Stage	School action	Communication, support and evidence
Universal approach	Promote belonging, punctuality and the benefits of regular attendance. Take the register at 9.05am and again five minutes after the start of each year's group afternoon session. The morning register closes at 9.25am. Monitor attendance daily and follow up unexplained absence promptly.	Parents should report absence by 8.45am on the first and each subsequent day. Contact parents on the morning of unexplained absence and on each continuing day without explanation. Record the correct code as soon as the reason is known and no later than 5 working days. Inform parents of attendance and absence levels half termly.
1. Early identification	Review historic and emerging patterns before absence becomes persistent. Contact the family promptly and hold a supportive conversation to understand barriers, including illness, SEND, anxiety, bullying, transport, punctuality or family circumstances.	Agree practical actions, a named contact and a review date. Record pupil and parent voice, adjustments and referrals. Class teachers raise prolonged, unexplained or welfare-related absence with the attendance lead and/or DSL. A fixed percentage triggers review, not an automatic sanction.
2. Attendance concern and monitoring	Where absence continues or attendance is approaching/below 90%, issue an attendance concern letter and begin a time-limited monitoring period, normally 3 to 6 school weeks.	Explain the concern factually, invite information about barriers and offer help. Set realistic individual targets. Persistent absence means missing 10% or more sessions. Consider the context and pattern of sessions missed, including punctuality.
3. Attendance meeting and support plan	Invite parents/carers to a meeting with the attendance lead. Co-produce an attendance support plan with actions, responsibilities, reasonable adjustments and review dates.	Involve the pupil as appropriate. Consider SENCO, pastoral, early help, health, social care and local authority attendance support. If the family does not attend, continue attempts to engage and send the proposed plan for comment.
4. Illness, mental health and SEND	Use Code I where the school is satisfied that the pupil is unable to attend because of physical or mental illness. Provide additional support for pupils with health needs or SEND, consider Equality Act 2010 duties, and inform the local authority where attendance falls for a pupil with an EHC plan or barriers relating to the pupil's needs.	Authorise physical or mental illness unless there is a genuine concern about authenticity. In line with the policy, seek proportionate medical evidence where absence exceeds 5 days or authenticity is in doubt; examples include a prescription, appointment card or other appropriate evidence. Do not request evidence unnecessarily. Notify parents in advance before recording illness as unauthorised.
5. Joint working and intensified support	If absence is persistent, severe or worsening, seek advice/support from the local authority attendance team and coordinate with relevant partners. Keep the plan under regular review.	For severe absence (50% or more sessions missed), give intensive, prioritised support. Safeguarding concerns, unexplained absence and possible children-missing-education issues must be acted on immediately under safeguarding/CME procedures.

Stage	School action	Communication, support and evidence
6. Formal warning / Notice to Improve	Where the national threshold is met and support is appropriate but has not worked or has not been engaged with, consider a Notice to Improve in line with the local authority code of conduct.	The improvement period must be 3 to 6 weeks. Include the attendance record and offences, support already provided, further support available, the improvement required, review period, warning that a penalty notice may follow, and grounds for early issue. Decide sufficient improvement case by case.
7. Penalty notice consideration	When 10 sessions of unauthorised absence are recorded within a rolling period of 10 school weeks, the school must consider whether a penalty notice is appropriate, case by case, and check/refer to the local authority in line with the local code of conduct.	Consider whether the notice is the best tool, whether further support, a Notice to Improve or another intervention is more appropriate, and whether Equality Act 2010 duties make a notice inappropriate. First notice: £80 within 21 days or £160 within 28 days. Second notice for the same parent and pupil within 3 years: £160. A third notice cannot be issued within that period.
8. Other legal intervention	Where voluntary support is unsuccessful, not engaged with or inappropriate, work with the local authority to consider the most suitable legal intervention. This may include an Education Supervision Order, attendance prosecution or a Parenting Order.	Legal action is not a fixed school ladder, and the school does not set a court date. The local authority decides the appropriate route, taking account of evidence, support offered, parental engagement and the individual circumstances. A third offence within 3 years cannot result in further penalty notice and alternative action should be considered.
9. Review, reintegration and closure	Review impact at each stage. Celebrate sustained improvement, adjust support where barriers remain, and close or step-down intervention when attendance is secure. Plan supportive reintegration after lengthy or unavoidable absence and re-open promptly if concerns recur.	Maintain a clear chronology of contacts, attendance and punctuality data, pupil/parent voice, support, referrals, decisions and outcomes. Analyse attendance half termly, termly and annually at pupil, year-group and cohort level, and share information lawfully and proportionately.