



Blue Coat Church of England Academy Attendance Policy

Date:		September 2026
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Ratified by the Governing Body on:		1 st October 2026
	Signature	
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Chair of Governors		A Clayton
Review date:		September 2027

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Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.

1 Aims and attendance ethos

Blue Coat Church of England Academy is committed to a whole-school culture in which regular attendance and punctuality are valued, promoted and supported. We believe that students need to attend school regularly to access learning, develop positive relationships, maintain routines and achieve their full potential.

Our approach is child-centred and evidence-informed. Attendance is everyone's responsibility and we will seek to understand the barriers affecting individual students and families before deciding what support or intervention is appropriate.

Our school aims to meet its obligations with regards to school attendance by:

- Maintaining a whole school culture that promotes the benefits of high attendance and good punctuality.
- Promoting good attendance and reducing absence, including persistent absence.
- Promoting the benefits of regular attendance and reducing absence, including persistent and severe absence.
- Recognising and celebrating positive attendance and improvement, rather than relying only on sanctions.
- Ensuring every student has access to full-time education to which they are entitled.
- Acting early to address patterns of absence or lateness.
- Using attendance information to identify barriers, target support and evaluate impact.
- Supporting parents/carers to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons. We will build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.
- Working with the Local Authority and other partners where wider support is needed.

1.2 Our attendance culture

The Academy's approach reflects inclusive attendance principles: attendance difficulties are considered in the context of the individual student and family, and support is proportionate to need. We will use a multi-tiered approach, moving from universal whole-school practice to targeted and intensive support where required.

1.3 Why attendance matters

- Regular attendance supports progress and reduces gaps in learning.
- Students who attend regularly are more able to maintain friendships, routines and a sense of belonging.
- Attendance provides access to teaching, enrichment and wider school experiences.
- Frequent absence can create knowledge gaps and make successful reintegration more difficult.
- Good attendance supports preparation for further education, employment and adult life.

2 Legislation and guidance

This policy is based on the Department for Education (DfE) statutory guidance Working together to improve school attendance and School attendance parental responsibility measures, together with the legal framework governing school attendance.

- Education Act 1996.
- Education Act 2002.
- Education and Inspections Act 2006.
- School Attendance (Pupil Registration) (England) Regulations 2024.
- Education (Penalty Notices) (England) Regulations and relevant amendments.
- Equality Act 2010.
- School census guidance.
- Keeping Children Safe in Education.
- Relevant DfE guidance concerning mental health and attendance.

The Academy will also follow relevant Local Authority attendance guidance and its local code of conduct when considering attendance support, notices to improve, penalty notices and other legal intervention.

Principles

Attendance is both a legal responsibility and a safeguarding matter. The Academy will balance high expectations with appropriate support and reasonable adjustments. Where attendance concerns are connected to SEND, health, disadvantage, safeguarding or other barriers, the Academy will consider the student's individual circumstances and work with relevant professionals.

3 Attendance expectations and school procedures

3.1 Attendance register

By law, all schools are required to keep an attendance register, and all students must be placed on this register. The Academy will maintain an electronic attendance register and place all students on the register.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark whether every student is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

Every entry in the attendance register will be preserved for 6 years after the date on which the entry was made.

Students should arrive at school by 8.30am each day to allow a welfare check-in to be completed.

Attendance registers will be taken at a single identified time for all students in the morning session (8.40a.m.) and at a single identified time for all students in the afternoon session (13.20p.m.).

3.2 Reporting an unplanned absence

Parents/Carers must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 8.30am or as soon as practically possible (see also section 6).

Parents/Carers can contact the school reception on 01922 720558 or school can be notified via the Arbor app. Where an absence continues, parents/carers should keep the Academy informed

The Academy will follow up absences promptly and will take safeguarding action where required, which could include a home visit by the Student Support Officer or other member of the pastoral team.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents/carers 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 with the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

3.3 Unexplained absence

- Contact the parent/carer on the first day to establish the reason.
- Identify whether the absence is authorised and apply the correct code.
- Continue contact where an absence remains unexplained.
- Consider safeguarding concerns, including whether the student may be at risk of harm.
- Where appropriate, involve social care, the Local Authority or other partners.
- Offer support where barriers to attendance are identified.

3.4 Illness and Medical or dental appointments

Absence due to physical or mental illness will normally be authorised unless the Academy has a genuine concern about the authenticity of the illness. Where evidence is reasonably required, this may include a doctor's note, prescription or appointment evidence. Medical evidence will not be requested unnecessarily.

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in section 4.

3.5 Lateness and punctuality

A student who arrives late but before the register has closed will be marked as late, using the appropriate code. A student who arrives after the register has closed will be marked as absent, using the appropriate code.

Punctuality is tracked by the Heads of Year and students will be expected to sit a 30-minute detention for lateness with the Head of Year or other member of the pastoral team. If they are late more than twice in a week, they will complete a Head of Year detention of one hour.

3.6 Following up absence

The Academy will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use. Parents/Carers will be contacted the same day as the absence to determine the reason. Contact may be made through text or via telephone. A home "eyes on" visit may be made where a student has been absent for four or more days, regardless of the student's attendance record. The visiting Officer will have identification and will ask to see the student. In certain circumstances, home visits may take place on the first day of absence.

3.7 Reporting attendance to parents/carers

Parents/carers will receive attendance information through the Academy's normal reporting arrangements and will be contacted when concerns arise. Attendance information will be communicated in a way that helps families understand the number of days and learning experiences missed, not only the percentage figure.

Parents/Carers will be contacted where concerns arise about attendance, but also as preventative measures.

4 Roles and responsibilities

Improving attendance is everyone's responsibility. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and families. The school will use data to target attendance and punctuality improvement efforts to students, student cohorts and student groups who need it most. Staff will work with both students and parents/carers to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. The school will particularly target persistent absence, including the use of regular home visits, parental meetings, personalised support plans, mental health provision and may seek to involve the Safeguarding and SEND teams and where necessary may make referrals to services and organisations outside of school that can provide additional assistance.

The school will consider legal sanctions and may use fixed penalty notices if attendance falls to unacceptable levels and the school believes it has exhausted all avenues of support or if the students and/or family do not engage fully with the process. The School Attendance Officer will be involved at the earliest stage of the attendance process to ensure regular keep-in-touch visits are made and to advise the school regarding next steps and avenues of support at every stage.

Whilst every student has the right to a full-time education, the school will also consider the specific needs of certain students and their families, who have specific barriers to attendance. The school will make reasonable adjustments and review whether additional support is required, in line with the schools' obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child. Improving attendance is a collective responsibility. Roles below are based on the Academy's existing arrangements and the 2026 model policy

4.1 The governing body

The Governing Body recognises school attendance as a key strategic priority and will promote a culture of high attendance across the Academy. Governors will:

- Ensure the Academy complies with attendance legislation and statutory guidance.
- Hold leaders to account for attendance outcomes and the implementation of this policy.
- Receive and scrutinise attendance data, including persistent and severe absence.
- Monitor the effectiveness of attendance strategies and interventions.
- Ensure attendance receives appropriate challenge, support and resourcing.
- Consider the attendance of vulnerable groups, including students with SEND, disadvantaged students and those known to social care.
- Ensure attendance is considered within the Academy's safeguarding arrangement

Governors will receive attendance reports at least termly, including information on whole-school attendance, persistent absence, severe absence, disadvantaged students, students with SEND, students known to social care and other identified cohorts.

4.2 The Principal

The Principal has overall responsibility for attendance and will:

- Promote a culture where good attendance and punctuality are valued.
- Ensure this policy is implemented consistently across the Academy.
- Monitor attendance trends and oversee attendance improvement strategies.
- Ensure appropriate resources are allocated to attendance support.
- Report attendance information to governors and external agencies where required.
- Authorise legal interventions, including penalty notice referrals, where appropriate and in accordance with local authority procedures.

4.3 The Senior Leadership Team

Senior leaders will:

- Champion high attendance across the Academy.
- Monitor attendance data and identify emerging concerns.
- Ensure early intervention and support are provided where attendance falls.
- Support staff in removing barriers to attendance.
- Oversee attendance plans and targeted interventions.
- Monitor the attendance of vulnerable groups.
- Ensure attendance concerns are considered within safeguarding processes.
- Evaluate the impact of attendance strategies and make improvements where necessary.

4.4 Strategic Attendance Lead / Attendance Champion

Strategic responsibility for attendance is held by Mrs N Pritchard, who can be contacted via reception, postbox@bluecoatacademy.org or st-pritchard-n@bluecoatacademy.org.

The Strategic Attendance Lead is responsible for the strategic leadership of attendance and will:

- Lead on the implementation and review of this policy.
- Monitor attendance data and identify students requiring support.
- Coordinate attendance interventions and support plans.
- Work with students, families and external agencies to improve attendance.
- Provide guidance and training to staff.
- Report attendance information to leaders, governors and external partners.
- Ensure attendance processes comply with statutory guidance and safeguarding requirements.
- Evaluate the effectiveness of attendance provision and drive continuous improvement.

4.5 The Attendance Officer and Student Support Officer

The Attendance Officer:

- Monitor attendance data at the school and individual student level
- Support the improvement of student attendance and punctuality
- Report concerns about attendance to the Strategic Attendance Lead and Principal
- Work with the Local Authority to tackle persistent absence
- Arrange calls and meetings with parents to discuss attendance issues
- Advise the Principal when to issue fixed-penalty notices
- Liaise with families and external agencies

The Student Support Officer also:

- Conducts home visits and safe and well checks
- Delivers interventions to students to support attendance and punctuality

4.6 Teachers/Form tutors

Teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

Class teachers and form tutors are responsible for recording attendance and punctuality on a daily basis, using the correct codes, noting both present and absent students and submitting this information to the school office.

- Take accurate attendance records.
- Implement the Academy's attendance policy.

- Champion high attendance and punctuality across the Academy.
- Monitor attendance data and identify emerging concerns.
- Ensure early intervention and support are provided where attendance falls.
- Support the Academy in removing barriers to attendance. Provide appropriate support to children experiencing attendance challenges.
- Oversee attendance plans and targeted interventions.
- Monitor the attendance of vulnerable groups.
- Ensure attendance concerns are considered within safeguarding processes.

4.7 Reception staff

- Receive and record absence notifications.
- Maintain accurate information on the school system.
- Escalate concerns or safeguarding issues to the appropriate staff.

4.8 Parents/Carers

Parents/carers are responsible for ensuring their child attends school regularly and punctually. They should:

- Ensure their child attends every day unless absence is unavoidable.
- Notify the Academy promptly on the first day of absence and provide reasons for absence.
- Work in partnership with the Academy to address attendance concerns.
- Attend meetings where attendance concerns are identified.
- Arrange medical appointments outside school hours whenever possible.
- Support routines that promote good attendance and punctuality.
- Seek support from the Academy if barriers to attendance arise.

Parents/carers have a legal responsibility to secure their child's regular attendance at school.

4.9 Students

Blue Coat CE Academy students play a significant role in attending school regularly and ensuring their educational success. Here are some key roles and responsibilities that our students can take on to support their attendance in school:

Students are expected to:

- Attend school every day and arrive on time.
- Attend all timetabled lessons and activities.
- Engage positively with learning.
- Follow Academy rules and expectations.
- Treat staff and other students with respect.
- Speak to a trusted adult if they are experiencing difficulties that affect attendance.
- Take responsibility for their learning and seek support when needed.

Students should understand that regular attendance is essential to their educational progress, wellbeing and future opportunities.

5 Authorised and unauthorised absence

5.1 Leave of absence in term time

The Principal will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the Principal's discretion, including the length of time the student is authorised to be absent for.

We define 'exceptional circumstances' as:

Rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart.
- Traveller students travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Requests should be made in advance and in accordance with the Academy's leave of absence process. The Academy may request evidence where appropriate.

5.2 Absences from the school site (which are not classified as absences)

The Principal will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending alternative provision
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6 Strategies for promoting attendance and factors influencing attendance

To address any identified attendance issues effectively, Blue Coat CE Academy implements a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. The Academy wants students to succeed and recognises that positive attendance is more effectively promoted through belonging, relationships, recognition and support

than through sanctions alone. Decisions will be individual and case-specific. The Academy will use the full range of support and, where necessary, sanctions.

Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

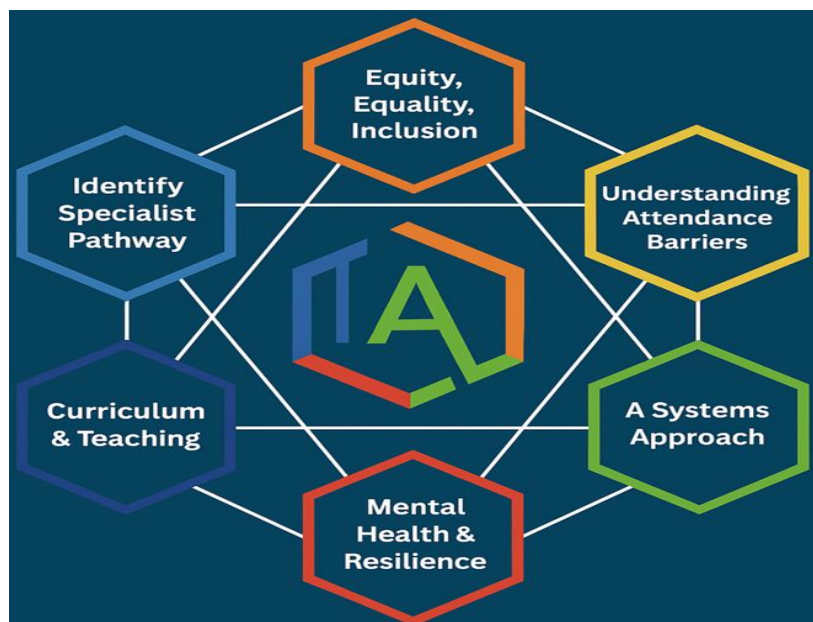
6.1 Factors influencing attendance

At Blue Coat CE Academy, we understand that there are many factors which can impact on a child attending school. If parents/carers, students and/or professionals have any concerns, they should contact the school as soon as possible:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
- **Family Circumstances:** Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.
- **Bullying and Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Transportation Issues:** Difficulty in accessing transportation to school or lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs (SEN):** Students with special educational needs may require additional support and appropriate provision to attend school regularly.
- **Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.
- **Academic Challenges:** Students facing academic difficulties or feeling overwhelmed by school work may avoid school. They may fear falling behind or failing in their studies.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Peer Pressure and Social Factors:** Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

6.2 Inclusive attendance practice

At Blue Coat CE Academy we are driven by an unwavering commitment to making school attendance a top priority, fully integrated with every aspect of school improvement. Using the Inclusive Attendance Model, we support children and families to connect, belong, and thrive. Our attendance approach is guided by a professional development model comprising the below six tailored Learning Modules to empower all staff to deepen their understanding and by facilitating continuous professional learning for our staff.



6.3 Implementation Programme

Each year, we review and further enhance our attendance practices through dedicated participation in the Inclusive implementation programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible support. We have already received the Bronze Award in recognition of our commitment to the programme, and are working towards the Silver Award this academic year 2026-27. We are outward-facing in our approach and value working regionally and nationally, through a systems-led model with other schools and external agencies. We continually strengthen and enhance our offer year on year. This work is underpinned by ongoing accredited CPD for staff, ensuring sustainable change, stronger outcomes for children and young people, and a deeply embedded culture of collective responsibility.

6.4 Multi-tiered support

To guarantee a comprehensive approach to attendance, Blue Coat CE Academy implements a Multi-Tiered System of Support. This involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

The three broad levels are:

- Universal: clear expectations, accurate registration, positive relationships, recognition and regular communication with families.
- Targeted: early identification, parent/carer meetings, individual actions, mentoring, pastoral support, attendance plans and appropriate adjustments.
- Intensive: coordinated multi-agency support, formal attendance contracts where appropriate, reintegration planning, Local Authority involvement and legal intervention where support is unsuccessful or not engaged with.

6.5 Recognition and celebration

At Blue Coat CE Academy, we place great emphasis on intrinsically motivating our students, but also recognize and celebrate with:

- Awards for outstanding and improved attendance
- Half-termly year-group competitions
- Termly and half-termly recognition
- Rewards, such as trips and other activities where appropriate
- Annual prize-giving recognition

6.6 Supporting students with poor attendance

The Academy will use the full range of support and, where necessary, sanctions. Decisions will be individual and case-specific.

6.6 Early intervention

- Review attendance and punctuality patterns at student, year-group and cohort level.
- Speak with the student and family to understand barriers.
- Agree practical actions and timescales.
- Monitor impact and review regularly.
- Escalate to specialist or external support where required.

6.7 Attendance contracts

Where appropriate, the Academy may use an attendance contract as a formal support mechanism. An attendance contract is a written agreement between the parent/carer and the Academy or Local Authority to address irregular attendance. It is not legally binding and parents/carers cannot be compelled to enter one.

Where an attendance contract is appropriate, the Academy will discuss barriers, available support and the actions needed to improve attendance. Failure to engage may lead to consideration of further intervention, including Local Authority involvement, notices to improve or other legal measures where appropriate.

6.8 Education Supervision Orders

Where voluntary support and attendance contracts have been unsuccessful, the Academy may work with the Local Authority to seek an Education Supervision Order. This is a formal intervention rather than criminal prosecution. Persistent failure to comply with directions under an order can lead to further legal action.

6.9 Notice to improve

Where the national threshold for a penalty notice has been met and support is appropriate but parents/carers have not engaged sufficiently, the Academy may use a notice to improve in accordance with the Local Authority code of conduct. The improvement period will normally be between 3 and 6 weeks and will set out the attendance concerns, support offered, required improvement and possible consequences.

7 Strategies for Using Data to Target Attendance Improvement Efforts at Blue Coat CE Academy

- The whole school cohort and Individual year groups
- Individual students
- Demographic groups, e.g., students from different ethnic groups or economic backgrounds.
- Other groups of students, e.g., students with SEND, LAC, Young Carers, students eligible for FSM.
- Students who have an allocated social worker or are known to social care.
- Students who are absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Students at risk of PA (Persistent Absence)
- Students at risk of SA (Severe Absence)

8 Legal sanctions

Schools can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a penalty notice, parents/carers must pay £80 per child, within 21 days or £160 within 28 days. The payment must be made directly to the local authority. If a second notice is issued to the same parent, for the same child, the £160 must be paid within 28 days.

There will not be a third notice to the same parent for the same child within 3 years. However, other action may be taken, such as prosecution.

The decision on whether or not to issue a penalty notice ultimately rests with the Principal, following the local authority's code of conduct for issuing penalty notices. This may take into account:

- A number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where a suspended student is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority will prosecute the parent/carer.

Attendance contracts will also be drafted between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. This is a signed formal agreement, and although not legally binding, it serves as a formal route to secure engagement with support when voluntary plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

Local authorities have the power to prosecute parents for various offences related to attendance:

Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

9 Supporting students absent or returning to school

Complex barriers

Where attendance barriers relate to a student's needs, the Academy will work with the student, family and relevant partners to identify reasonable adjustments and practical support. This may include SEND, safeguarding, social care, transport, family circumstances or other barriers.

9.1 Physical or mental ill health

The Academy will work with families to support attendance where illness is affecting access to education. Where appropriate, adjustments may be made to support a student's return. Families should be supported to use appropriate health advice when deciding whether illness prevents attendance.

9.2 SEND and vulnerable students

The Academy will consider the individual circumstances of students with SEND, students who are disadvantaged, students known to children's social care, young carers and other vulnerable students. Where a student with an EHC plan has falling attendance, the Local Authority will be informed where required.

9.3 Reintegration after lengthy absence

For a student returning after a lengthy or unavoidable absence, the Academy will consider a planned reintegration. This may include a named member of staff, a phased return where appropriate, pastoral support, catch-up arrangements, adjustments to the timetable or learning environment, and regular review with the student and family. Where remote education is provided during a period of absence, this will support, rather than replace, the student's planned return to full-time education.

9.4 Safeguarding

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being. Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies. Home visits are conducted as a safeguarding measure and are intended to support students and families rather than act as a punitive intervention. We follow **Keeping Children Safe In Education** guidance to ensure safe practices. Absence and patterns of non-attendance may indicate safeguarding concerns. Staff must follow the Academy's safeguarding procedures and refer concerns promptly to the Designated Safeguarding Lead. Where appropriate, the Academy may contact children's social care, the Local Authority or the police.

10 Attendance monitoring and use of data

10.1 Monitoring

The Academy will monitor attendance and absence data, including punctuality, weekly, half-termly, termly and annually at whole-school, year-group, cohort and individual-student level.

10.2 Analysing attendance

Attendance data will be analysed to identify students, groups and cohorts requiring additional support. Analysis will consider patterns and trends, including persistent and severe absence, lateness, particular year groups and groups of students who may experience additional barriers.

10.3 Using data to improve attendance

- Target actions at individual, group and cohort level.
- Provide regular reports to leaders, teachers, pastoral staff, safeguarding staff, SEND staff and governors as appropriate.
- Use attendance information to identify safeguarding concerns.
- Monitor the impact of interventions and change them when they are not effective.
- Benchmark attendance against local, regional and national information where available.
- Work with the Local Authority and other schools or partners where collaborative action is required.

10.4 Information sharing

The Academy will share attendance information with the DfE and Local Authority as required and will make specific pupil information available where legally required. Information will be handled in accordance with applicable data protection and safeguarding requirements.

Success measures

- Improved whole-school attendance.
- Reduction in persistent and severe absence.
- Improved punctuality.
- Improved attendance for identified cohorts and vulnerable students.
- Evidence that interventions are targeted, reviewed and effective.

Positive engagement with students, parents/carers and external partners

11 Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days and percentages, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from

school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained..
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

12 Students at risk

The Academy may identify students at risk of persistent absence through its own monitoring thresholds. The 2026 exemplar highlights the value of communicating attendance in days and experiences missed; the Academy will therefore use the number of days/sessions missed alongside percentage measures.

Reducing PA and SA

- Use attendance data to identify patterns and trends.
- Consider safeguarding issues and act in line with safeguarding procedures.
- Meet with parents/carers to discuss attendance, barriers and available help.
- Agree and review support and attendance actions.
- Provide access to wider support services where appropriate.
- Consider reasonable adjustments and reintegration support.
- Escalate to formal intervention or sanctions where necessary and proportionate.

Attendance contact details

Name of Staff Member	Roles and Responsibilities	Contact Details
D. Smith	Principal	st-smith-d@bluecoatacademy.org
Rev. Jim Trood	Governor for School Attendance	rector@stmatthewswalsall.co.uk
N. Pritchard	Attendance Champion/Sen	St-pritchard-n@bluecoatacademy.org
J. Lowe	Attendance Support Officer	st-low-e-j1@bluecoatacademy.org
K. Karra	Student Support	st-karra-k@bluecoatacademy.org
N. Pritchard L. Webley	Safeguarding Leader (DSL)	st-pritchard-n@bluecoatacademy.org st-webley-l@bluecoatacademy.org
G. Cockayne	Head of Year 7	st-cockayne-g@bluecoatacademy.org
K. Thornley	Head of Year 8	st-thornley-k@bluecoatacademy.org
R. Robinson	Head of Year 9	st-robinson-r@bluecoatacademy.org
L. Robinson	Head of Year 10	st-robinson-l@bluecoatacademy.org
L. Hendy	Head of Year 11	st-hendy-l@bluecoatacademy.org
S. Hewitt	Head of Sixth Form	st-hewitt-s@bluecoatacademy.org
K. Pritchard	SENCo	st-pritchard-k@bluecoatacademy.org
G. Bartolo	Designated Teacher for LAC	st-bartolo-g@bluecoatacademy.org

Appendix 1

Attendance and Absence Codes from school year 2026-27					
New Guidance - Chapter 8	Code	Description	Statistical Meaning	The School Attendance (Pupil Registration) (England) Regulations 2024	COMMENTS
Attending the School	/	Present at school - Morning Session.	Attending	Regulation 10(2) Table 1	If a pupil leaves after registration for an appointment, it would still be counted as present
	\	Present at school - Afternoon Session.	Attending	Regulation 10(2) Table 1	If a pupil leaves after registration for an appointment, it would still be counted as present
	L	Late arrival before the register is closed.	Attending	Regulation 10(2) Table 1	Arrival up to 9.00am only, unless a late start has been agreed - see C2
Attending a place other than the school	K	Attending education provision arranged by the local authority. (Schools must also record the nature of the educational activity).	Attending approved education activity	Regulation 10(3) Table 2, 10(5) and 11(9)(b)	Only in cases where the Local Authority has arranged Alternative Provision. For AP arranged by school see B code
	V	Attending an educational visit or trip.	Attending approved education activity	Regulation 10(3) Table 2, 10(5) and 11(9)(c)	Attending a place, other than at school, for an educational visit arranged by or on behalf of the school and supervised by a member of school staff
	P	Participating in a sporting activity.	Attending approved education activity	Regulation 10(3) Table 2, 10(11) and 11(10)	Attending a sporting activity that is an approved educational activity supervised by a person considered by the school to have appropriate skills, training, experience, knowledge
	W	Attending work experience.	Attending approved education	Regulation 10(3) Table 2, 10(11) and	Organised by the Local Authority or school and is an approved educational

			activity	11(10)	activity. Attendance must be monitored
	B	Attending any other approved educational activity. (Schools must also record the nature of the educational activity).	Attending approved education activity	Regulation 10(3) Table 2, 10(5), 10(11) and 11(10)	Attending an approved educational activity other than sport or work experience, arranged by the school. (Alternative Provision). Attendance must be monitored and can only be marked with a B for the sessions attended. Sessions not attended (if part time) can be marked with a C2 (see C3) Details of AP must be recorded
	D	Dual registered at another school	Not counted as a possible session	Regulation 10(4) Table 3 and 11(9)(a)	This code allows a pupil to be registered at two schools so used for a Managed Move. Code indicates pupil is on a Managed Move to another school. Attendance should be monitored although absence doesn't need to be recorded on our register. Home school always records a D code.
Absent - Leave of Absence	C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	Authorised absence	Regulation 10(4) Table 3 and 11(2)	This code should be used where leave of absence has been granted to attend a performance, film shoot etc in the UK or abroad and where a license has been granted. If dates aren't specified on the licence, the school has discretion to grant loa
	M	Leave of absence for the purpose of attending a medical or dental appointment	Authorised absence	Regulation 10(4) Table 3 and 11(11)	Parents should be encouraged to make appointments out of school hours. Where this isn't possible, parents should get school's agreement in advance and pupil should only be out of school for the minimum time necessary for the appointment. An unauthorised code (O) can be used with M if the student fails to return when they could have done. If a pupil leaves for an appointment after registration, they are still present and only

					sessions should be recorded with an M
	J1	Leave of absence for the purpose of attending an interview for employment or admission to another educational institution.	Authorised absence	Regulation 10(4) Table 3 and 11(4)	For interviews/assessments at other schools, for employment, or college. Although this new code will now impact on attendance, it is still an authorised absence.
	S	Leave of absence for the purpose of studying for a public examination.	Authorised absence	Regulation 10(4) Table 3 and 11(5)	Usually used after Whitsun break for year 11's and 13's. However, pupils should be given the opportunity to attend and marked present for those sessions that they do attend.
	X	Non - compulsory school age pupil not required to attend.	Not counted as a possible session	Regulation 10(4) Table 3 and 11(7) or (8)	This is not a code this school would use
	C2	Leave of absence for compulsory school age pupil subject to a part-time timetable.	Authorised absence	Regulation 10(4) Table 3 and 11(6)	Should only be used in exceptional circumstances, i.e. for a pupil on a part time timetable a C2 would be recorded for the sessions they are not in school. Also for pupils on Alternative Provision where C2 would be used for those sessions the pupil is not present at the AP setting
	C	Leave of absence for exceptional circumstances	Authorised absence	Regulation 10(4) Table 3 and 11(11)	There is no longer an H code for holiday agreed. The C code is used for agreed leave of absence. LOA should only be agreed in exceptional circumstances. If specific dates are granted and the pupil is absent outside of those dates, the absence should be recorded as either O or G and can be counted towards a penalty notice

					referral. This code can also be used for pregnant pupils on maternity leave
Absent - other authorised reasons	T	Parent travelling for occupational purposes	Authorised absence	Regulation 10(4) Table 3	This would be a mobile child with no fixed abode (for example travellers, barge and fairground parents). Proof can be requested if there is any doubt, but shouldn't be requested unnecessarily. If a child's attendance falls below 200 sessions in the preceding 12 months, legal action can be pursued
	R	Religious observance	Authorised absence	Regulation 10(4) Table 3	This code should only be used for one day of religious observance. Usually any further absences would be unauthorised (O), however if it is agreed the C code should be used.
	I	Illness	Authorised absence	Regulation 10(4) Table 3	Evidence should only be requested where there is doubt about the absence. It should not be routinely asked for. If there is doubt school should speak to either parent or child to establish whether to authorise the absence or not
	E	Suspended or permanently excluded and no alternative provision made	Authorised absence	Regulation 10(4) Table 3	Where the pupil is suspended or permanently excluded. Alternative provision must be provided from the sixth consecutive school day or any suspension or permanent exclusion. Where AP is attended, the appropriate code should be used. B or D
Absent - unable to attend school because of unavoidable cause	Q	Unable to attend the school because of lack of access arrangements	Not counted as a possible session	Regulation 10(4) Table 3 10(12)	This code is used when the school or LA have a legal duty to provide transport to school and it has failed to do so

	Y1	Unable to attend due to transport normally provided not being available	Not counted as a possible session	Regulation 10(4) Table 3	Where the pupil is unable to attend due to transport normally provided not being available (school bus or coach)
	Y2	Unable to attend due to widespread disruption to travel	Not counted as a possible session	Regulation 10(4) Table 3	Unable to attend due to widespread disruption to travel, i.e. snow, floods, a local, national or international emergency - natural disaster
	Y3	Unable to attend due to part of the school premises being closed	Not counted as a possible session	Regulation 10(4) Table 3	Unavoidable closure to parts of the school site where pupils cannot be accommodated elsewhere in the school i.e. burst pipe
	Y4	Unable to attend due to the whole school site being unexpectedly closed	Not counted as a possible session	Regulation 10(10)	Whole school closure unexpectedly, i.e. snow
	Y5	Unable to attend as pupil is in criminal justice detention	Not counted as a possible session	Regulation 10(4) Table 3 and 10(14)	Where a pupil is unable to attend due to being in police detention, remanded to youth detention awaiting sentencing or detained under a sentence of detention
	Y6	Unable to attend in accordance with public health guidance or law	Not counted as a possible session	Regulation 10(4) Table 3	Attendance restricted as instructed by public health guidance or law
	Y7	Unable to attend because of any unavoidable cause. (Schools must also record the nature of the unavoidable cause).	Not counted as a possible session	Regulation 10(4) Table 3 and 10(6)	Will be very rarely used. Treat with caution. This would be an unavoidable emergency, i.e. immigration detention. This would be in relation to the pupil only and not the parents. Recent communication from the Local Authority states this code can also be used for staggered returns at the start of an academic year

Absent - unauthorised absence	G	Holiday not granted by the school	Unauthorised absence	Regulation 10(4) Table 3	Leave of absence refused. Cannot grant loa retrospectively, if the parent has not applied in advance, loa should NOT be granted
	N	Reason for absence not yet established	Unauthorised absence	Regulation 10(4) Table 3 10(7), (8) and (9)	This is a holding code, to be used only if there is not yet a reason for the absence. The code should not be left any longer than 5 school days. If no reason is provided, use appropriate unauthorised code. If reason is provided, enter appropriate code along with a note explaining the change of code
	O	Absent in other or unknown circumstances	Unauthorised absence	Regulation 10(4) Table 3 and 10(9)(b)	Where no reason for the absence has been given, or the school is not satisfied that the reason provided is one that would be recorded as an authorised absence
	U	Arrived in school after registration closed	Unauthorised absence	Regulation 10(8)(b)	Use this code where the pupil has arrived after the register has closed i.e. after 9.00am
Administrative codes	Z	Pupil's name entered in advance of start date	N/A	N/A	This code appears when the pupil has set up in advance of the start date.
	#	Planned whole school closure - no session to take place	N/A	N/A	This code is for whole school closures that are known and planned in advance such as days between terms, half terms, occasional days e.g. Bank Holidays, Staff training days