	To support the students in Year 8 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy.
Miss K Grogan kgrogan@lightcliffeacademy.co.uk	Head of Year 9	To support the students in Year 9 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy.
Mrs D Rothery drothery@lightcliffeacademy.co.uk	Head of Year 10	To support the students in Year 10 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy.
Mrs J Richardson jrichardson@lightcliffeacademy.co.uk	Head of Year 11	To support the students in Year 11 with maintaining excellent attendance by working

		directly with students and families to overcome any barriers to attendance as part of the whole school strategy.
Form Tutors e.g. j.smith@lightcliffeacademy.co.uk	Form Tutors	To support the students in their form in maintaining excellent attendance through praise, encouragement, intervention and mentoring.
Admin Team contactus@lightcliffeacademy.co.uk	Admin	To support with the daily attendance and absence procedures including updating registers and contacting parents via text message, email and phone call.
School Attendance Service (SAS)	Queries relating to attendance	phone: 01422 266125 EducationWelfareOfficer@Calderdale.gov.uk .
Elective Home Education (EHE)	Queries around Elective Home Education	Phone: 01422 266125 ehe@calderdale.gov.uk
Children Missing Education (CME)	Referrals for children missing education	Phone: 01422 266125 CME@Calderdale.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	01422 288326 Steve.barnes@calderdale.gov.uk Frances.turner@calderdale.gov.uk

Please call 01422 201028 to report an absence.

2. Policy Statement

At Lightcliffe Academy, our priorities are that our students are safe, healthy and successful, all of which are helped by attending school regularly. We believe that working in partnership with families is the best way to maximise attendance at school in order to achieve these priorities. Our aim is for Lightcliffe Academy to be a calm, orderly, safe and supportive environment where all students want to be and are keen and ready to learn.

We know that regular attendance at school is vitally important in helping students to reach their academic potential, to grow socially and emotionally and to develop a range of life skills which will support them as they enter the world of work or higher education at the end of their compulsory education.

Lightcliffe Academy seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Lightcliffe Academy aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Lightcliffe Academy

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Safeguarding Policy and Child Protection Procedures, Anti-bullying policy and Behaviour policy.

3. The Impact of Poor Attendance

The table depicts how many lessons are missed when your child is absent from school. The minimum expectation for all children is to attend school at least 97% of the time.

Attendance During One School Year	Equivalent Days	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	2 Weeks	54 Lessons
90%	19 Days	4 Weeks	114 Lessons
85%	29 Days	6 Weeks	174 Lessons
80%	38 Days	8 Weeks	228 Lessons

If your child has 80% attendance throughout their school career by the time they finish school in Year 11, it will be the equivalent of missing a whole year.

4. Aims of the Policy

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

To emphasise the importance of attendance and the link between good attendance and high attainment.

Reducing absence, including persistent and severe absence.

Ensuring every pupil has access to the full-time education to which they are entitled.

Appropriate action is taken in a timely manner to safeguard and promote children's welfare.

Building strong relationships with families to ensure pupils have the support in place to attend school.

A Rewards and Recognition programme is operated that recognises good attendance and pupils who strive to improve their attendance.

Parents, carers and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.

5. Legislation & Guidance

5.1 This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

5.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](#) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](#) - Part 3

6. Partnership Expectations

What the school expects of our pupils
That pupils attend regularly on time and ready to learn
Pupils are prepared for the day with appropriate equipment, including their planners.
Pupils arrive appropriately dressed, in accordance with the school uniform policy.
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school daily of any absence, unless signed off with a medical certificate.
Complete a request form for absence in term time for exceptional circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

7. Attendance Procedures

Registration

- Lightcliffe Academy is open from 08.00
- Registration is at 08.40
- Pupils should be in their designated form room and ready for registration.
- Class teachers will enter a present mark (/) on the register for each pupil present and an 'N' code for any pupil not present, whose whereabouts are unknown.
- The afternoon register is taken at the start of Period 4.

Responding to lateness

- Pupils arriving in the classroom after 09.10 when the register has been taken are deemed to be late and will be marked with an L code.
- After 09.10 the register will close and the pupil is deemed to be late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- Parents/carers will be contacted by school if their child is persistently late.

Responding to absence

- Repeated absences will lead to detailed monitoring by the school attendance staff.
- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Senior Attendance Champion and the Attendance Team will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.
Statutory intervention can include:
 - Penalty Notices
 - Parenting Order
 - Education Supervision Order
 - Prosecution

New National Penalty Notice Framework

The Department for Education introduced new guidance on the 19th of August 2024 which states that schools must consider a penalty notice for unauthorised term time leave and irregular attendance at school.

As stated earlier in the policy, school is not able to authorise term time holidays and any unauthorised leave of 10 sessions (5 school days) is likely to result in a fixed penalty notice being issued.

School may also issue fixed penalty notices for irregular attendance. In accordance with the new National Penalty Notice framework, schools must consider a penalty notice for 10 unauthorised sessions within a rolling 10 school week period of time. Prior to a fine being issued school will work with families to improve attendance and will issue a 'Notice to Improve' warning letter.

Further details can be found in appendix .2.

8. Reporting & Recording Absence

First Day Reporting Procedures

It is the responsibility of parents/carers to inform the school, with a valid reason, by 08.40 on the first day of their child's absence. If by 09.10 the school has not been notified, the school will attempt to contact the parent/carer, normally by sending a text message, to the first priority contact. If there is no response the school will make a second attempt to contact the parent/carer and/or may undertake a home visit.

Parents are expected to contact the school every day the pupil is absent unless a medical note is received.

Evidencing Absence

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

We treat every child as an individual and look at each absence on a case-by-case basis, however if the child has attendance lower than 90%, has multiple illnesses or if there is doubt of the authenticity of the illness, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

Children Unwell During the School Day

If a student is unwell during the school day, they must speak to a member of staff who will assess if they need to go home or if support can be provided in school. Students are asked not to phone parents/carers to collect them from school, the school staff will always contact the parent if there are any concerns.

Students are not allowed to leave school site without prior permission and dependent on the age/vulnerability of the student, they may need to be collected by an adult or may be allowed to go home with a parent/carers knowledge and permission.

Dealing with Absence

The school takes its duty to safeguard the welfare of all its children seriously. Unexplained absences and a lack of contact from parents/carers may cause concern and lead to the involvement of other agencies such as social services as deemed appropriate by the lead professions.

Leave of Absence during Term Time

The Government has issued clear guidance that Head Teachers may only authorise a leave of absence during term time in **exceptional circumstances**. Parents do not have any entitlement to take their children on holiday during term time. Any applications for such leave must be made 3 weeks in advance and give full details of why the parent/carer believe the circumstances are

exceptional. Unauthorised leaves of absence may result in a fine, which is administered by the Local Authority.

Only exceptional circumstances warrant an authorised leave of absence. Some examples may include compassionate leave, a religious observance or sporting/musical competitions.

Parents/carers should make any such request at least three weeks in advance and in writing by email to contactus@lightcliffeacademy.co.uk or letter addressed to Mrs D Fenwick (Attendance Officer).

All requests are considered individually, taking into account the circumstances of the request. Other factors will be taken into account including:

- The time of year the student will be absent (e.g. a Year 11 student missing a GCSE examination would be extremely detrimental to them)
- The attendance record of the student
- The number of previous requests for leave of absence

Parents will be notified of a decision either by telephone or email. Where a parental request has been refused, and parents continue to take their child out of school, this absence will be recorded as unauthorised.

We reserve the right to apply to the Local Authority to issue a Penalty Notice under Section 444 of the Education Act 1996 where a child has ten or more sessions of unauthorised absence during a term.

Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority license to take part in a public performance and the school has granted leave of absence

Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

9. Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Calderdale Education Welfare Service procedure Tel: 01422 266125 email: cme@calderdale.gov.uk

10. Roles and Responsibilities

Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2023. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

10.2 The Senior Attendance Champion

The School Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
 - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
 - Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
 - Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
 - Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

10.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.

- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modelling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
 - handle confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

10.4 Attendance Teams, Heads of Year and Pastoral Staff

Attendance Teams, Heads of Year and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.

- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
This should include:
 - letters home
 - attendance clinics
 - engagement with local authorities and other external agencies and partners
 - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
 - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
 - providing regular reports to leaders on the at-risk cohort
 - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.

- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

10. Rewards and Incentives

In order to support students to maintain excellent attendance and encourage them to improve their attendance, it is important that there is a high profile and positive culture around school with rewards and incentives available to them. This will be achieved by:

- Positive attendance messages being shared in assemblies on a weekly basis with individuals, form groups and cohorts who have improved being celebrated
- Positive attendance messages being shared throughout the day in Form Time and lessons
- Positive attendance messages being displayed throughout the school and in classrooms
- Positive attendance messages being shared on social media, newsletters and other external communications
- Attendance competitions between individuals, form groups and other cohorts with rewards/privileges for the winners
- Recognition for students who maintain excellent attendance or make sustained improvement to their attendance through achievement points, positive communication home, certificates and other rewards
- Access to end of term celebration events contingent on maintaining excellent attendance or demonstrating significant sustained improvement
- Access to privileges through the 100 Club for students who maintain 100% attendance
- Promotion of excellent attendance at parent information and transition evenings

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
K	Attending education provision arranged by the LA	Pupil is attending an approved educational activity
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
C1	Leave of absence	Pupil is in a performance or regulated employment abroad
C2	Leave of absence	Pupil subject to part time timetable
E	Excluded	Pupil has been excluded but no alternative provision has been made
I	Illness	School has been notified that a pupil will be absent due to illness
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
M	Medical/dental appointment	Pupil is at a medical or dental appointment

Q	Lack of access arrangements.	Pupil is unable to attend school because of lack of access arrangements
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveler absence	Pupil from a traveler community is travelling, as agreed with the school
X	Non-compulsory school age	Pupil not required to attend school as agreed in advance with the school
Y1	Unable to attend due to transport normally provided not been available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available
Y2	Unable to attend due to widespread travel disruption	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use.
Y4	Unable to attend due to the whole school site being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.
Y5	Unable to attend as pupil is in criminal justice detention	The pupil is unable to attend the school because they are: • in police detention, • remanded to youth detention, awaiting trial or

		sentencing, or detained under a sentence of detention. A pupil's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day
Y6	Unable to attend in accordance with public health guidance or law	The pupil's travel to or attendance at the school would be: - contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or - prohibited by any legislation relating to the incidence or transmission of infection or disease.
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school

#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day
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Appendix 2: National Penalty Notice Framework (Calderdale)

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 force for Penalty Notice fines issued after 19th August

Per parent, per child

Penalty Notices fines will now be issued to each parent, for each child that was absent.

For example, 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

Penalty Notices can be issued to any adult who has a duty of care and can therefore include stepparents or partners irrespective of whether they have parental responsibility or appear on the birth certificate.

For an unauthorised leave of absence (holiday) they will usually be issued to the adults involved in the absence.

For a pattern of poor attendance, they will usually be issued to both parents even if they do not reside together.

5 consecutive days of term time-time leave.

Penalty Notice fines will be issued for term-time leave of 5 or more consecutive days. Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave. No warning will be issued prior to a penalty notice being issued in this respect.

10 sessions of unauthorised leave 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. A Notice to Improve warning will be issued prior to any Penalty Notice issued in this respect and will be considered when there have been 8 sessions of unauthorised in a preceding 8-week period. This warning will give parents/carers 6 weeks to improve their child's school attendance.

First Offence

The first time a Penalty notice is issued for leave in term time or irregular unauthorised absence the amount will be:

Second Offence

The second time a Penalty Notice is issued for term time leave or irregular unauthorised absence the amount will be:

Third Offence and any further offences (within 3 years)

The third time an offence is committed for term time leave or regular unauthorised absences by the same parent and the same child a Penalty Notice **will not** be issued, and the case will be presented straight to the Magistrates' Court. Under these circumstances each parent can receive a fine of up to **£1000** per child.

Cases found guilty in the Magistrates' Court can on a parent's future DBS certificate due 'a failure to safeguard a child's right to education'.

Appendix 3: Lightcliffe Academy Attendance Tier Model 2025/26

Tier	Action/Intervention	Who
Tier 5 – Below 50% (Severely Absent)	• AIO will use a tracking document to monitor the cohort. • AIO to update attendance plans using the new Calderdale Home School Contract. • CHSC will be reviewed every 4 weeks. • AIO/HOYs to review and ensure the appropriate referrals for support are made. • AIO to monitor to ensure actions are made in a swift and timely manner. • HOYs, with support from AIO, to engage with external professionals to seek advice and make referrals. • AIO/SEND/DSL/HOYs to meet with families and professionals, as appropriate, to ensure the student and family are receiving necessary support. • AIO/HOYs will be the 'trusted adult' in school. • With agreement from SLT, and as a last resort if the family are not engaging, begin legal proceedings.	Staff with responsibility: AIO, SENDCo, Assistant SENDCO, DSL Cohort size end of 2025 - 16 with 10 SEND
Tier 4 – Between 50% and 85%	• Mentoring work pack - Attendance Curriculum pack created followed by weekly meeting 6 week programme • Identify and prioritise PP cohort. • Each student to be assigned a mentor AD's take the most • Mentors to be briefed by VP on role and expectations. • Mentors to monitor their mentees attendance week by week – using curriculum pack • Small reward for 100% weekly attendance. (chocolate bar). • Bigger reward when achieve objective • Admin to be make priority phone calls home to these students, building relationship with parents and positively challenging non-attendance. Phone calls to be made by 9.15am to demonstrate the value placed on attendance. • Admin to run report on Arbor identifying these students to make first phone call (Auto absence) • AIO to monitor cohort using a tracking document	Staff with responsibility: VP for Attendance, Mentors Cohort size =

	• VP will direct AIO to produce Calderdale Home School Contracts as appropriate. • AIO may instigate case management in preparation for legal action. • HOY and AIO meeting to take place each HT to review actions and strategy • Students 80-90% given Fast Trak PN from LA under the LA intervention	
Tier 3 – Between 85% and 90%	• Communication sent to parents/carers at the start of the year letting them know that their child has been identified for specific support as we feel their attendance could easily be improved with support and encouragement. Parents will be asked to be supportive. • Attendance report monitoring by AD • HOY and SL link weekly meetings (Groups) motivational conversations HT reward for improvement - VP will create a soft agenda for the meeting to ensure the right tone is achieved. e.g Questions • Admin to be make priority phone calls home to these students, building relationship with parents and positively challenging non-attendance. Phone calls to be made by 9.15am to demonstrate the value placed on attendance. • Home visits prioritised for students in this bracket who are absence for 3 days • AIO to request medical evidence for absences in this cohort if only where the school has genuine and reasonable doubt about the authenticity of absence. (as per Para 363 WTTISA). If no evidence provided the absence will be unauthorised (code "o"). AIO to use judgement for known and genuine cases but will inform AP. • Where there is doubt of the authenticity parents will be invited in for a meeting with AD and AIO • AIO/VP to review students for exceptions, all other students to be referred to Calderdale for Fast Track initiative where a child has 10 unauthorised absences in 10 school weeks • Where a student has under 90% and authorised absences further review by AP to take place and discussed in weekly strategy meetings to identify patterns of absence and implement interventions.	Staff with responsibility: VP/AD HOY Cohort size =
Tier 2 – Between 90% and 95%	• Action Plan by Achievement Directors – Strive for 95+ Campaign • Return to school conversations following absence. • Unearthing issues so timely support is given. • Half termly contact with parent/carers.	Staff with responsibility: Achievement Directors and Form Tutors

	• Tracker to be kept updated of actions taken • Weekly conversations regarding punctuality to lesson – data provided by AP • Weekly full 100% recognition (all tiers) – points for reward shop • HT2 onwards improvement awards/certs	
Tier 1 – 95% Plus	• Rewards • Assemblies • Form Time • 100% Club – start of year • Half termly contact with parent/carer • Opportunity to win an “exclusive prize” for 100% attendance	Staff with responsibility: Form Tutors
Students on Child Protection or Early Help Plans	• Students on CP, CIN & EH plans with less than 95% will be overseen by NBT. • NBT will complete the Calderdale Attendance Plan for any PA students as part of the process and will raise attendance at the professional’s meetings and with parents. (we recognise school is a protective factor for these children)	Staff with responsibility: Operational DSL -NBT with support from MAD
SEN Students	• In addition to work undertaken within their tier: ○ Meet with SEN students and ask why they miss school and what would help them. (MA) ○ Pupil passports to include strategies to support good attendance where attendance is low. ○ Any professional meetings or reviews to include attendance. ○ Mentoring programme widened to include SEN students with attendance between 60-90%.	Staff with responsibility: Tier 5: AIO/Assistant SENDCo Tiers 3&4: Mentors/HOY Tiers 1&2: Form tutors
Transition Arrangements	• School ready routines for parents – help your child to arrive at school ready to learn. Correct uniform, kit, planners, transport arrangements, lunch arrangements. • LA will review the prior attendance of all new Y7 pupils in the summer term before they arrive for any student with less than 92% attendance. • Pastoral staff will ‘open’ school during the summer holidays for familiarisation sessions.	Staff with responsibility: AD KS3/HOY7

	• Meetings to be held with parents of any child who has less than 90% attendance prior to the start of term to understand and remove barriers. • PP pupils will be supported with uniform if required. • Form Tutors and HoY 7 will be in touch over the summer holidays to build strong engagement. • Front load good experiences in September to get them used to school. • Set attendance expectation to qualify for school trips, teams etc. • Attendance expectations part of settling in session in September. • <i>Trial: mid-morning follow up call to check-in and potential for pick-up (see FDC)</i>	
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