



Lightcliffe C of E Primary School **Policies & Procedures**

Attendance Policy 2025-2026

Including EYFS Attendance Policy 2025-2026

Approved on	13.10.25 (*updated 29.01.26)
Approved by	Local Governing Board
Last reviewed on	30.09.25
Next review due	01.09.26

*Updated to incorporate new local authority arrangements relating to penalty notices for term time holidays: penultimate paragraph, section 7. P7.

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This policy incorporates sections from the Leeds Children's Services model Attendance Policy 2024-25, and such sections are the intellectual property of Leeds City Council.

School opens at:	8:50am
Registers close at:	9:20am
School Attendance Target:	97%

1. Contact List 2025-2026

Role / Agency	Name and role	Contact Details
Co-Headteachers	Kate Dunkley Adelle Hustler	01422 202235 admin@lightcliffeprimary.co.uk
Senior Attendance Lead	Kate Dunkley	admin@lightcliffeprimary.co.uk
School Receptionist & Office Manager	Adelle Hemingway Beverley O'Rourke	admin@lightcliffeprimary.co.uk
Pastoral Care Leader	Rachael Ho	admin@lightcliffeprimary.co.uk
Governor with responsibility for Attendance	Richard Monro	rmonro@lightcliffeprimary.co.uk
Chair Of Governors	Richard Monro	rmonro@lightcliffeprimary.co.uk
School Office		admin@lightcliffeprimary.co.uk
Calderdale Education Welfare Service: general enquiries	Attendance related matters	0142266125 EducationWelfareOfficer@Calderdale.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	01422 266125 EHE@calderdale.gov.uk
Children Missing Education (CME)	Referrals for Children Missing Education	01422 266125 CME@Calderdale.gov.uk
Child Employment and Entertainment	Queries relating to child employment	01422 266125 cee@calderdale.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	07540 67273 schoolsafeguarding@calderdale.gov.uk

Please call 01422 202235 to report an absence.

2. Policy Statement

Lightcliffe C of E Primary 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 C of E Primary 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 C of E Primary.

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 and Child Protection Policy and Procedures, Anti-bullying policy and Positive Behaviour Management 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:

- Ensuring that pupils are safe; having parent/carer contact when they are absent so the school know (to the best of their knowledge) where the pupil is when absent. Monitoring trends and patterns of absence of individual, vulnerable pupils;
- 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 in order to improve each pupil's academic outcomes;
- 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 establish the highest possible levels of attendance and punctuality.
- Ensure parents/carers are aware of their legal responsibilities.
- Parents, carers and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Enable pupils to progress smoothly, confidently and with continuity through the school;

5. Legislation and Guidance

This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Working_together_to_improve_school_attendance.pdf) (publishing.service.gov.uk)

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 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/32) - Part 3

6. Partnership Expectations

The government expects:

- Schools and local authorities to:
 - Promote good attendance and reduce absence, including persistent absence.
 - Ensure every pupil has access to full-time education to which they are entitled.
 - Act early to address patterns of absence.
- Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.
- All pupils to be punctual to their lessons.

We expect that all pupils will:

- Attend regularly and on time ready to learn.
- Be prepared with the items that they need for the day.
- Arrive appropriately dressed, in accordance with the school uniform policy.
- Not leave the school site for any unauthorised reason.

We expect that all parents/carers will:

- Ensure that their children attend school regularly and on time to fulfil their legal responsibility.
- Ensure that their child arrives at the school punctually at the start of the day.
- Ensure that they contact the school, daily, of an absence and explain the reason for their child's absence, unless signed off with a medical certificate.
- Complete a request form for a period of absence in advance where there are exceptional circumstances.
- Provide medical evidence when required.
- Notify the school immediately of any changes to contact details.
- Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending.
- Where there are concerns about a pupil's attendance parents are expected to work with school staff to address these concerns.
- Parents should not ignore, agree with or condone their child's truancy.
- Parents are expected to support school attendance by not taking family holidays during term-time.
- Parents will support the policy by respecting any sanctions given by the school.

We expect that the school will:

- Provide a safe learning environment and a welcoming and supportive atmosphere which enhances pupils' progress and development.
- Promote, recognise and reward outstanding and good attendance and punctuality through a strategic whole school initiative.
- Respond to any child's or parent's concerns that may impact the pupil's attendance or punctuality.
- Maintain regular and accurate records of AM and PM attendance and punctuality; ensuring registers are taken for the morning and afternoon within the first 5 minutes and missing pupils are reported for safeguarding purposes.
- Follow the First Day Calling Procedure - refer to appendix A.
- As a safeguarding priority, aim to contact parents by 9:20am when a pupil fails to attend and where no message has been received to explain the absence.
- Monitor and report whole school, class, identified cohorts and individual pupils' attendance to inform planning.
- Follow up unexplained absences to obtain explanations from parents. Although parents may offer a reason, only the school can authorise the absence.
- In the case of long term or frequent absence due to medical conditions, a plan will be drawn up to maximise attendance.
- Monitor the attendance and punctuality of pupils using the Tiered Approach to Attendance and take appropriate actions at the identified thresholds – refer to Appendix 2. Extenuating circumstances, such as medical conditions, will be taken into consideration when making decision about actions to take.
- Meet with the Education Welfare Officer (EWO) to monitor and support school attendance and punctuality.
- Notify the local authority after 10 days continuous unexplained absence following the Children Missing in Education process of the local authority.
- Make a copy of the policy available on the school website.
- Communicate with parents/carers regarding individual pupil attendance on a regular basis including during parents' meetings, end of year pupil reports and attendance messages

- Communicate with parents/carers regarding general school attendance on a regular basis through regular school newsletters.
- Report a set of comprehensive attendance data to governors and the Abbey Trust at least termly.

7. Attendance Procedures

Registration

- The main school gate is open from 8:30am; school staff are in the playground from this time.
- School doors are open from 8:35am
- Registration is at 8:50am - pupils should be in their classroom and ready for registration.
- Class teachers will enter a present mark (/) on the register for each pupil present an 'N' code for any pupil not present, and the school office will record any absences.
- Afternoon registration is taken within the first 5mins of the start of the afternoon: 12:45pm for EYFS and KS1; 1:15pm for KS2.

Responding to lateness

- Pupils arriving in the classroom after 8:50am, when the register has been taken are deemed to be late and will be marked with an L code and the minutes late recorded.
- After 9:20am 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 support and possible 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 Lead will meet with an Education Welfare Officer from the Education Welfare 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 Education Welfare Service. Statutory intervention can include:
 - Penalty Notices
 - Parenting Order
 - Education Supervision Order
 - Prosecution

New National Penalty Notice Framework (Appendix 2)

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.

(Updated 29.01.26) As per the LA's code of conduct, in certain cases a penalty notice can be issued below the 10 sessions in a 10 week period. This may include where holidays are attached to training days, especially where attendance is low or where a holiday, including a training day, is taken at the same time each year.

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.

8. Reporting and Recording Absence

First Day Calling Procedures (Appendix 3)

It is the responsibility of parents/carers to inform the school, with a valid reason, by 8:30am on the first day of their child's absence. Once morning registration has finished and registers saved, the first day calling procedures will begin.

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 pupil 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 and ask the parent/carer to collect the child if necessary.

Pupils Leaving During the School Day

During school hours the school staff are legally in a position of loco parentis and therefore must know where the pupils are during the school day.

- Pupils are only allowed to leave the site with an adult.

- Pupils are not allowed to leave the premises without prior permission from the school unless there is a family emergency or other genuine circumstances that require the pupil to leave.
- Whenever possible, parents should try to arrange medical and other appointments outside of school time; only urgent appointments should be attended during the school day.
- Parents are requested to contact school verbally, in writing, by letter or email, the reason for any planned absence, the time of leaving, the expected return time.
- Pupils must be signed out on leaving the school and be signed back in on their return.
- Where a pupil is being collected from the school, parents are to report to the school office before the pupil is permitted to leave the site.
- If a pupil leaves the school site without permission a safeguarding call will be made as a priority to the parents/carers to inform them of the absence (truancy). If parents/carers cannot be contacted staff will attempt to use emergency contact details for the pupil. If this is unsuccessful the police will be informed and Children's Social Care will be informed for particular vulnerable cases.

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.

Parents/carers should make any request via the online Absence Request Form available on the school website. Only the parents/carers with whom the child is resident are permitted to submit an Absence Request Form. Requests for absence for reasons such as compassionate leave, special family events, sporting or musical competitions etc., should be made in the same way.

Authorised absence

Authorised absence is defined as:

- Genuine illness of the pupil
- Urgent hospital/dental/doctor's appointment for the pupil
- Medical or dental appointment where it has not been possible to make arrangements for out of school time
- Bereavement (Co-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
- External exams, educational assessments and supervised educational activities

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, day trip, birthday treat, 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
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher
- Oversleeping due to a late night for example late return from family event etc.
- Looking after other children / other family member
- Appointments for other family members

Changing Schools

It is important that if families decide to send their child to a different school that they inform Lightcliffe C of E Primary School as soon as possible.

A pupil will not be removed from the school roll until the following information has been received and investigated:

- The date the pupil will be leaving the school and starting the next;
- The address of the new school;
- A new home address if appropriate.

The pupil's records will then be sent to the new school. In the event that the school has not been informed of the above information, the family will be referred to the local authority for follow up through the Children Missing in Education procedure.

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 Children Missing in Education LA procedure and contact: 01422 266125 CME@Calderdale.gov.uk

10. Roles and Responsibilities

Co-Headteacher (Senior Attendance Lead)

The Co-Headteacher 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 2025. [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 \(www.gov.uk\)](http://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 regularly at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups and 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.
- 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.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- 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.
- 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.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

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 the start of the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the Senior Attendance Lead 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.
- Meeting, as required, 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, as required, 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 and 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
- Reminding and reinforce attendance and punctuality expectations continually.
- Emphasizing the importance of attendance and its impact on attainment.
- Following up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contacting parents and carers regarding absence and punctuality.

School Receptionist and Office Manager

The Senior Attendance Lead, the School Receptionist and Office Manager are responsible for:

- Monitoring the completion of registers and raising any concerns if procedures are not being followed.
- Recording and following up daily absence and poor punctuality (implement punctuality routines such as late sign in procedures).
- Carrying out robust first day calling procedures (Appendix 3) 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 focus the amount of time missed and the impact on the pupil's learning).
- Providing weekly attendance data, to the Senior Attendance Lead.

Pastoral Care Leader

The Pastoral Care Leader is responsible for:

- Providing appropriate support and challenge to establish good registration practice.
- Supporting the 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.
- Holding 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.

For pupils at risk of persistent absence

The Senior Attendance Lead, supported by the Pastoral Care Leader will:

- Review weekly attendance to identify and monitor pupils at risk of persistent absence.
- Initiate and oversee the administration of absence procedures.
This should include:
 - messages home
 - engagement with local authorities and other external agencies and partners
 - working with families to identify barriers to attendance and providing support to individual pupils and families as needed
 - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
 - providing reports to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

The Senior Attendance Lead and Pastoral Care Leader will:

- Develop and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identify tailored intervention which meets the needs of the pupil.
- Lead daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaise with school leaders including designated safeguarding and SENDCo on referrals to external agencies and multi-agency assessments.
- Coordinate and contribute to multi-agency meetings to review progress and agree on actions.
- Work in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Provide regular reports to leaders and governors on the impact of action plans and interventions.

11. Rewards and Recognition

We know the importance of intrinsic rewards as well as extrinsic rewards. Our relationships with our pupils and school families means that we will regularly communicate and share genuine messages of recognition with our pupils and/or their families as appropriate.

Recognition of the class with the highest attendance will take place on a weekly basis.

For our persistently and severely absent pupils our rewards will be bespoke and decided upon by the key member of staff working with the families after consulting with the senior leadership team.

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	<p>The pupil is unable to attend the school because they are:</p> <ul style="list-style-type: none"> • in police detention, • remanded to youth detention, awaiting trial or sentencing, or • detained under a sentence of detention. <p>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</p>
Y6	Unable to attend in accordance with public health guidance or law	<p>The pupil's travel to or attendance at the school would be:</p> <ul style="list-style-type: none"> • 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

Appendix 2: Tiered Approach to Attendance

TIER	INTERVENTION / ACTIONS	LED BY														
Tier 1 At least 97% & above	Praise and encourage good attendance: <ul style="list-style-type: none"> - Class level recognition - Recognition texts once a half term (using Arbor system) 	Class teachers Office staff														
Tier 2 At least 92% & above	Inform, care, concern and support: <ul style="list-style-type: none"> - Recognition for improvement - Return to school conversations following notable absence - Identify any issues e.g. friendships etc and share with senior leaders - Timely intervention - Contact with parent/carer - Text once a half term to inform of number of days absent and offer of support 	Class teachers Office staff Pastoral Care Leader Attendance Lead														
Tier 3 Above 85% but less than Tier 2	<p>Delve deeper to understand issues and remove barriers:</p> <table border="1" data-bbox="320 1048 1182 1753"> <thead> <tr> <th data-bbox="320 1048 751 1079">Question</th> <th data-bbox="751 1048 1182 1079">Consider</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1079 751 1198">What is the pattern to the absences?</td> <td data-bbox="751 1079 1182 1198">Typically, days off here and there, or a certain day of the week suggests an issue.</td> </tr> <tr> <td data-bbox="320 1198 751 1317">Is it out of character?</td> <td data-bbox="751 1198 1182 1317">Has there been a similar pattern in the past? What do we know about this young person?</td> </tr> <tr> <td data-bbox="320 1317 751 1487">Are we satisfied an illness is genuine?</td> <td data-bbox="751 1317 1182 1487">Genuine illness happens and the young person needs to feel supported. If there is concern over the validity of the illness, request medical evidence.</td> </tr> <tr> <td data-bbox="320 1487 751 1574">Is there a pattern from previous years?</td> <td data-bbox="751 1487 1182 1574">Young people who have previously missed school are most at risk.</td> </tr> <tr> <td data-bbox="320 1574 751 1693">Are there any friendship issues?</td> <td data-bbox="751 1574 1182 1693">The biggest draw for most pupils is seeing friends, and friendship issues can cause absences.</td> </tr> <tr> <td data-bbox="320 1693 751 1753">Is further action necessary?</td> <td data-bbox="751 1693 1182 1753">Appropriate course of action considered and carried out.</td> </tr> </tbody> </table> <p>Actions to consider:</p> <ul style="list-style-type: none"> - Phone call or meeting with parent/carer - Signposting to support services - Request medical evidence going forward if there is doubt to the validity of the absence - Reasonable adjustment considered - Fast track process may be used per Local Authority guidelines - Engagement with the Trust's Attendance and Safeguarding Lead - Engagement with Calderdale Education Welfare Services - Regular messages / phone calls to celebrate improvements - Bespoke rewards as appropriate 	Question	Consider	What is the pattern to the absences?	Typically, days off here and there, or a certain day of the week suggests an issue.	Is it out of character?	Has there been a similar pattern in the past? What do we know about this young person?	Are we satisfied an illness is genuine?	Genuine illness happens and the young person needs to feel supported. If there is concern over the validity of the illness, request medical evidence.	Is there a pattern from previous years?	Young people who have previously missed school are most at risk.	Are there any friendship issues?	The biggest draw for most pupils is seeing friends, and friendship issues can cause absences.	Is further action necessary?	Appropriate course of action considered and carried out.	Class teachers Pastoral Care Leader Attendance Lead
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Is further action necessary?	Appropriate course of action considered and carried out.															

	- Pastoral Care Leader involvement	
Tier 4 50-85%	<p>Formal Attendance Monitoring</p> <p>Where a pupil has below 85% attendance and is deemed to be at risk of remaining a persistent absentee (PA) their attendance will be monitored, and the Pastoral care Leader and the Attendance Lead will be involved in regular contact and support which will involve:</p> <ul style="list-style-type: none"> - Working with the pupil and family to identify the barriers. - Write, review and update Attendance Support Plan (Appendix 3). - Seek advice from, and make referrals to, external agencies and/or signpost parents/carers to appropriate avenues of support. - Follow First Day Calling procedures - Engage with Calderdale Education Welfare Services to contact the parents and begin legal proceedings if necessary. <p>In certain cases, and especially during the Autumn Term, a pupil may have less than 85% and it would not be appropriate to take further action.</p>	Pastoral Care Leader Attendance Lead
Tier 5 50% and below	<p>Severely PA Monitoring</p> <p>All severely absent pupils will work with the Pastoral Care Leader and will have an Attendance Support Plan in place, except for cases agreed by the Attendance Lead.</p> <p>The Attendance Lead will take actions as for Tier 4.</p> <p>These cases will be rare and likely to include severely ill pupils, and similar exceptional circumstances. Even in such circumstances an Attendance Support Plan will be considered as a mechanism to support the family and signpost to agencies to other agencies that may be able to assist.</p>	Pastoral Care Leader Attendance Lead

Appendix 3: National Penalty Notice Framework

Calderdale letter to parents:

Dear Parent/Carer

We are writing to inform you of changes the Department for Education is making to fixed penalty notices (FPNs) for children who regularly miss school. These changes come into effect from 19th August 2024. The changes form part of a wider initiative which aims to improve school attendance and bring consistent application of fines and court action across all local authorities in England. You may have heard about this on the news or social media, and we thought it was important that parents/carers were given factual information in advance of the changes becoming statutory.

All schools are under a legal obligation to report children who regularly miss school to their local authority, for this purpose 'regularly' is defined as missing ten sessions or more in a ten week period.

In addition, where the school has been informed or believes a child is absent from school for holiday or leisure purpose for ten sessions or more, the school is also expected to report the circumstances to the local authority.

The local authority is responsible for issuing and administering fines to the parents/carers of children whose children miss school for either of these reason. Schools do not benefit financially from these fines.

Head teachers are only allowed to authorise absence from school in exceptional circumstances; holidays are rarely considered to be 'exceptional circumstances.'

When a FPN may be issued:

1. Any unauthorised term time leave of 10 sessions or more.
2. Irregular attendance; defined as accumulating 10 unauthorised missed sessions of school over a ten week period.

NB: One school day is two sessions broken down to 'am' and 'pm'.

How much the FPN is likely to be and what could happen:

First Occasion:

The first time a FPN is issued for either term time holiday or irregular attendance the fine will be £160, per parent, per child. Fines are required to be paid within 28 days, if the fine is paid within 21 days the fine is reduced to £80, per parent, per child.

Second Occasion:

If there is a second occasion of unauthorised absence of 10 sessions or more within the three year period of the first occasion, the fine will be £160 per parent, per child. There will be no reduction for early payment.

Third Occasion:

If there is a third occasion of unauthorised absence of 10 sessions or more within a rolling three year period, the local authority may decide to prosecute and refer the matter to the magistrate's court. The magistrates court can impose a fine of up to £1000 if found guilty of the offence of 'Failure to Protect a Child's Right to Education.' This conviction would also appear on a DBS (disclosure and barring service) certificate should the parent/carer ever need to apply for one. A higher fine / imprisonment is possible for aggravated offences.

These measures are designed to encourage better attendance at school, and we ask all parents and carers to plan holidays outside of term time. If your child is struggling to attend school for any other reason, we will always look to work with families to support improvement. If there are genuine reasons for your child not attending school and we can demonstrate that every effort is being made to support your child's attendance in school, school would not advocate issuing an FPN.

Please find attached to this letter an information flyer that Calderdale Local Authority have produced that provides further information and examples.

We appreciate your ongoing support to achieve the very best education for your child.

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 2024.

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:

£160 per parent, per child if paid within 28 days.

Reduced to **£80** if paid within 21 days of issue.

Second Offence

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

£160 per parent, per child if paid within 28 days.

There is no reduction for early payment.

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 4: Lightcliffe CE Primary School, First-Day Calling Procedure

- 1) Registers saved.
- 2) Late children checked against registers.
- 3) Absence calls listened to/attendance emails checked and recorded.
- 4) Identify any missing pupils for whom we have not received notification.
- 5) First day text sent to first name on contact list within half an hour of school start time asking for response.
- 6) If no response to text start calling first name on contact list within 45 minutes of school start time.
- 7) Ring down contact list until reply is received, ensuring where possible that someone from outside of the family home has been contacted.
- 8) Alert HT/DSL that this child is absent and no contact has been made within an hour of school start time.
- 9) If no reply, email parents.
- 10) Send further text and/or email if no response is made by 10:30am, to advise that a home visit may be carried out if there is no immediate response.
- 11) Contact any other agencies involved to ascertain whether they have any further information which may be helpful, or know the whereabouts of the child or family, and contact MAST to see if there has been any incident that they are aware of.
- 12) Home Visit made if possible/appropriate by school or other agency involved.
- 13) Complete Risk Assessment:
 - **No apparent risk (Absent):** There is no apparent risk of danger to either the child or the public. This may be appropriate for children who you have reason to believe are absent from school but not at harm due to previous patterns of behaviour or information from other people e.g. a child who often goes on holiday at this time of year and parents always fail to contact. School can continue to make enquiries but it would not be proportionate to contact police at this stage.
 - **Low/Medium risk:** The risk of harm to the subject or the public is assessed as possible but minimal or the risk of harm to the subject or the public is assessed as likely but not serious. This may be relevant for those children where there are no additional vulnerabilities however you have minimal contact information and making parental contact is always difficult.
 - **High risk:** The risk of serious harm to the subject or the public is assessed as very likely. This would be relevant for children already considered vulnerable. This may be due to risk of child sexual exploitation or abuse and also consider protected characteristics; mental health, forced marriage, honour based violence, trafficking, and female genital mutilation. This may also be relevant for those children where the absence and lack of ability to make parental contact is highly unusual.
- 14) If assessed as 'No Apparent Risk' – as a school, you can make the decision to continue to make enquires and not contact the police if you do not feel that this is necessary or proportionate. These cases should not be ignored and must be monitored over time and consideration given to escalation if there is a change to the circumstances that has increased the level of risk
- 15) If assessed as 'Low/Medium Risk' – contact the Police on 101 and complete the referral checklist (*please also see Key Information on last page of this procedure*)
- 16) If assessed as 'High Risk' and there is a need for an immediate response, then contact the Police on 999 (*please also see Key Information on last page of this procedure*)
- 17) School enquiries continue and any further information shared with Police

Primary Schools
First-Day Calling Procedure – Checklist
(to accompany referral to Police 101)

Name of School: _____

Contact Name & Number: _____

- 1) First day text sent to first name on contact list at _____am:
 - a. Name: _____ Number: _____
- 2) No response received to text so called first name on contact list at _____am
- 3) No contact made so rang down contact list
 - a. Name: _____ Number: _____
 - b. Name: _____ Number: _____
 - c. Name: _____ Number: _____
 - d. Name: _____ Number: _____
- 4) No reply so sent second text and email to parents at _____am
- 5) Still no reply so sent a text informing of a home visit at _____am.
- 6) Other agencies involved with child:

- 7) Any information from MAST? _____
- 8) A Home Visit was made at _____am to the following address:

By (please tick):

- a. School []
- b. Other agency (please specify) _____ []
- c. It has not been possible to do a Home Visit []

Comments regarding home visit or reason why home visit has not been done:

- 9) Child is assessed as Low/Medium Risk []

Appendix 5: EYFS Attendance Policy 2025-2026

Early Years Foundation Stage (EYFS) Attendance Policy

Introduction

Regular attendance in the Early Years is the foundation of good learning habits. Children who attend consistently benefit from routine, social development, and early learning opportunities that prepare them for school life. This policy sets out our approach to supporting and promoting good attendance in the EYFS, in partnership with parents and carers.

Aims

- To promote a positive attitude towards attendance from the earliest stage of school life.
- To work with families to establish good attendance habits that will support lifelong learning.
- To ensure parents understand the importance of informing school promptly about any absences.
- To highlight the safeguarding responsibilities linked to attendance monitoring.

Why Attendance Matters in EYFS

Although school attendance is not statutory until the term after a child turns five, we strongly encourage full attendance during the EYFS years. Early absence patterns can influence later habits and may impact a child's readiness for Year 1. Consistency supports children in:

- Building relationships with peers and adults.
- Developing confidence and independence.
- Establishing routines that support emotional security and learning.

Parental Responsibilities

Parents and carers play a vital role in supporting good attendance. We ask that:

- Children attend regularly and arrive on time each day.
- The school is notified as soon as possible on the first day of absence, with the reason for absence clearly stated.
- Medical appointments are, where possible, arranged outside of school hours.
- Holidays are not taken during term time.

School Responsibilities

The school will:

- Keep accurate daily registers of attendance.
- Monitor attendance patterns and work with families to support good routines.
- Follow up promptly if a child is absent without notification, in line with safeguarding procedures.
- Celebrate and encourage good attendance in a supportive, child-friendly way.

Safeguarding and Attendance

A child's absence from school may raise safeguarding concerns if not reported and explained. If we cannot make contact with a parent or carer regarding an unexplained absence, we may carry

out a home visit or involve other agencies if necessary. Ensuring children are safe is our highest priority, and attendance monitoring is an important part of this duty.

Supporting Families

We recognise that there may be times when families need extra support in ensuring regular attendance. The school will work in partnership with parents, carers, and, where appropriate, external agencies to provide help and guidance.

Review

This policy will be reviewed annually in line with the school's attendance and safeguarding policies.