



Improving Attendance at Brookfield School

Every Day Matters, Every Lesson Matters, Everyone Matters

At Brookfield School, we know that attendance isn't just about being present in the building — it's about feeling safe, supported, regulated, and ready to learn. For many of our pupils, especially within an SEMH setting, getting into school every day can be a big achievement. That's why we work closely with families to remove barriers, build confidence, and make each school day feel manageable and meaningful.

This overview should be read and applied alongside the Attendance Policy.

Good attendance helps pupils:

- build trusting relationships with staff
- maintain routines that support emotional stability
- access learning in small, safe environments
- take part in therapeutic and social programmes
- prepare for independence and life beyond school

Even small improvements in attendance can create big shifts in progress, wellbeing, and confidence.

How We Support Attendance Across Our Three Sites

Brookfield operates across three separate provisions so we have developed a strong and consistent structure to make sure every pupil is known, supported, and given the best possible chance to succeed.

We use a distributed leadership model for attendance.

This means support doesn't sit with one person — it sits with a team.

Our Senior Leaders meet weekly (PDSI) to discuss pupil needs, concerns and strategies. Attendance and engagement data is analysed and addressed as part of this process.

Our Attendance Support Structure

Family Support & Attendance Worker

Our Family Support Workers are the first point of contact for families. They work alongside you to:

- understand barriers affecting your child's attendance
- carry out home visits
- support morning routines and transitions
- help with Early Help or multi-agency support
- offer practical, non-judgemental guidance
- This role exists to help, not pressure.

Pastoral Manager

Each site has a Pastoral Manager who ensures your child is supported in school. They help with:

- anxiety around attending lessons
- safe spaces
- emotional regulation
- relationship-building with key staff
- adapting routines or transitions where needed
- They work closely with Family Support Workers so that what happens at home and what happens at school are fully joined up.

Provision Lead

The Provision Lead is the site leader responsible for ensuring attendance support is consistent, personalised, and proactive. They:

- oversee attendance plans
- approve timetable or curriculum adjustments
- coordinate multi-agency involvement
- review patterns and set actions for the site
- support families through more complex or long-term challenges
- They make sure each site has a clear plan for any pupil struggling to attend.

Senior Attendance Champion (SAC)

The Senior Attendance Champion oversees attendance across the whole school. Their role is to:

- maintain consistency across all three sites
- review data and improvement plans
- support staff with training and strategy
- ensure our approach remains relational, supportive, and aligned with SEMH needs
- They report to the Headteacher and Governors on attendance each half term.

Our Approach: Supportive and Understanding

We understand that attendance can be affected by:

- anxiety or emotional overwhelm
- sleep/food routines
- mental health needs
- social pressure or sensory overload
- transport challenges
- parental wellbeing
- previous negative experiences of education

We don't blame families — we work with you to understand what's going on and what will help.

Our aim is always: early identification → early help → small steps → long-term confidence.

What Families Can Expect

When attendance becomes a concern, you can expect:

- early, supportive contact from our Family Support Worker
- friendly check-ins, not formal letters as a first step
- meetings that focus on barriers, not blame
- a personalised attendance plan
- in-school adjustments to help your child feel safe and ready
- regular updates so you know what's happening
- multi-agency support if needed
- We see attendance as a team effort — school, family, and pupil working together.

If You Need Support

If you're finding it hard to get your child into school, please get in touch.

We will always listen.

We will always work with you.

And together, we can make every day feel a little more manageable.

Leadership and Staffing – Creating a robust approach over all 3 provisions/sites.

Purpose

To create a coherent, proactive, and relational attendance system across all sites, ensuring every pupil is known, barriers are understood early, and support is consistent across the school.

Even before attendance becomes a concern, we have a planned strategy to support and encourage pupils to engage and attend. This includes but is not an exhaustive list:

- Pupil Induction, school and home visits.
- Home: School transport – provided by our staff (familiar, consistent, experienced, informed)
- Structured school day and offer (breakfast, social times, curriculum, enrichment)
- Established pastoral, Form tutor and LSA influence
- A proactive approach to pupil monitoring (PDSI)

1. Family Support / Attendance Worker (Frontline Engagement & Early Intervention)

Core Role

The first point of daily contact for attendance concerns, working closely with families to reduce barriers and maintain supportive, solution-focused relationships.

Key Responsibilities

- Daily monitoring of attendance patterns and first-day calling.
- Complete initial contact with families for all unexplained absences.
- Complete home visits (planned or responsive).
- Identify emerging barriers: routines, parental mental health, transport, sleep, and anxiety.
- Log all contact on CPOMS/attendance system.
- Create initial attendance support plans with families.
- Coordinate Early Help referrals where needed.
- Provide weekly summaries to Pastoral Manager.

Decision-Making & Autonomy

- Can perform home visits and make supportive adjustments.

- Can initiate early-stage interventions and family support plans.
- Escalates concerns that require in-school adjustments or safeguarding to the Pastoral Manager.

2. Pastoral Manager (In-School Support, Daily Pupil Regulation & SEMH Response)

Core Role

The bridge between in-school SEMH support and attendance practice, ensuring barriers in school are addressed quickly and consistently.

Key Responsibilities

- Review attendance alerts from the family support worker each day.
- Identify behaviour- or anxiety-related barriers occurring in-school.
- Implement in-school adjustments: check-ins / key adult time, safe space access, transition support, bespoke timetable tweaks.
- Oversee punctuality routines and register accuracy for staff on their site.
- Coordinate with curriculum staff to explore learning-related avoidance.
- Update Provision Lead on key cases weekly.
- Support reintegration meetings and phased returns.
- Complete a half-termly SEMH–attendance risk review for all PA pupils.

Decision-Making & Autonomy

- Can adjust daily routines, safe spaces, relationship-matching with staff.
- Can recommend timetable changes but must get Provision Lead approval.
- Escalates persistent barriers, resource gaps, or safeguarding concerns.

3. Provision Lead (Site Leadership, Strategic Oversight & Quality Assurance)

Core Role

Responsible for strategic leadership of attendance for their site, ensuring systems are followed, staff are consistent, and barriers are escalated appropriately.

Key Responsibilities

- Lead half-termly attendance deep-dive for their site.

- Ensure all attendance plans are high quality, consistent, SMART.
- Coordinate multi-agency involvement (CAMHS, Social Care, YOT).
- Approve curriculum adjustments (reduced timetables, vocational blocks, safe transitions).
- Monitor accuracy of registers and staff accountability.
- Line manage pastoral and family support roles in attendance matters.
- Oversee communication with families for escalated cases.
- Report weekly updates to the Senior Attendance Champion.
- Identify any site-level issues affecting attendance (transport, staffing, environment).

Decision-Making & Autonomy

- Can initiate Stage 2 attendance escalation meetings.
- Can authorise timetable adjustments or personalised provision.
- Escalates legal threshold cases or systemic concerns to the Senior Attendance Champion.

4. Senior Attendance Champion (SAC) (Whole-School Lead, Strategy, Assurance & Escalation)

Core Role

Provides whole-school leadership, ensuring consistency, fairness, and a relational approach across all three sites. Oversees strategy, quality assurance, and escalation to SLT/Governors.

Key Responsibilities

- Oversee attendance strategy across all sites.
- Hold Provision Leads accountable for half-termly data and actions.
- Moderate and QA attendance plans for consistency.
- Lead cross-site strategic attendance meetings.
- Liaise with transport providers at a senior level if issues are repeated.
- Provide reports to headteacher and governors.
- Ensure legal thresholds and safeguarding processes are followed appropriately.
- Lead on complex or high-risk cases that span multiple agencies/sites.

Decision-Making & Autonomy

- Can authorise Stage 3 escalations (Legal Panel, formal letters).
- Can deploy additional resources to sites where needed.
- Sets school-wide priorities, interventions, and expectations.

5. How the Distributed System Flows (Daily → Weekly → Half-Termly)

Daily Flow

- Family Support Worker identifies absence → calls home → logs.
- Pastoral Manager actioned if in-school support or escalation needed.
- Any safeguarding or persistent barriers → to Provision Lead.

Weekly Flow – shared via PDSI

- Family Support → Pastoral: summary of key pupils.
- Pastoral → Provision Lead: update on in-school adjustments.
- Provision Lead → SAC: weekly site attendance summary (RAG list).

Half-Termly Flow (captured in Provision Lead half termly report)

- Site deep-dive led by Provision Lead.
- Cross-site moderation & strategy meeting led by SAC.
- Governors report updated.

6. This Creates and informs

- Clear ownership at each level
- Consistency across all three sites
- Early identification of barriers
- Seamless escalation
- Relational, SEMH-informed practice
- Shared accountability without blame
- Takes workload off senior leaders while strengthening practice

Key staff (Sept 2025)

Family Support and Attendance workers – Victoria Irvine (KS3), Katie Brocklehurst(KS4), Heidi Kitchen (Transition Pathway)

Pastoral Managers – Joanne Mackie (KS3) , Katie Brocklehurst (KS4), Heidi Kitchen (TP)

Provision Leads – Ellie Cash (KS3), Tim Mataciunas (KS4), Leon Pinch (TP)

Senior Attendance Champion – Rob Brocklebank (Headteacher)

Half-Termly Attendance Monitoring

For Senior Attendance Champions (SAC)

1. Whole-School & Site-Level Data Review

- Whole-school attendance (HT average + YTD)
- Attendance comparison across the 3 sites
- Persistent Absenteeism % per site
- Top 10 PA pupils per provision + actions in place
- Unauthorised absence patterns
- Punctuality analysis (late codes, registers accuracy)
- Identify pupils with significant change ($\pm 10\%$ since last HT)
- Monitor group trends: EHCP, LAC & CIN/CP, Young carers, Transport reliance, Medical/therapeutic needs

2. Priority Pupil Deep-Dive (Each Site by Provision Leads)

- Review half-termly outcomes for all PA pupils
- Update or re-write attendance plans with new barriers identified
- Ensure pupil voice is gathered (movement breaks, safe space, part-time plans, anxiety triggers)
- Check attendance interventions are logged on CPOMS/educational record
- Confirm all reintegration plans are reviewed and adjusted
- Review which strategies worked and which didn't
- Identify pupils who need escalation to next tier
- Review risks of social isolation, avoidance patterns, or refusal hotspots

3. Provision Lead Responsibilities – Half-Term Review

- Site report for senior team completed
- Consistency check on register compliance by staff
- Ensure home-school contact quality remains supportive and regular
- Cross-reference attendance and SEMH presentations
- Review transport reliability/any repeated taxi issues
- Ensure any timetabling or curriculum adjustments have been implemented
- Identify site-level concerns impacting attendance (environment, staffing, routines)

4. Family Support & Attendance Worker Summary

- Record of all half-term contact with families
- Number of home visits + outcomes
- Review barriers: routines, sleep, parental overwhelm, trauma triggers, housing, transport
- Early Help or Family Plan updates
- Confirm supportive interventions vs. enforcement balance
- Identify families needing stepped-up support next term
- Review communication quality: relational, consistent, accountability-focused

5. Safeguarding & Welfare Alignment

- RAG rate all low-attendance pupils
- Cross-check attendance with CPOMS and DSL logs
- Review pupils where absence is masking safeguarding concerns
- Ensure mental health / CAMHS involvement is aligned with attendance strategy
- Identify any attendance dips following safeguarding events
- Review half-termly welfare concerns linked to absence (sleep, hunger, emotional dysregulation)

6. Curriculum, Engagement & Provision Mapping

- Identify subjects/patterns causing avoidance or refusal
- Check engagement in therapeutic inputs (mentoring, counselling, key worker time)
- Review suitability of current provision: Main school, Pathway, Vocational/alternative provision
- Evaluate curriculum flexibility: part-time timetables, transition plans, relationship with key staff
- Review lunchtime/break routines (common refusal window)
- Identify staff–pupil relationship issues impacting attendance

7. Escalation Pathway Review

- Review pupils requiring progression to next stage: Stage 1: Support Plan, Stage 2: SLT meeting, Stage 3: Panel/Legal intervention (context-sensitive for SEMH)
- Check legal intervention thresholds and whether they're appropriate
- Confirm letters, minutes, and plans are saved and precise

- Ensure family voice and pupil voice recorded in every stage
- Confirm multi-agency coordination where needed

8. Strategy Review & Forward Planning

- Evaluate last half-term's attendance strategy: impact + gaps
- Identify themes across the 3 sites (transport, anxiety, curriculum mismatch, staffing shifts)
- Agree half-term priority actions for each provision
- Identify staff training needs (registers, anxiety-informed practice, reinforcement systems)
- Review incentives and celebration systems—successes and improvements
- Plan communication for parents (positive framing, supportive tone)

9. Reporting & Governance

- Produce half-termly attendance report for the headteacher/SLT
- Site-level attendance section completed by Provision Leads
- Update governing body report
- Share successes (attendance improvements, reintegration success stories)
- Identify concerns requiring governor or multi-agency oversight

ROLL-OUT & DEVELOPMENT PLAN

Response to New Guidance and Creation of Family Support Roll - September 2025

PHASE 1: FOUNDATIONS

Goal: Recruit, prepare, and align systems before the September start.

1. Recruitment & Induction Planning

- Finalise job description & person specification
- Emphasise relational, trauma-informed, and early-help competencies
- Recruit for all three sites
- Complete safeguarding checks and onboarding

2. Pre-Start Line Management Structure

- Allocate each Family Support Worker (FSW) to a specific site
- Establish clear reporting lines: FSW → Pastoral Manager → Provision Lead → Senior Attendance Champion (SAC)

3. Pre-Start Training

- Identify core training
- SEMH needs & family systems
- Relational attendance models (non-punitive, accountability balanced with care)
- Safeguarding & Early Help
- CPOMS/attendance recording systems
- Home visit etiquette & risk assessment
- Attendance coding
- Brookfield-specific approach
- Boundaries, escalation, and leadership support/overview

4. System Preparation Across All Sites

- Consistent attendance recording expectations
- Clarify the 'script' for first-day calling (supportive, not accusatory)
- Pre-launch parent communication drafted (explaining role & purpose)

PHASE 2

Goal: Embed the distributed leadership model and establish habits.

1. Formal Introduction to Each Site

- FSWs introduced to staff and families
- Role explained: early support, communication, barrier removal
- SAC and Provision Leads set expectations for the year

2. Daily Workflow Launch

- FSW leads first-day calling and contact tracking
- Pastoral Manager receives daily updates
- Provision Lead monitors and supports early case escalation
- SAC reviews patterns weekly

3. First Round of Home Visits

- Priority pupils identified (PA, vulnerable, transitions)
- Early help conversations begin
- Family routines/wellbeing assessments

4. Whole-School Attendance Baseline

- SAC leads baseline analysis
- Site-level RAG lists created
- Early interventions assigned to FSW / Pastoral / Provision Lead

PHASE 3: CONSOLIDATION

Goal: Strengthen consistency, routines, and communication.

1. Cross-Site Moderation

- SAC meets all Provision Leads
- Review fidelity to the distributed model
- Identify training/support needs for new FSWs

2. FSW Role Consolidation

- Increased autonomy in early home visits
- Strengthened links with local agencies
- Development of 'family relationship maps'

3. Half-Termly Attendance Deep-Dive

- Provision Leads analyse attendance per site
- FSWs provide evidence of interventions
- Pastoral Managers evaluate in-school barriers
- SAC moderates across sites for consistency

4. Communication System Embedded

- Standard weekly reporting to SLT
- Troubleshooting of any site-specific issues
- Adjustments to practice where needed

PHASE 4: DEVELOPMENT & EXPANSION

Goal: Increase impact, refine practice, and develop confidence.

1. Strengthening Early Help Pathways

- FSWs lead on family plans
- Pastoral Managers embed SEMH interventions linked to attendance
- Provision Leads ensure curriculum adjustments are used effectively

2. Timetable & Curriculum-Linked Attendance Plans

- Identify pupils needing structured reintegration
- FSW + Pastoral collaborate on daily routines/coping strategies
- Provision Leads authorise adjustments

3. Mid-Year Policy & Practice Review (Feb 2026)

- SAC conducts a full review of the distributed leadership model
- Align attendance trends with pastoral, curriculum, and safeguarding updates
- Adjust the practice model if needed

PHASE 5: EFFECTIVE PRACTICE & MATURITY

Goal: Deep, sustained improvement + shared accountability.

1. Advanced Family Support Development

- FSWs trained in: Motivational interviewing, Managing parental overwhelm/PTSD triggers, Multi-agency advocacy
- Specialist training for complex attendance cases

2. Consistent Cross-Site Practice

- SAC leads moderation sessions
- Provision Leads ensure systems are evenly applied
- Pastoral Managers strengthen daily pupil check-ins and safe-space consistency

3. End-of-Year Review & Reporting

- Impact review: attendance rates, PA reduction, family engagement
- Identify success stories and patterns
- Set actions for 2026–27
- Evaluate staffing capacity and site-specific needs
- Parent/carers evaluation survey to measure relational success

VISUAL OVERVIEW OF HOW THE NEW ROLES FIT INTO DISTRIBUTED LEADERSHIP

Daily Flow

FSW → Pastoral → Provision Lead → SAC

Half-Termly Flow

Pastoral & FSW → Provision Lead → SAC → SLT/Governors

System-Level Leadership

SAC ensures consistency across all 3 sites, using FSWs and Pastoral as frontline intelligence.