



## **New Leaf Learning Trauma-Sensitive Attendance Policy**

### **1. Introduction**

New Leaf Learning is committed to fostering a safe, inclusive, and trauma-sensitive environment where all children feel valued and supported. We recognise that children who have experienced adversity or trauma may face challenges with regular attendance, and we aim to approach attendance with empathy, flexibility, and understanding.

### **2. Aims and Principles**

- To create a nurturing environment that encourages regular attendance through connection and trust.
- To understand and address the barriers to attendance that children with trauma may face.
- To provide a flexible and supportive approach to attendance monitoring.
- To work collaboratively with families, carers, and professionals to promote engagement.
- To ensure attendance expectations are communicated with sensitivity, reducing anxiety wherever possible
- Our aim is that every child will want to attend our provision.

### **3. Attendance Expectations**

- While regular attendance is encouraged, we acknowledge that some children may require additional support in establishing routines.
- The well-being of the child is our priority, and we will work with families to understand the individual circumstances affecting attendance.
- Parents and carers are encouraged to communicate any challenges related to attendance so that appropriate support can be offered.

### **4. Trauma-Sensitive Attendance Support**

- **Flexible Start Times:** Where possible, staggered or phased arrival times may be offered to ease transitions.
- **Safe and Welcoming Arrival:** Staff will be available to greet children warmly and provide reassurance, asking children to rate their feelings from 0-10 and use words to explain their concerns and to say what is working well for them.
- **Check-Ins:** Regular emotional check-ins will be offered to support children who struggle with attendance.
- **Adapted Learning Plans:** For children experiencing significant attendance challenges, a personalised plan will be developed in collaboration with schools and families.
- **Non-Punitive Approach:** No child will be shamed or penalised for attendance difficulties. Instead, support will be provided to help them engage at their own pace.

### **5. Communication and Collaboration**



- Open, non-judgmental communication between staff, families, and children is key to supporting attendance.

## **6. Recording and Monitoring Attendance**

- Attendance will be monitored with a focus on understanding patterns and looking to remove barriers
- No child will ever be forced to separate from a trusted adult
- Known enjoyed activities will be on hand on arrival so that the child can smoothly transition into the day.
- Adjustments will be made to reflect the child's progress and needs.

## **7. Safeguarding and Confidentiality**

- Any concerns regarding a child's welfare will be managed in line with our safeguarding policies.
- All discussions and records related to attendance will be treated confidentially and with sensitivity.

## **8. Review of Policy**

This policy will be reviewed annually to ensure it remains responsive to the needs of our learners and aligns with best practices in trauma-informed education.

Signed:

A handwritten signature in black ink, appearing to read "Alex Preston", is written over a light grey rectangular background.

Alex Preston  
Lead Teacher  
Date: 18.2.25