

Attendance Escalation Plan

Stage 1: Early Identification (Awareness and Monitoring)

Threshold:

- Attendance falls **below 95%**
- Emerging **patterns of absence** (e.g. regular absence on Fridays or Mondays, increasing lateness)
- Early signs of **inconsistency** in attendance or punctuality

Actions:

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- Daily attendance monitoring by the school office and Family Liaison Officer (FLO)
- **Class teacher** contacts parent/carer to raise initial concern and explore any emerging issues
- First concern letter sent home, highlighting:
 - Current attendance percentage
 - The importance of good attendance and legal expectations
 - All communication and actions logged on CPOMS
- Offer informal support where appropriate, such as:
 - Help with morning routines
 - Discussion around health concerns
- Signposting to community or in-school support (e.g. breakfast club)

Stage 2: Targeted Intervention (Early Warning Signs)

Threshold:

- Attendance between 92–93% and showing a declining pattern
- Repeated unauthorised absences, including unauthorised term-time holidays
- Frequent absence due to illness, especially without medical evidence
- Ongoing late arrivals (punctuality concerns)

Actions:

Family Liaison Officer (FLO) contacts home to:

- Discuss concerns and offer support
- Conduct a home visit if appropriate

Second attendance letter sent, outlining:

- Specific concerns around attendance or punctuality
- Reminder of legal responsibilities
- Next steps if no improvement

Meeting arranged with parent(s)/carer(s) to:

- Explore barriers to regular attendance
- Agree an informal attendance action plan

If absence is due to frequent or unexplained illness:

- Discuss the need for medical evidence moving forward
- Explain that continued absence without evidence may be **unauthorised**

Consider:

- Early Help referral or assessment, especially if wider needs are identified (e.g. housing, parenting, family health)
- SEND screening or referral if unmet learning or sensory needs could be a factor
- Underlying mental health concerns, with possible referral to appropriate services (e.g. ELSA, CAMHS, Wellbeing)

Offer **internal school support**, such as:

- Breakfast club or soft start
- Daily check-ins or mentoring
- ELSA or pastoral support to address anxiety or emotional barriers

Unauthorised holidays to be logged clearly, and parents reminded of legal implications (e.g. potential Penalty Notice if conditions are met)

Monitor attendance weekly, reviewing any signs of improvement or escalation

Stage 3: Formal School-Based Action

Threshold:

- Attendance below 90% (classified as persistent absence)
- Frequent or prolonged illness-related absence without sufficient medical evidence
- Non-engagement with prior informal school interventions
- Unauthorised holidays during term time.
- Ongoing late arrivals (punctuality concerns)

Actions:

- Hold a formal attendance meeting with parents/carers and the pupil (where appropriate).
- Discuss barriers, set clear attendance targets, and agree on a review date (typically 4–6 weeks).

Issue a 'Notice to Improve'

- Monitoring letter to formally notify parents of the school's concerns and the requirement for immediate improvement.
- Initiate an Attendance Contract detailing expectations, support offered, and consequences for non-compliance.
- Reference made to SLO

If absence is due to illness:

- Request medical evidence for any future illness-related absence (e.g., GP letter, prescription, appointment confirmation).
- Advise that without medical verification, absences may be recorded as unauthorised.

For repeated unauthorised term-time holidays:

- Penalty Notice may be issued by the Local Authority if there are **10 or more sessions** of unauthorised absence within a 10-week period

Offer and document appropriate support, such as:

- Attendance mentoring
- Referral to the School Nurse, Early Help, SENCo, or CAMHS / Wellbeing services

- Adjustments in school (e.g., part-time timetable with reintegration plan if health-related)
- Continue to log all interventions and correspondence with the family.

Stage 4: External Agency Involvement

Threshold:

- No sustained improvement in attendance following the Attendance Contract
- Continued non-engagement with school support
- Persistent absenteeism (including frequent unauthorised illness, term-time holidays, or unexplained absences and ongoing late arrivals)

Actions:

Formal referral made to the Local Authority School Liaison Officer (SLO)

Penalty Notice may be issued by the Local Authority if:

- There are **10 or more sessions** of unauthorised absence within a 10-week period
- The case meets the **legal threshold** for enforcement

A **pre-legal meeting** may be arranged by the Local Authority to:

- Outline legal consequences to parents/carers
- Offer a final opportunity to improve attendance before court proceedings

School continues to **log all interventions**, including:

- Phone calls
- Letters
- Meeting minutes
- Home visits
- Support offered and any parental responses

If there is still no improvement, the family may face court action under Section 444 of the Education Act 1996, which may result in:

- Fines
- Parenting orders
- Other legal sanctions

Stage 5: Child Protection (if required)

Threshold:

- Attendance concerns are linked to neglect or safeguarding risks
- Complete non-engagement from parents/carers despite multiple attempts
- Unexplained prolonged absences, especially where there are concerns about the child's welfare
- Repeated absences due to illness masking wider safeguarding or wellbeing concerns
- Additional risk factors present (e.g. domestic abuse, substance misuse, poor home conditions)

Actions:

Immediate escalation to the Designated Safeguarding Lead (DSL)

Consider referral to **Children’s Social Care (LESAS)** for assessment, particularly if:

- Educational **neglect is suspected**
- There are wider concerns about the child’s safety or home environment

Record concerns as potential **educational neglect** in safeguarding documentation

DSL may initiate or engage in **EARLY HELP**

Where concerns meet the threshold, the child may be placed on a **Child in Need** or **Child Protection Plan**

Continue to log school efforts, attendance records, and safeguarding chronology as evidence. Ensure all school staff involved are informed appropriately and that multi-agency working is coordinated.

Summary Table

Stage	Attendance Threshold	Key Action
Stage 1	< 95%	Teacher call, first letter, monitoring
Stage 2	92–93%	FLO contact, meeting, informal plan
Stage 3	< 90% (PA)	Formal attendance contract
Stage 4	Ongoing PA	LA referral, PACE/legal action
Stage 5	Safeguarding concern	DSL escalation, CSC referral