

Cleaswell Hill School - Attendance and Behaviour Implementation Plan 2026-27

Whole School Implementation Plan - Attendance and Behaviour

2026-27

To sustain strong attendance and increasingly preventative behaviour practice by identifying individual barriers earlier and evaluating precisely which relational, therapeutic, curricular and family-based strategies work for whom and over time.

Headline evaluation

Current self-evaluation: Attendance and behaviour are transformational because personalised relational and therapeutic support enables pupils to move from dysregulation, distress or reduced access towards safer, more sustained participation in school and learning.

Lead responsibility: Julie Brown / Juliet Ruddick

Challenges & Context

- Attendance remained above the national state-funded special-school comparator during 2025/26 while persistent absence reduced.
- Recorded incidents and restrictive physical interventions reduced substantially across 2025/26, but leaders correctly triangulate raw counts with individual context, regulation, therapy and safeguarding evidence.
- A small cohort with severe absence, part-time timetables or highly complex regulation needs requires intensive personalised and multi-agency review.

Why this matters

The implementation plan shows a clear line of sight from context and identified barriers to action, evidence, intended impact and next steps. It builds on securely embedded strengths while concentrating improvement activity on the refinements identified through the September 2026 SEF and Year 5 Horizon.

Intent

Priority intent

2026-27 statement

Attendance precision

Identify barriers early at individual and cohort level and intervene before absence becomes entrenched.

Relational and therapeutic behaviour

Maintain high expectations through the Cleaswell Code while understanding behaviour as communication and adapting support to need.

Prevention

Strengthen regulation, communication, environment and family support so pupils can re-engage with less restrictive intervention.

Vulnerable cohorts

Use case review for persistent/severe absence, part-time timetables, alternative provision and pupils facing intersecting barriers.

Evaluation

Demonstrate which strategies improve attendance, behaviour, regulation and learning over time.

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Whole-School Attendance and Behaviour Priorities

Priority	Actions	Leads	Impact / evidence of success
1. Attendance analysis and early help	Use weekly analysis, 94% monitoring threshold and EWO targeted-support meetings to identify and respond to emerging patterns.	Attendance Leads / EWO	Persistent and severe absence trajectories improve; intervention occurs early and is matched to the actual barrier.
2. Family and multi-agency response	Develop the Family Partner role and coordinated work with health, social care and other agencies for pupils with significant barriers.	Attendance Leads / Family Partner / DSL	Families experience earlier, more coordinated support and pupils sustain engagement more successfully.
3. Consistent behaviour practice	Maintain Cleaswell Code, Consistent Approach Plans, relational/restorative practice and integrated therapy across settings.	Behaviour Leads / Pathway Leads / Therapy	Pupils are safe, known and supported; regulation and re-engagement improve while expectations remain high.
4. Reduce restrictive practice	Analyse incident and RPI patterns alongside therapy, communication and environmental evidence; use findings to target coaching and provision.	Behaviour Leads / NAPPI / Therapy	Restrictive intervention is used only when necessary and trends show sustained preventative impact.
5. Case sampling and assurance	Triangulate attendance, behaviour, safeguarding, therapy and pupil/family voice for part-time timetables, AP and vulnerable pupils.	SLT / Governors / SIP	Leaders can demonstrate lawful, safe and effective decision-making and sustained impact for individual pupils.

Implementation approach

- Use the SEF, Year 5 Horizon, relevant strategy documents, pupil-level evidence and external quality assurance as one coherent improvement cycle.
- Review implementation half-termly and impact termly; adapt actions when evidence shows a different barrier, stronger approach or unnecessary workload.
- Triangulate quantitative trends with learning evidence, therapy, pupil/family voice, case sampling and external challenge rather than relying on headline measures alone.
- Keep improvement activity proportionate: securely embedded practice remains normal business while leadership attention is concentrated on the priorities above.

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Evidence Base and Monitoring Cycle

Evidence strand	Examples of evidence to hold/review
Core evidence	Attendance dashboard and DfE/VYED comparator data; EWO targeted-support records; PBS Cloud/IPBS and RPI analysis; Consistent Approach Plans and therapy evidence; Part-time timetable/AP reviews; Pupil/family voice and case sampling
Operational review	Half-termly lead review of implementation, barriers, workload and emerging pupil need.
Strategic evaluation	Termly SLT/governor review of impact, typicality, vulnerable groups and whether actions require adaptation.
External assurance	SIP, governor and relevant external/partner quality assurance used to test leaders' evaluation and avoid inward-looking judgements.
Annual evaluation	Update SEF and implementation plan; identify what is securely embedded, what remains variable and what should carry into the next strategic cycle.

Termly Review Questions

- Which pupils or cohorts are not benefiting from the overall positive attendance picture and why?
- What is driving reductions in incidents and restrictive intervention?
- Are part-time timetables and AP arrangements time-limited, reviewed and clearly linked to reintegration or next-step planning?
- Can leaders evidence the relationship between relational/therapeutic practice, regulation and learning?

Expected Impact by July 2027

Attendance and behaviour remain strong and become more consistently preventative. Pupils with the greatest barriers are identified earlier, support is better coordinated and leaders can demonstrate sustained improvements in engagement, regulation, attendance and access to learning.

2026 Ofsted Toolkit Alignment

This plan is written to align with the September 2026 state-funded school inspection toolkit and Cleaswell Hill's evidence-led improvement cycle. It emphasises typicality, sustained impact, barriers to learning and/or wellbeing, starting points, stakeholder experience, professional expertise and fair, valid triangulation of evidence.