Priority 4: To ensure every child attends regularly, behaves well and feels valued as part of our school community. Through high expectations, positive relationships, consistent routines and effective support, we will promote excellent attendance, positive behaviour, strong attitudes to learning and a sense of belonging for all pupils.

SLT lead: ZW/SH	**Cross Reference:** Priority 3

Impact

This objective will have been achieved when:

- Whole-school attendance is **maintained at or above the 2025–26 baseline of 95.7%**.
- Persistent and severe absence is closely monitored and reduced where possible.
- Attendance patterns and individual barriers are identified early and appropriate support is provided.
- Punctuality remains strong across the school.
- Pupils generally behave well and follow agreed routines.
- Behaviour expectations are understood and applied consistently across the school.
- Pupils demonstrate positive attitudes towards learning.
- Pupils feel safe, valued, respected and listened to.
- Pupils feel that they belong to the school community and contribute positively to school life.
- Bullying, discrimination and harmful behaviour are dealt with promptly and effectively.
- Pupils facing barriers receive timely and appropriate support.
- Attendance and behaviour strategies are adapted appropriately for pupils with SEND, disadvantaged pupils and others facing barriers.
- Parents and carers understand the school's expectations and work positively with school to support attendance and behaviour.
- Pupil voice demonstrates positive experiences of school, relationships and belonging.
- Governors have effective oversight of attendance, behaviour and pupil experience.

Key Milestones

Early Years

- Children settle successfully and develop positive relationships with staff and peers.
- Children develop an understanding of routines, expectations and positive behaviour.
- Good attendance and punctuality are established from the beginning of school.

End of KS1

- Pupils understand and follow school routines and behaviour expectations.
- Pupils demonstrate positive attitudes towards learning.
- Pupils feel safe, valued and part of their school community.
- Attendance is maintained at a strong level and barriers are addressed promptly.

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SLT lead: ZW/SH	**Cross Reference:** Priority 3

Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Status		
	Staff	Gov.				A	S	Su
End of KS2 • Pupils demonstrate positive behaviour and attitudes to learning. • Pupils understand the importance of regular attendance and punctuality. • Pupils demonstrate increasing independence, responsibility and respect for others. • Pupils feel prepared and confident for the transition to secondary school. **Whole School** • Whole-school attendance is maintained at or above the **2025–26 baseline of 95.7%**. • Persistent absence is monitored closely and appropriate action taken. • Attendance barriers are identified and addressed early. • Behaviour is consistently positive and expectations are clear. • Staff apply routines, expectations and consequences consistently and fairly. • Positive relationships between staff and pupils are evident. • Pupils feel safe, respected, valued and listened to. • Pupils demonstrate a strong sense of belonging and contribute positively to school life. • Vulnerable pupils and key groups receive appropriate and timely support. • Parents and carers work positively with school to support attendance and behaviour. • The school can demonstrate how its work enables pupils to feed mind, body and soul.								

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SLT lead: ZW/SH | **Cross Reference:** Priority 3

Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Status		
	Staff	Gov.				A	S	Su
Maintain and strengthen good attendance and punctuality • Build on the school's strong attendance of **95.7% in 2025–26**. • Maintain a whole-school culture where regular attendance and punctuality are valued and promoted. • Continue to monitor attendance regularly to identify patterns, trends and pupils at risk of persistent or severe absence. • Continue to identify barriers to attendance early and work with pupils and families to address these. • Monitor attendance of key groups, including disadvantaged pupils and pupils with SEND. • Ensure attendance expectations are communicated clearly and consistently.	ZW SH and LP Class Teachers		Arbor attendance data Attendance Policy DfE attendance guidance Attendance letters Attendance support plans	Ongoing throughout 2026–27	Daily attendance monitoring and follow-up Fortnightly analysis of whole-school and group attendance Attendance reviews for identified pupils Governors to monitor attendance through regular reporting at FGB			
Embed consistently high expectations for behaviour • Ensure pupils understand and consistently follow the school's behaviour expectations and routines. • Ensure staff apply behaviour expectations consistently, fairly and predictably across the school.	ZW SH SLT All staff			Autumn 2026 and ongoing	Learning walks Behaviour records Pupil voice Staff feedback.			

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Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible? Staff	Who is responsible? Gov.	Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Status A	Status S	Status Su
• Use positive relationships, recognition and praise to promote positive behaviour. • Ensure consequences are proportionate, understood by pupils and applied consistently. • Monitor behaviour patterns to identify recurring issues, times, locations or groups requiring further action.								
Develop positive attitudes and behaviour for learning • Promote positive attitudes, resilience, self-regulation and readiness to learn. • Ensure pupils understand the impact of their behaviour on their own learning and that of others. • Support pupils to develop increasing independence in managing their behaviour and resolving difficulties. • Identify pupils who require additional support with behaviour or emotional regulation and provide appropriate strategies. • Celebrate positive behaviour, effort, improvement and contribution to the school community.	SLT Class Teachers All staff			Ongoing throughout 2026–27	Learning walks Pupil voice Behaviour records Discussions with staff			

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Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Status		
	Staff	Gov.				A	S	Su
Strengthen positive relationships and pupils' sense of belonging • Ensure pupils feel safe, respected, valued and listened to by adults and other pupils. • Promote positive, respectful relationships throughout the school. • Provide opportunities for pupils to take responsibility, contribute to school life and demonstrate positive citizenship. • Ensure bullying, discriminatory behaviour and unkindness are addressed promptly and effectively. • Use pupil voice to identify any pupils or groups who may feel less connected to school and respond appropriately.	ZW SH SLT Class Teachers All staff		Mental Health Support Team to work alongside school with supporting the parents and the children School and Community Team to work along side the school – eg running 'Memory Fix' in school with a group of children. They also work with families to support with behaviour in and out of school.	Ongoing throughout 2026–27	Pupil voice Learning walks Behaviour and safeguarding records Participation in wider school activities			