

Attendance Policy

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1. Policy Statement

Blackpool Skills Academy believes that regular attendance is fundamental to educational achievement, safeguarding, personal development and successful preparation for adulthood.

Regular attendance enables pupils to access a broad and ambitious curriculum, build positive relationships, develop resilience and establish the routines expected within further education, employment and adult life.

The Academy recognises that many pupils join Blackpool Skills Academy having experienced historically low or severely disrupted attendance, difficult previous educational experiences or significant barriers to engagement. These may include SEND, social, emotional and mental health needs, emotionally based school avoidance (EBSA), family circumstances, transport difficulties or other complex factors.

Our approach therefore combines consistently high expectations with early identification, personalised support and effective partnership working with pupils, parents and carers, commissioning schools, Local Authorities and other relevant professionals and agencies.

The Academy will seek to understand the individual circumstances behind absence and lateness and, wherever possible, identify and remove barriers to attendance. Support will be proportionate to need and may include reasonable adjustments,

pastoral or SEND support, attendance planning, reintegration arrangements and coordinated work with other agencies.

Attendance is everyone's responsibility. The Academy maintains high expectations for every pupil while recognising that, for some pupils with a history of significant absence, improvement may need to be achieved progressively. Partial or improved attendance may represent an important step towards successful re-engagement, but the longer-term objective remains to support every pupil towards their agreed programme of education and the highest level of regular and punctual attendance reasonably achievable.

The Academy promotes a whole-school culture in which attendance is valued, encouraged and supported. Accurate attendance recording, prompt communication, consistent procedures and timely intervention help ensure that every pupil is accounted for throughout the school day and that safeguarding responsibilities are fully met.

Pupils will continue to be encouraged and welcomed to attend even when they arrive after the morning register has closed. Late arrival will be recorded accurately in accordance with statutory attendance requirements, while the Academy will work with the pupil and their family to understand and address any underlying barriers to punctual attendance.

Attendance recording forms an integral part of the Academy's safeguarding arrangements. Attendance information is recorded electronically using Bromcom, which is the Academy's official attendance management system and single source of truth.

Operational procedures supporting this policy are set out within the Academy's Attendance Procedures, Attendance Workflow Procedure, Staff Attendance Recording Guidance and Student Sent Home Protocol.

This policy has been developed in accordance with the Department for Education's statutory guidance, Working Together to Improve School Attendance, and should be implemented alongside the Academy's wider safeguarding, SEND, behaviour and pupil welfare arrangements.

2. Legislative and Regulatory Framework

This policy has been developed with reference to current legislation and statutory guidance, including:

- Education Act 1996
- Education (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance, Department for Education statutory guidance

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Independent School Standards Regulations
- Children Missing Education statutory guidance
- Behaviour in Schools guidance
- Equality Act 2010
- Children and Families Act 2014
- Supporting Pupils at School with Medical Conditions statutory guidance
- Data Protection Act 2018 and UK GDPR, where applicable to attendance and pupil records.

The Academy will have regard to current Department for Education attendance guidance and will update its attendance arrangements where changes to legislation or statutory guidance require this.

This policy should be read alongside the Academy's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Positive Behaviour Support Policy
- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Missing Child from Education During the School Day Policy
- Student Sent Home Protocol
- Attendance Procedures
- Attendance Workflow Procedure
- Staff Attendance Recording Guidance
- Data Protection Policy.

3. Aims

The Academy aims to:

- Promote regular attendance and good punctuality across the Academy.
- Develop a positive whole-school culture in which attendance is recognised as fundamental to safeguarding, achievement, wellbeing and preparation for adulthood.
- Maintain high expectations for attendance while recognising and responding appropriately to the complex barriers experienced by individual pupils.
- Safeguard pupils through accurate attendance recording and effective monitoring throughout the school day.
- Ensure attendance information is recorded promptly, consistently and accurately using the Academy's electronic Management Information System.
- Ensure morning and afternoon registration arrangements comply with statutory requirements.
- Identify attendance concerns, patterns of absence and punctuality issues at the earliest opportunity.
- Listen to pupils and families and seek to understand the reasons for absence or poor punctuality before determining the most appropriate response.
- Work collaboratively with parents, carers, commissioning schools, Local Authorities and external agencies to improve attendance.
- Identify and remove barriers to attendance wherever reasonably possible through early intervention, personalised support and appropriate reasonable adjustments.
- Reduce persistent and severe absence through a graduated programme of support, intervention and, where necessary, formal action.
- Support successful reintegration following periods of absence or disrupted education.
- Continue to encourage pupils to attend even where they are late or have missed part of the school day, while accurately recording their attendance in accordance with statutory requirements.
- Ensure pupils with SEND, medical conditions, SEMH needs, EBSA or other additional needs receive appropriate support to access education.
- Ensure any temporary part-time timetable is used only in exceptional circumstances, is time limited, regularly reviewed and supports a clear plan towards full-time education.

- Ensure attendance arrangements for commissioned placements, dual-registered pupils and pupils attending off-site provision are clearly understood, accurately recorded and effectively monitored.
- Promote positive attitudes towards attendance, punctuality and engagement in learning.
- Prepare pupils for the attendance expectations of further education, employment and adult life.
- Ensure attendance procedures support the Academy's wider safeguarding responsibilities and enable staff to know where every pupil should be throughout the school day.
- Use attendance information intelligently to identify trends, vulnerable groups and individual pupils requiring additional support.
- Meet statutory requirements for sharing attendance information with Local Authorities and other relevant bodies.

4. Roles and Responsibilities

Improving attendance is a shared responsibility. All members of the Academy community have a role in promoting regular attendance, identifying barriers and ensuring that absence is responded to promptly and appropriately.

Proprietor and Governors

The Proprietor and Governors will:

- Recognise improving attendance as an important part of the Academy's safeguarding, educational and school improvement responsibilities.
- Receive regular reports on attendance and punctuality.
- Monitor whole-school attendance trends, persistent absence, severe absence and the attendance of vulnerable groups.
- Consider attendance information alongside safeguarding, SEND, behaviour, achievement and pupil wellbeing information.
- Provide appropriate challenge and support to senior leaders.
- Ensure statutory attendance responsibilities are fulfilled.
- Monitor the effectiveness of the Academy's attendance strategy and the impact of interventions.

- Ensure appropriate resources and systems are available to support effective attendance management.

Headteacher and Senior Attendance Champion

The Headteacher is the Academy's Senior Attendance Champion and has strategic responsibility for improving and maintaining attendance across Blackpool Skills Academy.

The Headteacher will:

- Provide strategic leadership for attendance across the Academy.
- Promote a whole-school culture in which regular attendance and punctuality are valued.
- Ensure attendance remains a priority within safeguarding, school improvement and quality assurance arrangements.
- Monitor attendance data, patterns, trends and emerging concerns.
- Monitor persistent and severe absence and ensure appropriate action is taken.
- Ensure attendance procedures are implemented consistently and comply with statutory requirements.
- Ensure appropriate support and intervention strategies are available to pupils and families experiencing barriers to attendance.
- Ensure attendance practice takes appropriate account of SEND, medical needs, SEMH, EBSA, safeguarding concerns and other individual circumstances.
- Ensure temporary part-time timetables, where exceptionally required, are appropriately authorised, time limited and regularly reviewed.
- Liaise with Local Authorities, commissioning schools and external agencies where appropriate.
- Ensure appropriate escalation and formal intervention are considered where support has not resulted in sufficient improvement.
- Evaluate the effectiveness of attendance strategies and interventions.
- Report attendance outcomes to the Proprietor and Governors.

Day-to-Day Attendance Leads

Day-to-day responsibility for attendance monitoring and reporting is undertaken by:

Karen Neil

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Linda Chippindale

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The Day-to-Day Attendance Leads will:

- Monitor attendance and punctuality on a daily basis.
- Ensure morning and afternoon attendance registers are completed.
- Monitor lesson-by-lesson attendance information and identify discrepancies or unexpected absence.
- Check Today's Missing Registers and follow up incomplete registers promptly.
- Follow up unexplained absence and make appropriate contact with parents and carers.
- Ensure attendance information within Bromcom is accurate and up to date.
- Apply and review attendance codes in accordance with Department for Education guidance.
- Monitor temporary N codes and ensure these are resolved as soon as the reason for absence is established and within the required statutory timescale.
- Monitor late arrivals and patterns of poor punctuality.
- Identify pupils approaching or meeting persistent or severe absence thresholds.
- Produce attendance reports and analysis for the Headteacher, Senior Leadership Team, safeguarding staff, Proprietor and Governors as required.
- Liaise with commissioning schools and Local Authorities regarding attendance information where appropriate.
- Support the coordination of attendance meetings, Attendance Support Plans and other attendance interventions.
- Escalate emerging attendance or safeguarding concerns promptly to the Headteacher, Designated Safeguarding Lead or other appropriate member of staff.
- Support statutory attendance returns and information sharing with Local Authorities where required.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will:

- Monitor attendance as an integral part of the Academy's safeguarding arrangements.
- Identify pupils whose absence, lateness, patterns of attendance or unexpected absence from individual lessons may indicate a safeguarding concern.
- Consider attendance information alongside safeguarding records, behaviour, wellbeing, pupil voice and information received from other professionals.
- Coordinate safeguarding responses where attendance concerns indicate that a pupil may be at risk of harm.
- Ensure appropriate action is taken where a pupil's whereabouts cannot be established.
- Work collaboratively with attendance, pastoral and SEND staff and external agencies.
- Consider whether persistent or severe absence requires additional safeguarding intervention or referral.
- Ensure attendance information informs safeguarding assessments and decision making.

Reception Staff

Reception staff will:

- Record late arrivals and early departures in accordance with Academy procedures.
- Update Bromcom promptly when pupils arrive late or leave during the school day.
- Record the actual time of arrival or departure and other required information.
- Maintain appropriate sign-in and sign-out arrangements.
- Verify the identity of adults collecting pupils where appropriate.
- Notify attendance, safeguarding or senior staff immediately where concerns arise.
- Maintain contingency attendance records where required during disruption to the Academy's electronic systems.

Administration Staff

Administration staff supporting attendance will:

- Assist with monitoring attendance registers throughout the school day.
- Check Today's Missing Registers and follow up incomplete registers.
- Contact parents and carers regarding unexplained absences in accordance with the Academy's first-day response arrangements.
- Support the accurate application and amendment of attendance codes in accordance with Department for Education guidance.
- Monitor and resolve temporary N codes promptly.
- Maintain accurate attendance information within Bromcom.
- Support attendance reporting and analysis.
- Carry out daily attendance compliance checks.
- Escalate concerns to the Day-to-Day Attendance Leads, DSL or senior leaders as appropriate.

Teaching Staff

All teaching staff will:

- Promote regular attendance and good punctuality.
- Create a welcoming and supportive learning environment which encourages pupils to attend and engage.
- Complete required attendance registers promptly and accurately.
- Record lesson-by-lesson attendance in accordance with Academy procedures.
- Remain alert to unexpected absence from lessons or discrepancies between the register and a pupil's known whereabouts.
- Report missing pupils, unexplained absence from lessons or safeguarding concerns immediately.
- Follow Academy attendance and safeguarding procedures consistently.
- Welcome pupils positively when they arrive late or return following absence and support their re-engagement with learning.

- Avoid responses to lateness which could discourage a pupil from attending for the remainder of the school day.
- Contribute to identifying and understanding barriers to attendance.
- Support pupils returning following periods of absence or disrupted education.
- Maintain high expectations while recognising individual needs and agreed reasonable adjustments.
- Not amend attendance records after submission except through the Academy's agreed attendance procedures.

Parents and Carers

Parents and carers are expected to:

- Ensure their child attends regularly and punctually in accordance with their agreed educational programme.
- Ensure their child arrives ready to begin the school day at 8.45am where they are attending a full-time BSA programme.
- Notify the Academy promptly when their child is unable to attend and provide the reason for absence.
- Provide updated contact information and, wherever reasonably possible, more than one emergency contact number.
- Respond to contact from the Academy regarding unexplained absence.
- Attend meetings where attendance concerns arise.
- Work collaboratively with the Academy to identify and overcome barriers to attendance.
- Support agreed attendance improvement, reintegration or support plans.
- Request any leave of absence in advance and understand that term-time leave will only be authorised in exceptional circumstances.

Pupils

Pupils are expected and supported to:

- Attend regularly in accordance with their agreed educational programme.
- Arrive punctually and be ready for learning.

- Attend all lessons and scheduled activities while on site.
- Engage positively with learning and Academy life.
- Speak to a trusted member of staff if they are experiencing difficulties or barriers which affect their attendance.
- Work positively with staff, parents, carers and other professionals to improve attendance where required.

The Academy recognises that some pupils may experience significant barriers to regular or punctual attendance. Pupils will be supported rather than discouraged from attending. Where a pupil arrives late, including after the morning register has closed, they will be welcomed into the Academy, their attendance will be recorded accurately and appropriate support will be provided to enable them to engage with education for the remainder of the day.

5. Attendance Strategy

Blackpool Skills Academy adopts a graduated attendance strategy based upon high expectations, early identification, understanding individual barriers, personalised support, effective intervention and partnership working.

The Academy recognises that improving attendance is most successful when pupils and families feel listened to and the reasons for absence are understood. Attendance strategies will therefore be tailored to the individual circumstances of each pupil while maintaining consistently high expectations and a clear focus on increasing engagement with education.

The Academy's approach reflects the principles of:

- Expect
- Monitor
- Listen and understand
- Facilitate support
- Formalise support
- Enforce where necessary.

Formal intervention or enforcement will not replace appropriate support. However, where support has been provided and attendance does not improve, or where support is not appropriate or has not been engaged with, the Academy will work with the relevant Local Authority and commissioning school to consider further action.

Universal Attendance Culture

The Academy promotes regular attendance through:

- Positive and respectful relationships between staff and pupils.
- High-quality teaching and engaging learning experiences.
- A safe, welcoming and inclusive environment.
- Clear attendance and punctuality expectations communicated to pupils and families.
- Recognition and celebration of excellent and improving attendance.
- Consistent attendance recording procedures across the Academy.
- Morning, afternoon and lesson-by-lesson attendance monitoring.
- Prompt response to unexplained absence.
- Effective communication between teaching, administration, pastoral, SEND, attendance and safeguarding staff.
- Early intervention where concerns arise.
- A positive response when pupils return following absence or arrive late.

The Academy will not use approaches to lateness or absence which unnecessarily create further barriers to attendance.

Early Identification

Attendance concerns are identified through:

- Daily attendance monitoring.
- Morning and afternoon registration.
- Lesson-by-lesson attendance information.
- Weekly attendance analysis.
- Punctuality monitoring.
- Monitoring persistent and severe absence.
- Identification of patterns of absence, including particular days, sessions or lessons.
- Safeguarding reviews.

- Communication with pupils, parents and carers.
- Liaison with commissioning schools, Local Authorities and external agencies where appropriate.

Early identification enables the Academy to intervene before attendance concerns become entrenched and to identify where absence may indicate wider safeguarding, SEND, wellbeing or family concerns.

Listening and Understanding

Where attendance concerns are identified, the Academy will seek to understand the reasons for absence or poor punctuality before determining the most appropriate response.

This may include:

- Speaking directly with the pupil.
- Contacting parents or carers.
- Reviewing attendance patterns and previous educational experiences.
- Considering SEND, EHCP, SEMH, EBSA or medical needs.
- Considering transport, family or other practical barriers.
- Reviewing safeguarding information.
- Liaising with commissioning schools.
- Seeking information from other professionals involved with the pupil.

The Academy recognises that the same attendance pattern may have very different underlying causes for different pupils. Intervention will therefore be based upon the individual circumstances identified.

Support

Where barriers to attendance are identified, the Academy will work collaboratively with pupils, parents, carers, commissioning schools and external agencies to address them.

Support may include:

- Attendance meetings.
- Pastoral support.

- Mentoring.
- Safeguarding intervention.
- SEND support.
- Reasonable adjustments.
- Wellbeing support.
- EBSA support.
- Reintegration planning.
- Support with routines and transitions.
- Transport discussions with the responsible school or Local Authority where appropriate.
- Flexible transition arrangements.
- Referrals to external agencies.
- Multi-agency support.

The Academy will regularly review whether the support provided is improving attendance and whether further or different intervention is required.

Formalising Support and Further Intervention

Where attendance does not improve sufficiently despite appropriate support, the Academy may formalise its approach.

This may include:

- Attendance Support Plans.
- Individual Learning Plan reviews.
- Formal attendance meetings.
- Multi-agency meetings.
- Early Help referrals.
- Attendance contracts.
- Education Supervision Orders, where appropriate and pursued through the relevant statutory arrangements.

- Enhanced safeguarding monitoring.
- Regular review meetings with parents and carers.
- Reintegration planning following repeated or prolonged absence.
- Formal liaison with commissioning schools and Local Authorities.
- Monitoring patterns of pupils being sent home or leaving during the school day.
- Review of any temporary part-time timetable.
- Consideration of formal attendance action in partnership with the relevant Local Authority where appropriate.

Where support has not been successful, has not been engaged with, or is not appropriate in the circumstances, the Academy will work with the relevant Local Authority to consider the appropriate statutory or legal response.

6. School Day, Registration and Punctuality

School Day

The Academy school day begins at 8.45am and ends at 3.00pm, Monday to Friday, for full-time pupils.

Full-time pupils may spend up to 31 hours in the Academy each week. This does not include voluntary after-school activities.

Pupils are expected to arrive in sufficient time to be ready for registration and learning at 8.45am.

Where a pupil attends Blackpool Skills Academy as part of a commissioned part-time placement, their expected days and hours of attendance will be clearly agreed with the commissioning school, parent or carer and, where appropriate, other relevant professionals. Attendance will be monitored against the pupil's agreed programme.

Morning Registration

The morning attendance register opens at 8.45am and closes at 9.00am.

Pupils arriving after 8.45am but before the register closes at 9.00am will be recorded as arriving late before the register has closed, using the appropriate Department for Education attendance code.

Pupils arriving after 9.00am will be recorded as arriving after the register has closed using the appropriate Department for Education attendance code, taking account of the reason for the late arrival where required.

Reception staff will record late arrivals promptly within Bromcom, including the actual time of arrival and other information required under Academy procedures.

Afternoon Registration and Lesson Attendance

The Academy will take an afternoon attendance register in accordance with statutory requirements.

In addition to the statutory morning and afternoon registers, attendance is recorded at the beginning of lessons throughout the school day. This enables the Academy to monitor pupils' whereabouts, identify unexpected absence from individual lessons and respond promptly to potential safeguarding concerns.

Lesson-by-lesson monitoring supplements, but does not replace, the statutory morning and afternoon attendance registers.

Late Arrival and Continued Attendance

Blackpool Skills Academy maintains clear expectations around punctuality. However, the Academy recognises that some pupils experience significant and complex barriers which can result in sporadic or late attendance.

These may include disrupted previous educational experiences, SEND, SEMH needs, EBSA, family circumstances, transport difficulties or other barriers outside the pupil's immediate control.

The Academy will continue to encourage and welcome a pupil to attend even where they have missed registration or part of the school day.

A pupil arriving after 9.00am will not be discouraged from attending because they are late. Their arrival will be welcomed, recorded accurately and staff will support them to engage with education for the remainder of the day.

Late arrival will not, in itself, be used as a reason to send a pupil home.

Where lateness is frequent or forms part of a wider pattern of absence, the Academy will seek to understand the reasons and work with the pupil, parents or carers, commissioning school and other relevant professionals to identify barriers and provide appropriate support.

For some pupils with historically low or severely disrupted attendance, securing attendance for part of a school day may represent an important step towards sustained re-engagement with education. The Academy will recognise such progress while continuing to work towards the pupil's agreed programme and the highest level of regular and punctual attendance reasonably achievable.

Temporary Part-Time Timetables

A pupil who is registered as a full-time pupil at Blackpool Skills Academy will not be placed on a part-time timetable as a routine response to poor attendance or behaviour.

A temporary part-time timetable will only be considered in exceptional circumstances where it is considered to be in the pupil's best interests and forms part of a clearly defined plan to support the pupil towards full-time education.

Any temporary part-time timetable will:

- Have a clear educational or support rationale.
- Be agreed with the parent or carer and involve the pupil where appropriate.
- Take account of safeguarding, SEND and medical needs.
- Specify clearly when the pupil is expected to attend.
- Have a defined start and end date.
- Be time limited.
- Be regularly reviewed.
- Include a clear plan for increasing attendance towards full-time education.
- Be recorded and coded in accordance with current Department for Education requirements.
- Involve the commissioning school, Local Authority or other relevant professionals where appropriate.

A temporary part-time timetable is distinct from a pupil who has been formally commissioned to attend Blackpool Skills Academy for specified days or sessions as part of a wider educational programme. In those circumstances, the Academy will monitor attendance against the commissioned placement arrangements and maintain appropriate communication with the commissioning school or other responsible body.

7. Registration and Attendance Recording

Blackpool Skills Academy will maintain its admission and attendance registers electronically in accordance with statutory requirements and current Department for Education guidance.

Bromcom is the Academy's official attendance management system and serves as the single source of truth for statutory attendance recording and reporting.

All pupils registered at the Academy will be included within the appropriate registers.

Statutory Attendance Registers

The Academy will take:

- A morning attendance register.
- An afternoon attendance register.

These statutory registers will be supplemented by lesson-by-lesson attendance recording throughout the school day to support safeguarding and enable the Academy to identify promptly where a pupil is unexpectedly absent from a lesson or activity.

Registers must be completed promptly and accurately so that the Academy has reliable information about which pupils are present, absent or attending elsewhere.

Attendance Codes

Attendance codes will be applied in accordance with current Department for Education requirements.

The Academy will record the actual circumstances of a pupil's attendance or absence and will not alter attendance information simply because a pupil's attendance has improved or because there are mitigating circumstances.

Where the reason for an absence has not been established at the time the register is taken, the appropriate temporary attendance code will be used.

Where Code N is used because the reason for absence has not yet been established, the Academy will take reasonable steps to establish the reason promptly. The appropriate attendance code will be entered as soon as the reason is established and no later than five working days after the session concerned.

Code N will not be allowed to remain indefinitely on a pupil's attendance record.

Late Arrivals and Early Departures

Reception staff are responsible for recording pupils who arrive after the beginning of the school day or leave before the end of their expected programme.

Where a pupil arrives late, Bromcom will be updated promptly to record:

- The pupil's arrival.
- The actual time of arrival.
- The appropriate attendance code.

- The reason for lateness where this is required or known.

Where a pupil leaves before the end of their expected school day, the Academy will record the departure accurately and follow the Student Sent Home Protocol or other relevant procedure.

Paper sign-in, sign-out or contingency records may be maintained where required for safeguarding, emergency or audit purposes but do not replace the Academy's statutory electronic attendance record.

Register Amendments and Audit Trail

Attendance records will only be amended where there is a legitimate reason to do so and in accordance with Academy procedures.

Where an entry in the admission or attendance register is amended, the Academy's systems and records will enable the required audit information to be retained, including:

- The original entry.
- The amended entry.
- The reason for the amendment.
- The date on which the amendment was made.
- The person responsible for making the amendment.

Teaching staff should not amend attendance records after submission except through the Academy's agreed attendance procedures.

Attendance Record Retention

Admission and attendance register information will be retained securely for the period required by legislation and statutory guidance.

Attendance and admission register entries will normally be retained for six years from the date on which the relevant entry was made.

Records will be managed in accordance with the Academy's Data Protection Policy, UK GDPR, the Data Protection Act 2018 and applicable statutory record-keeping requirements.

Daily Attendance Compliance

The Day-to-Day Attendance Leads and Administration staff will monitor attendance information throughout the school day.

This will include:

- Checking completion of statutory registers.
- Checking Today's Missing Registers.
- Following up incomplete registers promptly.
- Reviewing unexplained absences.
- Monitoring late arrivals.
- Monitoring pupils leaving before the end of their expected programme.
- Reviewing temporary N codes.
- Checking attendance codes for accuracy.
- Reviewing off-site and commissioned provision attendance.
- Identifying discrepancies between registers and pupils' known whereabouts.

Any discrepancy which raises concern about a pupil's whereabouts will be treated as a potential safeguarding matter until satisfactorily resolved.

8. First-Day Response and Unexplained Absence

Where a pupil is absent and the Academy has not received an explanation, the Academy will take timely action to establish the reason for absence and, where necessary, the pupil's whereabouts.

The Academy's response will be proportionate to the individual pupil's circumstances and any known safeguarding concerns.

Parent and Carer Notification

Parents and carers are expected to notify the Academy as soon as possible when their child will be absent and provide the reason for the absence.

Where no explanation has been received, the Academy will normally begin its first-day response promptly following morning registration.

This may include:

- Contacting the pupil's parent or carer.
- Using alternative contact numbers where the primary contact cannot be reached.
- Checking information already provided to the Academy.

- Checking whether transport arrangements may explain the absence.
- Liaising with the commissioning school where appropriate.
- Reviewing known safeguarding, SEND, medical, pastoral or attendance information.
- Speaking with relevant members of staff.
- Applying the appropriate temporary attendance code while the reason for absence is being established.
- Escalating concerns to the Designated Safeguarding Lead where appropriate.

The Academy will, wherever reasonably possible, hold more than one emergency contact number for each pupil so that additional appropriate adults can be contacted where necessary.

Safeguarding Response

The Academy recognises that unexplained or unexpected absence can be an important safeguarding indicator.

Where a pupil's whereabouts cannot be established, repeated attempts to make contact are unsuccessful, the circumstances of the absence are unusual, or other safeguarding concerns exist, the matter will be referred promptly to the Designated Safeguarding Lead.

The DSL will consider the pupil's individual circumstances and determine what further action is required.

This may include:

- Further attempts to contact parents, carers or emergency contacts.
- Contact with the commissioning school.
- Contact with professionals already working with the pupil or family.
- Liaison with the Local Authority.
- Children's Social Care involvement where appropriate.
- Police involvement where there is an immediate concern for the pupil's safety or welfare.
- Action under the Academy's safeguarding or children missing education procedures.

The Academy will not wait for a prescribed period of absence before acting where information indicates that a pupil may be at risk.

Repeated or Patterned Unexplained Absence

Where unexplained absence occurs repeatedly, the Academy will consider the pattern as part of its wider attendance and safeguarding assessment.

This may include consideration of:

- Particular days or sessions being missed.
- Repeated late arrival.
- Absence from particular lessons.
- Changes from the pupil's normal attendance pattern.
- Family circumstances.
- SEND, SEMH, EBSA or medical needs.
- Transport difficulties.
- Possible neglect, exploitation or other safeguarding concerns.
- Information held by commissioning schools or other agencies.

The Academy will seek to understand the reasons for the pattern and put appropriate support, intervention or safeguarding action in place.

Updating the Attendance Record

Attendance records will be updated promptly when reliable information about the reason for absence becomes available.

Temporary N codes will be resolved as soon as reasonably possible and no later than five working days after the relevant session.

First-day response is not simply an administrative process. It forms part of the Academy's wider safeguarding arrangements and supports its responsibility to know, as far as reasonably possible, where pupils should be and whether unexplained absence may indicate that a pupil requires additional support or protection.

9. Attendance and Safeguarding

Attendance is a key safeguarding indicator and forms an integral part of the Academy's safeguarding arrangements.

Poor attendance, persistent absence, severe absence, unexplained absence, repeated lateness or unexpected absence from an individual lesson may indicate that a pupil requires additional support or protection.

Attendance concerns may be associated with a range of circumstances, including:

- Neglect.
- Child criminal exploitation.
- Child sexual exploitation.
- Domestic abuse.
- Family difficulties.
- Mental health and emotional wellbeing difficulties.
- SEND or unmet additional needs.
- Emotionally based school avoidance (EBSA).
- Bullying or difficulties with peer relationships.
- Transport difficulties.
- Young caring responsibilities.
- Medical needs.
- Difficulties associated with previous educational experiences.
- Children missing education.

The Academy will not assume that poor attendance has a single cause. Attendance information will be considered alongside safeguarding records, behaviour, wellbeing, SEND information, pupil voice, family circumstances and information received from commissioning schools and other professionals.

Unexpected Absence During the School Day

Unexpected absence from an individual lesson or activity, unexplained movement around the Academy or a discrepancy between attendance records and a pupil's known whereabouts will be treated seriously.

Where a pupil who is known to be on site cannot be accounted for, staff will follow the Academy's procedures for locating the pupil and will inform appropriate senior or safeguarding staff without delay.

A discrepancy concerning a pupil's whereabouts will be treated as a potential safeguarding concern until satisfactorily resolved.

Persistent and Severe Absence as a Safeguarding Concern

Persistent or severe absence will be considered within the Academy's wider safeguarding arrangements and not treated solely as an attendance matter.

Where attendance deteriorates significantly, the Academy will consider whether this indicates an increased level of risk or unmet need.

Where severe absence is accompanied by safeguarding concerns, the Academy will work closely with the commissioning school, relevant Local Authority, Children's Social Care and other agencies as appropriate. Consideration will be given to whether existing support should be intensified or whether statutory children's social care involvement or another safeguarding response is required.

The Academy will not wait for attendance to reach a particular percentage before taking safeguarding action where other information indicates that a pupil may be at risk.

Information Sharing and Multi-Agency Working

Attendance concerns will be shared promptly with the Designated Safeguarding Lead where appropriate.

Where attendance gives rise to safeguarding concerns, the Academy may work with:

- Parents and carers.
- Commissioning schools.
- Local Authority attendance services.
- Children's Social Care.
- Early Help services.
- Health professionals.
- SEND professionals.
- Transport providers where relevant.
- Police where necessary to safeguard a pupil.
- Other professionals or agencies involved with the pupil or family.

Information will be shared lawfully and proportionately where this is necessary to safeguard a pupil, support attendance or fulfil the Academy's statutory responsibilities.

10. Persistent and Severe Absence

The Academy closely monitors attendance to identify pupils whose level or pattern of absence indicates that additional support or intervention may be required.

Persistent Absence

A pupil is considered persistently absent where they miss 10% or more of their possible school sessions, regardless of whether individual absences are authorised or unauthorised.

This broadly equates to attendance of 90% or below over the relevant period.

The Academy will seek to identify pupils at risk of becoming persistently absent before the threshold is reached so that support can be provided at the earliest reasonable opportunity.

Severe Absence

A pupil is considered severely absent where they miss 50% or more of their possible school sessions.

Severe absence will receive particular attention because of the significant impact that such levels of absence can have upon safeguarding, educational progress, wellbeing and future outcomes.

Where a pupil is severely absent, the Academy will work intensively with the pupil, parents or carers, commissioning school, Local Authority and other relevant professionals to understand and address the barriers preventing regular attendance.

Where severe absence is associated with safeguarding concerns, consideration will be given to whether additional multi-agency or statutory safeguarding intervention is required.

BSA Context and Measuring Improvement

Blackpool Skills Academy recognises that some pupils join the Academy following prolonged periods of disengagement from education and with historically very low levels of attendance.

The Academy maintains high expectations for these pupils. However, it also recognises that successful re-engagement may occur progressively.

For a pupil who has previously attended education very rarely, a sustained increase in attendance may represent significant progress even though their overall attendance remains below national expectations or within the persistent or severe absence categories.

The Academy will therefore consider:

- Current attendance.
- Previous attendance.
- Improvement over time.
- Patterns of absence.
- Punctuality.
- Engagement while attending.
- Progress towards the pupil's agreed educational programme.
- Identified barriers to attendance.
- The effectiveness of support and reasonable adjustments.
- Safeguarding and wellbeing.
- The pupil's views.
- Parent or carer engagement.
- Information from commissioning schools and other professionals.

Recognition of improvement does not change how statutory attendance information is recorded or reported. Attendance data will remain accurate and pupils will continue to be identified as persistently or severely absent where the relevant statutory thresholds are met.

The purpose of recognising incremental improvement is to support sustained re-engagement rather than to lower expectations.

11. Attendance Interventions

Attendance interventions will be proportionate to the pupil's circumstances, the level and pattern of absence, identified barriers and the support already provided.

The Academy's first response will normally be to understand why attendance is becoming a concern and determine what can reasonably be done to improve it.

Interventions may include:

- Conversations with the pupil.
- Contact and meetings with parents or carers.
- Attendance Support Plans.
- Individual Learning Plan reviews.
- Pastoral mentoring.
- Safeguarding assessments.
- Early Help referrals.
- Multi-agency meetings.
- SEND support and reasonable adjustments.
- EBSA support planning.
- Support relating to medical or wellbeing needs.
- Reintegration plans following periods of absence.
- Daily or regular contact arrangements.
- Support with routines and transitions.
- Liaison concerning transport arrangements.
- Attendance contracts.
- Attendance panels or formal review meetings.
- Enhanced monitoring.
- Review of temporary part-time timetables.
- Monitoring following pupils being sent home or leaving during the school day.
- Referrals to external support services where appropriate.
- Formal liaison with the commissioning school or Local Authority.

The Academy will regularly review the effectiveness of interventions rather than allowing support arrangements to continue indefinitely without evidence that they are helping the pupil to re-engage.

Formal Intervention

Where voluntary support has not resulted in sufficient improvement, has not been engaged with or is not appropriate to the circumstances, more formal intervention may be considered.

Depending upon the circumstances and the Academy's statutory role, this may include working with the relevant Local Authority in relation to:

- Formal attendance contracts.
- Education Supervision Orders.
- Notices to Improve.
- Penalty Notices.
- Prosecution or other statutory attendance action where the legal criteria are met.

Formal action will be considered alongside the individual circumstances of the pupil and family, the support already offered, any SEND or disability considerations, safeguarding information and the requirements of current legislation and statutory guidance.

The Academy's overriding objective remains to secure the pupil's regular engagement with education. Formal intervention is therefore part of a wider graduated attendance response and not an end in itself.

12. Students Sent Home During the School Day

Where a pupil leaves Blackpool Skills Academy before the end of their expected school day, the Academy will follow the Student Sent Home Protocol and relevant safeguarding and attendance procedures to ensure that the decision is safe, appropriate, authorised and fully recorded.

Sending a pupil home is a safeguarding and educational decision and not simply an attendance matter.

Pupils will only leave the Academy following appropriate consideration of their circumstances, suitable authorisation, contact with a parent or carer where required and safe arrangements for collection or return home.

The Academy will not routinely send pupils home because they are late, have experienced difficulties during part of the school day or are struggling to engage with a particular lesson.

Where reasonably possible, staff will seek to support the pupil to remain on site and re-engage with their educational programme.

Recording an Early Departure

Where a pupil leaves before the end of their expected school day, the Academy will ensure that:

- The reason for leaving is clearly recorded.
- Appropriate authorisation has been obtained.
- Parents or carers have been contacted and informed where required.
- Appropriate arrangements have been made for the pupil to leave safely.
- The actual time of departure is recorded.
- Bromcom is updated promptly using the appropriate attendance code.
- Relevant safeguarding, pastoral, SEND or attendance staff are informed where appropriate.
- The commissioning school is informed where required.
- Follow-up support or reintegration arrangements are made where necessary.

The attendance code used will reflect the actual circumstances and will be applied in accordance with current Department for Education requirements.

Monitoring Pupils Being Sent Home

Patterns of pupils being sent home or leaving before the end of their expected programme will be monitored by the Day-to-Day Attendance Leads, Designated Safeguarding Lead and Senior Leadership Team.

Repeated early departure will not be allowed to develop into an informal reduced timetable.

Where a pattern emerges, the Academy will consider whether this indicates:

- An unmet SEND need.
- SEMH or EBSA difficulties.
- A medical or wellbeing concern.
- A safeguarding concern.
- Difficulty accessing particular lessons or activities.
- Behaviour or relationship difficulties.

- A need for reasonable adjustments.
- A wider attendance or engagement concern.

Appropriate support and review arrangements will be put in place where required.

13. Commissioned Placements, Dual Registration and Off-Site Provision

Blackpool Skills Academy works with commissioning schools, Local Authorities and other partners to provide education for pupils with a range of different placement arrangements.

The Academy recognises that many pupils arrive following historically poor attendance, disrupted educational experiences, SEND, SEMH needs or other significant barriers to engagement.

Attendance expectations remain high for every pupil. However, attendance must be understood in the context of the pupil's agreed educational programme and registration arrangements.

Commissioned Placements

Where a pupil is commissioned to attend Blackpool Skills Academy for specified days or sessions as part of a wider educational programme, their expected attendance at BSA will be clearly established.

The Academy will:

- Record attendance accurately for the sessions for which the pupil is expected to attend BSA.
- Monitor punctuality and absence.
- Follow up unexpected absence in accordance with agreed arrangements.
- Maintain appropriate communication with the commissioning school or Local Authority.
- Share attendance information with the commissioning body as required.
- Raise concerns promptly where attendance deteriorates or safeguarding concerns arise.

A pupil who is legitimately commissioned to attend BSA for only part of the week will not be treated as being on a temporary part-time timetable solely because their BSA placement is part time.

Dual-Registered Pupils

Where a pupil is dual registered, attendance will be monitored collaboratively with the other school.

The Academy will ensure that appropriate attendance codes are used to reflect the pupil's registration and educational arrangements.

Attendance information will be shared regularly so that both settings have an accurate understanding of the pupil's attendance and any emerging concerns.

Where a dual-registered pupil does not attend the setting at which they are expected to be present, appropriate checks will be made promptly to establish their whereabouts.

The fact that a pupil is dual registered will not reduce the Academy's safeguarding responsibility while the pupil is expected to attend BSA.

Off-Site Provision, Vocational Placements and Work-Related Learning

Where pupils access approved off-site education, vocational placements, work-related learning or other educational activities away from the Academy site, BSA will maintain appropriate oversight of attendance and safeguarding.

The Academy will ensure that:

- The placement or activity has been appropriately agreed.
- It is clear when and where the pupil is expected to attend.
- Appropriate safeguarding arrangements are in place.
- Attendance is verified with the provider.
- Absence or non-arrival is communicated promptly.
- Appropriate Department for Education attendance codes are used.
- Concerns are followed up with the pupil, parent or carer, provider, commissioning school or other relevant body as appropriate.

The Academy will not assume that a pupil is attending an off-site placement simply because they are expected to be there. Appropriate arrangements will be in place for attendance to be confirmed.

Unexpected non-attendance at an off-site placement will be considered within the Academy's attendance and safeguarding procedures.

14. Illness, Medical Needs and Attendance

The Academy recognises that pupils may sometimes be unable to attend because of illness, medical treatment or health-related needs.

Parents and carers should notify the Academy as soon as possible when a pupil is unable to attend because of illness and provide sufficient information to enable the Academy to record the absence appropriately.

Absence due to illness will be recorded using the appropriate Department for Education attendance code where the Academy is satisfied that the pupil is unable to attend because of illness.

Medical Evidence

The Academy will not routinely request medical evidence for every illness-related absence.

Where there are reasonable grounds to require additional information, for example because of repeated or prolonged absence, uncertainty about the reason for absence or the need to understand how a health condition affects attendance, the Academy may seek appropriate evidence or information.

Any request will be proportionate and will take account of the individual circumstances of the pupil and family.

The Academy will avoid placing unnecessary demands upon health services and will consider other appropriate forms of information where these provide sufficient evidence of the pupil's circumstances.

Supporting Pupils with Medical Conditions

Where a pupil has a physical or mental health condition which affects attendance, the Academy will work with the pupil, parents or carers, commissioning school and relevant professionals to understand the impact of the condition and identify appropriate support.

This may include:

- Reasonable adjustments.
- Individual healthcare arrangements where appropriate.
- SEND support.
- Pastoral or wellbeing support.
- Adjustments to transitions or routines.

- Reintegration planning following a period of illness.
- Liaison with health professionals.
- Liaison with the Local Authority where the pupil may require additional educational provision because of illness.

The Academy will have regard to its duties under the Equality Act 2010, Children and Families Act 2014 and relevant statutory guidance when responding to health-related absence.

Prolonged Absence Due to Illness

Where a pupil is expected to miss, or has missed, 15 school days consecutively or cumulatively because of illness, the Academy will consider its statutory information-sharing responsibilities and work with the relevant Local Authority and commissioning school as appropriate.

The Academy will seek to ensure that prolonged illness does not unnecessarily disconnect a pupil from education and will support an appropriate return when the pupil is able to attend.

Remote Education

Remote education will not routinely be used as an alternative to school attendance.

Where remote education is exceptionally considered appropriate for a pupil who is unable to attend school, it will be considered as part of a wider support or reintegration plan and not as a long-term substitute for attendance at school.

Any such arrangement will:

- Be based upon the individual circumstances and best interests of the pupil.
- Take account of safeguarding, SEND and medical needs.
- Have clearly defined objectives.
- Be regularly reviewed.
- Support, wherever appropriate, the pupil's return to attendance at the Academy.

Provision of remote education does not alter the requirement for attendance to be recorded accurately using the appropriate statutory attendance code.

15. Leave of Absence

Parents and carers should avoid requesting leave of absence during term time.

The Academy may only grant a leave of absence during term time where the Headteacher considers that exceptional circumstances apply.

Requests for leave of absence should normally be submitted in writing and in advance. Each request will be considered individually and on its own circumstances.

In considering a request, the Headteacher may take account of:

- The nature and circumstances of the request.
- The pupil's individual circumstances.
- The likely impact upon the pupil's education.
- Safeguarding considerations.
- Any SEND, medical or other relevant needs.
- Information provided by the parent or carer.
- The requirements of current legislation and Department for Education guidance.

Where leave is granted, the Headteacher will determine the number of school days for which the pupil may be absent.

There is no automatic entitlement to leave during term time and a family holiday will not normally constitute an exceptional circumstance.

Where a pupil is absent without authorised leave, the absence will be recorded using the appropriate Department for Education attendance code.

Unauthorised absence may result in referral to the relevant Local Authority for consideration of formal attendance action, including a Penalty Notice where the statutory criteria are met.

16. Formal Attendance Action and Penalty Notices

Blackpool Skills Academy's primary objective is to improve attendance by understanding and addressing the barriers preventing a pupil from attending regularly.

Where attendance becomes a concern, the Academy will normally work with the pupil, parents or carers, commissioning school, Local Authority and other relevant professionals to provide appropriate support.

However, where voluntary support has not been successful, has not been engaged with or is not appropriate to the circumstances, formal attendance action may be considered.

The Academy will work with the relevant Local Authority in accordance with current legislation, statutory guidance and the National Framework for Penalty Notices.

National Threshold

The national threshold for considering a Penalty Notice is normally met where a pupil has recorded 10 sessions of unauthorised absence within a rolling period of 10 school weeks.

The 10 sessions do not have to be consecutive and may include different types of unauthorised absence.

The 10-school-week period may span different terms or school years, subject to the requirements of the National Framework.

Reaching the national threshold does not automatically mean that a Penalty Notice will be issued. The circumstances of the case and the appropriate response must be considered.

Support Before Formal Action

Where appropriate, before formal action is pursued the Academy will seek to establish:

- The reasons for absence.
- Whether barriers to attendance have been identified.
- What support has been offered.
- Whether reasonable adjustments have been considered where appropriate.
- Whether SEND, medical, safeguarding or other additional needs affect attendance.
- Whether the pupil and family have engaged with the support offered.
- Whether further support is likely to improve attendance.
- Whether formal intervention is now necessary and proportionate.

There may be circumstances where support is not considered appropriate before formal action, including some instances of unauthorised term-time leave. In such circumstances, the Academy will act in accordance with the National Framework, the relevant Local Authority arrangements and current statutory guidance.

Notice to Improve

Where the national threshold has been met and support is appropriate but has not resulted in sufficient improvement, a Notice to Improve may be considered in accordance with the National Framework and Local Authority arrangements.

A Notice to Improve provides a further opportunity for attendance to improve before a Penalty Notice is pursued.

The Academy will provide the Local Authority with relevant attendance and support information where required.

Penalty Notices

Where the statutory criteria are met, the Academy may refer the case to the relevant Local Authority for consideration of a Penalty Notice.

Penalty Notices are issued by authorised bodies in accordance with legislation and the National Framework. Blackpool Skills Academy does not itself determine the statutory penalty payable.

The Academy will ensure that parents and carers are made aware that unauthorised absence may result in formal action.

Other Formal Attendance Measures

Depending upon the circumstances, formal intervention may also include consideration of:

- Attendance contracts.
- Education Supervision Orders.
- Notices to Improve.
- Penalty Notices.
- Prosecution under the relevant provisions of the Education Act 1996.
- Other statutory intervention available to the relevant Local Authority.

The appropriate response will depend upon the circumstances of the individual pupil and family, the nature and extent of the absence, previous intervention and the requirements of current legislation and statutory guidance.

Formal action will not prevent the Academy from continuing to offer appropriate support to the pupil and family.

17. Statutory Attendance Information and Local Authority Reporting

Blackpool Skills Academy will provide attendance and registration information to Local Authorities and other authorised bodies where required by legislation or statutory guidance.

The Academy recognises that timely information sharing is particularly important where patterns of absence may indicate that a pupil is missing education, requires additional support or may be at risk of harm.

The Academy will maintain appropriate systems to identify circumstances requiring statutory notification or return.

These may include:

- Admission and deletion information where statutory notification requirements apply.
- Attendance information requested by the Local Authority.
- Information relating to pupils who fail to attend regularly.
- Specified periods of continuous unauthorised absence.
- Information concerning pupils whose absence because of illness reaches the relevant statutory reporting threshold.
- Information required to support Local Authority attendance intervention.
- Information concerning children who may be missing education.
- Other attendance information which the Academy is legally required to provide.

Where a pupil is commissioned or dual registered, the Academy will work with the commissioning school and relevant Local Authority to ensure that responsibilities for statutory reporting are clearly understood and that relevant attendance information is shared promptly.

Attendance Returns

Where statutory criteria are met, the Academy will make or contribute to the required attendance return to the relevant Local Authority.

This includes circumstances where a pupil has failed to attend regularly or has accumulated the specified period of continuous unauthorised absence requiring notification.

The Academy will not delay information sharing where there are safeguarding concerns simply because a statutory attendance threshold has not yet been reached.

Sickness Returns

Where a pupil is expected to miss, or has missed, 15 school days consecutively or cumulatively because of illness, the Academy will consider and fulfil the relevant statutory notification requirements.

The Academy will work with the Local Authority, commissioning school, parents or carers and relevant health professionals as appropriate to support the pupil's continued access to education and eventual reintegration.

Children Missing Education

Where attendance concerns indicate that a pupil may be missing education, the Academy will follow its safeguarding and children missing education arrangements and work with the relevant Local Authority.

A pupil will not be removed from the admission register simply because they have stopped attending.

Any deletion from the admission register will only take place where a statutory ground for deletion applies and the relevant statutory procedures and notification requirements have been followed.

Data Sharing

Attendance information will be shared lawfully, securely and proportionately.

The Academy will have regard to its responsibilities under the Data Protection Act 2018 and UK GDPR. Data protection legislation does not prevent appropriate information sharing where this is necessary to fulfil statutory responsibilities or safeguard a child.

18. Rewards and Recognition

Blackpool Skills Academy promotes a positive culture of attendance through encouragement, recognition and celebration.

The Academy recognises that pupils arrive with very different previous experiences of education. For some pupils, maintaining consistently high attendance is a significant achievement. For others, particularly those who have previously experienced severe or persistent absence, sustained improvement and successful re-engagement may represent equally important progress.

Attendance may be recognised through:

- Attendance awards.
- Ambition Points.
- Certificates.
- Reward lunches.
- Celebration activities and assemblies.
- Recognition of sustained improvement.
- Tutor and pastoral recognition.
- Positive communication with parents and carers.

Recognition will be used sensitively and inclusively. The Academy will avoid approaches which unfairly disadvantage pupils whose absence is related to disability, medical needs or other circumstances outside their control.

Recognition of improved attendance does not alter the Academy's expectations or the way attendance is recorded. Statutory attendance information will always accurately reflect the sessions attended and missed.

The purpose of recognition is to reinforce positive engagement, resilience and progress towards regular and punctual attendance.

19. Monitoring and Evaluation

Attendance information will be monitored continuously to ensure accurate recording, early identification of concerns, appropriate intervention and effective safeguarding.

The Academy will consider attendance at individual pupil, cohort and whole-school level.

Daily Monitoring

Day-to-day monitoring will be undertaken by the Day-to-Day Attendance Leads and Administration staff and will include:

- Completion of morning and afternoon statutory attendance registers.
- Monitoring Today's Missing Registers.
- Following up incomplete registers.
- Following up unexplained absences.

- Recording and monitoring late arrivals.
- Recording and monitoring early departures.
- Reviewing lesson-by-lesson attendance.
- Identifying discrepancies between a pupil's recorded attendance and known whereabouts.
- Reviewing off-site attendance and commissioned provision.
- Monitoring temporary N codes and ensuring they are resolved within the required timescale.
- Checking attendance coding for accuracy.
- Escalating attendance concerns to safeguarding or senior staff where appropriate.

Weekly and Regular Strategic Monitoring

The Senior Leadership Team will regularly review:

- Whole-school attendance.
- Persistent absence.
- Severe absence.
- Pupils approaching persistent or severe absence thresholds.
- Attendance trends over time.
- Punctuality.
- Patterns of absence by day, session or lesson.
- SEND and EHCP attendance.
- Pupils with medical needs where attendance is affected.
- Vulnerable pupils.
- Young carers where known.
- Looked-after and previously looked-after pupils where applicable.
- Pupils with a social worker.
- Children in Need and pupils subject to Child Protection Plans.
- Disadvantaged pupils where applicable.

- Safeguarding concerns linked to attendance.
- Accuracy of attendance coding.
- Pupils attending commissioned placements.
- Dual-registered pupils.
- Pupils accessing off-site education, vocational placements or work-related learning.
- Pupils on temporary part-time timetables.
- Patterns of early departure or pupils being sent home.
- The impact of attendance support and interventions.

The Academy will analyse attendance information to identify disparities between groups and consider whether particular pupils or cohorts experience barriers which require additional action or reasonable adjustments.

Benchmarking

Where appropriate and meaningful, the Academy will compare its attendance information with available local, regional and national data and information relating to similar schools or pupil cohorts.

Blackpool Skills Academy recognises that its pupil population includes a significant number of young people who have experienced disrupted education and historically poor attendance. Comparative data will therefore be interpreted carefully and alongside individual starting points, pupil needs and the Academy's particular context.

Benchmarking will not be used to lower expectations. It will be used to help the Academy understand performance, identify areas requiring improvement and evaluate whether its attendance strategy is having sufficient impact.

Evaluating Attendance Support

The Academy will evaluate not simply whether an attendance intervention has been put in place, but whether it is having a positive impact.

This may include consideration of:

- Changes in attendance percentage.
- Reduction in sessions missed.
- Improved punctuality.

- Increased attendance across the school week.
- Successful return following prolonged absence.
- Increased engagement with lessons.
- Progress towards full-time attendance where appropriate.
- Reduction in unexplained absence.
- Pupil and parent or carer engagement.
- Reduction or removal of identified barriers.
- Safeguarding and wellbeing outcomes.

Where an intervention is not resulting in improvement, the Academy will consider whether it should be changed, intensified or escalated.

Attendance information will inform safeguarding practice, SEND provision, pastoral support, quality assurance and wider school improvement planning.

20. Success Measures

The effectiveness of the Academy's attendance strategy will be evaluated through a combination of quantitative and qualitative measures.

These include:

- Overall attendance rates.
- Persistent absence rates.
- Severe absence rates.
- Punctuality.
- Levels of unexplained and unauthorised absence.
- Reduction in the use of temporary N codes and timely resolution where they are required.
- Successful reintegration following periods of absence.
- Re-engagement of vulnerable pupils.
- Individual improvement from pupils' attendance starting points.
- Progress towards full-time attendance where appropriate.

- Effectiveness of attendance interventions.
- Impact of reasonable adjustments and additional support.
- Safeguarding outcomes linked to attendance.
- Attendance of pupils with SEND and EHCPs.
- Attendance of other identified vulnerable groups.
- Attendance at commissioned and off-site provision.
- Parent and pupil feedback.
- Commissioning school and Local Authority feedback.
- Accuracy of attendance recording and coding.
- Compliance with statutory attendance and reporting requirements.

Recognising the BSA Context

The Academy recognises that many pupils join Blackpool Skills Academy with historically low attendance and significant barriers to education.

Success will therefore be measured not only through an overall attendance percentage, but through evidence that pupils are becoming more consistently engaged with education.

For an individual pupil this may include moving from severe absence towards persistent absence, from persistent absence towards regular attendance, attending more days or sessions each week, arriving earlier and more consistently, remaining in the Academy for longer periods or successfully returning following prolonged disengagement.

Such progress will be recognised as an important part of the pupil's journey. It does not change the statutory definition or recording of persistent or severe absence, nor does it reduce the Academy's ambition for the pupil.

The longer-term aim remains regular, punctual and sustained participation in the pupil's agreed educational programme and successful preparation for further education, employment and adult life.

21. Publication and Accessibility

Blackpool Skills Academy will make this Attendance Policy available to pupils, parents and carers, staff, commissioning schools, Local Authorities and other relevant stakeholders.

The current policy will be published on the Academy website and made available to staff through the Academy's internal systems.

The Academy will communicate clearly to parents and carers:

- The importance of regular and punctual attendance.
- The Academy school day and registration arrangements.
- How to report an absence.
- Who to contact regarding day-to-day attendance matters.
- Who to contact where more detailed attendance support is required.
- The potential consequences of unauthorised absence.
- The support available where a pupil is experiencing barriers to attendance.

Day-to-day attendance enquiries can be directed to:

Karen Neil

karen.neil@blackpoolskillsacademy.co.uk

Linda Chippindale

linda.chippindale@blackpoolskillsacademy.co.uk

The Headteacher is the Academy's Senior Attendance Champion and has strategic responsibility for attendance.

The Academy will seek to ensure that attendance information is communicated in a form which is accessible and understandable to pupils, parents and carers.

Where necessary, reasonable steps will be taken to support families who experience communication barriers or require information in an alternative format.

22. Related Policies and Procedures

This policy should be read alongside the following Academy policies and procedures:

- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- Positive Behaviour Support Policy.
- Admissions Policy.

- SEND Policy.
- Supporting Pupils with Medical Conditions Policy.
- Missing Child from Education During the School Day Policy.
- Student Sent Home Protocol.
- Attendance Procedures.
- Attendance Workflow Procedure.
- Staff Attendance Recording Guidance.
- Curriculum Policy.
- Personal Development Policy.
- Data Protection Policy.

Where attendance concerns overlap with safeguarding, SEND, medical, behaviour or welfare matters, the relevant policies and procedures will be applied together rather than attendance being considered in isolation.

23. Review

This policy will be reviewed annually by the Headteacher or sooner where changes to legislation, statutory guidance, Department for Education requirements or Academy practice make this necessary.

The next scheduled review date is **28 August 2027**.

The effectiveness of this policy will be evaluated through:

- Attendance data and trends.
- Persistent and severe absence information.
- Punctuality information.
- Attendance coding and register audits.
- Safeguarding audits.
- Quality assurance activities.
- Evaluation of attendance interventions.
- Pupil outcomes.

- Pupil voice.
- Parent and carer feedback.
- Commissioning school feedback.
- Local Authority feedback.
- Internal compliance monitoring.
- The Academy's Self Assessment Report (SAR).
- The School Improvement Plan.
- Changes to relevant legislation and statutory guidance.

The Academy will not wait until the scheduled review date to make changes where new statutory requirements or significant changes to Department for Education attendance guidance require earlier action.

Blackpool Skills Academy is committed to ensuring that every pupil is supported to attend regularly, feels safe and receives appropriate help to overcome barriers to education.

The Academy recognises that improving attendance can be complex, particularly for pupils who have experienced significant disruption to their education. Through high expectations, accurate attendance recording, early identification, positive relationships, personalised support and effective partnership working, the Academy will seek to secure sustained improvement and successful re-engagement.

Our ambition remains that every pupil participates as fully and consistently as possible in their agreed educational programme and benefits from the educational, personal and future opportunities that regular attendance provides.