

Thwaites School

ATTENDANCE POLICY
2026 - 2027

THWAITES SCHOOL

Attendance Policy

2026/2027

At the time of publishing the following roles were held:

Headteacher	Mark Redhead
Designated Safeguarding Lead	Mark Redhead
Senior Attendance Champion	Mark Redhead
Designated Teacher for cared for or previously cared for children	Mark Redhead
Designated Mental Health Lead (not statutory)	Mark Redhead
Special Educational Needs Coordinator (SENDCO)	Sarah Morton

Approved by

Name:	Mark Redhead
Position:	Headteacher
Signed:	<i>M. Redhead</i>
Date:	21/09/2026
Review date:	21/09/2027

Approved by

Name:	Ruth Procter
Position:	Safeguarding Link Governor
Signed:	<i>R. Procter</i>



Review Table				
Version	Description of Change	Date	Approved By	Next Review
1.0	Full review and rewrite of Attendance Policy to reflect the school's approach to attendance	21/09/2026	Safeguarding Link Governor	21/09/2027

This policy will be reviewed annually, or more frequently in response to changes in legislation, statutory guidance, Cumberland Council attendance procedures or identified school attendance priorities.

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1. Aims

This policy aims to demonstrate our commitment to meeting our responsibilities in relation to school attendance, including those set out in the Department for Education's (DfE) statutory guidance *Working Together to Improve School Attendance* and Cumberland Council's School Attendance Strategy.

Through a whole-school culture and ethos that values good attendance, we aim to:

- Set high expectations for the attendance and punctuality of all pupils.
- Promote good attendance and an understanding of the benefits of regular attendance.
- Reduce absence, including persistent and severe absence.
- Ensure every pupil has access to the full-time education to which they are entitled.
- Identify and act early to address emerging patterns of absence.
- Listen to pupils and families to understand and address barriers to attendance.
- Build strong, positive relationships with families to ensure pupils have the support they need to attend school regularly.
- Promote and support good punctuality throughout the school day.

2. Legislation and Guidance

This policy has been developed in accordance with the Department for Education's (DfE) statutory guidance *Working Together to Improve School Attendance (DfE, 2026)* and Cumberland Council's attendance guidance and procedures.

The policy has regard to relevant legislation and statutory requirements relating to school attendance, including:

- Part 6 of the **Education Act 1996**;
- Part 3 of the **Education Act 2002**;
- Part 7 of the **Education and Inspections Act 2006**;
- the **School Attendance (Pupil Registration) (England) Regulations 2024**; and
- the **Education (Penalty Notices) (England) Regulations 2024**.

This policy should also be read alongside relevant statutory and non-statutory guidance, including:

- *Keeping Children Safe in Education*;
- *Children Missing Education: Statutory Guidance for Local Authorities and Schools*;
- DfE school census guidance;
- DfE guidance on *Mental Health Issues Affecting a Pupil's Attendance: Guidance for Schools*; and
- relevant Cumberland Council attendance guidance, procedures and the local code of conduct for penalty notices.

3. Roles and Responsibilities

Improving attendance is a shared responsibility. All members of the school community have a role in promoting good attendance and punctuality, identifying concerns early and working together to overcome barriers to attendance.

Further information on attendance responsibilities is set out in the Department for Education's statutory guidance *Working Together to Improve School Attendance* and Cumberland Council's Attendance Handbook.

3.1 Senior Attendance Champion

The school's designated **Senior Attendance Champion** is responsible for:

- leading, championing and improving attendance across the school;
- setting a clear vision for improving and maintaining good attendance and punctuality;
- establishing and maintaining effective systems and processes for managing attendance and ensuring these are understood and followed by staff;
- having a strong understanding of attendance and absence data and overseeing its regular analysis;
- using attendance data to identify individual pupils and groups whose attendance requires attention or support;
- regularly monitoring and evaluating progress in attendance and the effectiveness of attendance strategies;
- consulting with pupils and listening to and understanding the barriers to attendance they may experience;
- building strong and productive relationships with parents and carers to understand and address barriers to attendance;
- working with relevant school staff, Cumberland Council and external agencies where additional support is required;
- creating and overseeing appropriate attendance support, intervention or reintegration plans in partnership with pupils and their parents or carers;
- ensuring appropriate targeted support is provided to pupils and families; and
- considering when support should be formalised or when statutory intervention may be appropriate, in accordance with this policy and relevant local and national guidance.

The school's designated Senior Attendance Champion is **Mr M. Redhead, Headteacher**, who can be contacted at head@thwaites.cumbria.sch.uk.

3.2 Class Teachers

Class teachers are responsible for:

- completing the attendance register accurately at the start of each morning session and the start of each afternoon session, using the appropriate attendance codes;
- submitting attendance information promptly in accordance with school procedures;
- promoting good attendance and punctuality and reinforcing the importance of regular attendance with pupils;
- being alert to emerging attendance concerns or changes in patterns of attendance; and

- sharing concerns about a pupil's attendance or wellbeing promptly with the Senior Attendance Champion and, where appropriate, the Designated Safeguarding Lead (DSL).

3.3 School Administration Staff

School administration staff are responsible for:

- receiving information from parents and carers about pupil absence and recording this accurately on the school's attendance system;
- following up unexplained absence in accordance with the school's first-day response procedures;
- ensuring attendance information and absence reasons are recorded accurately and brought to the attention of relevant staff where necessary;
- referring parents and carers to the Senior Attendance Champion where more detailed attendance support or discussion is required;
- supporting the Senior Attendance Champion with attendance monitoring, correspondence and record keeping as appropriate; and
- maintaining up-to-date contact information for pupils, including more than one emergency contact number wherever possible.

3.4 Parents and Carers

Where this policy refers to a **parent**, this includes:

1. all natural parents, whether they are married or not;
2. any person who has parental responsibility for a child or young person; and
3. any person who has care of a child or young person, including someone with whom the child lives and who has day-to-day responsibility for them.

Parents and carers are expected to:

- ensure their child attends school every day that the school is open to them, on time and ready to learn;
- notify the school of the reason for any unplanned absence before 9:00am on the first day of absence and on each subsequent day, unless alternative arrangements have been agreed with the school;
- advise the school when their child is expected to return;
- provide the school with more than one emergency contact number wherever possible and ensure that contact details are kept up to date;
- arrange appointments outside the school day wherever possible and provide relevant information to the school where attendance during school hours is unavoidable;
- work openly and collaboratively with the school to identify and address any barriers affecting their child's attendance;
- engage with attendance support and keep to any agreed attendance support, intervention or reintegration plans; and
- seek support from the school at the earliest opportunity where their child is experiencing difficulties attending regularly.

3.5 Pupils

Pupils are encouraged and supported to:

- attend school every day, on time and ready to learn;
- understand, in an age-appropriate way, why regular attendance and punctuality are important; and
- speak to a trusted adult if they are worried about school or experiencing difficulties which make it harder for them to attend.

3.6 Attendance Team

Senior Attendance Champion	Mr. M. Redhead
Designated Safeguarding Lead	Mr. M. Redhead
Deputy Designated Safeguarding Lead	Mrs. J. Ross
SEND CO	Mrs. S. Morton
Senior Mental Health Lead	Mr. M. Redhead

4. Recording Attendance

4.1 Attendance Register

Thwaites School will maintain an electronic attendance register and place all pupils on this register.

The attendance register will be taken at the beginning of the morning session and the beginning of the afternoon session. Registers are taken at:

- 8:45am for the morning session; and
- 1:00pm for the afternoon session.

Using the appropriate national attendance and absence codes set out in the **School Attendance (Pupil Registration) (England) Regulations 2024**, the register will record each pupil's attendance status for the relevant session, including whether they are present, absent, attending an approved educational activity or unable to attend in circumstances covered by the statutory attendance codes.

Where an entry in the attendance register is amended, the school will record:

- the original entry;
- the amended entry;
- the reason for the amendment;
- the date on which the amendment was made; and
- the name and position of the person making the amendment.

The school will also record, where applicable:

- whether an absence is authorised or unauthorised;

- the nature of an approved educational activity where a pupil is attending such an activity; and
- the nature of the circumstances where a pupil is recorded as unable to attend.

Attendance register entries will be retained for **six years from the date on which the entry was made.**

The school day begins at **8:45am** and ends at **3:30pm**.

4.2 Unplanned Absence

Parents and carers must notify the school of the reason for an unplanned absence on the first day of absence, before **9:00am** or as soon as reasonably possible, by contacting the school office on **01229 772554**.

Parents and carers should continue to keep the school informed during any ongoing absence, in accordance with the expectations set out in section 3.4.

Absence due to physical or mental illness will normally be authorised where the school is satisfied that the pupil is unable to attend because of illness.

The school will not routinely request medical evidence to support illness absence. However, reasonable evidence may be requested where:

- the school has genuine and reasonable doubt about the authenticity of the illness; or
- illness-related absence is prolonged or repeated and further information would help the school to understand the pupil's needs and provide appropriate support.

Where evidence is considered necessary, the school will be flexible about the form this takes and will not place unnecessary demands on families or health professionals. Appropriate evidence may include, for example, prescriptions or medication, appointment information or, where relevant, information from a medical professional.

Where illness-related absence is prolonged or recurring, the school will work with the pupil, their family and relevant professionals or services, where appropriate, to understand any barriers to attendance and identify suitable support.

Where the school has genuine and reasonable grounds not to accept illness as the reason for absence, the absence may be recorded as unauthorised. The school will discuss this with parents or carers and explain the reason for its decision.

4.3 Planned Absence

Parents and carers should notify the school in advance where a pupil needs to be absent for a planned medical or dental appointment.

Attendance at a medical or dental appointment will normally be authorised where the school has been notified appropriately. Parents and carers are encouraged to arrange routine appointments outside school hours wherever possible. Where this is not possible, pupils should attend school for as much of the school day as reasonably possible and be absent only for the time necessary to attend the appointment.

For **other requests for planned leave of absence during term time**, parents and carers must complete a Leave of Absence Request Form. Forms are available from the school office or school website and should be submitted as far in advance as possible and, wherever possible, at least **two weeks before** the proposed absence.

Requests for leave of absence will be considered individually by the Headteacher in accordance with section 5.1 of this policy. Submitting a request does not mean that the absence will be authorised.

4.4 Lateness and Punctuality

Pupils are expected to arrive at school on time and be ready to learn. The morning attendance register is taken in classrooms at 8:45am.

Pupils arriving after 8:45am are late. Classroom registration is completed by 9:00am. Pupils arriving after this time must report to the school office so that their arrival can be recorded accurately.

The school's official morning attendance register closes at 9:15am.

A pupil who arrives:

- after 8:45am but before 9:15am will be recorded as late before the register closes (Code L); or
- after 9:15am will be recorded as absent for the morning session (Code U – late after the register has closed), unless another appropriate attendance code applies.

The school will monitor punctuality and identify repeated or emerging patterns of lateness. Where lateness becomes a concern, the school will work with the pupil and their parents or carers to understand any barriers to arriving on time and agree appropriate support.

Where lateness persists, the school may take further action in accordance with its graduated attendance procedures. This may include:

- communication with parents or carers;
- increased monitoring;
- meetings with the Senior Attendance Champion;
- agreed attendance support or intervention; and
- where appropriate, referral to Cumberland Council.

Sessions recorded as Code U are unauthorised absences and therefore count towards the national threshold of 10 sessions of unauthorised absence within a rolling period of 10 school weeks for considering a penalty notice. Reaching the threshold does not automatically result in a penalty notice; the individual circumstances of the case, support provided and appropriate next steps will be considered.

4.5 Following Up Unexplained Absence

Where a pupil who is expected to attend school does not attend, or stops attending, without an explanation, the school will follow up the absence promptly as part of its attendance and safeguarding procedures.

The school will:

- contact the pupil's parent or carer on the morning of the first day of unexplained absence to establish the reason for the absence and, where possible, when the pupil is expected to return;
- attempt to contact the pupil's other emergency contacts where the parent or carer cannot be reached;
- consider the pupil's individual circumstances and whether the unexplained absence gives rise to any immediate welfare or safeguarding concerns;
- where necessary, take further steps to establish the pupil's welfare. This may include a home visit and/or contacting relevant professionals or agencies already involved with the child or family;
- determine whether the absence should be authorised or unauthorised and record the appropriate attendance code as soon as the reason for absence has been established;
- continue to contact the parent or carer on each subsequent day that the absence remains unexplained;
- where relevant, inform the pupil's social worker or other relevant professional of the unexplained absence;
- offer appropriate support to the pupil and their family where barriers to attendance are identified;
- involve the Senior Attendance Champion and/or Designated Safeguarding Lead where appropriate;
- identify whether support from wider services or partners is required and make appropriate referrals; and
- where support is not appropriate, has not been successful or has not been engaged with, consider referral to Cumberland Council in accordance with the school's graduated attendance procedures.

Where the school is unable to establish a pupil's whereabouts or has concerns about their safety or welfare, safeguarding procedures will be followed without delay.

4.6 Reporting to Parents and Carers

The school will regularly inform parents and carers about their child's attendance and absence levels. Attendance information will be shared **at least once each half term**, normally through the school's text/email system.

Where a pupil's attendance or punctuality gives cause for concern, the school will contact parents or carers **at an earlier stage rather than waiting for the next routine attendance update**. This may include communication by telephone, letter, email or a meeting, depending on the nature and level of concern.

Parents and carers are encouraged to contact the school at any time if they have questions or concerns about their child's attendance or require support with barriers affecting attendance.

5. Authorised and Unauthorised Absence

5.1 Approval of Term-Time Absence

The school will authorise absence only where the circumstances meet the requirements of the **School Attendance (Pupil Registration) (England) Regulations 2024** and current Department for Education guidance.

The Headteacher may grant a leave of absence during term time for circumstances permitted within the national attendance framework, including:

- participation in a regulated performance or regulated employment abroad;
- participation in a significant sporting activity; or
- other **exceptional circumstances**.

Where leave of absence is requested on the grounds of exceptional circumstances, the decision rests with the Headteacher. Each request will be considered individually, taking account of the specific facts, circumstances and relevant background context. Where leave is granted, the Headteacher will determine the period for which the pupil may be absent.

A need or desire for a holiday or other absence for the purposes of **leisure or recreation will not generally be considered an exceptional circumstance**. The school will not authorise leave of absence for a pupil to take part in protest activity during school hours.

Parents and carers requesting leave of absence during term time should submit a **Leave of Absence Request Form** as far in advance as possible and, wherever possible, at least **two weeks before** the proposed absence. Forms are available from the school office or school website. The Headteacher may request relevant information or evidence where this is reasonably required to consider the application.

Submitting a request does not guarantee that leave will be authorised. Parents and carers will be informed whether the absence has been authorised and, where applicable, the number of school days authorised.

5.2 Other Authorised Absence and Approved Educational Activity

Other absences may be authorised where the circumstances meet the requirements of the national attendance framework, including, where applicable, illness, medical or dental appointments, religious observance and other circumstances for which an authorised absence code applies.

There are also circumstances in which a pupil may not be physically present at school but is **not recorded as absent**, including where they are attending an approved educational activity or other provision for which the relevant national attendance code applies.

The school will use the appropriate national attendance and absence codes in accordance with the **School Attendance (Pupil Registration) (England) Regulations 2024** and current DfE guidance.

5.3 Attendance Support and Enforcement

Thwaites School is committed to working with pupils and families to understand and address barriers to regular attendance. Where attendance concerns arise, the school will follow a graduated approach, seeking to provide appropriate support and intervention before considering enforcement action.

Where appropriate, the school will:

- identify and discuss attendance concerns with the pupil and their parents or carers;
- seek to understand the reasons for absence and any barriers affecting attendance;



- offer or facilitate appropriate support;
- agree actions to improve attendance and monitor progress;
- formalise support where voluntary arrangements have not resulted in sufficient improvement, which may include an attendance contract or other formal attendance intervention; and
- consider referral to Cumberland Council where support is not appropriate, has not been successful or has not been engaged with.

Where the **national threshold of 10 sessions of unauthorised absence within a rolling period of 10 school weeks for considering a penalty notice** is met, the school will consider whether further support is appropriate and whether the case should be referred to Cumberland Council for formal intervention. Meeting the national threshold does not automatically mean that a penalty notice will be issued.

Depending on the circumstances of the individual case, statutory or legal intervention may include:

- a **Notice to Improve**;
- a **penalty notice**;
- an **Education Supervision Order**;
- a **School Attendance Order**; or
- **prosecution**.

The school will work with Cumberland Council and provide appropriate attendance records and evidence of the support and intervention undertaken where a referral for enforcement is made.

For unauthorised term-time leave, including holidays which have not been authorised, the school may refer the matter to Cumberland Council for consideration of a penalty notice or other appropriate action in accordance with the national framework and Cumberland Council procedures.

All decisions relating to attendance support and enforcement will be made **on an individual, case-by-case basis**, taking account of the pupil's circumstances, the reasons for absence, support provided and engagement with that support.

6. Strategies for Promoting Attendance

Good attendance and punctuality are an important part of the ethos and culture of Thwaites Nursery and Primary School. We aim to create a welcoming, safe and supportive environment in which pupils feel that they belong, enjoy coming to school and understand the importance of regular attendance.

The school promotes good attendance by:

- providing an engaging, inclusive and enjoyable curriculum so that pupils value their time in school and have opportunities to learn, participate and succeed;
- setting clear and consistent expectations for attendance and punctuality;
- developing positive and trusting relationships with pupils and families;
- listening to pupils and parents or carers and seeking to understand any barriers to attendance;
- recognising and responding early to changes or emerging patterns in attendance and punctuality;
- providing appropriate support to help pupils and families overcome barriers to attendance;



- regularly communicating with parents and carers about their child's attendance, including through half-termly attendance updates;
- recognising and encouraging good and improving attendance in a positive and supportive way;
- ensuring that pupils returning after absence feel welcomed and supported to reintegrate successfully; and
- working collaboratively with Cumberland Council's **Access and Inclusion Team** and other relevant services where additional support is required.

The school recognises that attendance is influenced by a wide range of individual circumstances. Our approach therefore focuses on **encouragement, belonging, early support and partnership with families**, rather than relying solely on rewards or sanctions.

7. Supporting Pupils Who Are Absent or Returning to School

7.1 Pupils Experiencing Complex Barriers to Attendance

The school recognises that some pupils may experience complex or significant barriers which make regular attendance more difficult. We will work closely and sensitively with pupils and their families to understand these barriers and identify appropriate support.

Parents and carers are encouraged to contact the school as early as possible if their child is experiencing difficulties attending school, including where a child is reluctant or unable to attend.

Depending on the individual circumstances, support may include:

- meeting with the pupil and their parents or carers to understand the barriers affecting attendance;
- providing appropriate opportunities for the pupil to share their views;
- involving relevant school staff, including the class teacher, SENDCO or Designated Safeguarding Lead (DSL), as appropriate;
- identifying reasonable adjustments or changes to school routines which may help the pupil to attend;
- agreeing an individual attendance support, intervention or reintegration plan where appropriate;
- providing pastoral support, including support with arrival at school where appropriate;
- seeking support from Cumberland Council or other relevant services and professionals where appropriate; and
- regularly reviewing and adapting the support in response to the pupil's needs and progress.

Where appropriate, the school may use a home visit or another suitable means of engaging with the pupil and family where meeting in school is difficult.

In exceptional circumstances, a **temporary part-time timetable** may be considered as part of a planned intervention or reintegration. It will not be used as a long-term solution to attendance difficulties and will have a clear purpose, agreed arrangements and regular review, with the intention of returning the pupil to full-time education as soon as is appropriate.

Where absence may be related to a safeguarding concern, the school will follow its **Child Protection Policy and Procedures**.

7.2 Pupils Absent Due to Mental or Physical Ill Health or SEND

The school recognises that pupils with long-term physical or mental health conditions, special educational needs and disabilities (SEND), or other additional needs may experience greater barriers to attendance.

The school will maintain high expectations for the attendance of all pupils while recognising that some pupils may require additional support or reasonable adjustments to enable them to attend regularly.

Where attendance is affected by physical or mental ill health or SEND, the school will work with the pupil and their parents or carers to understand their individual needs and the barriers affecting attendance. Support may include:

- reasonable adjustments to help the pupil access school and participate in school life;
- appropriate pastoral or SEND support;
- adjustments to routines or arrangements within school;
- an individual attendance support or reintegration plan;
- liaison with relevant health, education or other professionals;
- support from Cumberland Council's **Access and Inclusion Team** or other relevant services where appropriate; and
- regular review of the support in place.

Where a pupil has an **Education, Health and Care (EHC) plan** and attendance concerns relate to the pupil's identified needs or provision, the school will work with the pupil, their parents or carers, the local authority and relevant professionals as appropriate, including considering whether further review of the EHC plan is required.

Where a pupil is unable to attend school for a prolonged period because of physical or mental ill health, the school will work with Cumberland Council and relevant professionals to ensure that the pupil's educational needs are considered and appropriate support or alternative educational provision is explored where required.

Support will be reviewed with the aim of enabling the pupil to access suitable education and, where appropriate, return to regular full-time attendance as soon as their individual circumstances allow.

7.3 Pupils Returning to School After a Lengthy or Unavoidable Period of Absence

The school recognises that returning following a lengthy or unavoidable period of absence can be challenging for some pupils. We will work with the pupil and their parents or carers to support a positive and successful return.

Where appropriate, the school will:

- listen to the pupil and their parents or carers and identify any concerns, needs or barriers to successful reintegration;



- involve the class teacher and other relevant staff in planning and supporting the pupil's return;
- agree an individual reintegration plan where this would be beneficial;
- consider reasonable adjustments or temporary changes to routines and arrangements;
- provide appropriate pastoral, SEND or learning support, including support with learning missed during the absence;
- provide additional support with arrival at school where appropriate;
- liaise with relevant professionals or services where necessary; and
- review the pupil's progress and adjust support as required.

Where a temporary part-time timetable is considered necessary as part of reintegration, the arrangements described in **section 7.1** will apply.

The school will seek to ensure that pupils returning after a period of absence feel **welcomed and supported**, and that their return does not draw unnecessary attention to their absence.

8. Attendance Monitoring

The school will monitor and analyse attendance and punctuality data regularly to identify emerging concerns, patterns of absence and pupils who may require additional support.

Attendance and punctuality data will be **analysed at least weekly** by the Senior Attendance Champion and/or other relevant staff. This analysis will be used to:

- identify pupils whose attendance or punctuality is causing concern or beginning to decline;
- identify patterns of absence or lateness at an early stage;
- identify pupils who are persistently or severely absent, or at risk of becoming so;
- consider patterns relating to particular days, sessions or reasons for absence;
- monitor the attendance of groups of pupils, including pupils with SEND and other groups where appropriate;
- identify where additional support or intervention may be required; and
- monitor the impact of support and interventions already in place.

Attendance data will also be reviewed **half-termly and annually** at whole-school and individual pupil level to identify longer-term patterns and evaluate the effectiveness of the school's approach to improving attendance.

Relevant attendance information will be reported to the **Governing Body at each governing body meeting**. Governors will scrutinise and appropriately challenge attendance information, including trends, persistent and severe absence, the effectiveness of attendance strategies and the support provided to pupils and families.

Where monitoring identifies concerns about an individual pupil, the school will respond in accordance with the graduated approach set out in this policy, seeking to understand the reasons for absence and provide appropriate support at the earliest opportunity.

8.1 Reducing Persistent and Severe Absence

A pupil is considered **persistently absent** where they miss **10% or more of the school sessions available to them**, and **severely absent** where they miss **50% or more of the school sessions available to them**.

The school will seek to identify pupils at risk of becoming persistently or severely absent at an early stage rather than waiting until these thresholds have been reached.

Where persistent or severe absence is identified, the school will:

- consider the pupil's individual circumstances and the reasons for absence;
- consider whether absence indicates a safeguarding or welfare concern and respond in accordance with the school's **Child Protection Policy and Procedures** where appropriate;
- work with the pupil and their parents or carers to understand barriers to attendance;
- agree, monitor and review appropriate support or intervention;
- work with Cumberland Council and other relevant services or professionals where wider or more intensive support is required; and
- where support is not appropriate, has not been successful or has not been engaged with, consider formal intervention or referral to Cumberland Council in accordance with **section 5.3**.

Particular attention will be given to pupils who are **severely absent**, with appropriate and intensive support coordinated with relevant services where necessary.

Where absence is related to physical or mental ill health, SEND or other complex barriers, support and reasonable adjustments will be considered in accordance with **section 7** of this policy.

9. Policy Monitoring and Review

This policy will be reviewed whenever there are significant changes to relevant legislation or guidance from the Department for Education or Cumberland Council, and **at least annually**.

The policy will be reviewed by **Mr M. Redhead, Headteacher and Senior Attendance Champion**, and approved by the **Governing Body**.

10. Links with Other Policies

This policy should be read alongside other relevant school policies and procedures, including:

- **Child Protection Policy and Procedures;**
- **Behaviour and Anti-Bullying Policy and Procedures;**
- **SEND Policy;** and
- **Supporting Pupils with Medical Conditions Policy.**