

Brambles Primary Academy Attendance Strategy

2026–2027



Creating a climate where everyone succeeds, belongs and thrives.



Every day matters. Every lesson matters. Every child belongs.

Our attendance principles

The Brambles approach is supportive, consistent and aspirational.

Everyone's responsibility

Attendance is a whole-school priority.

Relational

Build trust with children and families.

Support-led

Understand barriers before deciding the response.

Data-informed

Use information to identify concerns early.

Safeguarding-focused

Poor attendance can be a safeguarding concern.

Consistent

Clear expectations and procedures for everyone.

Our strategic priorities

Five priorities for 2026–27.

01

Build a culture

Make excellent attendance visible from the first day.

02

Identify early

Use daily and weekly information to spot decline.

03

Understand barriers

Listen to children and families.

04

Reduce absence

Target persistent and severe absence.

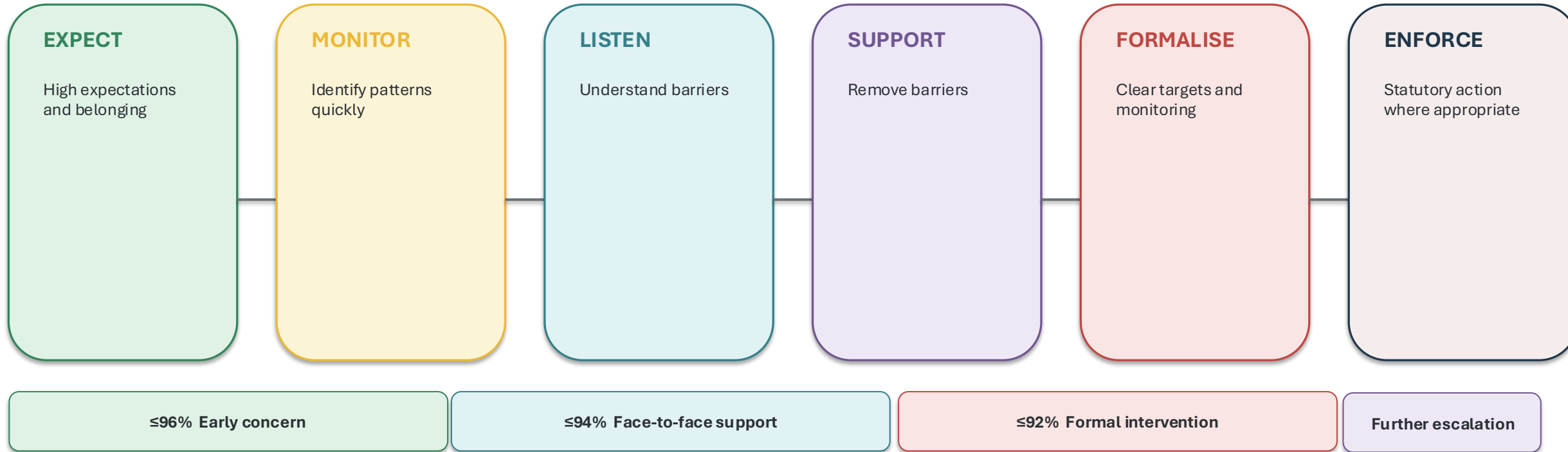
05

Strengthen accountability

Support first; formalise where necessary.

The Brambles Attendance Model

A graduated approach: from positive culture to statutory action.



These stages should feel like a pathway, not a punishment ladder.

1. EXPECT | Create a positive attendance culture

Children should want to be in school, feel that they belong and understand why attendance matters.

Build belonging

- Inclusive classrooms
- Calm, orderly and purposeful learning
- Strong adult-child relationships
- Consistent behaviour expectations
- School values lived every day

Communicate

- Attendance from day one
- Clear parent messages
- Regular assemblies
- Explain the impact of absence
- Discuss attendance with families

Celebrate

- Certificates and assemblies
- Improved attendance awards
- Positive messages home
- Class and individual recognition
- Celebrate progress, not only 100%

“You belong here.”

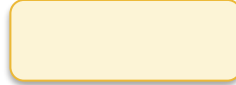
Punctuality matters

Lost learning accumulates quickly.



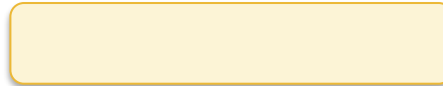
**Every late arrival
interrupts learning.**

5 mins



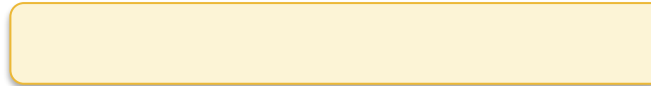
≈ 3 days lost

10 mins



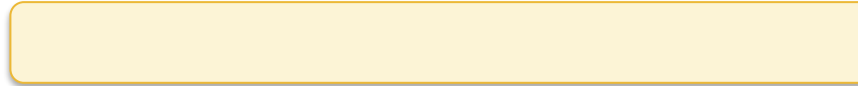
≈ 6.5 days lost

15 mins



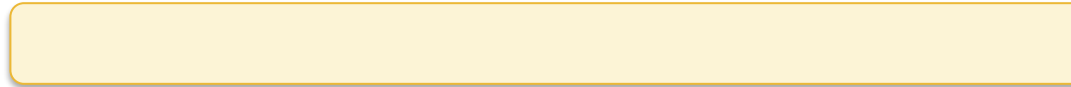
≈ 10 days lost

20 mins



≈ 13 days lost

25 mins

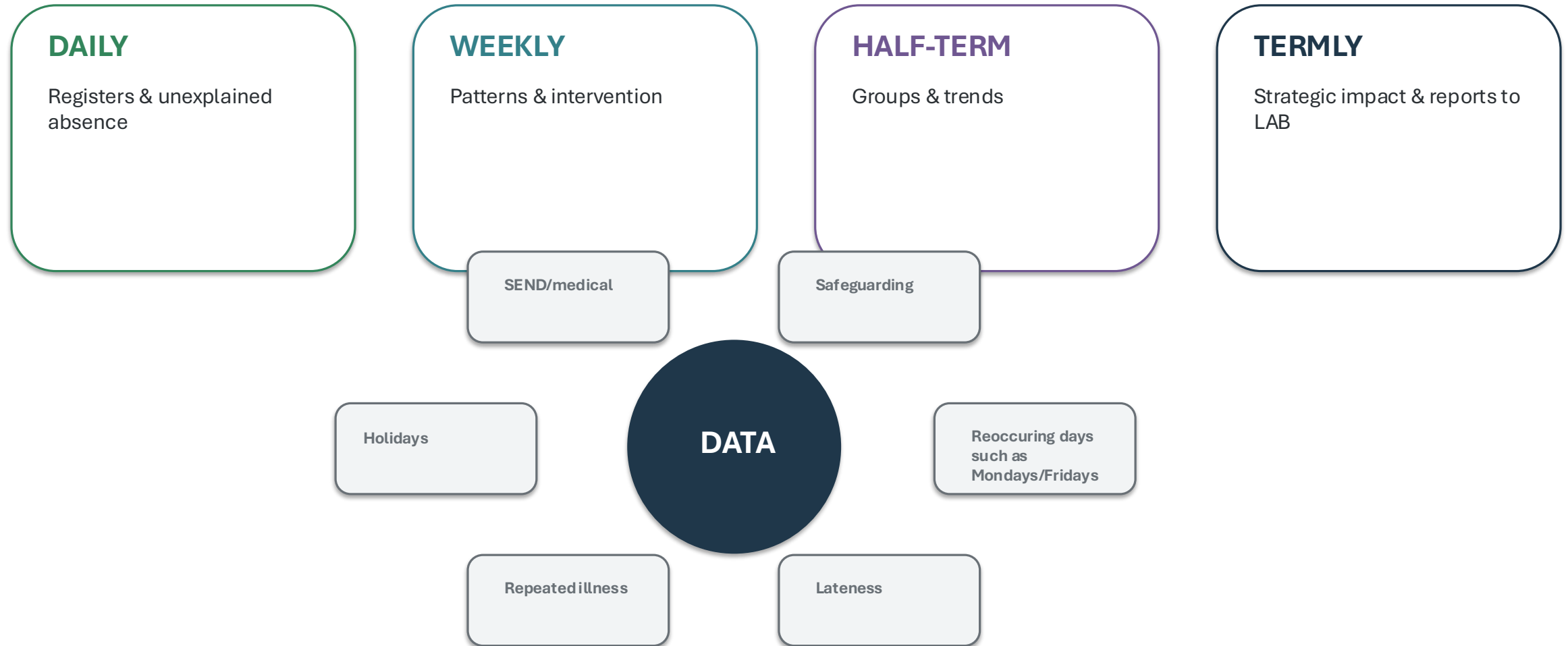


≈ 19 days lost

Brambles will explore barriers to punctuality, provide support and monitor improvement.

2. MONITOR | Know what is happening

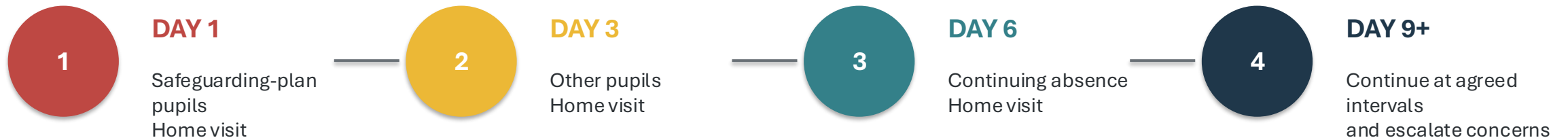
Daily attendance information allows Brambles to act before absence becomes entrenched.



Attendance and safeguarding

Absence is sometimes a sign that something else is wrong.

BRAMBLES WELFARE RESPONSE



Safeguarding principle

Staff may hold only one part of the picture. Attendance information must be shared with the DSL and relevant professionals where appropriate.

3. LISTEN & UNDERSTAND

Ask: “What is getting in the way of this child attending school?”

Wellbeing

Anxiety, emotional wellbeing

SEND

Access, sensory or communication needs

Relationships

Friendships, bullying, belonging

Health

Medical needs or appointments

Family

Home circumstances, routines, caring

Access

Transport, practical barriers

Understanding the barrier helps to understand the absence.

4. FACILITATE SUPPORT | Remove barriers

Support should be proportionate, practical and coordinated.

Attendance

Check-ins • targets • mentoring

Pastoral

Friendship • behaviour • wellbeing

SEND

Adjustments • passports • access

Safeguarding

DSL • Early Help • agencies

Family

Communication • practical support

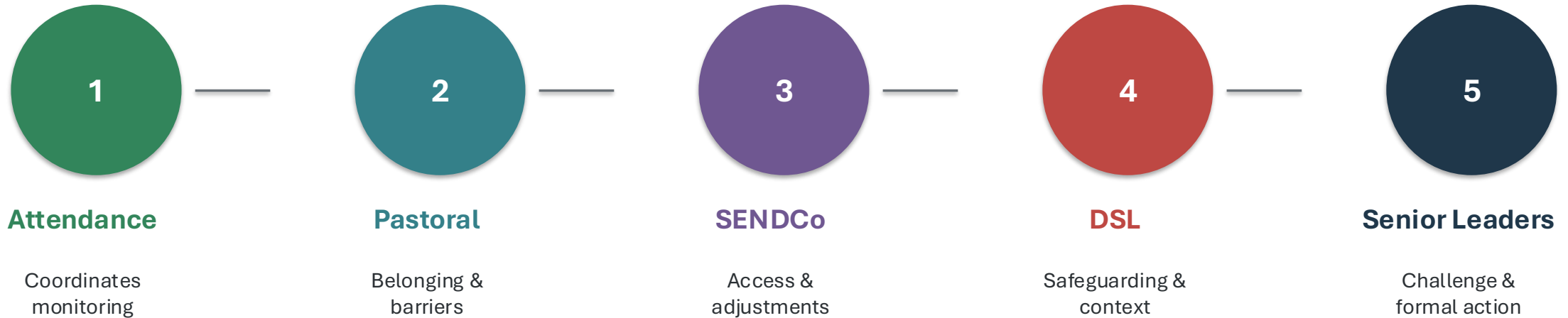
Learning

Catch-up • reintegration • access

Work with families, not around them.

Attendance support is a team effort

Attendance concerns often sit across several areas of school life.



One child, one picture

Information is joined up so that attendance, safeguarding, SEND, pastoral and learning needs are considered together.

5. FORMALISE | Brambles staged intervention

Our existing procedures provide a clear route from early concern to formal action.

Brambles attendance trigger points

96%

Early concern

Parents/carers are notified that attendance is becoming a concern. Support is offered and barriers explored.

94%

Face-to-face support

Further decline triggers a meeting to understand barriers and agree appropriate support.

92%

Formal intervention

Attendance is placed under formal monitoring. SMART targets / a Notice to Improve may be used.

Below / no
improvement

Further escalation

Where formal support is unsuccessful or not engaged with, the case may progress to Local Authority intervention.

Trigger points guide early action; they do not replace professional judgement or consideration of individual circumstances.

Formal intervention: the 92% trigger

Support first. Clear expectations throughout. Escalate when necessary.

Formal intervention should be proportionate, clearly explained and supported by evidence.

A Notice to Improve / formal monitoring is not the first response. It follows appropriate early support and clear communication.

Brambles trigger: 92% for formal intervention.
This is an internal escalation point.

DfE persistent absence remains 10% or more absence (below 90% attendance).

Escalate

LA/statutory action where appropriate

Review

Respond to evidence

Monitor

Check progress closely

Targets

Agree measurable improvement

Support

Understand and remove barriers

Term-time absence

Clear expectations and consistent decisions.



TERM

Holidays should be arranged during school holidays.

- Parents/carers must complete the required request where a child will be absent in term time.
- Requests are considered in line with the Trust Attendance Policy and current statutory requirements.
- Brambles does not authorise any family holidays during term time.
- Exceptional circumstances are considered in accordance with the statutory framework.
- Where appropriate, matters may be referred to the Local Authority.

Key message

Time away from school can quickly become lost learning.

Who needs our closest attention?

High expectations remain, while support is matched to need.

Disadvantaged

Monitor the attendance gap and barriers.

SEND / EHCP

Consider access, adjustments and provision.

Medical needs

Coordinate support and reintegration.

Safeguarding

Share information and act on risk.

Persistent absence

Early targeted intervention.

Severe absence

Intensive, multi-agency response.

Vulnerability triggers better support — not lower expectations.

How we will know it is working

Impact will be measured through data, intervention and lived experience.

OUTCOMES

- ✓ Overall attendance improves
- ✓ Persistent absence reduces
- ✓ Severe absence reduces
- ✓ Punctuality improves
- ✓ Vulnerable groups improve

INTERVENTION

- ✓ Concerns identified earlier
- ✓ Support plans have impact
- ✓ Pupils exit formal monitoring
- ✓ Families engage
- ✓ Referrals are timely

EXPERIENCE

- ✓ Pupil voice
- ✓ Parent feedback
- ✓ Staff feedback
- ✓ Case studies
- ✓ Evidence of stronger belonging

OUR BRAMBLES ATTENDANCE PROMISE

EXPECT



MONITOR



LISTEN



SUPPORT



ACT



Every day matters
Every lesson matters
Every child belongs.