

## Attendance & Behaviour

Areas of Strength	Focus Areas for Development
<ul style="list-style-type: none"> <li>• <b>Ofsted June 2022:</b> <i>'Pupils' attitudes towards learning are exemplary. Children in the early years enjoy finding out new things. They persevere when completing activities designed to spark their curiosity. Pupils listen attentively in class and work very hard. These positive attitudes contribute well to pupils' achievements.'</i></li> <li>• <b>SIP October 2025:</b> <i>'Across the school, behaviour was calm and purposeful. Pupils demonstrated good levels of engagement, self-regulation, and respect for peers and adults'</i></li> <li>• Pupils feel safe and happy to come to school <i>(parent and pupil surveys)</i></li> <li>• The school's excellent behaviour for learning and high academic achievement spring from its values. The school's positive behaviour policy has a heavy focus on praise and positive reinforcement. High expectations and clear boundaries ensure excellent behaviour- if a child does have a consequence there will always be a conversation about which value(s) were not adhered to and how to improve. The school has a trauma-informed approach, with careful adjustments made for pupils where required and a focus on emotional regulation for all. <i>(behaviour policy, parent leaflets, behaviour records)</i></li> <li>• The school has introduced a behaviour curriculum, 'The Jubilee Way', which ensures consistent expectations on behaviour in all areas of school life are understood and upheld by staff, and explicitly taught to pupils. This is revisited in class whenever appropriate and in assemblies at the start of each new term. <i>(Jubilee Way, teaching slides, assemblies calendar)</i></li> <li>• For pupils who require additional support with their behaviour, clear systems are in place to ensure they get the provision they need. Individual Behaviour Plans are created by class teachers and phase leaders and reviewed to track the impact of personalised targets. There is a learning mentor available for additional pastoral support. <i>(behaviour records)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attendance was identified as an area for improvement during the Autumn term in 2024-25. More robust protocols were put in place during the academic year at all levels leading to an improvement, but the school ended the year below national and local averages for attendance. Attendance for key groups including FSM and EHCP were of particular concern. <i>(attendance action plan, governors meeting minutes)</i></li> </ul>

- Breakfast club and after school clubs are run by staff who know the children well. Places are provided for vulnerable families, which helps with morning transitions and readiness for learning. (*club records*)
- There are strong communication channels between home and school and where appropriate, the school helps families to access external support. These methods of support have enabled individual children to make excellent improvements in their behaviour over time. (*pupil records*)
- Where the whole school behaviour system is not working for an individual child, there are systems in place to identify this, intervene in a timely manner and monitor support provided (*behaviour policy, IBPs*)
- The school has a robust anti-bullying and behaviour policy, and children have a good understanding of what bullying is and how they can help by reporting if they see it happening. Learning about it is embedded into the PSHE curriculum in every year group and it has also been addressed in assemblies which have been rated as highly effective by teachers. (*behaviour policy, assembly records*)
- Behaviour logs show incidents of bullying are unusual and are dealt with robustly- the school has set procedures as part of the behaviour policy which are followed closely if an incidence of bullying occurs. (*behaviour policy, serious incident log*)
- Many opportunities have been created to regularly celebrate and reinforce children exemplifying the school values. Principally through awarding dojos in class using the 'dojo' web platform which children are highly motivated by. As they move through the school, staff foster more intrinsic motivation and rewards. (*behaviour policy, school dojo profile*)
- The school has recently introduced a full ban on smartphones and smartwatches for pupils, which has been supported by parents and enforced tightly. (*Mobile phone policy*)
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. Pupils have a good understanding of how to keep safe and they report that they feel safe in the school. (*safeguarding policy, pupil survey*)
- Regular certificates are awarded to celebrate pupils' positive efforts in their learning in weekly assemblies. Certificates are also presented for reaching significant milestones on automated learning platforms set as homework. (*assemblies*)

- Effective systems for monitoring, reporting and addressing pupil absences are embedded, including consultation with the attendance team for the local authority. This includes regular meetings between the Inclusion Manager and Headteacher, and proactive direct engagement with families to explore underlying issues. This is complemented by an award in weekly assemblies to the class with the highest attendance. (*pupil monitoring meetings, assemblies*)
- There are well-embedded systems of pastoral support. Vulnerable pupils are tracked closely and strategies for support are planned collectively through regular communication between safeguarding leads, learning mentor and SLT in fortnightly pupil monitoring meetings. (*pupil monitoring minutes*)
- A full-time learning mentor supports pupils with a range of pastoral needs, with any staff member able to make a referral. Cases are picked up and responded to rapidly. (*learning mentor caseload records*)
- The strong systems in place for monitoring attendance, celebrating strong attendance and supporting and challenging families where it is a concern have continued into the 25-26 academic year. Attendance for Autumn term is above the national average, and above the DfE baseline target for the school.