# Attendance & Punctuality Policy

| Date effective from | September 2025 |
|---|---|
| Date approved by Head of School | September 2025 |
| Policy Prepared by | Mr N Clitheroe, SAVP |

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# 1    PURPOSE

Lostock Hall Academy is a successful school and promotes strong partnerships with parents/carers in encouraging excellent attendance and punctuality for all students. We aim for an environment which enables all members of the community to be safe, healthy and successful learners.

At LHA, student attendance is central to the academies vision as missing out on education has a significant effect on students' life opportunities. Everyone associated with the school – students, parents, carers, all teaching and support staff and external agencies must do all in their power to ensure that excellent attendance and punctuality remain an integral part of the school's work. All students are expected to:

- Attend school regularly.
- Attend school punctually.
- Attend school fully equipped.

Achieving high attendance is a necessity in preparing a young person for future working life as an adult. Students should therefore be at school, on time, every day that the academy is open unless the reason for the absence is unavoidable. Missing out on lessons leaves a young person vulnerable to falling behind. Furthermore, we recognise that children missing education can be a vital safeguarding warning.

Research shows that students who attend well, are more likely to achieve. Each hour in school is a valuable learning experience that cannot be recovered.
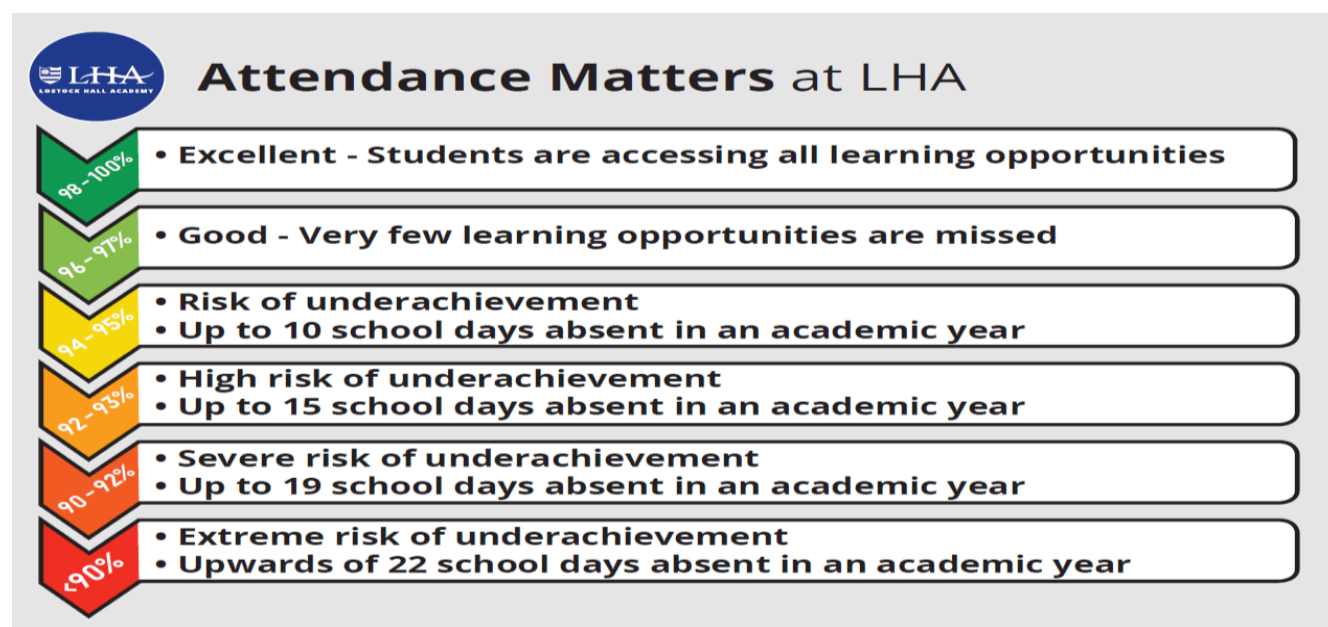


The academy recognises the clear link between the attendance and attainment of students. The aim of this policy is therefore to encourage the highest possible levels of attendance for individual students, vulnerable groups and the academy as a whole.  In order to achieve this, all members of the school community have an important contribution to make. Sections 8/9 of the policy contains procedures and strategies that identify the ways in which we can all contribute to improving attendance at the school.

LHA will promote and incentivise attendance by acknowledging and rewarding good attendance by all students and recognise students' efforts to improve their attendance.

At LHA the Senior Attendance Champion is Mr. N Clitheroe (n.clitheroe@lostockhallacademy.org). The Attendance Improvement Officer is Miss P.Budd (p.budd@lostockhallacademy.org).

## 2    AIMS

When considering attendance, we need to consider the following:

**Preventing** patterns of absence from developing by promoting good attendance.

**Intervening early** by using data to spot patterns of absence before they become persistent and working with families to remove the barriers to attendance.

**Target support for persistent and severe absentees** with all local partners working together to re-engage students.

To make this a reality for students, we need:

1. Proactively manage attendance, spot patterns and act as quickly as possible.
2. Use accurate data for individual students/groups to monitor attendance/absence.
3. Make use of evidence-based interventions to highlight any problems/issues.
4. Utilise attendance expertise in the academy and Local Authority (LA) to provide the 1-2-1 support a student requires.
5. Foster good working relationships with parents/carer to ensure good communication to support all students.
6. Liaise with LA's to proactively remove out of school barriers to attendance to provide access to support/targeted intervention.

The aims of the policy are:

- To improve the overall percentage attendance of students at the academy. The LHA attendance target this year is 97%, but all students should strive to achieve 100% attendance if they can.

- To raise the profile of attendance and make it a priority for staff, students, parents/carers and the Trustee Board.

- To ensure the provision of appropriate guidance and support for parents/carers, students and staff.

- To develop and monitor clear procedures for maintaining accurate registers.

- To develop a systematic approach to gathering, analysing, monitoring and acting upon attendance data in order to target attendance related issues.

- To identify at the earliest possible stage those students whose attendance/punctuality to the academy/lessons is a problem and act accordingly.

- To develop a framework within which all staff can work to provide a consistent approach to raising levels of attendance using relevant agencies as appropriate.


- To reward those students who attend school on a regular basis and are punctual to lessons.
- To support families to ensure their child(ren) the academy on a regular basis.

To support staff in developing and maintaining a whole school culture that promotes the benefits of high attendance and punctuality, the 'DfE Working together to improve school attendance' is followed. A link to the document can be found below:

[Working together to improve school attendance (publishing.service.gov.uk)](publishing.service.gov.uk)

# 3    AN OUTLINE OF THE POLICY

To achieve a high rate of attendance, it is essential that all staff are aware of the strategies to encourage this: -

- All members of staff are aware of their roles and responsibilities for student attendance and punctuality.

- Form Tutors and Senior Form Tutors (SFT) play key role in ensuring good student attendance and punctuality. Daily monitoring and support to develop good relationships with students and their parents/carers ensures that staff are aware of barriers/issues which may prevent good attendance and punctuality.

- An appropriate curriculum, including the use of alternative provision for some students, is essential and kept under constant review.

- The need for high quality learning and teaching throughout the academy is recognised by all.

- Students are provided with appropriate support, so that problems do not escalate and drive them away from school. Our approach to bullying is of particular importance here. Where problems outside school are identified as having an impact on a student's attendance, an appropriate level of multi-agency support will be instigated to accompany the support provided by school.

- SEND, Disadvantaged Students and Children Looked After (vulnerable students) are recognised and given appropriate support regarding their attendance, punctuality and their teaching and learning.

- Effective partnership with parents/carers through regular contact and support is provided. Parents/carers are kept informed by the text messaging service, e-mails and Synergy if their child(ren) is absent from school.

- Letters of praise and concern on matters of attendance are sent to parents/carers.

- Any requests for leave of absence will be strongly discouraged. Requests for absence will be declined unless the parents/carers are able to demonstrate exceptional circumstances.

- Parents/carers are invited into school to discuss matters relating to their young person's attendance, formally through the Parent/Student Attendance Support meetings. Extra meetings will be requested depending on individual situations.

- A comprehensive system of rewards for good attendance/punctuality is used including HERO awards (Here Every day Ready and On time) CAP awards, certificates, postcards, early lunch passes, reward visits and recognition at Presentation Evenings etc.

- Attendance is given a high profile within the academy e.g. through assemblies, attendance leagues, newsletter, displays and tutor group awards. Where appropriate tutor groups who have 100% attendance each week are rewarded.

- Trustees are encouraged to play a role in raising levels of attendance and are regularly informed of attendance targets and any developing issues regarding the students.

- Punctuality to the academy and to lessons is also highlighted as an important issue using appropriate sanctions e.g. late detentions held at lunchtime and BfL (Behaviour for Learning)/SFT after reflection sessions.

    The DfE document is used to ensure good student attendance across all student groups.

The link to this document can be found below:

# 4  UNDERSTANDING TYPES OF ABSENCE

Every half day (=1 session) absence from the academy has to be classified by the school as either **AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of any absence is always required.

## Authorised

Authorised absences are mornings or afternoons away from school for a legitimate reason such as:

- **Medical/Dental appointments** which unavoidably fall in school time – parents/carers are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, students should attend the academy for part of the day they are not at their appointment. Parents/carers/students should show the appointment card to the academy/Form Tutor/School Support Officer.

- **Illness.** In the case of a 'one-off' absence, communication from the parent/carer via telephone/Synergy will usually be acceptable. The academy reserves the right to question the validity of this if they have good reason to do so. Parents/carers may be asked to provide medical evidence where there are repeated absences due to reported illness. This will usually be in the form of an appointment card, prescription etc. For absences exceeding three days, medical confirmation <u>may</u> be requested.

  Where a student's attendance has fallen below 90% (persistent absence), absence will be recorded as 'unauthorised' without medical evidence. Vulnerable student groups will be supported to ensure their attendance and punctuality remains in line with whole school expectations; however further consideration may be used to support individual students.

- **Exceptional circumstances**. Reasons given by parents/carers will be considered carefully. However, the student's absence may not be authorised. For absences exceeding three days, medical evidence may be requested to prevent the absences being coded as unauthorised.

- Where safeguarding concerns arise due to student absence, support will be sought through external agencies including the police/CSC.

- The 'NHS - Is my child too ill for school?' document is used where required to support students/parents/carers. See the link below:

**Should I keep my child off school?**

**Yes**

Until...

| | |
|---|---|
| Chickenpox | at least 5 days from the onset of the rash and until all blisters have crusted over |
| Diarrhoea and Vomiting | 48 hours after their last episode |
| Cold and Flu-like illness (including COVID-19) | they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19. |
| Impetigo | their sores have crusted and healed, or 48 hours after they started antibiotics |
| Measles | 4 days after the rash first appeared |
| Mumps | 5 days after the swelling started |
| Scabies | they've had their first treatment |
| Scarlet Fever | 24 hours after they started taking antibiotics |
| Whooping Cough | 48 hours after they started taking antibiotics |

**No**

but make sure you let their school or nursery know about...

| | |
|---|---|
| Hand, foot and mouth | Glandular fever |
| Head lice | Tonsillitis |
| Threadworms | Slapped cheek |

SCAN ME

Advice and guidance
To find out more, search for health protection in schools or scan the QR code or visit https://qrco.de/minfec.

**Do I need to keep my child off school?**

Whooping Cough — 48 Hours after commencing antibiotics

Chicken Pox — Until all spots have crusted over

Conjunctivitis — No need to stay off but school or nursery should be informed

Diarrhoea & Vomiting — 48 hours from last episode

Glandular Fever — No need to stay off but school or nursery should be informed

Hand, foot & mouth — No need to stay off but school or nursery should be informed

Measles or German Measles — 4 days from onset of rash

Mumps — 5 days from onset of swelling

Scabies — Until after first treatment

Scarlet Fever — 24 hours after commencing antibiotics

Slapped Cheek — No need to stay off but school or nursery should be informed

Impetigo — Until lesions are crusted & healed or 48 Hours after commencing antibiotics

Flu — Until recovered

Head Lice — No need to stay off but school or nursery should be informed

Threadworms — No need to stay off but school or nursery should be informed

Tonsillitis — No need to stay off but school or nursery should be informed

HSC Public Health Agency

https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/

**Unauthorised**

Unauthorised absences are those which school does not consider reasonable and for which no 'leave' has been given. Where a student has an unauthorised absence, this will be recorded as a 'O' in Synergy. This type of absence can lead to the Local Authority using sanctions and/or legal proceedings.

The types of absences which may not be authorised include:

- Parents/carers allowing their child to be absent from school unnecessarily e.g. minor illness, tiredness.

- Truancy during the school day.
- Unexplained absences – no reason provided, or absences not explained satisfactorily.
- Shopping, looking after other siblings or birthdays.
- Leave of absence during term time for day trips or holidays.
- Students who arrive at school after the register has closed (after 9:10am – 30 minutes after school has started). This is recorded with a 'U' code.

Any outstanding or unexplained absence will remain unauthorised if the school has not received an acceptable explanation within two weeks of the absence.

Parents/carers should be aware that the decision whether to authorise an absence or not rests with the school. Hence, if there is any ambiguity to an absence, school may request further evidence from parents/carers before an absence may be authorised.

Whilst any young person may be off school because they are ill, sometimes they can be reluctant to attend school, causing a pattern of non-attendance. Any problems with regular attendance are best sorted out between the school, the parents/carers and the young person. If a young person is reluctant to attend school it is better for the parent/carer to contact the school to enable both to work together to resolve the issue, rather than trying to cover up their absence, or give in to pressure to let the child stay at home.


**Persistent Absenteeism (PA) – Less than 90% attendance**

A student becomes a 'persistent absentee' when they miss 10% or more schooling in an academic year for whatever reason. Absence at this level is doing considerable damage to any student's educational prospects and we need parents/carers full support and cooperation to tackle this and support improvement.

At LHA, we monitor all absence thoroughly, therefore any student whose attendance indicates they are likely to reach the PA threshold will be prioritised and parents/carers will be informed of this promptly. Students who are persistent absentees are tracked and monitored carefully and the attendance procedures will be followed.

The Local Authority request information on all students who are PA and the support strategies which have been employed by the school to improve their attendance.

**Severely Absent students – Less than 50% attendance**

Where a student's attendance continues to be a concern and regular communication with parents/carers is not effective, the LA and engagement with external agencies will be explored to support the young person and family to improve their attendance.

Prosecution may be considered if support is not considered to improve the child(s) attendance to school.

In accordance with the Lancashire code of conduct, we may request that the local authority issue penalty notices for unauthorised absence. This includes:

- Leave of absence which is taken without a prior request being made.
- Leave taken after a request has been declined.
- Days taken more than an agreed period of leave, without good reason.
- Other unauthorised absence that meets the required threshold, including sessions marked as late after the register has closed (code U).

The code of conduct for penalty notices and information and FAQs for parents can be found on the Lancashire County Council education penalty notice webpage.

## Students refusing to attend school

At Lostock Hall Academy, we believe that every child has a right to a full-time education, and we would not accept "school refusal" as a reason for non-attendance. In such cases, we will work with parents/carers to identify the reasons why a child may be reluctant to attend school. We may request advice from the School Attendance Support Team and, with consent, make referrals to other external partners such as the Children and Family Wellbeing Service or Primary Mental Health Workers, as appropriate, to try to ensure the correct support is secured for the child and their family.

## Students who fail to attend

All schools must inform the local authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more. In Lancashire schools, this can be done via a variety of means and school can contact the School Attendance Support Team for further advice.

## Children missing education (CME)

Local authorities have a duty to put in place arrangements for identifying (as far as possible) those children of compulsory school age in their area who are not school registered or receiving suitable education otherwise than at a school. Local authorities should trace those children and ensure they receive a full-time education.

If a student has stopped attending and their location is unknown, schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the student's name from the register. In such cases, school should undertake a home visit, prior to a referral being made to the local authority Children Missing Education team.

## Alternative provision and use of off-site direction

There is a range of circumstances when students might be required to access educational provision at a venue other than their main school. The main reasons are:

- Students who have been permanently excluded or suspended for a period of more than 5 days.

- Students unable to access provision at their main school for medical reasons.
- Students required to attend another venue for the purposes of improving behaviour, the Head of School of the main school must issue a written direction or notice in forming all parents/carers of the alternative provision which their child is to attend. Where a student is required to attend alternative provision for other reasons, the issuing of a written document is considered best practice.

## Religious absence

School will authorise one day of absence per religious festival, e.g. Eid, and this will be marked as code R in the register. The day authorised will be that set aside by the religious body of which the parent/carer is a member.

Parents/carers must request any additional leave in advance, and this can only be authorised if the Head of School agrees that exceptional circumstances apply; this would be marked in the register as code C.

## Participation in sporting events

Parents/carers can request leave of absence for their child to take part in regional, national and international sporting events. However, as always, granting leave is at the Head of School's discretion and a discussion around the length and frequency of the absence(s) requested and how learning will continue if absence occurs, e.g. the sports club or association providing an education tutor.

Leave for a sporting activity that has been approved by the school and supervised by someone authorised by the school can be marked as a code 'P'.

Permission for your child to leave early or arrive late to attend coaching and training sessions is also at the discretion of the Head of School and is unlikely to be approved if it would occur regularly.

# 5  IDENTIFYING AND TACKLING POOR ATTENDANCE

Strategies for identifying and dealing with poor attendance include:
- Attendance levels for individuals, tutor groups, year groups (including vulnerable groups) and the whole school are carefully monitored and action taken to address poor attendance.
- Attendance levels of other groups of students, such as boys and girls, year groups, SEND students, ethnic minority, LAC, children who have a Social Worker (or previously had a Social Worker) and disadvantaged students are also monitored and action taken to address significant differences.

- Long term absentees are provided with appropriate support to enable them to make a positive return to school. Phased returns are considered on an individual basis to support students return to full time education.
- Early identification of potential poor attendees is part of the school's primary liaison work during transition from KS2.
- Attendance Improvement Monitoring (AIM) provides targeted strategies for students with poor attendance, students with deteriorating attendance and potential poor attendees.
- Written agreements and contracts can be set up to encourage good attendance e.g. Parent/Carer Contract, Attendance Monitoring Card, Punctuality Card.
- Fixed Penalty Notices for non-attendance can be issued in circumstances where a parent/carer is considered able but unwilling to ensure their young person's attendance (e.g. truancy, parentally condoned absence with no good reason, excessive or unauthorised holidays and persistent late arrival after the register has closed). This could be issued after 10 missed (unauthorised) sessions. The cost is £120+ and is payable by each parent/carer. This must be paid within 28 days. Should the young person's attendance not improve, school can request further action for a prosecution for non-attendance.

A range of strategies designed to tackle poor attendance is only part of the school's approach to this issue. The whole school drive for supporting students to strive to be the best, such as providing effective pastoral support, mentoring and effective teaching and learning are recognised as having a direct impact on improving and maintaining good student attendance.

At LHA, we use 'Attend' in Synergy to track, monitor and analyse student attendance/absence(s). Through Attend, we communicate with parents/carers regarding good attendance and any absences.

All parents/carers are expected to monitor their child's attendance via Attend and communicate with LHA staff where required.

## Student Support Attendance Meetings (SSAM) – Tier 1

- To impress the importance of student attendance for good attainment.
- To resolve any issues relating to student attendance e.g. home difficulties/medical concerns/concerns in school/lessons.
- Student attendance monitored for 4-6 weeks.
- Student only meetings; parents/carers informed but not invited to the meetings.

## Parent/Carer and Student Attendance Support Meetings (PSASM) – Tier 2

- No improvement in attendance from SSAM
- To form good relationships with parents/carers to support students with poor attendance.
- Student attendance monitored for 4-6 weeks.
- If required, Parent/Carer/Student contracts to be issued to support an improvement in attendance.

# 6    LEAVE OF ABSENCE:

Any requests for leave of absence will be strongly discouraged. Requests for absence will be declined unless the parents/carers are able to demonstrate exceptional circumstances.

## Leave of Absence

By law, schools cannot authorise any leave in term time other than in exceptional circumstances.

- Parents/carers are strongly discouraged from taking their children on holiday during term time as this will affect their education and progress as much as any other absence.
- All requests for leave of absence will be declined unless parents/carers can evidence **exceptional circumstances** which is at the discretion of the Head of School.


- Requests for holiday leave during exam times will not be authorised under any circumstances.
- Parents/carers must apply for leave of absence using the LHA application form which can be requested from the School Office or downloaded from the school website. The link can be found below:

Application for leave of Absence

- If a student fails to return from an agreed period of absence, investigations will be made by staff (telephone calls/home visits by the Attendance Improvement Officer/BfL staff).
- Penalty Notices will be used in cases where an application for leave of absence is refused and the student is subsequently absent during the dates originally requested. Parents/carers will be warned of potential consequences when an application for leave of absence is denied.
- If school investigations fail to contact the parents/student the case will be referred to the LA/Children Missing Education Team who may, after further investigation, inform school that the student may be removed from roll.

## Parenting Contracts - Attendance

The Anti-Social Behaviour Act 2003 makes provision for the use of Parenting Contracts where attendance is a cause for concern.  The school may choose to initiate such contracts following the case being discussed at the Parent/Carer/Student Attendance Support Meetings (PSASM) and agreed by the Senior Leadership Team.

Parenting contracts will not typically be used the first time a student and their parents/carers are invited to attend an attendance panel. In serious cases where all previous targets have

failed, parenting contracts may be used as a precursor to prosecution and used as a method of gathering evidence of parent/carer's failure to improve their child's attendance.

- Each individual parenting contract will identify areas of concern and set specific targets to be met by students, parents/carers and the school.

- It may be considered necessary to request that parents/carers attend Parenting Support Groups/work with external agencies. These may be offered after consultation with senior staff and Trustees regarding resource implications.

- Each contract will typically last six school weeks to monitor the student's attendance.

- Following this period, the contract will be reviewed and a new contract issued if necessary.

- Parenting contracts are voluntary, although parents/carers will be encouraged to accept them. Where contracts are refused, it may be necessary for school to make a request to the Local Authority's Legal Team for prosecution.

- Where contracts are successful a letter of acknowledgement will be sent and new targets set to continue the improvement.

- Where contracts are unsuccessful, they will be reviewed, and a new contract may be issued, or school may decide to make a request for prosecution.

## Education Supervision Orders (ESO)

Where a voluntary early help plan or parenting contract has not been successful, an Education Supervision Order can be a useful alternative to provide formal legal intervention without criminal prosecution.

An ESO is issued by the Local Authority after all school support has been exhausted without any positive effect on improving attendance and punctuality.

## Attendance Prosecution/Fixed Penalty Notices

The school may seek to use Penalty Notices in the following cases:

- Following a Parent/Carer and Student Attendance Support Meeting where parents/carers have been warned in writing of the school's intention to use a penalty notice.

- Failure of an Education Supervision Order.

- Where an application for leave of absence has been refused and the student is subsequently absent during the requested date(s).

- Students failing to return after an authorised leave of absence.

- Students who are persistently late after registration has closed.

The Penalty Notice Fines information can be found in the Appendices.

**Safeguarding**

The school reserves the right to invite parents/carers into school to discuss any attendance issue that raise potential safeguarding concerns. In addition, if the school suspects that a student may be at potential risk because of their absence from school the safeguarding team reserve the right to refer these concerns to the appropriate external agencies, i.e. police, children's social care, children missing from education team. The school will inform parents/carers if a referral is to be made. However, this may not be appropriate in every circumstance depending on the nature of the safeguarding concern and a referral may be made without informing a parent/carer.

The latest DfE Keeping Children Safe in Education (KCSiE) and LHA Child Protection and Safeguarding Policy are used where concerns are raised regarding any students safeguarding concerns.

# 7    REGISTERING OF STUDENTS

The school will follow DfE guidance on Keeping Student Registers.

- Students must be registered twice a day, once in the morning and once in the afternoon. Any students who attend Alternative Provision (AP) will have their attendance shared each week. Where students are absent from there AP, the provider will contact LHA to inform us about the absence and the AIO will follow up the absence.

- School uses Synergy to register students and to track punctuality rates. Morning registration (am mark) and Lesson 5 (pm mark) will constitute the 2 session marks. Registers are recorded on Synergy for all lessons (periods 1-5), and any absences are followed up by the member of staff and the Student Support Officer.

- Morning registration opens at 8.40am.  If a student arrives after this time, they are deemed late (code L) until 9.10am (30 minutes after the start of school).

- Students arriving after 9.10am are 'late after the register has closed' and will be marked as a 'U' for the morning session (this will be recorded as an **unauthorised absence** for the am session).

- Students arriving after 9.10am due to medical or dental reasons will be marked as an 'M' (for medical) for the am session.  Please note this will be recorded as an **authorised absence**.

- Under exceptional circumstances, students arriving after 9.10am with a valid reason may be marked as a 'C' (for other authorised circumstances). Please note this will be recorded as an **authorised absence**.

- Afternoon registration opens at 2:00pm. Staff should complete afternoon registration by 2:15pm.

- All students follow the late system with the gates being closed at 8:30am and lunchtime/Senior Form Tutors (SFT) detentions are issued to students who are late in the morning.

- In the event of an IT failure a paper registers will be complete and must be returned to the office immediately after or by the end of morning registration and at the start of each lesson.

- The Attendance Improvement Officer and Student Support Officer follow up all student absence each day. Where no communication has been received, contact will be made with the parents/carers via Synergy/Attend/telephone/home visits.

From September 2024, the DfE have introduced new Attendance Codes. These new codes can be found below:

# School Attendance Codes September 2024 onwards

| Code | Meaning | Type |
|---|---|---|
| / \ | Present at school / morning \ afternoon | Present Mark |
| B | Attending any other approved educational activity<br>• Alternative Provision (AP) not arranged through the approved framework | Present Mark |
| C | Authorised Circumstance | Authorised absence |
| D | Dual registered at another school<br>• Attending Alternative Provision at another school site<br>• Hospital education<br>• Education at a secure / residential site<br>• Off-site direction / manage move | Present Mark |
| E | Suspended or permanently excluded and no alternative provision (AP) made | Authorised absence |
| G | Holiday not granted by the school or Term Leave not granted by the school | Unauthorised absence |
| I | Illness (not medical or dental appointment) | Authorised absence |
| J1 | Leave of absence for the purpose of attending an interview for employment or for an admission to another educational institution | Authorised absence |
| K | Attending education provision arranged by the local Authority Hom Tutoring. Approved Framework for Alternative Provision Blended Learning, | Present Mark |
| L | Late arrival before the registers have closed | Present Mark |
| M | Attended a medical appointment – medical evidence may be required | Authorised absence |
| N | Reason for absence not yet established | Unauthorised Mark |
| O | Absent in other or unknown circumstances | Unauthorised Mark |
| P | Participating in a sporting activity | Present Mark |
| Q | Unable to attend school because of lack of access arrangements | Not expected to attend |
| R | Religious observance | Authorised Mark |
| S | Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school | Authorised Absence |
| T | Parent travelling for occupational purposes, and the student has attended for at least 200 sessions in preceding 12 months | Authorised Absence |
| U | Arrived in school after registration closed | Unauthorised Absence |
| V | Attending an Educational Trip or Visit | Present Mark |
| W | Attending Work Experience | Present Mark |
| X | Non-compulsory school age not required to attend school | Present Mark |

| Code | Meaning | Type |
|---|---|---|
| Y | Unable to attend school because of unavoidable cause (see next page for breakdown) | Not expected to attend |
| Z | Prospective or previous student not on admission register | Not expected to attend |

# School Attendance Codes September 2024 onwards :
# Y & C Codes

| Code | Meaning | Type |
|---|---|---|
| **The Y code : unable to attend school because of unavoidable case, is broken down into the following sub-codes to provide better differentiation of the reason :** | | |
| Y1 | Unable to attend due to transport normally provided not available | Not expected to attend |
| Y2 | Unable to attend due to widespread disruption to travel | Not expected to attend |
| Y3 | Unable to attend due to part of the school premises being closed. For example, this maybe due to damage or teacher strikes | Not expected to attend |
| Y4 | Unable to attend due to whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water or heating | Not expected to attend |
| Y5 | Unable to attend as student is in criminal justice detention. For example, in police detention, remanded in youth detention, awaiting trial or sentencing, or detained under a sentence of detention. | Not expected to attend |
| Y6 | Unable to attend in accordance with public health guidance or law. Contrary to or prohibited to any guidance relating to the incident or transmission of infection or disease | Not expected to attend |
| Y7 | Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the student from attending. The unavoidable cause must be something that affects the student not just the parent. | Not expected to attend |
| **The C code : Authorised absence is broken down into the following sub codes to provide a better differentiation of the reason :** | | |
| C | Leave of absence for exceptional circumstance. Where a leave of absence is granted, the school will determine the number of days a student can be absent from school. A leave of absence is granted entirely at the school's discretion. | Authorised Absence |
| C1 | Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad. | Authorised Absence |
| C2 | Leave of absence for a compulsory school age student subject to a part-time timetable. | Authorised Absence |

## Student punctuality/late arrival

Poor punctuality is not acceptable. If your child(ren) misses the start of the school day, they can miss work and do not spend time with their Form/Class Teacher getting important news and information for the day. Students arriving late also disrupts lesson, which can be embarrassing for the child and can in turn, encourage absence. Being late 10 minutes late every day throughout the academic year is the same as missing two weeks of school.

- Students' lateness to registration is recorded on Synergy.

- Any student arriving to school after 8:40am must sign in at the Student Reception and report to their tutor if they arrive before the end of the morning registration. Students will receive a Form Tutor detention for the first late to school in a week. A Senior Form Tutor (SFT) detention will be awarded for any students who are late 2 times or more in one week. Each subsequent late will result in an extra detention.

- It is the Form Tutors' responsibility to deal with student lateness to registration with an appropriate sanction, but the Senior Form Tutors (SFT) will deal with those students who are repeatedly late.

- Students must be punctual to all lessons. Any lateness will be recorded on Synergy and appropriate action taken by the class teacher for more than 3 minutes late to lesson. Repeated lateness to lesson will result in either a BfL or SFT detention.

- If a student continues to arrive to school late, parents/carers will be contacted and the matter could be referred to the Local Authority for a Fixed Penalty Notice to be issued, if the punctuality does not improve.

# 8 ROLES AND RESPONSIBILITIES

## 8.1  Students

**Students will**:

- Attend school regularly and arrive in school before 8:30am ready to engage in their learning during morning registration and each lesson.
- Be fully equipped and ready to learn for all their lessons.
- Be aware that full attendance at school provides them with optimum learning opportunities which will increase their career opportunities in the future.
- Speak to parents/carers and teachers/members of staff for support if issues arise in preventing them from attending school regularly and on time.
- Be aware of the academy's Behaviour and Rewards Policy relating to consequences and further sanctions for persistent lateness.
- Cooperate and participate in interventions and support offered by school and other agencies to improve and maintain good student attendance.

## 8.2  Parents/carers

Parents and carers have a legal duty to ensure that their children attend school regularly, if they are of a compulsory school age and registered at a school.

Parents/carers and students should know the times the school day starts and finishes and when the register closes; the process for requesting leave; and the process for informing school of the reason for the unexpected absence.

If your child is going to be absent, parents/carers must inform school as soon as possible and at the latest by 9:10am on the first day of absence via synergy or by calling school on 01772 336293.

Parents/carers should monitor their child's attendance via 'Attend' on Synergy. Further communication regarding good attendance and absence issues will be communicated through Attend.

**Parents/carers will**:

- Be responsible for ensuring the excellent punctuality and attendance of their child and not permitting absence from school without good reason.
- Contact school via Synergy/Attend for any First Day absence by 9:10am at the latest of their child(ren) and any subsequent day of absence to keep school updated on the child's health and wellbeing.
- Parents/carers must ensure that school has up-to-date contact information for themselves and the student(s) emergency contacts.
- Ensure their child has a healthy routine which allows them to have sufficient rest to engage in maximum learning.
- Ensure their child is prepared for learning by arriving to school on time, in full school uniform and with required equipment i.e. stationary, PE kit, 1:1 device.

- Support regular attendance by requesting appointments are made outside school hours. If this is not possible an appointment card/meeting must be confirmed by parents/carers.
- Contact the Attendance Improvement Officer to discuss any issues or concerns that may affect attendance at school.
- Attend meetings with the Attendance and BfL team to discuss any attendance concerns.
- Support their child's attendance by not taking holidays during term time. Holidays taken during term time will not be authorised, and as such absence will be referred to the Local Authority for a Fixed Penalty Notice to be issued which will result in both parents/carers being fined.
- If leave from school during term time is unavoidable due to exceptional circumstances parents/carers must complete the Application for Leave of Absence Form at least 6 weeks prior to the expected leave.
- Familiarise themselves with the Attendance Policy and work closely with school staff to overcome any problems which may affect the young person's attendance.
- If required, participate in Parenting Contracts, Early Health Assessments, Common Assessment Framework (CAF) and accept early intervention strategies offered and cooperate with support and interventions offered by other agencies.

## 8.3   Class Teachers

**Class teachers will**:

- Provide a welcoming atmosphere for children and a safe learning environment.
- Promote the link between good attendance and educational attainment and progress to students and parents/carers.
- Ensure that all students in lessons are able to access their learning through a range of teaching and learning strategies in line with the School's Teaching, Learning and Assessment Policy.
- Ensure that Synergy registration is completed on time, accurately in all lessons, and the Student Support Officer (SSO) is notified of any absentees;
- Identify, within each lesson, any students who should be present in the lesson but are not and report these absences to the SSO/BfL team to follow up.
- Monitor the attendance of individuals within a class and alert the Head of Faculty/Curriculum Lead, Senior Form Tutors and Attendance Improvement Officer where patterns of non-attendance are identified.
- When a student is known to have truanted from your lesson, follow this up by making sure the student(s) have caught up the missed work in reflection time and inform the BfL Faculty/SFT's.
- Ensure that appropriate work is set and marked for long term absentees via the Classwork area on Synergy and when requested for those on suspension/exclusion.
- Members of staff will ensure that student work is uploaded onto Synergy to enable the student to access their work if they are away from school.
- Ensure that those students who return from a long-term absence are provided with appropriate support to enable them to access the learning within the lesson.
- Welcome back students from long-term absence in a professional manner, avoiding reference to the absence in front of other students.
- Actively discourage any adverse comments about the absence from other students in the class.

### 8.4 Form Tutors

**Form Tutors will:**

- Provide a warm, welcoming, exciting and safe atmosphere for all children.
- Ensure that registers for the morning are accurately completed in Synergy and maintained daily.
- Be aware, where possible, of absences of each child or patterns in absence in their tutor group and make sure the child is supported in catching up missed work.
- Welcome children who have been absent with warmth.
- Chase up absence messages from returning students and inform the Senior Form Tutors and Student Support Manager if no communication is returned after reminders.
- Collect and scrutinise absence messages/communication with parents/carers and inform the Senior Form Tutor, Student Support Officer (SSO) and the Attendance Improvement Officer (AIO) if professional judgement suggests any are not appropriate. Tackle any instances of inappropriate absence initially with the student and inform the AIO/SSO as appropriate.
- Keep registers up to date with reasons for absence as identified within absence notes/messages.
- Encourage good attendance through constant reinforcement of individual and class targets, encouraging students to want to be the best attending form in the year/school.
- Promote the link between good attendance and educational attainment to students and parents/carers.
- Monitor attendance within the form and use short-term attendance reports and targets where there is any deterioration.
- Liaise with the Senior Form Tutors, SSO and the AIO as early as possible where there are issues of attendance with individual students, groups within the form or the whole form.
- Monitor student punctuality and reward/sanction where required.
- Contact families of children with attendance issues to offer individual support or access to school based support.
- Make sure each student knows their attendance figures and what it means.
- Ensure that all attendance displays are kept up to date.

### 8.5 Senior Form Tutors

Senior Form Tutors will:

- Ensure that attendance is regularly revisited in assemblies.
- Develop bespoke plans to support individual students.
- Engage with families, where there are on-going attendance issues and make clear both the support and consequences that are in place to support the attendance of all children.
- Identify specific children or groups of children whose attendance is to be more closely monitored.
- Ensure that all class teachers/form tutors maintain notice boards with current attendance data.

## 8.6    The Attendance Improvement Officer (AIO)

The Attendance Improvement Officer will:

- Monitor carefully the attendance of students within each year group, taking note of any patterns amongst students from classes and particular times of the week.
- Take appropriate steps to support students to reverse the trend of absence.
- Liaise with the Student Support Officer to ensure students with poor attendance are receiving appropriate levels of support as necessary.
- Monitor the attendance rates of form groups within each year group, acting alongside Form Tutors/SFT's where forms are identified as having poor attendance.
- Monitor/mentor students who have been identified as those with deteriorating levels of attendance, using monitoring cards, short term targets and other strategies to improve attendance.
- Foster a positive attitude to school attendance within the year group through assemblies, notice boards and constant reinforcement and rewards with students.
- Encourage a spirit of healthy competition between forms and individual students and issue rewards as appropriate.
- Monitor and report to SLT/SFT's weekly punctuality to ensure that sanctions can be implemented where appropriate.
- Improve student attendance through supporting students within the Aspire Hub.
- Work with the external agencies to identify ways in which long-term absentees can be reintegrated effectively.
- Liaise with parents/carers on matters relating to their young person's attendance, including organising the Parent/Student Attendance Support Meetings for students at risk of being poor attendees, including follow-up review meetings.
- Investigate instances of suspected truancy and take appropriate action, making parent/carer contact, home visits as necessary.
- Liaise with BfL team to implement sanctions where there have been instances of truancy, whether from individual lessons or whole days.
- Keep in contact with long-term absentees and liaise with the SLT Attendance Champion/Head of Faculty to ensure that effective reintegration strategies are used, identifying 'catch up' needs.
- Keep Form Tutors informed of any action in relation to individual student(s) attendance/absence.
- Make arrangements to ensure that parents/carers who wish to take their child out of school during term time are contacted and the potential consequences explained.
- Keep the SLT Attendance Champion informed of issues relating to attendance throughout the academic year.
- Work with targeted students to improve attendance through parental contact, attendance reports, short-term targets and rewards.
- Prepare cases for referral through the CAF with the SENDCo/SLT Attendance Champion/DSL for where court action is required. Liaise with the Court Officer to initiate proceedings and follow protocol.
- Work with the SLT Attendance Champion to involve outside agencies with individuals and groups of students.
- Administer the attendance rewards system, liaising closely with the SLT Attendance Champion. (HERO award)
- Investigate other projects/support strategies to encourage improved attendance.

### 8.7 Student Support Officer (SSO)

The Student Support Officer will:

- Administer the SIMS/Synergy registration system, noting where registers have not been completed or have not been completed accurately and taking appropriate action to correct any required amendments.
- First day response: contact parents/carers if a reason for absence has not been provided and record this information. If required contact emergency contacts if parents/carers cannot be reached.
- Ensure that the school's official registers are in line with legal requirements and that any anomalies are reported to the designated SLT member.
- Operate Synergy/SIMS to notify parents/carers by text, Synergy messages or e-mail of absent students.
- Regularly communicate student attendance and punctuality to parents/carers.
- Provide weekly/monthly/termly data on attendance for the SLT lead on attendance.
- Support the AIO in terms of administration – letters to parents/carers, agencies etc.
- Assist the SLT lead in keeping the school roll up to date, adding or removing students as required.
- Monitor and report to SLT/SFT's weekly punctuality to ensure that sanctions can be implemented where appropriate.
- Work with the LA/DfE to report attendance and attend termly Targeting Support meetings.
- Use attendance data to identify students for support and close monitoring with the Senior Form Tutors, BfL Faculty and SLT Attendance Champion.
- Investigate instances of suspected truancy and take appropriate action, making parental contact, home visits as necessary.
- Work closely with the parents/carers of targeted students to provide support to get students to return to school and remove any barriers to regular and punctual attendance.
- Keep in contact with long-term absentees and liaise with the SLT Attendance Champion/Attendance Improvement Officer (AIO) to ensure that effective reintegration strategies are used, identifying 'catch up' needs.
- Contact parents/carers where absences have remained unexplained despite previous intervention.
- Liaise with the SENDCo/SLT Attendance Champion/DSL/AIO and use attendance data to identify students for referral to the Attendance Support meetings and for CAF (Common Assessment Form) support.
- Work with targeted students to improve attendance through parent/carer contact, attendance reports, short-term targets and rewards.
- Prepare cases for referral through the CAF with the SENDCo/SLT Attendance Champion/DSL/AIO for where court action is required. Liaise with the Court Officer to initiate proceedings and follow protocol.
- Work with the SLT Attendance Champion to involve outside agencies with individuals and groups of students.
- Investigate other support strategies to encourage improved attendance.

## 8.8  SLT Champion responsible for Attendance/DSL

The SLT Champion/DSL for attendance will:

- Leading the development of the warm, welcoming, exciting and safe environment for all students.
- Ensure that all families are clear on the academy's expectations (times of the school day; the time the register closes (30 minutes after the register opens); the academies response to absence – messaging (Attend)/day calling/home visits.
- Provide safeguarding support and advice to attendance colleagues as appropriate, including in response to term-time leave requests and CME cases; taking safeguarding actions where necessary.
- Meeting with the AIO to review the attendance of the students on the school's vulnerable register and agreeing any action needed.
- Take overall responsibility for developing the Attendance and Punctuality Policy.
- Ensure that there are designated staff with a day-to-day responsibility for attendance matters and protected time allocated to discharge those responsibilities.
- Provide line management for the Attendance Improvement Officer/Senior Form Tutors and ensure there is good communication/reporting to Trustees on issues relating to attendance.
- Oversee, monitor and evaluate the Attendance Improvement Monitoring (AIM).
- Using attendance data to monitor and analyse this for patterns of poor attendance amongst particular year groups or groups of students and take action to address any anomalies.
- Oversee the efficient running of the Synergy registration process and messaging/e-mail service to parents/carers through Synergy/Attend.
- Take a lead in promoting the need for good attendance through assemblies and work with staff and students to build a strong ethos.
- Assist the Local Authority by providing data for persistent absence and attendance.
- Decide upon any new admissions and any initial action required encouraging good attendance, including attendance contracts if necessary.
- Co-ordinate and chair meetings of the Attendance Support meetings, following up on any students for review with the FIO.
- Together with SLT, actively discourage parents/carers from taking students out of school during term time.
- With the Head of School, consider each request regarding an absence, make the decision whether some, all, or none of the leave will be authorised and notify parents/carers of this decision.
- Ensure that the component parts of the policy are regularly reviewed, quality assured and revised where necessary.

**8.9    The Head of School**

The Head of School is responsible for consistently implementing the Attendance Policy across the academy, monitoring absence data, reporting it to Trustees, supporting staff in monitoring individual student attendance and requesting penalty notices where necessary.

**8.10   Trustees**

The Trustees will:

- Ensure compliance with the school attendance (Student Registration) (England) Regulations 2024, as amended.
- Agree an attendance and punctuality policy and review it annually.
- Agree targets for attendance at Lostock Hall Academy.
- Where the school is not meeting its attendance targets, or when the trustees believe there is cause for concern, instigate a review of the school's attendance procedures.
- Authorise the Head of School (or other designated person) to make decisions regarding leave of absence requests.
- Work with the Head of School/SAVP in establishing equitable and consistent criteria which leave requests will be considered.

# 9 ATTENDANCE IMPROVEMENT MONITORING (AIM)

## 9.1 Attendance Indicators

Students will be divided into 3 identified 'groups' each half term based on their percentage attendance to date.

- GROUP 1: RED        Attendance of <90%
- GROUP 2: AMBER     Attendance of between 91% - 96%
- GROUP 3: GREEN     Attendance of more than 97%

## 9.2 Strategies for Group 1/Red students (PA students/Severely absent students)

A variety of the following could be employed:

- Attendance warning letter to the parents/carers, with monitoring improvement period outlined.
- First day personal phone calls in addition to the Synergy/e-mail system by the SSO/AIW.
- The student to be met by the AIW or SLT lead, and short-term targets set/attendance report implemented, with a 2-week monitoring period.
- A formal requirement for parents/carers (and the student) to attend a meeting of the Attendance Support meetings consisting of the SLT lead, Senior Form Tutors, Attendance Improvement Worker and a member of the Board of Trustees.
- If there is no improvement, a further requirement to attend a meeting of the Attendance Panel and/or a referral for a Fixed Penalty Notice.

In addition, a TAF/CAF/Early Help Assessment may be considered to access further support and multi-agency involvement before a further in-house reintegration support plan is implemented. Rewards will be given to students exceeding their individual targets.

At LHA, we follow the Lancashire Graduated Attendance Support Pathway for students and their parents/carers to improve their attendance. See appendices for the Graduated Attendance Support Pathway.

## 9.3 Strategies for Amber Groups

This group contains those students who are at risk of becoming a persistent absence (PA) student.

The aim is prevention, with support the key.
- The SLT Attendance Champion to meet with the AIO to scrutinise data to assess possible patterns/reasons for absence.
- The SLT Attendance Champion and the AIO to meet with parents/carers and the student(s) to implement an attendance plan over a two-week period.
- The SLT Attendance Champion to monitor attendance carefully.
- A first day response phone call in addition to the Synergy/Attend/e-mail service.
- Rewarding students who exceed their targets.

**9.4    Strategies for Green Groups**

This group contains students who have been identified by Form Tutors, who would initiate some or all the following:

- Set individual targets and rewards as necessary.
- Encourage students to exceed their half term targets.
- Give suitable rewards.
- Weekly/Half Term/Term Tutor group rewards for 100% attendance

The aim is for numbers in the Red and Amber groups to decrease. There clearly will be movement between groups as individual attendance deteriorates or improves throughout the academic year.

**9.5    Half Term Attendance Rewards**

Any student who achieves 100% attendance over a half term period will receive 20 achievement points, CAP awards, and entry into a draw at the end of every half term and a tiered number of achievement points depending on their attendance record.

There are also awards for the winner of the Attendance League between forms in each year to encourage healthy competition between Tutor Groups.

**9.6    Attendance/Behaviour Reward Trips**

Only students whose attendance/punctuality is good will be considered for Attendance/Behaviour Reward trips (See CAP award criteria). Students with unauthorised absences during term time will not be considered. All student absence will be judged on their individual circumstance for the reward visit.

**9.7    Attendance Awards**

Weekly **HERO** awards (Here Every day, Ready and On time) will be used to recognise students with 100% attendance and punctuality during the week. One student from each year group will receive the weekly HERO awards.

Students who achieve 100% attendance over the whole of an academic year will receive a certificate presented at the annual Teaching and Learning Assemblies and the GCSE Awards Evenings.

# Every Day Counts

## Why is attendance important to my child's education?

**Did you know?** **90%** of young people with attendance BELOW **85%** fail to get good grades

MISSING **1** DAY A WEEK **=** LOSING _ONE YEAR_ OF SCHOOL

## Good attendance means:
Being in school at least 97% of the time, that's at least 184 days a year.

**Target 97%+**

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**175** Days are not spent in school each year.*

*Plenty of time for shopping holidays and appointments

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**143** Days of education
**75%** 47 days absent

**152** Days of education
**80%** 38 days absent

**162** Days of education
**85%** 24 days absent

**171** Days of education
**90%** 18 days absent

**184** Days of education
**97%** 4 days absent

**190** Days of education
**100%** 0 days absent

**SERIOUSLY WORRIED**
Very poor attendance has a serious impact & reduces life's opportunities.

**VERY CONCERNED**
Poor attendance gives less chance of success.

**WELL DONE**
Good attendance gives the best chance of success.
**LHA** LOSTOCK HALL ACADEMY

# BE PREPARED...

**Arrive at school in plenty of time**

**LHA**
**LOSTOCK HALL ACADEMY**

# BE ON TIME

**School starts at 8:40am prompt – Anything after this is classed as late.**

## SANCTIONS

- IF YOU ARE LATE YOU WILL RECEIVE A DETENTION WITH YOUR FORM TUTOR.
- IF YOU ARE LATE TWICE OR MORE IN ONE WEEK YOU WILL RECEIVE A SENIOR FORM TUTOR DETENTION, IN ADDITION TO THE FORM TUTOR DETENTION.
- FAILURE TO ATTEND DETENTION RESULTS IN AN AUTOMATIC BFL DETENTION ON MONDAY 3-4PM.

**96-100%**

## Attendance levels are good to excellent

Positive encouragement/incentives/rewards required to maintain high levels of attendance.

**93-95.9%**

## Attendance levels beginning to cause concern

Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc.

Letter from school staff warning parents of concern and advise that future absences not to be authorised unless medical evidence is provided.

**90-92.9%**

## Attendance levels causing more significant concern

Parents invited to a meeting/attendance panel at school and Attendance Action Plan/contract agreed.

A date for plan/contract to be reviewed agreed at the meeting (three to four weeks), individual attendance target set.

**Below 90%* 85%\*\***

## Attendance decreased to an unacceptable level – below persistent absence rate – despite interventions by school staff

*Below 90% – refer to Family Support Services when complex issues identified.

**Below 85% – refer to ACE for prosecution.

# THE LANCASHIRE GRADUATED ATTENDANCE SUPPORT PATHWAY

In response to attendance, schools will be expected to follow the graduated response below and involve other council services when required to support.

## The Lancashire Graduated Attendance Support Pathway

* Percentage attendance and support pathway depends on the context for absence

| Universal Pathway | Improvement Pathway | Targeted Pathway | Intensive Support Pathway |
|---|---|---|---|
| School first approach/ school led | School and the LA School Attendance Support Team/wider services | School/SAST/SALT/ CFW and other external services | School/SAST/SALT/ CFW and further external services |
| * Pupil attendance above **92%** | *Pupil attendance between **71- 92%** * | *Pupil attendance **51-70%** | *Pupil attendance below **50%** |
| • Schools' own attendance initiatives<br>• Targeting support meetings with LA attendance staff<br>• School attendance mailbox/helpline<br>• Attendance Teams Channel<br>• School attendance local networks<br>• School attendance support checklist<br>• Attendance Toolkit<br>• Virtual school (for LAC, PLAC children with Social worker)<br>• Equality and Diversity teams<br>• Universal offer/provision and graduated response for pupils with SEND needs<br>• Adaptive teaching and screening for unidentified needs.<br>• Use of Ordinarily Available Provision Toolkit. | **As column 1 plus:**<br>• Local authority letters to parents<br>• Attendance panels<br>• Joint home visits<br>• Attendance contracts with parents/ attendance action plans<br>• Late Gates or other project work<br>• Early Help (school led)<br>• SEN Support and Intervention<br>• EHCNA (if appropriate)<br>• School Nurse<br>• Mental Health Support Services<br>• Schools own internal AP<br>• EBSA and trauma informed approaches | **As columns 1 and 2 plus:**<br>• CFW community senior and family intensive support<br>• Children and Youth Justice<br>• CAMHS<br>• Alternative Provision Part-time timetables<br>• 3rd Sector support work | **As before plus:**<br>• Children's Social Care/MASH referrals<br>• Educational Neglect pathway<br>• Prosecution with Parenting order<br>• Education Supervision Order |

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# LHA
## LOSTOCK HALL ACADEMY

# Penalty Notice Fines for School Attendance

The new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued after 19th August 2024.

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### Per Parent, Per Child
Penalty Notice Fines will now be issued to each parent, for each child that was absent.

For example, 2 siblings with unauthorised absence during term time may result in each parent being issued with one penalty notice per child.

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### 10 sessions of unauthorised absence in a 10-week period.

Penalty Notice Fines will now be considered when there has been 10 sessions (5 days) of unauthorised absence in a 10 week period.

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### First Offence
The first time Penalty Notice is issued for Term Time Leave or irregular Attendance, the amount will be:
£160 per parent, per child, paid within 28 days.
Reduced to £80 per parent, per child, if paid within 21 days.

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### Second Offence
**(within 3 years from the date of issue of first penalty notice)**

The second time a Penalty Notice for Term Time Leave of Irregular Attendance, the amount will be :
£160 per parent, per child paid within 28 days.

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### Third Offence
**(within 3 years from the date of issue of first penalty notice)**
The third time an offence is committed for Term Time Leave or Irregular Attendance, a Penalty Notice will not be issued, and the case will be presented straight to Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.
**This is a criminal offence and a parent may end up with a criminal record.**