



**CREATIVE, DIGITAL & PERFORMING ARTS  
ACADEMY**

## BOA Attendance Policy 2025

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Approved by	Alistair Chattaway
Trustees approval	To be ratified by the Academy Governing Board in October 2025
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Review date	September 2028
Description of changes	At Birmingham Ormiston Academy we follow <u>Birmingham City Council's guidelines on attendance.</u>

## **Strategic Approach**

Birmingham Ormiston Academy's (BOA) Attendance Policy is in line with Birmingham City Councils 'Support First' framework and the Department for Education's guidance, 'Working together to improve attendance.' At BOA, we approach attendance using the following principles:

**Expect:** Aspire to high standards of attendance from all students and parents and build a culture where all can and want to be in academy and ready to learn by prioritising attendance improvement across the academy.

**Monitor:** Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

**Listen and understand:** When a pattern is spotted, discuss with students and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

**Facilitate support:** Remove barriers in the academy and help students and parents to access the support they need to overcome the barriers outside of the academy. This might include an early help or whole family plan where absence is a symptom of wider issues.

**Formalise support:** Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

**Enforce:** Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the student's right to an education.

## **Statement of Intent**

At BOA, we recognise that maintaining high attendance at the academy is essential for students to exceed their potential, including in their attainment, wellbeing, and life chances. For the most vulnerable students, regular attendance is also an important protective factor and the best opportunity for safeguarding and educational needs to be identified and support provided.

The law entitles every child of compulsory school age to an efficient, full-time education suitable for their age, aptitude, and any special educational need they may have. Parents have a legal duty to ensure their child attends the academy regularly. This means their child must attend every day that the academy is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance.

We are committed to providing the highest quality of education and safeguarding, and look to parents to support these objectives. BOA has high expectations for every student's attendance and offers support to those who find attendance challenging. Securing good attendance must be a concerted effort across all teaching and non-teaching staff.

We appreciate the barriers to accessing education are wide and complex, both within and beyond the academy gates, and these are often specific to individual students and families. The foundation of securing good attendance is that the academy is a calm, orderly, safe, and supportive environment where all students want to be and are ready to learn. We also appreciate the added complexities that derive from being a city centre academy with a regional cohort. With this in mind, we understand that there may be exceptional circumstances where travel disruptions impact a timely arrival to the academy. We are committed to working with parents/carers and students to ensure that high expectations and good attendance is maintained, even when travel to the academy can be a complicating factor.

The Academy is committed to working in partnership with students and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

### **Statutory information**

Senior Attendance Champion Name	Holly Stanton
Senior Attendance Champion Position	Assistant Principal for Pastoral Care
Senior Attendance Champion Contact Details	01213599300
The Academy start time (AM register opens)	9:00am
Morning (AM) register close time	9:15am
Afternoon (PM) register open time	1:45pm
Afternoon (PM) register close time	2:00pm
Contact details for on-the-day explanation of unexpected absence*	attendance@boa-academy.co.uk 01213599300
Contact details for routine absence information	attendance@boa-academy.co.uk 01213599300
Contact details for requesting leave of absence via an <b>Absence Request Form</b>	attendance@boa-academy.co.uk 01213599300
Contact details for further and on-going support on attendance issues	Head of Key Stage 4 – Laura Emery Head of Key Stage 5 – James Underwood Head of Year 10 – James Lees Head of Year 11 – Katy Buxton Head of Year 12 – Amarpreet Singh Head of Year 13 – Robyn Harvey
Electronic Management Information System used for admission and attendance registers	Bromcom

\*when a student is unexpectedly ill, the Academy does not routinely require medical evidence; when the Academy has genuine and reasonable doubt about the authenticity of an illness, we may request additional supporting evidence.

## **Legislation and guidance**

This policy meets the requirements of the Working together to improve Academy attendance from the Department for Education (DfE). The policy refers to the statutory guidance outlines in the Summary table of responsibilities for Academy attendance.

The Education Act 2002 outlines the legal powers and duties that govern Academy attendance. This policy is written in line with the following:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016)

This policy also refers to the DfE's guidance on the Academy census and the persistent absence threshold.

This document should not be read in isolation and runs alongside the following BOA Group policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Student Professional Conduct Policy
- Special Educational Need Policy
- Diversity, Equity and Inclusion Policy

## **Admission Register**

For information regarding our admissions register, please see BOA's Admissions Policy found [here](#).

Please note that parents and carers are encouraged to notify the Academy of changes to information whenever they occur, so the Academy can update the admission register.

## **Policy Aims**

Birmingham Ormiston Academy is committed to meeting our statutory duties regarding attendance by:

- Promoting outstanding attendance and reducing absence, including persistent and severe absence.
- Ensuring attendance is well managed and actioned within the Academy
- Making informed use of attendance data to target key demographic groups highlighted in the 2025 DfE guidance.
- Ensuring attendance and punctuality is a priority within the Academy and excellent attendance is promoted by all staff
- Ensuring every student has access to full-time education to which they are entitled
- Taking early action to address patterns of absence in collaboration with parents and external agencies where appropriate
- Addressing unauthorised absence and persistent lateness and upholding high expectations. At BOA we maintain that unjustifiable absence will be investigated and may be recorded as unauthorised absence.
- Acting to safeguard students when they are absent from Academy.

## **Roles and Responsibilities**

### **BOA Group**

The Academy is a member of BOA Group. BOA Group supports BOA to promote excellent attendance by:

- Ensuring the Academy prioritises the importance of the Academy attendance through the Academy's ethos and policies.
- Reviewing and comparing attendance data to discuss and challenge trends.
- Ensuring the Academy's leadership team fulfil the expectations and statutory duties.
- Supporting staff through training opportunities.
- Sharing good practice across the Group.
- Where appropriate, working with the Academy to develop a comprehensive attendance action.

### **Governors**

The governing board is responsible for:

- To establish attendance targets for the upcoming academic year. The target for 2024/25 is 95%.
- Monitoring attendance figures for the Academy on a termly basis as a minimum.
- Holding the principal to account for implementation of this policy and upholding processes to improve attendance.
- Ensuring Academy leaders fulfil expectations and statutory duties.
- Ensuring all staff receive appropriate training on attendance.
- Ensuring accurate record keeping is kept.

### **The Academy Attendance Champion (Holly Stanton, Assistant Principal)**

The Academy Attendance Champion is a designated senior leader with overall responsibility for championing and improving attendance in the Academy and liaising with students, parents and external agencies as appropriate. They are responsible for:

- Setting a clear vision for attendance
- Establish and maintain effective systems for tackling absence
- Maintaining a strong grasp of absence data to focus the collective efforts of the Academy
- To report attendance data, concerns and actions directly to the Principal
- Regularly monitoring and evaluating progress on attendance, including the efficacy of the Academy's strategies and processes
- Ensuring all teaching and non-teaching staff know the importance of good attendance
- Appropriately resourcing for attendance support.

### **Attendance Register**

At BOA, we are committed to keeping an up-to-date attendance register and all students are placed on the register. Registers are taken within the first five minutes of each lesson and staff will mark students as:

- Present (/)
- Absent (N)
- Late (L and number of minutes late entered on Bromcom)

To aid data collection, monitor attendance and absence, and facilitate the sharing of data the Academy uses national attendance and absence codes. The codes and their meanings can be found in the table below:

W	Attending work experience
B	Attending any other approved educational activity
M	Medical or dental appointment
J	Attending an interview for employment or other educational institution
X	Non-compulsory school age pupil not required to attend
C	Leave of absence granted for exceptional circumstance
R	Religious observance
I	Illness (not a medical or dental appointment)
E	Suspended or permanently excluded (no alternative provision made)
Y	Unable to attend due to widespread travel disruption
G	Unauthorised holiday
N*	Reason for absence not yet established
O	Absent in unknown circumstances
U	Late after the register closed
#	Planned school closure

\*an N code must be updated as soon as the reason is ascertained but no more than 5 school days after the absence is recorded; after 5 school days, the code is amended to O.

**Students arriving after 9:10am are marked as late and must sign in at Reception. Parents/carers will receive an absence text at 9:30am if students have not signed in and if BOA has not received communication of absence. If no reason is given for absence, students will receive an ‘O’ code until the period of absence is accounted for.**

### **Academy routine procedure for managing attendance and lateness**

A register of all students is taken at the start of each morning session and once during the afternoon session each day. This is a record of the student’s physical presence in school, or the reason they are not in school.

The register is a legal record of attendance, and the Academy preserves every entry for 6 years from the date the data was entered. Amendments to the register must only be made when a reason for the absence is subsequently established.

When amendments are made, the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made and the person making the amendment will all be automatically recorded within the MIS (Bromcom). Attendance data is shared with the BOA Group for benchmarking and monitoring.

### **Routine procedure**

#### **Managing lateness:**

Students are expected to register during Period 1 at 9:00am and during form time at 1:45pm. Students who arrive late, but before the end of the registration windows (15 minutes) are registered as ‘L.’ A late ‘L’ student may also sign in late at reception.

Students not present for registration will be marked as 'N.' If a student arrives after the close of registration, they must sign in at reception, where attendance staff will update their attendance code to U.

The Attendance Officer will continue to monitor N codes at the end of each registration period, to identify pupils missing from school or from their lessons. The Attendance Officer will email teaching staff and visit the classrooms of students who fail to sign in correctly to ensure students are aware of the correct procedure. Students persistently failing to arrive at school on time or to sign in correctly are referred to the Head of Year to be placed on a Punctuality Report.

Please note: Internal lateness and lesson absenteeism is managed through BOA's Student Professional Conduct Policy which can be found [here](#).

### **Communicating the role of parents in reporting absence:**

The Assistant Principal for Pastoral Care writes to all parents/carers at the start of the academic year to reiterate expectations regarding communicating attendance information and to remind parents/carers of the importance of good attendance. Subsequent letters are sent home to parents if a child's attendance drops below 90% to address the Academy's concern regarding persistent absence.

### **Contacting parents on the first day of unexpected absence and continued unexplained absence:**

The Attendance Officer or Reception Team will contact parents/carers by text message/MyChildAtSchool comms if students are registered as 'N' after the period of registration. Parents/carers must respond to BOA's correspondence to ensure reasons for absence are accurately recorded. Where the Attendance Team does not receive contact regarding absence, students' attendance will be marked as 'O,' until parents/carers provide information. Unexplained absences must be updated no later than 5 working days after the session: the school Attendance Officer or a senior member of staff will make amendments to the register to ensure accuracy of coding. Codes will be monitored at least weekly to ensure N codes are suitably amended.

Where an N code is recorded in the afternoon after a pupil has been present in the AM session, and a pupil cannot be found, the Reception Team will alert Pastoral and Senior Leadership via a 'Missing' report.

### **Regular attendance updates for parents and carers:**

Attendance information is included as part of a student's grade card and progress report. When a student is at risk of persistent absence (attendance approaches below 90%), the student's tutor will contact parents to explain they are at risk. Tutors will ask parents/carers to identify any barriers to attending school and this information will be actioned by the Pastoral Team.

### **Identification of students at risk of persistent absence:**

The Assistant Principal for Pastoral Care reports on students who are 90% and below. Heads of Year ensure appropriate support is offered and documented. If absence continues to

decline, Heads of Year and the Attendance Officer will request that parents/carers attend a Formal Attendance Meeting. The purpose of the meeting is to establish a measurable action plan. Parents and carers must also sign an Attendance Contract to acknowledge their responsibility for getting their child to the Academy.

### **Reducing persistent and severe absence**

Persistent absence: a pupil is absent from school for 10% or more of their possible sessions.  
Severe absence: a pupil is absent from school for 50% or more of their possible sessions.

- Students at risk are identified through regular data reviews.
- Analysis is undertaken by the Assistant Principal for Pastoral and cascaded to the Heads of Year for actioning.
- Barriers to attendance are identified in students that are persistently and severely absent. The Assistant Principal and Heads of Year will work with families and agencies to address barriers to attendance, paying particular regard to matters that may indicate a safeguarding concern.
- The Pastoral Team will refer and liaise with external agencies to support students who are severely absent from school. BOA uses CPOMS to record decisions and reasoning around attendance. This is overseen and monitored by the Assistant Principal for Pastoral Care.

### **Granting a leave of absence**

The Academy may, at the Principal's discretion, grant a period of leave of absence. The circumstances for granting a leave of absence are given in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024:

- Taking part in a regulated performance or employment abroad; this should be in line with a licence obtained from an approved body with dates clearly identified
- Attending an interview: for entry to another educational institution or employment
- Study leave for public exams: as agreed in advance with a parent the pupil normally lives with
- A temporary, time-limited part-time timetable: for exceptional reasons and having agreed the times and dates the student will be expected to attend school
- Other exceptional circumstances: the Academy will consider an application, made in advance via an Absence Request Form, completed by a parent/carers. Generally, term-time holidays or other absence for leisure or recreation are not considered an exceptional circumstance. Students are not permitted to take a leave of absence to take part in protest activity during school hours
- Leave of absence cannot be granted retrospectively. If a parent/carers has not applied in advance, leave of absence cannot be granted.

BOA may also allow students to be absent from the site to take part in approved educational activities. These must be agreed in advance. No leave of absence can be agreed unless communicated in a timely manner.

### **Emotionally based school non-attendance**

School attendance is not only important for academic achievement, but to support the holistic development of young people as citizens within their community (Pellegrini, 2007). Young people not engaging in education are 'at significant risk of underachieving, being victims of

harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life' (DfE, 2016, p.5).

School attendance is not only important for academic achievement, but to support the holistic development of young people as citizens within their community (Pellegrini, 2007). CYP not engaging in education are 'at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life' (DfE, 2016, p.5). The frequency of emotionally based school non-attendance is difficult to measure accurately; although research indicates prevalence rates amongst children and adolescents is approximately between 1-2%.

**Definition:** Emotionally based school avoidance is a 'broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school' (West Sussex Guidance, 2018, p.3).

Please refer to [Emotionally Based School Non-Attendance Guide for Professionals](#) (Solihull Educational Psychology Service) for full details.

### **EBSN and neurodiversity**

It is well documented that anxiety and poor stress management are common in children with autism and that anxiety may worsen during adolescence, as young people face increasingly complex social interactions and often become more aware of their differences and interpersonal difficulties. Schools are complex social environments that children with autism can find exhausting; they are spending cognitive energy managing this social experience and can become overloaded. Given the increased risk of a child with Autism experiencing high levels of anxiety that may lead to school avoidance, it is essential that there is early attention and intervention given to developing child's social skills, emotional literacy, resilience and their ability to self-regulate.

### **BOA's response to EBSN**

**BOA upholds a graduated approach to supporting young people with EBSN through three tiers:**

- **Universal:** Academy-wide, evidence-based approaches utilised to promote wellbeing and resilience through character education. Whole school training for all staff in understanding the foundations of EBSN.
- **Targeted:** Heads of Year and Pastoral Teams to identify young people experiencing EBSN and to implement personalised interventions. Advice to be sought from external agencies on a case-by-case basis.
- **Specialist:** The young person requires external support and involvement from CAMHS and/or psychological services. BOA will liaise with James Brindley Hospital School and regional hospital schools. Students referred to the SEND Team and if necessary, CAT, PSS and EPS.

### **Indicators of EBSN**

We are committed to early identification of EBSN and understand that it is essential in ensuring the correct support is available to students at BOA. Some early indicators of EBSN may include:

- Periods of prolonged absence

- Persistent lateness
- Parent/carer is unable to support the student to attend the Academy
- Identifiable patterns within non-school attendance e.g. specific days, subjects, staff members
- Providing minor reasons for school absences
- Student experiences anxiety in relation to home factors e.g. parental separation, divorce, conflict, loss, bereavement
- Student displays greater reliance upon family members e.g. separation anxiety, increased proximity
- Concerns around academic progress due to non- school attendance / missed education
- Student displays increased anxiety in relation to their learning and/or poor self-concept as a learner
- Low self-esteem and/or lack of confidence
- Struggling in relation to peer relationships and/or social situations
- Physical signs of stress believed to be linked to stress (e.g. stomach ache, sickness, headache) or complaining of feeling ill.
- Displays of emotional dysregulation and/or distress

**Attendance information and guidance shared with parents and carers**

Attendance	Percentage during the one Academy year	Number of days missed	Number of weeks missed (approximately)	Number of lessons missed (approximately)
Excellent	100%	0 days	0 weeks	0 lessons missed
At risk of becoming persistently absent	95%	9 days	2 weeks	60 lessons missed
Persistently absent	90%	19 days	4 weeks	120 lessons missed
Severely absent	50%	95 days	10 weeks	300 lessons missed

**What does excellent attendance look like?**

Excellent attendance is between 98% - 100%. At BOA, we have identified **96%** our minimum Academy attendance. Students who regularly miss Academy are at risk of missing key learning sequences and elements of their pathway course. The table below shows how attendance percentages relate to lessons missed over a year.

**Punctuality**

It is important students arrive on time every day. It is equally important students ensure they are punctual to all lessons to ensure there is no learning lost.

Time keeping and punctuality is managed via Bromcom and lateness is logged and centrally managed in line with our Consequences Ladder, found in the Student Professional Conduct Policy.

### **Every minute matters**

All staff are proactive in reporting missing or late students via Bromcom and this will appear on MCAS for parents, carers and students to view. An accumulation late logs will result in either a 15 minute or 30 minute detention.

<b>Lateness = Lost Learning</b>	
5 minutes late each day	3 days lost
10 minutes late each day	6.5 days lost
15 minutes late each day	10 days lost
20 minutes late each day	13 days lost
30 minutes late each day	19 days lost