



PUPIL ATTENDANCE AND PUNCTUALITY POLICY

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1. Aims

This policy aims to show Barnes Primary School's commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils and clearly communicating expectations with all stakeholders
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence with early identification and support for families
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school.

It is the legal requirement of every parent to ensure that their child attends school regularly, and an offence to condone absence from school without just cause.

We are a high achieving school that is committed to enabling all children to reach the highest possible standards in all aspects of learning. We want all children to derive the maximum benefit from the educational provision we offer. We are committed to ensuring that children receive their entitlement to 5 days a week of schooling for 38 weeks a year. We know, from our analysis of pupil performance data over a sustained period, that there is a consistent correlation between poor attendance and lower than average attainment. Put simply, in the vast majority of cases, children who attend school more often do better than those who attend less often.

Poor attendance can significantly affect a child's learning.

This is because:

- valuable learning episodes that connect with previous and future learning are missed
- there is a lack of continuity in the child's learning experience



- learning momentum is lost, as the structured routine of coming to school each day is broken - this unsettles children
- a child's self-esteem is frequently negatively affected on returning to school, as the work is harder for the reasons outlined above
- a child becomes socially isolated



Persistent lateness creates a number of avoidable difficulties:

- the learning of all the other children who arrived at school on time is interrupted, as the teacher has to explain what the class are doing to the late child
- the self-esteem of the child concerned is negatively affected: the child often feels embarrassed because all their peers notice their late entry to classroom
- the day starts off in a negative way for the child concerned - this can have a significant influence on what follows
- additional, unnecessary work is created for busy administrative staff
- lateness and/or attendance can potentially be an indicator of a safeguarding issue.

Our partnership:

At Barnes Primary School, we aim to build a strong working partnership between the family and school to ensure that every child has an equal opportunity to learn and that high levels of attendance are maintained.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents> The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment
- <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:



- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school (in the termly Headteacher Report to Governors) and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy.

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers



- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Children Missing in Education (CME) - after six or more days of no contact with parent, a referral will be made to the Educational Welfare Service
- Elective Home Education (ELE) - the school is obliged to inform the Local Authority of children removed from its admission register and will give home education as the reason, if notified of this by the parent
- Guidance for parents regarding **Elective Home Education**, published by Achieving for Children: <https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/education-and-education-services/elective-home-education-ehe>

3.3 The designated senior leader responsible for attendance

- The designated senior leader is responsible for:
- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance is Jade Huxley (Deputy Headteacher) and can be contacted by email at jhuxley@barnes.richmond.sch.uk.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence.
- Advising the Headteacher/Deputy Headteacher when to issue fixed-penalty notices

3.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office daily at 08:45 and 13:15.

3.6 School front of house staff

School front of house staff will:

- Take calls and process emails from parents/carers about absence on a day-to-day basis and record it on the school system



- Forward on emails from parents/carers to the headteacher, deputy headteacher, phase leader and class teacher/s where appropriate, in order to provide them with information in relation to attendance.

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents are expected to:

- Make sure their child attends every day at 08:45 on time
- Call the school to report their child's absence before 08:45 on the day of any absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting Jade Huxley, who can be contacted on jhuxley@barnes.richmond.sch.uk or via the main school office.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time.

4. Recording attendance

Thresholds for attendance monitoring:

GREEN	Attendance registered as 95% and above
AMBER	Attendance registered as between 90%-95%
RED	Attendance registered as below 90% Also known as PA (Persistently Absent)

Thresholds for reporting attendance to parents in end of year reports:

Attendance Categories for Barnes Primary School		
Outstanding	98 – 100%	Excellent attendance. The student rarely misses school.
Good	95 – 97.9%	Generally good attendance. There are occasional absences but meets national expectations.
Requires improvement	91 – 94.9%	Below the expected level and needs to improve. The student could be at risk of falling behind.
Unsatisfactory	90% and below	This is considered persistent absence. This is a serious concern.

The term 'unsatisfactory' is used with care and discretion - it will never be used when the school has clear, unequivocal evidence of very good reasons for the child's low attendance. For example:

- a child may need an operation and take four weeks off
- a family crisis which involves a child having to miss a considerable amount of school



4.1 Attendance register

We will keep an electronic attendance register and place all pupils onto this register.

We will take our attendance register at 08:45 (the start of the first session of each school day) and once during the second session at 13:15. It will be completed using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England)

Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances
- Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment

We will also record:

- For pupils of compulsory school age, whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 08:45 and ends at 15:15. Pupils must arrive in school by 08:45 on each school day.

The final week of term:

Pupils at Barnes Primary School work up to and including the last day of term. Every single teaching day is used for just that; to teach in order to maximise learning. All pupils are expected to attend every day, up to and including the last day of term. At the end of each half and full term, school finishes at 14:30 for all classes.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 08:45 emailing: absence@barnes.richmond.sch.uk stating the child's name, class and reason for absence or by calling the school on 020 8876 7358.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness. Where the absence is longer than 3 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We provide clear guidance on when a child should not come to school due to a medical concern. We will not ask for medical evidence unnecessarily. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.



4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment by contacting info@barnes.richmond.sch.uk or calling the front of houses on 020 8876 7358.

We strongly encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Will be marked as late, using the appropriate code
- After 09.30am will be marked as absent, using the appropriate code.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may call around to the pupil's house to check all is okay or contact the police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 3 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's social worker
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with we will involve the Education Welfare Officer (EWO).

4.6 Reporting to parents

Barnes Primary School will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels if their attendance falls below 95%.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance
- Attending an interview



- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as exceptional family circumstances, such as a bereavement or funeral. Leave of absence will not be granted for a pupil to take part in protest activity during school hours. A leave of absence will only be granted in exceptional circumstances. Leave of absence will not be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request. Any request should be submitted as soon as it is anticipated via email to absence@barnes.richmond.sch.uk. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)
- Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):
 - Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
 - Attending another school at which the pupil is also registered (dual registration)
 - Attending provision arranged by the local authority
 - If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

Safeguarding - extended overseas visits:

Very occasionally, parents may request an extended period of leave for their child. Any request will be treated individually on its merits. Richmond's Legal Services Team has prepared the following guidance:

- Parents who wish their child to be away from school for the purpose of an overseas visit must apply to the Headteacher in advance of the proposed period of absence
- This request must be made prior to any travel tickets being booked
- The Headteacher must feel satisfied that the visit constituted exceptional circumstances - they retain the right to refuse to authorise a term time holiday
- A contact address for the pupil during the period of absence will be provided
- If the Headteacher approves the extended leave, the parents must be aware that robust procedures, including the possible removal of the child's name from the school register, will be enforced if the child does not return by the agreed date



- During the period of agreed absence, the child's absence will be authorised under category 'J'
- If the child does not return by the agreed date, the absence will be unauthorised and the Headteacher will attempt to find out the reason for the absence
- If the Headteacher decides to remove a child's name from the register, a warning letter will be sent to the parents, and the Local Authority will receive notification
- If the Headteacher suspects that FGM may take place they will use direct questioning to ascertain whether 'cutting' of the girl will be undertaken during this holiday
 - The prescribed questions are:
 - Do you come from a community that practices cutting (FGM)?
 - Have you or any member of your family been cut?
 - Do you or any member of your family or community plan to have your daughter cut
- Answering YES to at least one of these questions raises the risk of FGM - and the school should follow safeguarding procedures. The Headteacher will then take the information from this meeting and make a decision on whether to refer to local CYPS or the Police.

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence. The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days. If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or



exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process. In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support. Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period.

6. Strategies for promoting attendance

At Barnes Primary School we celebrate attendance in our Friday assemblies. The year group with the highest attendance receives a prize from the attendance spinner. We are mindful of children who have to be absent on a regular basis due to hospital treatments. Our attendance is also shared with parents on a weekly basis in our newsletter.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Barnes Primary School works closely with families with complex barriers to attendance. Each situation is individually evaluated and an appropriate team and bespoke plan set up to support the child and family. This can involve our Wellbeing Mentor, SEND Lead, Deputy Headteachers and Headteacher, depending upon the devised and agreed plan.

7.2 Pupils absent due to mental or physical ill health or SEND

When a child is absent due to mental or physical ill health, regular medical hospital treatment or SEND Barnes Primary School will work closely with the families to support the family with attendance. Each situation is individually evaluated and an appropriate team and bespoke plan set up to support the child and family. This can involve our Wellbeing Mentor, SEND Lead, Deputy Headteachers and Headteacher, depending upon the devised and agreed plan and may result in an agreed reduced timetable. If this is the agreement, this will be reported to Governors in the Headteacher's termly report.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence



When a child is returning after a lengthy or unavoidable period of absence, Barnes Primary School will work closely with the families to support the child to reintegrate into their class and school. Each situation is individually evaluated and a bespoke plan set up to support the child and family. This can involve our Wellbeing Mentor, SEND Lead, Deputy Headteachers and Headteacher, depending upon the situation and may result in an agreed reduced timetable. If this is the agreement, this will be reported to Governors in the Headteachers termly report.

8. Attendance monitoring and reporting

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Attendance data is shared with the DfE via our management information system on a daily basis. Data will be collected and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends and share these with our EWO at our half termly meetings
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teacher, phase leaders and the senior leadership team, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs leaders, designated safeguarding leads and the pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

8.4 Reducing persistent and severe absence



Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance. At Barnes Primary we track and engage with all families when attendance falls below 95%.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Write to parents to inform them of their child's attendance if it falls below 95%. Should absence persist, or fall below 90%, a second letter will be issued. Should absence persist or be below 90% an invitation to discuss the matter with a member of the Senior Leadership Team will be made. The Senior Leadership team member will offer support options and explain their child is also being monitored as part of the EWO half termly visits. A school attendance contract will be produced and agreed.
- Hold regular check in meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- If - in spite of the support of the school and advice from Educational Welfare Service - attendance does not improve, a further letter will be sent, after which a warning of legal action may follow.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum biannually by the Senior Leadership Team and the Teaching Learning Access and Inclusion Committee. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy



Status

Reviewed by: Jade Huxley

Last reviewed: Autumn 2025

Next Review: Autumn 2026