



COLESHILL *C of E*
PRIMARY SCHOOL
AND **NURSERY**



BDMAT
Birmingham Diocesan
Multi-Academy Trust

Attendance and Punctuality Policy

With God's love, we grow and flourish together

Policy developed by: CSAWS, A Currin

Committee: Local Academy Board

Date of adoption: September 2026

Chair of committee signature: Father Barrie Scott

Frequency of reviews: Annually



Coleshill Church of England Primary School Vision

We are a vibrant, connected and inclusive school. Rooted in God's love, creativity and nature inspire learning. We nurture joy and perseverance so that everyone flourishes as unique individuals.

Love shapes the way we live and learn together. We know we are loved. We know we belong. With compassion, confidence and hope, we grow thoughtful, responsible citizens who are ready to make a difference in our world.

"Above all, clothe yourselves with love, which binds us all together in perfect harmony"
Colossians 3:14

Introduction

Regular school attendance is essential if children are to enjoy their education and make good progress.

At Coleshill C or E Primary School, we believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

Some pupils find it harder than others to attend school. This policy sets out how school staff will work with pupils, parents, and partners to promote, encourage and support regular attendance at school and remove any barriers to attendance.

This policy is written in accordance with the statutory guidance set out in Keeping Children Safe in Education (KCSIE) September 2026 and the Department for Education's Working Together to Improve School Attendance (2026). It reflects our commitment to safeguarding all pupils through robust attendance procedures.

This document should be read alongside the supporting document 'Our Attendance Graduated Approach'.

Aims

- To set clear expectations and aspirations that all pupils have a high standard of school attendance and punctuality.
- To improve children's attainment through good attendance.
- To make attendance a priority for everyone.
- To ensure there is a clear process to identify and address emerging attendance concerns
- To work effectively with parents, pupils, and partners through building trusted relationships to work together to remove barriers to attendance.

To achieve these aims for our pupils, we are committed to the following:

- a welcoming, stimulating and safe learning environment
- for all staff to feel happy to come to school to work with pupils, developing them to their full potential
- listen to parents and pupils to understand barriers to attendance
- build trusted relationships with parents and pupils where attendance concerns can be discussed, understood.
- high expectations of our pupils and all staff
- a broad, balanced and relevant curriculum
- recognise and celebrate achievements in all areas of school life
- equal access to all aspects of the curriculum and school life
- high quality teaching using a variety of teaching strategies
- a range of resources that are effectively used to support and challenge learning
- provide experiences, which will develop our pupils' spiritual, moral and cultural understanding
- support, guidance and training for all those who teach and work with our children
- foster and maintain links with our wider community

Expected Levels of Attendance

Attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for pupils. Research shows that attendance and punctuality are important factors in school success.

At Coleshill C of E Primary School we expect all children to achieve attendance that is at least 96%.

Attendance	
Excellent Accessing all learning opportunities	97%– 100% attendance
Good Very few learning opportunities missed	96%– 97% attendance
Risk of Under Achievement Up to 50 missed lessons or up to 10 days absent in the school year	94% – 95% attendance
Risk of Under Achievement Up to 75 missed lessons. Up to 15 school days absent in a school year	93–92% attendance
Severe Risk of Under Achievement Up to 100 missed lessons. Up to 19 school days absent in a school year	92–90% attendance
Extreme Risk of Under Achievement Averages as 1 day a week missed, significantly impacting learning and progress.	89% attendance classed as persistently absent by the DFE
Extreme Risk of under Achievement	Less than 50% attendance classed as severely absent by the DFE

Attendance Partnership Expectations

We expect the following from all of our pupils:

- To attend school regularly.
- To arrive on time and appropriately prepared for the day, having eaten breakfast or attend breakfast club;
- To talk to a member of staff about any problem or reason that may prevent them from attending school.

We expect the following from parents and carers:

- To ensure their children attend school regularly and punctually;
- To ensure contact is made with school, as soon as is reasonably practical, whenever their child is unable to attend;
- To ensure that their children arrive in school well prepared for the school day, having eaten breakfast.
- To talk to a member of school staff about any problem or reason that may prevent them from attending school.

Parents and pupils can expect the following from school:

Early contact with parents when a pupil fails to attend school without providing good reason

- Regular, efficient and accurate recording of attendance
- To inform parents if a pupil's attendance falls below expected levels
- To listen and understand the barriers to school attendance and offer appropriate support and agree appropriate plans to improve attendance.
- Follow up support if needed.

Roles and Responsibilities for Attendance

- Mrs Currin, Headteacher, is the School Attendance Champion, a named senior member of staff with responsibility for attendance issues and can be contacted via the school office (office@coleshill.bdmatt.org.uk)
- The first point of contact for parents and pupils with any attendance concerns is Miss Danielle Kenny and she can be contacted on 01675 463672
- Members of school staff, both teaching and non-teaching, have responsibility for attendance issues in school.

Role	Responsibilities
School Governors Named Person: Fr Barrie Scott	• Ensure compliance with relevant legislation (eg pupil registration, attendance registers) • Reviewing school attendance • Agreeing and Reviewing School Policy
Headteacher Named Person: Mrs Currin	• Compliance with relevant legislation • Data analysis and Strategic Plan for attendance. • Implementing school policy and leading on whole school approach. • Authorising/unauthorising absences • Responding to leave of absence request • Ensuring there are clearly defined roles and responsibilities for attendance • Ensuring all staff have appropriate training • Overview of clear and escalating interventions • Evaluation of interventions. • Promoting school attendance. • Responsibility for links with CSAWS and the LA Statutory Team.
Class Teachers /Form Tutors	• Marking registers • Promoting importance of regular school's attendance • Providing early warning of attendance concerns • Positive role modelling • Following policy and procedures consistently. • Point of contact for parents to discuss concerns • Creating a welcoming environment
Pastoral/Non teaching staff Named staff: Mrs Hodges	• Meeting with parents to support in emerging needs to enable good attendance • Check-in with pupils in either an informal or a structured way to support needs relating to attendance • Work with parents and other agencies to support through Early Help Process

Attendance Officer Named staff: Joanne Sierzega	• Half termly reviews of attendance profile with SLT and Admin Attendance Lead • Home visits for children missing from education • Phone calls and letters to parents when attendance dips to a concern level • Supporting in target setting meetings where improvements are not secured • Attendance at Early Help meetings
Designated Safeguarding Lead Named staff: Mrs Currin	• Ensure triangulation between attendance concerns and safeguarding concerns is made at DSL/DDSL review meetings • Co-ordinate with FSW and CSAWS for concerns needing the opening of an early help process.
School Office Named Staff Mrs Holt, Miss Kenny	• Maintaining registers • First day calling/text messages • Identifying children whose absence needs further follow up action in line with the school absence procedure. • Late arrivals • Process for clearing registers • Administration of school attendance letters, leave of absence letters etc. • Producing attendance reports • Communication with CSAWS.

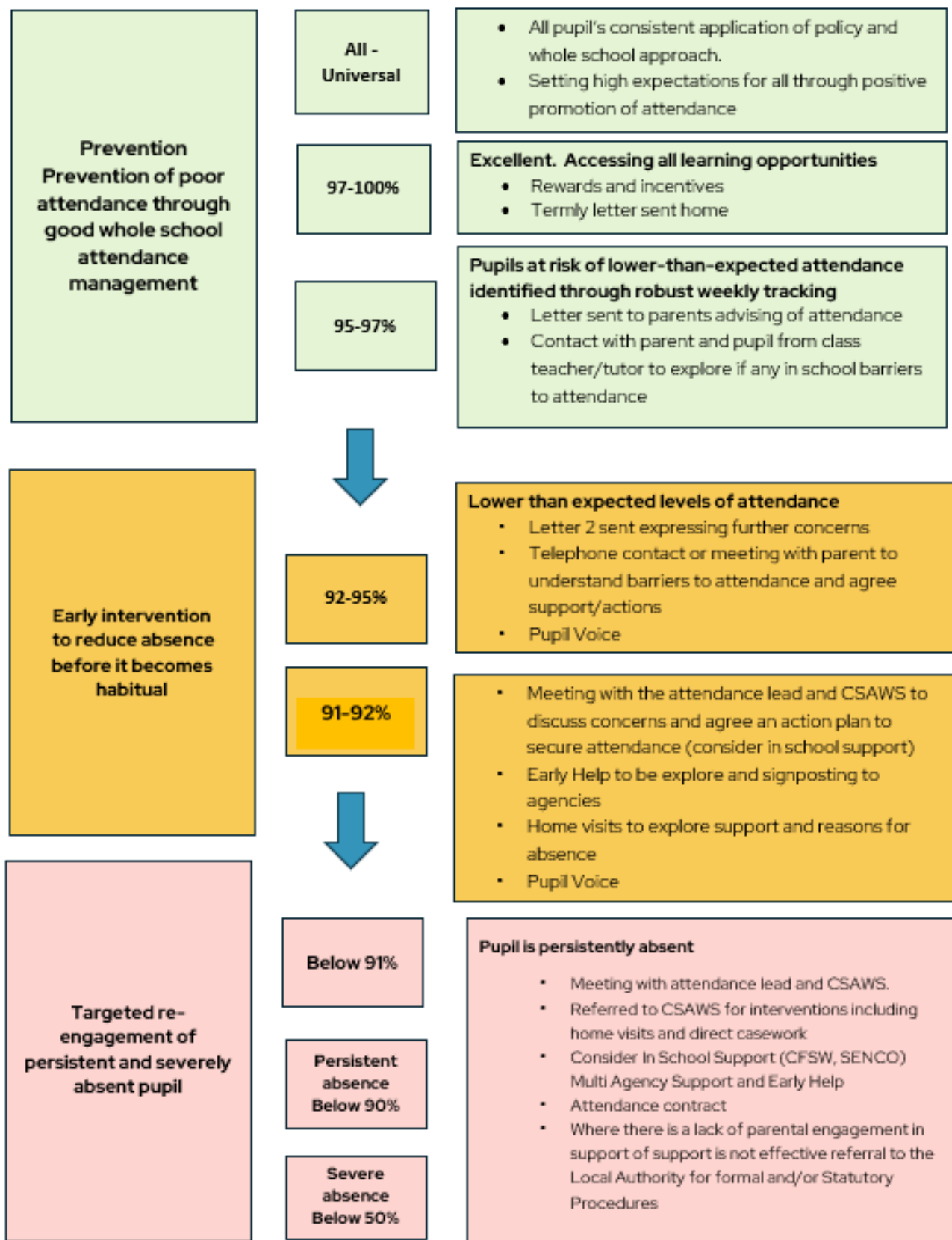
- Attendance matters are reviewed by the Headteacher and members of the senior management team.
- Attendance issues are reported, on a minimum termly basis, to the LAB.
- School will liaise with the Local Authority Attendance Support Team at a minimum, termly
- School uses Central School Attendance and Welfare Service Ltd (CSAWS) to support the school with the processes associated with children's attendance at school. School employ CSAWS to provide the legal monitoring services and support that will help reduce the number of persistent absent pupils and improve whole school attendance.

Procedures

Our school procedures follow the expectations set out by the Department for Education in the guidance Working Together to improve school attendance (September 2026).

Our procedures are based around the principles and stages of:

- Preventing poor attendance
- Early intervention and Early Support to address early patterns of poor attendance and agree ways to improve
- Targeted interventions (including Early Support and Formal interventions) for those children who are persistently absent or severely absent
- Understanding barriers to individuals' attendance and agree individual plans for children with specific needs.
- Formal statutory interventions where support has not been effective or engaged with.



Legislation and statutory interventions

Parents of registered pupils have a legal duty under the Education Act 1996 (sec 444) to ensure that children of compulsory school age attend school on a regular and full-time basis. Permitting unauthorised absence from school is an offence and parents may be reported to the Education Authority if problems cannot be resolved by agreement.

All children, regardless of their circumstances, are entitled to a full time education that is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Parents are responsible for ensuring their children receive education. Estranged parents with whom the child has had regular contact may be prosecuted as well as the day-to-day carer. Each situation must be dealt with on an individual basis, always remembering the welfare and safety of the child is the paramount concern. The term 'parent' also includes those who are not a natural parent but have parental responsibility for the child as defined by the Children Act 1989 or who have care of the child as defined by the Education Act 1996 .

Promoting Attendance and Preventing Absence

Rewards

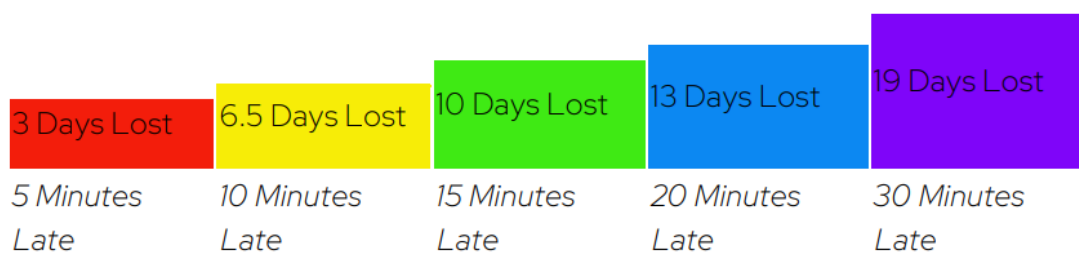
Attendance rewards and incentives will be reviewed frequently to assess their effectiveness and impact regarding rewarding positive attendance.

- Children are awarded praise points every week to celebrate their attendance through Arbor
- Celebration certificates are awarded each term for those pupils achieving 100% attendance and for those exceeding the school's attendance target for that academic year.
- 100% Gold, Silver and Bronze pins awarded to those who have achieved 100% attendance for the whole year (1 year Bronze, 2 years Silver 3 years Gold)
- Cookies for the class with the best weekly attendance on Fridays
- Attendance will be published in each School Newsletter

Punctuality and the school day

It is important that pupils are punctual so that they do not miss out on the beginning of each school day. Children must attend on time to be given a present mark for the session.

If a pupil arrives late to school every day, their learning begins to suffer. Below is a graph showing how being late to school every-day over a school year adds up to lost learning time.



(Over one academic year)

- Children should arrive at 8.35am so they can be settled in classrooms at 8.45am.
- Morning register is taken at 8.45am
- Children arriving after 8:45am will be late for school and have to go to Late Gate
- Morning registration will close at 9.15am
- The afternoon register will be taken following lunchtimes (staggered across the school) and afternoon register will close at 1.20pm
- Where a pupil arrives after the register closes, this will be classed as an unauthorised late absence (code U as per DFE compulsory attendance codes).
-

The registers are monitored daily and identify pupils who are arriving late. Regular late arrival for school will be challenged as not acceptable. Pupils with U codes may be referred to the Local Authority Statutory Team for consideration of Legal Action where the trigger is met.

Absence

If a child is absent from school or Nursery, parents should contact the school on the first day of absence by 9.30am to inform the school of the reason for absence. This reporting procedure includes all children in EYFS in line with KCSIE 2025. Parents are expected to maintain contact with the school throughout the absence.

Between 9.00 and 9:30am school registers are checked for any absences. Where there has been no contact by parents and reason given, school staff will contact parents to ascertain a reason for the child's absence from school.

If staff are concerned about a child's absence or there is no response to messages, they will follow the process in detailed in Appendix 1. This includes telephone calls to parents, telephone calls to other emergency contacts, home visits, referrals to the CSAWS Attendance and Welfare Officer and to the police for a safe and well check.

Where school staff have concerns about a child, they should use their professional judgement and knowledge of the individual pupil to inform their decision as to whether welfare concerns should be escalated (DFE Attendance Guidance 2026).

If the pupil has a social worker or a youth offending worker they will be notified of any absences with no reason provided

It is imperative that up-to-date contact numbers and details are provided to school.

Schools are required to hold more than one emergency contact per child (KCSIE 2026). Emergency contact numbers should be provided and updated by the parent with whom the pupil normally resides.

Illness

Not all illness requires an absence from school. For minor childhood ailments such as coughs, colds, earaches we would not expect children to be absent. Please see NHS advice [NHS guidance sheet](#)

When a parent makes the assessment that their child is unfit for school they should follow the above absence process. If you are unsure if your child should attend school please contact the school who will offer advice and guidance or signpost you to the relevant service.

It is a school's decision whether to accept a reason for a child's absence and whether to authorise that absence. In the majority of cases, a parent's explanation of their child's illness can be accepted without question or concern.

However, school may request reasonable evidence where there is genuine and reasonable doubt about the authenticity of the illness, or when they are seeking to support pupils with prolonged or repeated patterns of illness (In such cases, medical evidence may play a role in supporting schools to better understand the pupil's health needs).

Reasonable evidence may include further conversations with the parent and pupil, copies of medication or prescriptions, medication prescribed by a pharmacist, evidence of medical appointments.

Example scenarios where there may be genuine or reasonable doubt about the authenticity of illnesses illness

- A child is absent and there are frequent odd days absences/concerning pattern of absence
- A child is absent and the same reasons for absence are frequently repeated
- There are conflicting reasons for absence

Medical appointments

Parents should avoid making routine medical appointments and dental appointments during the school day. In the majority of cases, appointments can be made outside of the school day/during the school holidays.

Where appointments have to be taken during the school day, parents should request permission for their child to be absent in advance whenever possible. Only the time for the appointment and travel to and from will be classed as an authorised absence. Pupils are expected to return to school for the remainder of the day/attend school prior to the appointment.

Parents are required to provide a copy of the appointment letter or card prior to the day of the appointment. Absences will only be authorised when this information has been received.

Reintegration of Long Term Absentees

Absence can significantly interrupt the continuity of students learning, and positive strategies should be employed to minimise such effects.

Key Principles

- We should always keep in touch with a student/and his/her family during a long absence.
- We should always make sure he/she is welcomed back
- We should never make sarcastic comments about an absence – a thoughtless word can destroy hours of work by staff.

Head Teacher and SENCo to consider a phased return where appropriate. Consideration needs to be given to any special needs the pupil may have and appropriate support identified.

Consideration must be given to providing a mentor (staff member/student)

Class Teachers should ensure that the pupil feels welcomed back to school in an appropriate way and take any necessary steps to support their re-integration.

Other reasons for absences

Other reasons for absence must be discussed with the school on each occasion. Notes will not necessarily be accepted as providing valid reasons. The school will follow DFE guidance and not authorise absences for shopping, birthdays or child minding.

Religious Observance

Coleshill C of E Primary School acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration of authorised absence or special leave for religious observance. It is reasonable for a parent to allow their children not to attend school on any day of religious observance if recognised by the parent's religious body. However, parents are requested to give advance notice to the school if they intend their child to be absent. Religious bodies maybe contacted to verify these occasions.

Traveller Absence

The aim for the attendance of Traveller children, in common with all other children, is to attend school as regularly and as frequently as possible.

Coleshill C of E Primary School can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents must advise school of their forthcoming travelling patterns before they happen; and inform the school regarding proposed return dates

Coleshill C of E Primary School will authorise absence of Traveller children if we are satisfied that a family is travelling in line with parental occupation and has given indication that they intend to return.

Where Traveller children are registered pupils at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any pupil.

Requests for Leave of Absence (exceptional circumstances)

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).
- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e. the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.
- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.
- **The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.**
- Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).
- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Attendance, Safeguarding and Children Absent from Education

A child absent from education is a potential indicator of abuse or neglect. School should follow the school's procedures for dealing with children that go absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and criminal exploitation, and to help prevent the risks of their going missing in future.

All schools are required to make the local authority aware of every registered pupil who fails to attend school regularly and any children who have been absent from school, where the absence has been treated as unauthorised for a continuous period of not less than 10 school days education (Pupil Registration) (England) Regulations 2024 regulation 13).

Schools are permitted to remove compulsory-school-aged children from roll on the limited grounds set out in regulation 9 of the Education (Pupil Registration) (England) Regulations 2024.

Removing a child from the school roll is a very important decision. Children who fall out of the education system are likely to have poor outcomes and may be exposed to increased risk of harm. Schools must follow correct procedures to ensure that they do not breach their legal and safeguarding duties.

All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the 2024 regulations.

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the CME officer, before deleting the pupil's name from the register if the deletion is under regulation 9(1), sub-paragraphs (h) and (i).

Appendix 2 details the local Procedures that School follows.

This attendance policy is part of a broader suite of safeguarding policies including the school's Child Protection Policy and Procedures.

Truancy within school

Coleshill CE Primary School monitor attendance to each am and pm session using the registers, in order to ensure all pupils are safe in school and whereabouts known. If a pupil does not present to a session, the Attendance Officer is informed and staff alerted to find missing pupils. If pupils cannot be located and are suspected of leaving school premises, parents will be informed and the police notified of a missing child.

Alternative Education Providers

On rare occasions, a small number of pupils may be accessing an alternative education provider or dual registered with another school, agreed by the school for all or part of their timetable. In this instance the pupil remains on roll at Coleshill CE Primary School. Attendance to approved alternative providers is monitored. When Pupil are Dual registered at another school or alternative provider their attendance will be recorded in the register as a D code (on days they are required to attend the other school/provision). The other school/provision will record the attendance of absence. For children who are Educated |Off site but not dual registered their attendance will be recorded in Coleshill CE Primary School register as a B code if they are confirmed present or the appropriate absent code if absent. The responsibility of ensuring pupils are safeguarded and receiving appropriate education remains with Coleshill CE Primary School.

Registers

An accurate and consistent registration system is crucial both to provide a solid foundation for analysis of absence and to support any statutory interventions.

The register is a legal document and must be kept accurately. Attendance registers will be kept in accordance with legal requirements, local authority guidelines and school regulations

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed in the admission register at the time (except for a pupil who is a boarder).

Absence can only be authorised by a person designated to do so by the head teacher see The Education (Pupil Registration) (England) Regulations 2024.

There are procedures in place to resolve unexplained absences within 5 working days.

School complies with and uses attendance and absence codes outlined in chapter 8 of the DFE guidance, 'Working Together to Improve School Attendance' 2024.

Use of Attendance Data

Schools must provide specific pupil information on request to the Secretary of State [The Education \(Information About Individual Pupils\) \(England\) \(Amendment\) Regulations 2024 \(legislation.gov.uk\)](#)

We meet this requirement by sharing their school attendance data directly from our management information system.

We are also required to make data returns to the Local Authority:

New Pupil and Deletion returns: notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times.

Attendance returns: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U).

Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

We collect, use and store attendance information about our pupils and may receive information about you from your previous school. The information we keep regarding attendance includes name, contact details, attendance records, late records and any relevant medical information.

Attendance is reviewed at a minimum half termly, where there is cause for concern, this information is shared with CSAWS during regular attendance meetings held at school. CSAWS then follow up attendance concerns with parents and carers on school's behalf.

We meet termly with the Local Authority for Attendance Targeting Support Meetings where attendance data is shared and discussed.

Information regarding attendance concerns may also be shared with the Local Authority as part of statutory processes.

The Head teacher will analyse attendance data half termly for whole school and groups of pupils. This will be shared with governors and used to inform the strategic plan to improve school attendance. Attendance Data will be shared with class teachers in preparation for Pupil progress reviews and parents' evenings and to target interventions.

Attendance Data will be produced and used to promote attendance through the school newsletter, website and rewards and incentives.

Appendix 1 SCHOOL ABSENCE PROCEDURE

Class teacher mark register by 8.50am as present or absent.

Late Gate arrivals from 8.45 up to 9.15 recorded in late book. Details added to Arbor to complete the morning register.

All messages regarding pupil absence taken from absence mailbox and entered into Arbor by 9.30 am

Telephone call completed where no reason provided, Second contact will be called with follow up email if no contact is made.

Vulnerable children identified and social worker/ relevant lead professional notified.

By 10.30, First day absence report run from Arbor to identify any children absence and no reason given, for Pastoral Support and Headteacher.

By 10.30, Any children on 2nd / 3rd day absence identified where no reason or inadequate reason known.

11am follow up phone calls to those children who could be well enough to come into school for the afternoon.

Pastoral visit or referral to CSAWS for home visits to be undertaken for vulnerable pupils or 3rd day absence no contact.

Cases identified for discussion/ referral to Attendance and Welfare Officer or police safe and well check.

Appendix 2 REGISTER CODES

Code	Meaning	Statistical Value
/	Present at school AM	Attending (Present)
\	Present at school PM	Attending (Present)
L	Late arrival before register is closed	Attending (Present)
K	Attending Education provision arranged the LA	Attending an approved educational activity (present)
V	Attending an Educational visit or trip	Attending an approved educational activity (present)
P	Participating in a Sporting Activity P code can only be used if the pupil is present at the activity	Attending an approved educational activity (present)
W	Attending Work Experience	Attending an approved educational activity (present)
B	Attending any other approved Educational Activity	Attending an approved educational activity (present)
D	Dual Registered at another school	Not a possible attendance (neither present or absent)
C1	Leave of absence – performance or regulated employment abroad	Authorised absence
M	Leave of absence for Medical or dental Appointment	Authorised absence
J1	Leave of absence for Interview	Authorised absence
S	Leave of absence for Studying for public examination	Authorised absence
X	Non – Compulsory School age pupil not required to attend school	Not a possible attendance
C2	Leave of absence – compulsory school age pupil subject to part time / reduced timetable	Authorised absence
C	Leave of absence for exceptional	Authorised absence
T	Parent travelling for occupational purposes	Authorised absence
R	Religious Observance	Authorised absence
I	Illness (not medical appointment)	Authorised absence
E	Suspended or Permanently excluded with no alternative provision made	Authorised absence
G	Leave of absence not granted by school	Unauthorised absence
N	Reason for absence not yet established	Unauthorised absence
O	Absent in other or unknown circumstances	Unauthorised absence
U	Arrived in school after registration closed	Unauthorised absence
Q	Unable to attend school because of lack of access arrangements (travel)	Not a possible attendance
Y1	Unable to attend due to transport normally provided not being available	Not a possible attendance
Y2	Unable to attend due to widespread travel disruption (e.g. train strikes)	Not a possible attendance
Y3	Unable to attend due to part of the school premises being closed (e.g. RAAC)	Not a possible attendance
Y4	Unable to attend due to the whole school site being unexpectedly closed (e.g. burst water mains)	Not a possible attendance
5	Unable to attend as pupil is in criminal justice detention	Not a possible attendance
6	Unable to attend in accordance with public health guidance or law (e.g. Covid self-isolation, Strep-A)	Not a possible attendance
Y7	Unable to attend because of any other unavoidable cause	Not a possible attendance

Appendix 3 Children Missing Education

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to Warwickshire County Council's Children Missing Education (CME) Service.

The Children Missing Education Service can be contacted on 01926 742036

*Reasonable steps include:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on CPOMS.

Upon receipt of a referral from the school, the CME Service will then continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. housing. If this also fails to establish the pupil's whereabouts, the school will be informed by email and may then, but not before, remove the pupil from roll and report to the LA. This will place the pupil on the list of Children Missing from Education.

Deletions from roll agreed with the CME Service will normally be backdated to the first day of absence.

If the CME Service is able to contact the pupil and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. Where pupils continue to be absent the non-school attendance procedures detailed in the school policy will be followed.

If the pupil has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Pupils leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the School to School database. This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and pupils moving into home education. The latter will be formally notified to the ESWS Home Education Officer by the school as soon as written confirmation is received from the parent(s). If no confirmation is received the above Missing Children procedures will apply.



Attendance Graduated Approach 2026-27

Vision: Attendance at Colleshill is rooted in our Christian vision of love, hope and belonging. We take a support-first, relational approach, recognising that regular attendance is both a safeguarding responsibility and a key driver of achievement, wellbeing and life chances. This graduated approach ensures that support is timely, proportionate and escalated appropriately, with clear thresholds, roles and impact measures.

Colleshill Church of England Primary School operates a clearly defined, support-first graduated approach to attendance. Leaders use timely data, strong relationships and safeguarding-led systems to identify need early, remove barriers and secure sustained improvement, particularly for pupils with additional needs and those at risk of persistent absence.

Attendance at Colleshill is everyone’s responsibility. Our graduated, support-first approach ensures early identification, proportionate response and sustained improvement, particularly for our most vulnerable pupils.

ABIE Target		Areas of Concern	
To raise attendance by 0.4% 94.7%		- SEN Support - Year 6 cohort	- Friday attendance - Band 2 Children
	Intent	Implementation	Desired Impact
	Aim: To create a culture where pupils want to attend school because they feel safe, valued and excited to learn.		
Universal: 97-100% attendance	A vibrant curriculum that is rooted, connected and inclusive.	- An engaging curriculum offer - Forest School & OPAL to create opportunities for play and improvement of social interactions.	Children feel happy and positive about coming to school because they enjoy school and feel motivated to attend
	Positive Relationships and a sense of belonging	- Daily meet and greet at the door - Behaviour policy rooted in restorative practice	Strong relationships, emotional security and a sense of belonging
	Safeguarding culture of noticing and reporting	Register checks - Day 1 – am phone call, pm email follow up, social services - Day 3 – no reason follow up/ safeguarding flag and potential home visit. - Day 5 – pastoral home visit if we have not seen the child - All concerns reported on CPOMS	There are robust reporting procedures in place to support school in their safeguarding duty of care.
	Attendance Culture	Weekly Attendance Review by Attendance Team - Review of attendance dips (eg Fridays) and prevention put in place. - Half-termly governor reporting - Termly review against ABIE trajectory - Analysis by year group, day of week and pupil group - Clear escalation routes aligned with DfE guidance	Early patterns of concern are identified before escalation is required.
	Positive Rewards for attendance	- Weekly rewards on epraise - Celebration Assembly – Friday cookies for best class attendance - Termly attendance assembly to celebrate 100% attendance and most improved attendance (from Spring 26)	Positive affirmation for school attendance encourages good attendance.
	Punctuality encouraged	- Late gate through kid’s club entrance with pastoral welcome - Parents are encouraged to arrive on time by not having to access late gate arrangements	- Children are appropriately welcomed with pastoral support (not in ‘holding space’ by office). - Dysregulated children are supported with dignity and respect
Expected Outcome: Attendance remains consistently high for the majority of pupils; early patterns of concern are identified before escalation is required			
Targeted: 92-96%	Aim: To prevent deterioration into persistent absence through early intervention and relational support.		
	Attendance culture	Identification in weekly attendance review: 94-95.9 = orange = class teacher call 92-93.9= dark orange = pastoral call & signposting	- Early patterns of concern are identified before escalation is required. - Phone script is provided to teachers to ensure that calls a friendly and pastoral, with any barriers identified and reinforce expectations – support not blame.
	Mental health and wellbeing offer	- Soft start with pastoral support in the Nest - Responsibilities given in the morning (eg help with late gate) to chn at risk of school avoidance/delay.	- Mental health and wellbeing support - Sense of responsibility and belonging
	EBSNA	ATTEND framework is used	Robust evidence based framework to support EBSNA
Expected Outcome – Attendance stabilize or improves; families feel supported and engaged; escalation prevented wherever possible.			
Specialist: 91% Persistent Absence	Aim: To remove entrenched barriers and secure sustained re-engagement with education		
	Children with additional needs/vulnerabilities are supported	Identification in weekly attendance review: 90-91.9 = red (CSAWS/WCC) 89.9 and below = dark red persistent absent (WCC) Reasonable adjustments to routines, start times or provision Joint working with families and external professionals. Referrals to outside agencies: STS, EET, Warwickshire Attendance/ CSAWS, Front Door (Safeguarding)	- Improved attendance for vulnerable pupils - Reduced anxiety and increased trust - Better long-term outcomes - Individualised assessment of barriers - Close alignment with SEND support plans
Expected Outcome: Time in school increases; barriers are reduced; attendance improves sustainably for vulnerable pupils.			