

Attendance Flowchart

Attendance Flowchart Simplified

Day	Who	Action
1	Office	No valid reason - Chase absence
2	Office	No valid reason - Chase absence
3	Office	No valid reason - Chase absence, Formal message. Inform Absence Team
3+ (Or earlier if concern)	Absence Team	No valid reason – Safe and Well Visit. No response, Contact MASH, POLICE, EPAS, etc.
Weekly Report	Office	Generate an absence report – 10+ days abs; Persistent Abs.
Weekly Meeting	Attendance Team; Family Support; Mental Health Team	Discuss absences and plan action for each child: <ul style="list-style-type: none"> • Fortnightly Safe and Well Visits • Parent / Carer meetings • Reasonable adjustments • ELSA • Etc.
Monitor Progress		
No Progress	Attendance Team	Engage with EPAS
No Progress	SLT	Annual Review to discuss placement.

Attendance Flowchart Detail

Time / Trigger	Responsible / Role	Action / Decision	Next Steps / Escalation
Days 1 to 3 plus Safe and Well Attendance Visit- Establishing a valid reason for Absence.			
Day 1 of absence (morning)	School Office	Check whether parent/carer has phoned or contacted the school to report absence. If not, attempt contact (phone or see .1. First Concern message graded response below).	If contact made and reason valid → record as authorised if meets criteria; if no contact or unsatisfactory reason → mark as unexplained / unauthorised (pending investigation).
Day 2	School Office	If child still absent and no explanation, follow up again with parent/carer (phone, text).	If explanation received, follow normal absence procedure. If none, escalate within school (e.g. to Attendance Team).
Day 3	School Office / Attendance Team	Review absence pattern. Consider sending a formal message / letter to parent, reminding duty to attend and offering support. See .2. First Concern formal message Template .	School Office to inform Attendance Team. If child returns, monitor subsequent attendance. If absence continues, Safe and Well visit.
After 3 consecutive days absent and no contact or a concern has been raised	Attendance Team / Safeguarding Lead / Senior Mental Health Lead / Class staff	Conduct a Safe & Well home visit with staff that know the child and can support to check the child's welfare in person. See separate Home Visits Policy .	If child found and safe, record outcome and plan support. If cannot locate, escalate to MASH (788 4300) / EPAS / police as needed.

Time / Trigger	Responsible / Role	Action / Decision	Next Steps / Escalation
Support Absence			
<p>Once a week Home working</p>	<p>Class staff</p>	<p>If appropriate, Class staff to organise for learning work to be sent home, and be a point of contact for the child - checking on their mental health</p>	<p>Class staff to monitor engagement and mental health. Any concerns, raise with Attendance Team / Family Support / Mental Health Team</p>
<p>Once a week Report</p>	<p>Office Staff</p>	<p>School office to create an absence report of all students with 10 or more days absence or Persistent Absence.</p>	<p>Used in the Continued Absence / Ongoing Concern Meeting</p>
<p>Once a week Continued Absence / Ongoing Concern meeting</p>	<p>Attendance Team / Family Support / Mental Health Team</p>	<p>For each child on the absence report, Review whether absence is due to medical reasons, social / emotional / anxiety / avoidance issues. Plan out response.</p> <ul style="list-style-type: none"> • Fortnightly Safe and Well Visits • Consider .3. Attendance support plan and Contract and .4. Barrier Mitigation. • Formal Attendance Meeting with Parent/Carers. • Consider engagement with the school's mental health / emotional support team • Consider referral to Early Help Team. 	<p>If parent/carer does not engage or attendance fails to improve, escalate to EPAS (Attendance & EHE Advisory Team) for advice and (if needed) enforcement.</p>

Time / Trigger	Responsible / Role	Action / Decision	Next Steps / Escalation
<p>Persistent Absence threshold (attendance < 90% over rolling period or frequent absences)**</p>	<p>Attendance Lead / EPAS / Senior Leadership</p>	<p>Trigger formal intervention: referral to EPAS (704 6191) for attendance enforcement, possible legal action, or statutory processes.</p>	<p>EPAS may issue a “Notice to Improve”, initiate formal casework, or escalate to enforcement (Penalty Notices / Prosecution) per Solihull’s legal framework Solihull Council+1.</p>
<p>Reintegration / catch-up support when student returns</p>	<p>Class Teacher / Pastoral Team</p>	<p>Provide structured reintegration plan (reduced timetable if needed, check-ins, mentoring).</p>	<p>Monitor closely over initial days/weeks to ensure the student returns fully and sustainably.</p>
<p>If no improvement over two terms</p>	<p>SLT</p>	<p>Hold EHCP meeting to discuss placement</p>	<p>Advise change of placement.</p>

Appendix.

1. First Concern message graded response:

Day 1 – Gentle Reminder

Hello, this is [School Name]. [Child's Name] is absent today and we haven't heard from you. Please call the office as soon as possible to let us know the reason. Thank you.

Day 2 – Concern & Support

[School Name]: [Child's Name] has now been absent for 2 days without explanation. We are concerned and want to ensure everything is okay. A Safe & Well visit may take place. Unexplained absences will be marked as unauthorised and could be escalated under our Attendance Policy. Please call today.

2. First Concern message template

To: Parent/Carer of [Child's Full Name]

Dear Parent/Carer,

We are writing to express our concern regarding [Child's Name]'s recent absence from school. Our records show that [he/she/they] has been absent on the following days: [list dates if possible].

As a school, we are committed to ensuring all pupils attend regularly and achieve their full potential. Good attendance is not only vital for learning but also for safeguarding your child.

Despite our attempts to contact you by phone/text, we have not received an adequate explanation for [Child's Name]'s absence. Therefore, these absences are currently being recorded as unauthorised.

In line with our Attendance Policy and Solihull Local Authority guidance, the following actions may take place if we do not hear from you:

- A Safe & Well home visit to ensure [Child's Name] is safe.
- Referral to our Family Support Worker or Attendance Lead.
- Possible referral to the Local Authority Education Participation and Advisory Service (EPAS).

We are keen to work with you to resolve any difficulties that may be preventing [Child's Name] from attending. Please contact the school office immediately to discuss this matter. If the absence relates to medical or emotional needs, we can involve our pastoral and mental health support teams to help.

If we do not hear from you by [insert deadline date], we will have to escalate this matter further.

Thank you for your prompt attention to this important issue.

Yours sincerely,

[Name]

[Attendance Lead]

3. Attendance Support Plan and Contract

Pupil Name: _____ Year/Class: _____

Parent/Carer Name(s): _____

Date Plan Started: _____ Review Date: _____

1. Attendance Targets

Target Attendance: _____% (e.g., 95%+)

Specific measurable objectives (e.g., no more than X unauthorised absences in next 4 weeks):

2. Identified Barriers to Attendance (tick or describe all that apply)

- Illness / medical conditions
- Emotional / mental health / school-based anxiety
- Transport / travel difficulties
- Family / social issues
- Other:

Notes / details:

3. Responsibilities

School Responsibilities:

- Monitor attendance daily and log patterns.
- Provide pastoral/mental health support (mentoring, ELSA, counselling).
- Send home or provide catch-up work for prolonged absence.
- Conduct Safe & Well home visits if absence is 3+ days unexplained.
- Keep parent/carers informed of progress and any concerns.

Parent/Carer Responsibilities:

- Ensure pupil attends school punctually each day.
- Contact school immediately with reason for absence.
- Attend meetings or discussions regarding attendance concerns.
- Work with school staff to implement support strategies.

Pupil Responsibilities:

- Attend school every day when well enough.
- Engage with support provided by school staff.
- Communicate issues affecting attendance to teachers or pastoral staff.

4. Support and Interventions (tick or describe what will be provided)

- Pastoral support / mentoring
- Counselling / mental health support
- Reduced timetable for reintegration if needed
- Safe & Well home visit if absence continues 3+ days
- Catch-up work / home learning plan
- Early Help referral if wider family issues
- Other:

5. Monitoring & Review

Attendance will be monitored by: _____ (e.g., Attendance Lead / Family Support Worker)

Frequency of review: Weekly Fortnightly Monthly

Progress will be communicated via: Phone Dojo Meeting

6. Escalation:

If attendance targets are not met or unexplained absences continue, the school may refer to EPAS (Education Participation Advisory Service); Local Authority enforcement (Penalty Notices / legal action)

6. Signatures

By signing this plan, all parties agree to their responsibilities and the support outlined above.

Pupil (if appropriate): _____ Date: _____

Parent/Carer: _____ Date: _____

School Staff: _____ Date: _____

7. Optional Sections:

- Reward / Recognition Plan
- Notes on Barrier Mitigation

4. Barrier Mitigation Table

Barrier Identified	Evidence / Notes	Mitigation Actions	Responsible Staff	Timeline / Review Date	Outcome / Progress
Example: Anxiety / school refusal	Pupil reports stress about lessons	Daily pastoral check-ins, counselling, reduced timetable initially, mentoring	Pastoral Lead / ELSA	Review weekly	Improved attendance, anxiety reduced
Example: Transport issues	Parent reports no access to bus	Arrange school transport or taxi, liaise with Local Authority	Attendance Officer / Family Support Worker	Review after 2 weeks	Child attends consistently
Example: Medical absence	Chronic illness – hospital appointments	Provide home learning pack, remote check-ins with teachers	Class Teacher / Attendance Lead	Ongoing, review each month	Pupil keeps up academically, returns successfully
Example: Bullying	Pupil reports incidents in playground	Anti-bullying support, peer mentoring, regular check-ins	Pastoral Lead / SLT	Review fortnightly	Pupil feels safe, attendance improves
Example: Family stress	Parent struggling with multiple responsibilities	Early Help referral, family support, counselling	Family Support Worker	Review monthly	Family support in place, pupil attendance improves

How to Use the Table

- 1. Identify the barrier:** Use discussions with the pupil, parent/carer, and staff observations.
- 2. Evidence/Notes:** Record any observations, incidents, or reports supporting the concern.
- 3. Mitigation Actions:** List the interventions or strategies planned to reduce or remove the barrier.
- 4. Responsible Staff:** Assign staff responsible for monitoring and implementing each action.
- 5. Timeline/Review Date:** Set clear deadlines to check progress.
- 6. Outcome/Progress:** Record the impact of the interventions and next steps.

Tick-List / Checklist of Actions for Each Identified Child (Attendance Concern)

You can attach this list to each student file and tick off as you progress. (You might also convert this to a spreadsheet or case-management log.)

1. Day 1: Parent/carer notified absence (call/email)
2. Day 1: First day follow-up call/text if no contact
3. Day 2: Second follow-up contact attempt
4. Day 3: "First concern" letter or message sent
5. Day 3: Decision: safe & well home visit triggered?
6. Home visit completed (or arranged), welfare outcome recorded
7. If child returned, reintegration plan initiated
8. Day 4–5: Internal review of barriers (medical / emotional / social)
9. Mental health / counselling / emotional support involvement? (if indicated)
10. Day 5–7: Attendance review meeting with parent/carer, attendance contract
11. Early Help referral (if wider family needs)
12. Documentation of all communications and meetings
13. Ongoing attendance monitoring (weekly or fortnightly)
14. Referral to EPAS (if no improvement)
15. EPAS intervention / support engaged
16. Enforcement legal steps (if warranted)
17. Regular review of attendance contract / plan
18. Reintegration / catch-up work provided by class teachers
19. Pastoral check-ins / mentoring / mental health support continued
20. Closure of case when attendance stabilised (set review date)