![cleaswell hill school — inspire. discover. empower.]

Whole School Implementation Plan - Attendance & Behaviour

Build a culture of belonging through consistent relational practice that nurtures positive behaviour and leads to sustained improvements in attendance.

Challenges & Context

- Large cohort of 262 all-age SEND pupils.
- Many pupils present with complex needs that demand a deeper understanding from staff. This highlights an urgent need for access to targeted, high-quality training that equips staff with the skills to respond effectively and consistently to a diverse range of behaviours.
- A small number of pupils with highly complex needs require a flexible and responsive approach to educational provision, which has an impact on overall attendance figures.
- Using data for systematic monitoring and analysis of patterns and trends to improve attendance overtime
- Using data to engage Local Authority and teachers in meaningful conversations
- Engaging parents whose children have persistent attendance concerns remains a key priority.
- Building trust and fostering strong, empathetic relationships with families—especially those navigating the complexities of SEND—will be essential in creating a shared commitment to regular school attendance and positive behaviour.
- A whole-school approach that combines relational practice, professional development, and inclusive family engagement is needed to drive meaningful and sustained change.

Intent

- Sustain a safe and calm learning environment where pupils are supported to regulate and flourish.
- Actively nurture and support mental health and wellbeing
- Work in collaborative partnerships to drive improved attendance over time (e.g. EWO, parents & families)
- Mental health and wellbeing is actively supported through consistent, inclusive practices.
- Pupils will feel safe, respected and supported in school.
- Staff use restorative approaches to resolve conflict.
- Increased tolerance and understanding of root causes of behaviour
- Change in attitudes towards dysregulated behaviours
- Positive impact on overall school ethos
- Attendance strategies reflect latest guidance from the Education Endowment Fund (EEF)
- DfE education data dashboard summary reports, filtered by different groups and absence codes identifies trends, pupils who need further support, and helps inform decision-making

Implementation

- Provide training on relational approaches, restorative practices, and trauma-informed strategies.
- Develop a shared language and consistent expectations for behaviour and relationships.
- Establish regular opportunities for staff to reflect on and refine relational practices.
- Create regular forums for pupils to share their views and experiences.
- Involve pupils in co-creating behaviour expectations and wellbeing initiatives
- Use of PBS data dashboard to inform practice
- Develop clear communication channels with families to share attendance expectations and celebrate improvements.
- Implement a robust system for tracking attendance and identifying patterns early
- Use relational approaches in attendance conversations, focusing on understanding and removing barriers.
- Work collaboratively with external agencies to support families facing complex challenges.
- Celebrate diversity and promote inclusion through curriculum, assemblies, and displays.
- Recognise and reward positive behaviour and attendance consistently across the school.
- Ensure all pupils feel seen, safe, and supported through strong pastoral systems.
- Sharing school data with DfE. Use of data dashboard summary reports to inform practice
- Gather feedback from pupils, staff, and families to evaluate the effectiveness of strategies.
- Adjust actions based on evidence and emerging needs.
- Monitor part-time tables
- CME return
- Section 19 - arranging education for children who cannot attend school because of health needs
- Annual attendance analysis (January) supports evaluation of effectiveness of school's current strategies to attendance
- Training for ECT and and teacher induction to support good attendance
- Meet with EWO every 3 - 4 weeks
- Attend NCASP Safer in Education Group as invited partner
- Collaborative working with link governors

Phase Implementation

In the table below, discuss how you plan to execute your campaign on a digital landscape strategically.

Phase	Actions	Leads	Impact
Engagement/E+	Consistent approach plans are throughout understood by class teams - for those students likely to become dangerous - a quick read summary to be provided to new / unfamiliar staff	Engagement Leads and Class staff	Student regulation and wellbeing increases, dangerous behvaiour incidents are reduced.Serious incidents are rare. Staff wellbeing increases. Staff absences through injury or emotional wellbeing due to work factors are rare.
	Sensory needs assessment to provide proactive indivdiualised approaches to regulation and behaviour including high level of embeeded therapeutic approaches and therapies. Regularly reviewed and implemented consistently.	Engagement Lead, Therapy team and CLass Leads	Early identification and understanding of sensory and regaution needs supports indivdiual strategies that promote student regulation and wellbeing with low level incidents reduced. Less diustruptions in learning and more regulated behaviour increase attention and accelerate learning.
	Staffing levels to remain consistent to ensure safety of learners and staff.	JB and Engagemetn Leads	
	Development of environments that support regulation and calm behaviours	Engagement Leads and SLT	Learners can access environments safety with less vulnerabilities and harmful behaviours towards otherd. Increased staff capacity accelerates learning and regulation
	Envrionments are maintained and cleaned and clear protocals of practice are in place to limit the spread of common childhood illnesses and promote good hygiene practices.	Engagment Leads, JT and Cleaning team.	Staff absences due to comoon ilnesses reduced, promoting care continuity in school, reduction in behvaiour incidences and reduce over costs for school for supply / cover. Learners attendance increases. Learner health is improved.
	Staff practice is enhanced through appropriate CPD including NAPPI training, PBS, and embedded therapeutic approaches.	JB, KMC, AMc and Engagement Leads	Staff are empowered with skills required to manage a wide range of needs. Skilled workers accelerate and increase rate of progress for learners. Behvaiour incidents are reduced. Safety and safeguarding are reinforced.

	Part-time timetables reviewed reguarly with parents and SLT to identify opportunities and reduce barriers so that time in school can be extended and return back to full time as soon as is safe / practicable. Parents are partners in learning at home while learners access part time timeables.	Engagement Leads and SLT	Part time learners remain so for the shortest duration possible. Learner progress does not regress during part time timetable and progress is maintained.
	Close home and school communication with collaboration with external agencies to support families facing complex challenges and early identification of barriers to good attendance and behaviour.	Parent Partnership team, Engagement Leads, CLass Leader, Wider therapy team.	Learners have reduced barrier to attendance and external difficulties with complex behaviuor reduce. Families feel empowered and supported to manage complex challenges with the support of school and links to wider professionals. Learner attendacne and behaviour improves
Core	All staff aware of consistent approach plans Individual / bespoke / reduced / timetables with integrated therapies where appropriate Ensuring that high behaviour expectations are shared with students recognising that this can be adapted for individual learners. Dojo reward system for positive reinforcement - taking ownership of what they're working towards Consequences not impacting provision (e.g. not reducing hydro sessions, but stopping a privilege of going to the shop) Offer broad responsive curriculum that entices student engagement & attendance. Offer a range of enticing environments in and out of school.	HM / SS/ JS	• Supports consistent behaviour management and relational practice. • Encourages attendance and participation through tailored support. • Sets clear standards while respecting individual differences. • Motivates students and builds a culture of recognition and encouragement. • Maintains access to essential learning and therapeutic activities and ensures consequences are fair and educational, not punitive. • Captures student interests and promotes active learning while promoting attendance by making learning relevant and enjoyable. • Builds positive associations with learning spaces. • Strengthens home-school partnerships. • Identifies and addresses individual challenges early. • Builds trust and shared responsibility for student success. • Enhances confidence and competence in supporting

	Close communication with families to reduce barriers to attendance. Continuous CPD to upskill staff Collaborative working with professional in and out of school to ensure holistic approach to pupil		- complex needs. - Enhances provision through shared expertise. - Builds a wraparound support network for students and families.
Junior Extended	All staff are aware of the consistent approach plans. Ensuring that high behaviour expectations are shared with students. Consequences not impacting provision (e.g. not reducing hydro sessions, but stopping a privilege of going to the shop) Offer broad responsive curriculum that entices student engagement & attendance. Adaptive approaches & strategies where needed (e.g. bespoke timetable, uniform allowances etc) Dojo reward system for positive reinforcement - taking ownership of what they're working towards	JWh / JBr	- Ensures uniformity in expectations and responses, reducing confusion for students. - Sets clear standards, helping students understand boundaries and expectations. - Encourages accountability and self-regulation. - Supports a respectful and focused learning environment. - Maintains access to essential therapeutic and educational activities (e.g. hydrotherapy). - Reinforces the idea that learning and wellbeing are non-negotiable. - Improves attendance by making school a place students want to be. - Meets individual needs, promoting equity and inclusion. - Reduces barriers to learning and participation. - Builds student confidence and sense of belonging. - Encourages positive behaviour through clear, motivating incentives.
Senior Extended	Staff to teach across sites to support with transition and relational approaches. Vocational options on Fridays where students from Appleby Centre and students from Senior Extended have the opportunity to access options together. All staff are aware of the consistent approach plans.	JWh / JBr	- Promotes continuity and familiarity for students, easing transitions between settings. - Builds real-world skills and prepares students for future pathways. - Ensures uniformity in expectations and responses, reducing confusion for students. - Sets clear standards, helping students understand boundaries and expectations. - Encourages accountability and self-regulation.

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Extended (Appleby)	Focus on new starters in September to ensure we know behaviour strategies for individuals. Staff to teach across sites to support with transition and relational approaches. Vocational options on Fridays where students from Appleby centre and students from Senior Extended have the opportunity to access options together. All staff are aware of the consistent approach plans. Ensuring that high behaviour expectations are shared with students. Consequences not impacting provision (e.g. not reducing hydro sessions, but stopping a privilege of going to the shop) Offer broad responsive curriculum that entices student engagement & attendance.	CC / JBr	• Promotes continuity and familiarity for students, easing transitions between settings. • Builds real-world skills and prepares students for future pathways. • Ensures uniformity in expectations and responses, reducing confusion for students. • Sets clear standards, helping students understand boundaries and expectations. • Encourages accountability and self-regulation. • Supports a respectful and focused learning environment. • Maintains access to essential therapeutic and educational activities (e.g. hydrotherapy). • Reinforces the idea that learning and wellbeing are non-negotiable. • Improves attendance by making school a place students want to be. • Meets individual needs, promoting equity and inclusion. • Reduces barriers to learning and participation. • Builds student confidence and sense of belonging.

	Adaptive approaches & strategies where needed (e.g. bespoke timetable, uniform allowances etc)					

📖 Evidence

- Governor monitoring visit reports / head teacher report
- Attendance trackers in collaboration with EWO
- Governor Monitoring Reports
- Strategic Approach to Attendance documents and policy, aligned with EEF best practice
- Behaviour data shared with SLT
- Wellbeing surveys (pupil / staff)
- Pupil voice / feedback
- Learning walks / lesson observation

⚡ Impact

- From 5-Year Strategic Plan
- Goal A - Cleaswell Hill is outstanding, pioneering provision as it has developed groundbreaking approaches and resources to improve to the highest standard, maximising the quality of life of their children, young people, families and staff
- Goal B - The school is a community hub offering the highest quality, effective support to a range of services in the development of SEND provision
- Goal C - Cleaswell Hill's approach to researching best practice outcomes and promoting an enquiry-based culture, to grow and develop leaders, results in the school being an inspirational centre of excellence
- Improved individual, cohort and overall attendance figures
- Relational practice will be the foundation for safety, inclusion and wellbeing across all pathways.
- Pupils feel safe and are supported to regulate and flourish in a compassionate learning environment
- School culture pervades throughout classrooms