



Brookfield Primary School

Attendance Policy 2026–2027

Date introduced: September 2024

Reviewed: September 2026

Next review: September 2027

1. Our Attendance Aims

At Brookfield Primary School, we believe that every school day counts.

Regular attendance is essential to pupils' educational achievement, wellbeing, relationships, safeguarding and sense of belonging. Our aim is to ensure that all pupils attend school regularly and punctually so that they are able to thrive and make the most of the opportunities available to them.

We aim to:

- establish high expectations for attendance and punctuality;
- promote an expectation of attendance of 96% or more;
- develop a whole-school culture in which attendance is everyone's responsibility;
- recognise and encourage good and improving attendance;
- reduce absence, including persistent and severe absence;
- identify emerging attendance concerns early;
- intervene before absence becomes entrenched;
- build strong and trusting relationships with pupils and families;
- listen to pupils and parents/carers to understand barriers to attendance;
- provide a support-first response to emerging attendance difficulties;
- ensure pupils with SEND, medical needs or other additional needs receive appropriate support and reasonable adjustments;
- act quickly where attendance raises a safeguarding concern;
- use attendance information to drive action rather than simply monitor absence;
- work effectively with Camden and other agencies where additional or statutory intervention is required.

Attendance is a whole-school responsibility and is not the responsibility of one individual member of staff.

2. Attendance Expectations

Brookfield Primary School expects pupils to attend school every day that the school is open unless there is a legitimate reason for absence.

Our expectation is that pupils achieve attendance of at least **96%**.

We recognise that percentages alone do not tell the full story. The school will therefore consider:

- days and sessions missed;
- patterns of absence;
- frequency of absence;
- lateness;
- changes or deterioration in attendance;
- the reason for absence;
- the individual needs and circumstances of the pupil;
- SEND, medical, pastoral and safeguarding information.

The school will not wait until a pupil becomes persistently absent before taking action.

3. Key Attendance Contacts

Senior Attendance Champion / Attendance Lead: Simon Shiel, Headteacher
head@brookfield.camden.sch.uk

Designated Safeguarding Lead: Simon Shiel, Headteacher & Designated Safeguarding Lead
safeguarding@brookfield.camden.sch.uk

Attendance Officer: Carole Bush, admin@brookfield.camden.sch.uk

Family Liaison Officer: Corinne Humble, c.humble@brookfield.camden.sch.uk

SENDCO: Summer Abassi, sedncoteam@brookfield.camden.sch.uk

Attendance Governor: Zafir Ameen, z.ameen@brookfield.camden.sch.uk

Camden Attendance and Children Out of School Service (ACOS):

The school works with Camden's attendance services and its named School Inclusion Support Officer (SISO) where additional advice, support or statutory intervention is required.

Brookfield's school inclusion support officer is Shuma Khanom, Shuma.Khanom@camdenlearning.org.uk

4. Legislation and Statutory Guidance

This policy has regard to relevant legislation and statutory guidance, including:

- *Working Together to Improve School Attendance* – Department for Education;
- *Keeping Children Safe in Education 2026*;
- relevant school attendance and pupil registration regulations;
- the Education Act 1996;
- the Children Act 1989;
- the Equality Act 2010;
- the SEND Code of Practice: 0–25 years;
- statutory guidance relating to children missing education;
- statutory guidance relating to pupils with medical conditions;
- UK GDPR and the Data Protection Act 2018.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy;
- SEND Policy;
- Behaviour Policy;
- Supporting Pupils with Medical Conditions Policy; and
- other relevant pastoral and inclusion procedures.

5. The Importance of Good Attendance

Regular school attendance supports:

- educational attainment and progress;
- continuity of learning;
- friendships and relationships;
- emotional wellbeing;
- confidence and belonging;
- access to support;
- safeguarding and welfare.

Absence can result in pupils missing important learning and becoming disconnected from their class and school community.

Repeated or prolonged absence may also be an indicator that a pupil or family requires additional support.

Brookfield therefore treats attendance as an integral part of education, inclusion and safeguarding.

6. Registers and the School Day

The school will maintain accurate attendance registers in accordance with statutory requirements.

Registers will be taken at the beginning of the morning and afternoon sessions.

Class teachers are responsible for completing registers accurately and promptly.

The Attendance Officer will:

- check that registers have been completed;
- follow up missing or inaccurate information;
- ensure appropriate attendance and absence codes are used;
- identify unexplained absence promptly; and
- ensure the school's first-day absence procedures are followed.

School gates open at **8:45am** and close at **8:55am**.

Morning registers open at **8:50am** and close at **9:20am**.

Pupils arriving after 8:55am must report through the school office.

Arrival after the register has closed will be recorded using the appropriate attendance code.

The school day ends at **3:20pm**.

7. Reporting Absence

If a pupil is absent, parents/carers must contact the school on the first day of absence and provide a clear reason for the absence.

Parents/carers should continue to communicate with the school where absence continues and should provide an expected return date wherever possible.

Where a pupil is absent without explanation, the school will make contact with the family in accordance with its first-day absence procedures.

Where contact cannot be established, the school will follow its non-contact absence and safeguarding procedures.

8. Daily Attendance Procedures

The **Attendance Officer** has operational responsibility for the school's daily attendance systems.

This includes:

- checking registers;
- receiving absence calls;
- first-day calling;
- establishing reasons for absence;
- recording expected return dates;
- maintaining accurate attendance codes;
- monitoring lateness;
- identifying patterns of absence;
- maintaining the school's attendance tracker;
- identifying pupils approaching attendance thresholds;
- keeping records of attendance communications;
- issuing agreed attendance communications;
- sharing relevant information promptly with appropriate staff.

The Attendance Officer will immediately inform the Headteacher/DSL where an absence raises a safeguarding concern.

9. Types of Absence

Every absence will be recorded using the appropriate statutory attendance code.

An absence may be authorised where the school accepts that there is a legitimate reason for the pupil not to attend.

An absence will be unauthorised where there is no acceptable reason for absence or where leave has not been authorised.

The decision whether an absence is authorised rests with the school and will be made in accordance with statutory guidance.

The school will work with parents/carers to understand reasons for absence while maintaining high expectations for regular attendance.

10. Attendance Leadership

10.1 Headteacher – Senior Attendance Champion / Attendance Lead

The Headteacher is the school's Senior Attendance Champion and has strategic oversight of attendance.

The Headteacher will:

- establish high expectations for attendance;
- ensure this policy is implemented consistently;
- set and review attendance priorities and targets;
- oversee the school's graduated response to absence;
- monitor attendance data and trends;
- chair the Weekly Attendance Action Meeting;
- ensure pupils are identified for intervention early;
- line manage and oversee the work of the Attendance Officer and Family Liaison Officer in relation to attendance;
- ensure attendance is considered alongside attainment, SEND, safeguarding, medical and pastoral information;
- oversee pupils who are persistently absent or at risk of severe absence;
- determine when cases require formal escalation;
- liaise with the SISO, ACOS and other agencies where appropriate;
- ensure legal/statutory intervention is considered appropriately where support has not secured improvement or is not appropriate;
- report attendance and the impact of attendance interventions to governors.

As DSL, the Headteacher will ensure that attendance concerns which indicate possible safeguarding risk receive an immediate safeguarding response.

11. Attendance Officer

The Attendance Officer is responsible for the effective day-to-day operation of attendance systems.

The Attendance Officer will:

- ensure registers are checked daily;
- undertake first-day absence procedures;
- speak to parents/carers regarding absence;
- establish reasons and expected return dates;
- maintain accurate attendance coding;
- monitor punctuality;
- maintain the school's master attendance tracker;
- identify emerging attendance concerns and patterns;
- flag pupils whose attendance is deteriorating;
- prepare attendance information for the Weekly Attendance Action Meeting;
- maintain records of attendance contacts and agreed actions;

- issue agreed attendance communications;
- alert the Headteacher promptly to pupils requiring further intervention;
- immediately escalate safeguarding concerns to the DSL.

The Attendance Officer identifies **who is absent, what patterns are emerging and who requires attention.**

The Attendance Officer does not carry sole responsibility for improving pupil attendance.

12. Family Liaison Officer

The Family Liaison Officer (FLO) works **Tuesday to Friday** and provides targeted support to pupils and families where barriers to regular attendance are emerging or established.

The FLO's primary role is to **understand why attendance is becoming difficult and work with the pupil, family and school to help remove those barriers.**

The FLO will:

- work with pupils and families allocated through the school's attendance process;
- establish supportive relationships with parents/carers;
- meet with families to understand barriers to attendance;
- gather pupil voice;
- undertake targeted home visits where appropriate and in accordance with school procedures;
- support families with morning routines, punctuality, return to school and other practical barriers;
- identify pupil, family, school and peer/community factors affecting attendance;
- coordinate appropriate support with teachers, SENDCO and other staff;
- support families to access Family Help and other services where appropriate;
- contribute to Attendance Improvement Plans;
- provide targeted check-ins for identified pupils;
- monitor the impact of agreed interventions;
- maintain appropriate records of attendance casework;
- report progress at the Weekly Attendance Action Meeting;
- immediately report safeguarding concerns to the DSL.

The FLO does not replace the Attendance Officer's responsibility for routine attendance administration, first-day absence calls, attendance coding or maintenance of the master attendance tracker.

The FLO does not make decisions regarding legal enforcement. Formal escalation remains the responsibility of the Headteacher/Attendance Lead in conjunction with the local authority where appropriate.

13. Class Teachers

Class teachers play an essential role in promoting attendance and belonging.

Teachers will:

- complete registers accurately and promptly;
- know which pupils in their class have attendance concerns;

- create a welcoming classroom where pupils feel safe, known and valued;
- notice changes in attendance, punctuality, presentation, behaviour or wellbeing;
- welcome pupils back following absence and acknowledge that they have been missed;
- support pupils to reconnect with missed learning;
- maintain positive relationships with parents/carers;
- contribute information about possible barriers to attendance;
- implement agreed classroom support;
- alert the Attendance Officer/Attendance Lead where attendance is becoming a concern;
- immediately report welfare or safeguarding concerns to the DSL.

Teachers are not expected to undertake formal attendance casework independently.

14. SENDCO

Where SEND is known or suspected to be contributing to attendance difficulties, the SENDCO will:

- consider whether unmet or changing needs are creating barriers to attendance;
- review the pupil's provision;
- consider appropriate reasonable adjustments;
- contribute to Attendance Improvement Plans;
- work with pupils, parents/carers and relevant staff;
- liaise with the local authority and other professionals where appropriate;
- consider whether an EHCP or existing provision requires review.

High expectations for attendance will be maintained while ensuring that pupils with SEND receive appropriate support and reasonable adjustments.

15. Weekly Attendance Action Meeting

A Weekly Attendance Action Meeting will take place every Tuesday at 10:00am.

Core attendees will be:

- Headteacher/Senior Attendance Champion/DSL;
- Attendance Officer; and
- Family Liaison Officer.

The SENDCO, class teachers, phase leaders or other staff will contribute where individual cases require their involvement.

Before the meeting, the Attendance Officer will ensure the master attendance tracker is current.

The meeting will prioritise:

- pupils whose attendance has recently deteriorated;
- pupils below the school's 96% expectation;
- pupils approaching persistent absence;
- persistently absent pupils;
- pupils at risk of severe absence;
- emerging or repeated patterns of absence;
- significant lateness;

- vulnerable pupils;
- pupils receiving targeted attendance intervention;
- cases where previous interventions have not resulted in improvement.

The meeting is an **action meeting rather than simply a data-review meeting**.

For each pupil requiring action, the following will be recorded:

Barrier → Action → Responsible person → Timescale → Review date → Impact

Cases will be:

- monitored;
- allocated for targeted intervention;
- continued;
- stepped down; or
- escalated.

No case should remain indefinitely recorded simply as "monitor".

Urgent attendance or safeguarding concerns will be addressed immediately and will not wait until the Tuesday meeting.

16. Our Graduated Response to Attendance

Attendance percentages provide useful indicators but do not replace professional judgement.

A pupil may receive intervention at any stage where there is a concerning pattern, rapid deterioration, vulnerability or safeguarding concern.

Stage 1 – Universal: 96–100%

Lead: Class Teacher / Attendance Officer

The school will:

- promote high attendance;
- maintain accurate registers;
- communicate expectations;
- recognise good and improving attendance;
- welcome pupils back following absence;
- monitor patterns and emerging concerns.

Stage 2 – Watch / Early Concern: approximately 95–95.9% or emerging pattern

Lead: Attendance Officer with Class Teacher

Possible triggers include:

- attendance falling below 96%;

- repeated absence;
- odd-day absence;
- regular Monday/Friday absence;
- repeated illness;
- lateness;
- several weeks containing absence;
- noticeable deterioration.

Actions may include:

- adding the pupil to the monitoring tracker;
- reviewing attendance history and coding;
- contacting the parent/carer;
- discussing days/sessions missed;
- teacher check-in with the pupil;
- identifying any obvious barrier;
- offering proportionate support;
- agreeing expectations for improvement;
- setting a review date.

Stage 3 – Targeted Support: approximately 90–94.9% or continuing concern

Lead: Family Liaison Officer

Oversight: Headteacher/Attendance Lead

At this stage the school's response moves from monitoring to active intervention.

Actions may include:

- direct family contact;
- parent/carer meeting;
- pupil voice;
- identification of barriers;
- targeted family support;
- morning or return-to-school support;
- home visit where appropriate;
- identification of a trusted adult;
- liaison with the class teacher;
- SENDCO involvement where SEND may be a factor;
- consideration of Family Help or other services;
- agreed actions and review date.

The school will seek to understand whether barriers are primarily:

- pupil-centred;
- school-centred;
- parent/carer-centred; or
- peer/community-centred.

The purpose is to intervene before the pupil becomes persistently absent.

Stage 4 – Persistent Absence: below 90%

A pupil is persistently absent when they miss 10% or more of their possible school sessions.

Lead: Headteacher/Attendance Lead

Family intervention: FLO

The pupil will be treated as a priority attendance case.

Actions may include:

- formal meeting with parents/carers;
- fuller assessment of barriers;
- pupil voice;
- written Attendance Improvement Plan;
- clear attendance improvement targets;
- named actions for school and family;
- review of SEND and reasonable adjustments where relevant;
- Family Help or other referral;
- SISO advice;
- safeguarding review;
- regular Plan–Do–Review meetings.

Parents/carers will be made aware of the support available and the potential consequences where attendance does not improve.

Stage 5 – Serious Concern: approximately 85% and below, or persistent absence not improving

Lead: Headteacher/Attendance Lead

The school will review:

- the reasons for absence;
- interventions already offered;
- whether identified barriers have been addressed;
- parental engagement;
- pupil voice;
- SEND provision and reasonable adjustments;
- safeguarding information;
- whether further external support is required.

Actions may include:

- formal attendance review meeting;
- revised Attendance Improvement Plan;
- defined improvement period;
- additional referrals;
- SISO/ACOS consultation;
- consideration of a Notice to Improve or other formal attendance intervention where appropriate.

Failure to improve will not simply result in the same intervention being repeated.

Stage 6 – Critical Concern / At Risk of Severe Absence: 80% and below

Lead: Headteacher/Attendance Lead and DSL

These pupils will receive intensive oversight.

Actions may include:

- frequent review;
- intensive family engagement;
- review of the Attendance Improvement Plan;
- safeguarding assessment;
- SEND review;
- multi-agency support;
- SISO/ACOS involvement;
- Family Help or Children's Social Care involvement where thresholds are met;
- consideration of statutory/legal attendance intervention where appropriate.

The statutory definition of **severe absence** applies where a pupil misses 50% or more of possible sessions. Pupils approaching severe absence will receive particularly intensive support and oversight.

17. Support First

Brookfield adopts a support-first approach.

Before escalating attendance intervention, where appropriate the school will seek to understand what is preventing the pupil from attending regularly.

Possible barriers may include:

Pupil-related

- SEND;
- physical or mental health;
- anxiety;
- difficulties accessing learning.

School-related

- relationships;
- bullying or friendship difficulties;
- curriculum or learning difficulties;
- aspects of the school environment.

Family-related

- family circumstances;
- parental ill health;
- bereavement;
- financial difficulties;

- morning routines;
- caring responsibilities.

Peer/community-related

- bullying;
- peer relationships;
- community factors;
- exploitation or other safeguarding concerns.

Understanding the barrier will inform the support provided.

Support-first does not mean that poor attendance is allowed to continue without challenge. The school will combine appropriate support with clear expectations, agreed actions, review and escalation where necessary.

18. Attendance Improvement Plans

Where attendance is significantly concerning, particularly where attendance is below 90% or intervention has not resulted in sufficient improvement, the school may develop an Attendance Improvement Plan.

The plan will normally record:

- the attendance concern;
- days/sessions missed;
- pupil voice;
- parent/carer perspective;
- identified barriers;
- actions for school;
- actions for the pupil/family;
- support being offered;
- responsible adults;
- attendance target;
- timescale;
- review date.

Plans will operate using a **Plan – Do – Review** approach.

At review, the school will decide whether to:

close/step down → continue → amend → escalate.

19. Safeguarding and Attendance

Attendance is an important safeguarding indicator.

Repeated, prolonged or unexplained absence may indicate that a pupil requires help or protection.

The Attendance Officer must alert the DSL immediately where:

- a vulnerable pupil is unexpectedly absent;
- a pupil's whereabouts cannot be established;
- contact cannot be made and there is cause for concern;
- the explanation for absence raises a safeguarding concern;
- there is an unexplained or significant change in attendance;
- information indicates possible neglect, exploitation, abuse or other significant harm.

The DSL will determine the appropriate safeguarding response.

Safeguarding action will never be delayed while waiting for a pupil to reach a particular attendance percentage or for the next Attendance Action Meeting.

Where a pupil has a social worker, the school will communicate relevant unexpected or unexplained absence in accordance with safeguarding procedures.

20. Non-Contact Absence Procedure

Where a pupil is absent and no explanation has been received, the school will seek to establish the pupil's whereabouts and welfare promptly.

First day

- Attendance Officer attempts telephone contact.
- Additional contacts are used where necessary.
- Email/text communication may be used.
- Absence and contact attempts are recorded.
- Any safeguarding concern is escalated immediately to the DSL.

Continuing unexplained absence

Where contact remains unsuccessful:

- further attempts will be made using available contacts;
- information known about the pupil and family will be reviewed;
- the DSL will consider the pupil's vulnerability and safeguarding risk;
- a home visit may be undertaken by appropriate staff in accordance with school procedures and risk assessment;
- relevant professionals/agencies may be contacted where appropriate.

The response may be accelerated at any point where the pupil is vulnerable or there is reason to believe they may be at risk of harm.

21. Pupils with Additional Needs

Brookfield recognises that some pupils may face greater barriers to attendance.

The school will work with pupils and families to understand those barriers and put appropriate support in place.

Where appropriate the school will:

- make reasonable adjustments;
- review SEND provision;
- consider access, routines and transitions;
- consider appropriate pastoral support;
- liaise with medical professionals;
- review EHCP provision where relevant;
- work with the local authority and other agencies;
- develop an individual attendance approach where required.

Attendance expectations remain high while recognising that intervention must take account of individual circumstances and statutory duties.

22. Working with Parents and Carers

The school expects parents/carers to:

- ensure their child attends school every day and on time;
- notify the school promptly of absence;
- provide an accurate explanation;
- keep the school informed where absence continues;
- avoid arranging appointments during the school day wherever reasonably possible;
- avoid taking leave during term time;
- work with the school where attendance concerns arise;
- engage with offered support;
- attend attendance meetings where requested;
- provide up-to-date contact details and emergency contacts.

When discussing attendance, the school will seek to communicate the **days and learning missed**, rather than relying only on percentages.

23. Pupil Voice and Responsibilities

Pupils are expected to attend school regularly and punctually.

Where attendance is becoming difficult, pupils will be encouraged to talk to:

- their class teacher;
- the Family Liaison Officer;
- the SENDCO;
- a trusted adult;
- the safeguarding team; or
- another appropriate member of staff.

The school will seek pupil voice when identifying barriers and developing support.

Pupils returning following absence should feel welcomed rather than blamed for their absence.

24. Exceptional Leave During Term Time

There is no general entitlement to leave during term time.

Requests for leave must be made to the Headteacher in advance and will be considered individually in accordance with statutory requirements.

Leave will only be authorised where the Headteacher considers that the relevant requirements for granting leave have been met.

Unauthorised leave may result in referral to the local authority and consideration of a penalty notice where the statutory criteria are met.

25. Legal and Statutory Intervention

Brookfield's starting point is to work with pupils and families to understand barriers and provide appropriate support.

Where support has not been successful, has not been engaged with, or is not appropriate, the school may work with Camden to consider formal attendance intervention.

This may include, where the relevant statutory criteria are met:

- formal attendance agreements or plans;
- a Notice to Improve;
- penalty notice consideration;
- other local authority attendance intervention;
- prosecution.

Legal intervention is **not triggered automatically by a single attendance percentage**.

The Headteacher/Attendance Lead will oversee decisions regarding formal escalation and will seek appropriate local authority advice.

Unauthorised absence will be considered in accordance with the national statutory framework and Camden's current attendance procedures.

26. Penalty Notices

Penalty notices may be considered where the national threshold and other relevant statutory requirements are met.

The school will follow the current national framework and Camden procedures in relation to:

- unauthorised absence;
- unauthorised term-time leave;
- notices to improve;
- penalty notices;
- repeat offences; and
- other statutory attendance intervention.

The decision to request or issue a penalty notice will be made in accordance with current legislation, statutory guidance and local authority arrangements.

27. Monitoring Attendance

Attendance will be monitored continuously and reviewed formally each week.

The school will consider:

- whole-school attendance;
- attendance by class/year group;
- persistent absence;
- pupils at risk of persistent absence;
- pupils at risk of severe absence;
- SEND attendance;
- vulnerable groups;
- pupils with social workers;
- disadvantaged pupils;
- patterns of illness;
- unauthorised absence;
- lateness;
- movement between attendance bands;
- impact of FLO intervention;
- impact of Attendance Improvement Plans.

The school will use attendance information to identify action and evaluate whether interventions are working.

28. Governing Board

The Governing Board will:

- promote a strong whole-school attendance culture;
- ensure leaders fulfil statutory attendance duties;
- review attendance and persistent absence data;
- scrutinise the attendance of vulnerable groups;
- monitor the implementation and impact of this policy;
- ensure staff receive appropriate training;

- support and challenge school leaders;
- review the effectiveness of attendance interventions;
- hold the Headteacher to account for attendance improvement.

The Headteacher will report on attendance and the impact of the school's attendance strategy to governors regularly.

Appendix I – Brookfield Graduated Attendance Response

Stage	Indicator	Lead	Response
Universal	96–100%	Teacher / Attendance Officer	Promote attendance; accurate registers; welcome back; monitor patterns
Watch / Early Concern	95–95.9% or emerging pattern	Attendance Officer + Teacher	Monitor; parent contact; teacher check-in; identify emerging barrier; review
Targeted Support	90–94.9% or continuing concern	FLO	Parent/pupil meeting; identify barriers; targeted family support; home visit where appropriate; SENDCO involvement if relevant
Persistent Absence	Below 90%	Headteacher + FLO	Formal meeting; Attendance Improvement Plan; targeted support; SENDCO/DSL consideration; SISO/Family Help as appropriate
Serious Concern	Below 85% or PA not improving	Headteacher	Formal review; strengthen plan; external support; SISO/ACOS advice; consider formal intervention
Critical / At Risk of Severe Absence	80% and below	Headteacher/DSL	Intensive case management; multi-agency consideration; safeguarding/SEND review; LA involvement; statutory escalation where appropriate
Severe Absence	50% and below	Headteacher/DSL	Intensive multi-agency response and safeguarding oversight

Important: These thresholds guide intervention but do not restrict professional judgement. The school may intervene earlier or move immediately to a higher level of response where circumstances, vulnerability or safeguarding concerns require it.

Appendix 2 – Who Does What?

Role	Core attendance question
Attendance Officer	Who is absent and what does the data tell us?
Family Liaison Officer	Why is attendance difficult and how can we help remove the barrier?
Class Teacher	What is happening for this child in school and how can we support belonging and learning?
SENDCO	Is SEND contributing and what provision or adjustment is needed?
Headteacher/Attendance Lead	Is the intervention working and does the case need escalation?
DSL	Does the attendance information indicate a safeguarding risk requiring action?

Appendix 3 – Weekly Attendance Action Meeting

Every Tuesday – 10:00am

Core attendees: Headteacher / Attendance Officer / Family Liaison Officer

For each pupil discussed:

Pupil	Attendance / days missed	Pattern	Barrier	Agreed action	Responsible person	Review date	Impact
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Meeting discipline

For each case ask:

1. What has changed?
2. What do we know about the barrier?
3. What has already been tried?
4. What are we doing next?
5. Who owns the action?
6. When will it be reviewed?

Every active case should leave the meeting with an **action, responsible person and review date**.

Appendix 4 – FLO Weekly Rhythm

Tuesday – DECIDE

- targeted morning/gate contact;
- review existing cases;
- **10:00am Attendance Action Meeting;**
- receive priority cases;
- contact families;
- arrange meetings/home visits;
- begin immediate intervention.

Wednesday – UNDERSTAND

- parent/carer meetings;
- pupil voice;
- targeted home visits;
- identify barriers;
- morning support/check-ins;
- practical family support.

Thursday – ACT

- implement agreed interventions;
- coordinate with teachers;
- involve SENDCO where appropriate;
- referrals/signposting;
- family support;
- return-to-school work;
- review individual actions.

Friday – REVIEW

- follow up active families;
- assess whether interventions have worked;
- update case records;
- identify cases ready to step down;
- identify cases requiring continued support;
- identify cases requiring Headteacher escalation;
- prepare information for the following Tuesday.

The FLO's success is measured by **the quality and impact of intervention**, not simply by the number of telephone calls, meetings or home visits completed.