Tidbury Green School Dickens
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Policy Name

Behaviour and Attendance:
A Connected Approach at Tidbury Green School

Date of Review

Summer Term 2026

Next Review Date

Summer Term 2027

Agreed by Governors

May 2026

Policy:	Behaviour and Attendance: A Connected Approach at Tidbury Green School
People Authorised to make changes to this policy:	• Mrs. R Fitter • Miss E Morgan • Mrs K Lynch
Committee responsible for approving policy:	Policy and Curriculum Committee

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	Yes
Does the policy reflect current evidence-based good practice?	Yes
Is the policy consistent with the vision and ethos of the school?	Yes
Does the policy reflect current practice in the school?	Yes

After policy review:	
Changes made:	Reviewed policy in line with: DfE Behaviour Guidance in schools DFE Suspensions and Exclusions guidance
Expected impact of updated policy:	n/a
Updated policy sent to governors:	
Updated policy sent to staff:	
Updated policy put on website:	

At Tidbury Green School, behaviour and attendance are fundamentally interconnected and together form the foundation of a successful, inclusive and ambitious school culture. Leaders responsible for behaviour and attendance work collaboratively to ensure a coherent and consistent approach. Both areas are rooted in the school's core belief that all pupils should belong, thrive and achieve, and that strong relationships, clear expectations and consistent systems enable this to happen.

A Shared Vision: The Interconnectedness of Behaviour and Attendance

Our school's behaviour approach is built on creating a culture of belonging, where pupils feel safe, respected and valued. Through the consistent teaching of the expectations be safe, be kind, be polite and be your best, pupils are supported to develop the social, emotional and behavioural skills needed to succeed.

This sense of belonging is critical to attendance. When pupils feel connected to their school community, they are more likely to attend regularly and engage positively in learning. National guidance reinforces this, highlighting that strong relationships and a sense of community are key drivers of improved attendance and pupil outcomes.

At Tidbury Green, belonging leads to pupils being able to thrive—emotionally, socially and academically—and this in turn enables them to achieve their full potential. Behaviour and attendance are therefore not separate priorities; they are mutually reinforcing elements of the same vision.

Behaviour as the Foundation for Engagement

Our Behaviour Policy establishes clear expectations, routines and consistent responses across the school. It emphasises:

- Explicit teaching of behaviour and social skills
- Strong relationships between staff and pupils
- Positive reinforcement and consistent boundaries
- Support tailored to individual needs

This creates a safe, predictable and inclusive environment where pupils can focus on learning.

A positive behaviour culture directly impacts attendance. Pupils are more likely to attend school when:

- They feel safe and supported
- They understand expectations
- They experience success and recognition
- Their emotional needs are understood

Conversely, poor behaviour experiences—whether through anxiety, unmet needs or inconsistent expectations—can contribute to avoidance and absence. Therefore, our behaviour culture also plays a preventative role in maintaining strong attendance.

Attendance as a Measure of Inclusion and Wellbeing

Our Attendance Policy recognises that being in school every day is essential for learning, development and long-term outcomes. Government guidance is clear that every day in school matters and that good attendance is strongly linked to achievement and future opportunities.

Attendance is not simply a statistic, but instead an indicator of the lived experience of pupils, seen as a reflection of our culture, our relationships and our provision. Where attendance is a concern, the school considers the underlying experiences of the pupil, including their sense of belonging, relationships and confidence in meeting behavioural expectations.

The Role of Relationships and Early Support

Both our behaviour and attendance cultures emphasise the importance of early intervention and understanding individual needs. Staff are expected to:

- Build strong, trusting relationships with pupils and families
- Identify barriers to behaviour or attendance early
- Provide appropriate support and reasonable adjustments
- Work collaboratively with families

This joined-up approach ensures that concerns about behaviour or attendance are not treated as isolated issues but as part of a wider understanding of the child.

For example:

- A pupil struggling with behaviour may also be experiencing anxiety affecting attendance
- A pupil with poor attendance may need support to re-engage with routines and expectations

Addressing these holistically supports both improved behaviour and improved attendance outcomes.

Consistency, Expectations and Accountability

A consistent whole-school approach is central to both our behaviour and attendance cultures. Clear expectations, applied fairly and consistently by all staff, create a stable environment where pupils understand what is required of them. National guidance highlights that effective behaviour systems and strong attendance processes are both key elements of a successful school culture. At Tidbury Green behaviour expectations are explicitly taught, modelled and reinforced, while attendance expectations are clearly communicated and monitored. Leaders regularly review patterns, trends and impact. This consistency supports pupils in developing self-regulation, responsibility and positive habits—key factors in good behaviour and attendance.

Leadership and Whole-School Culture

At Tidbury Green, leaders ensure that behaviour and attendance are not separate systems but part of a cohesive strategy to support pupils. This includes:

- Aligning policies and practices
- Ensuring staff confidence and consistency through training and support
- Promoting high expectations alongside strong support
- Monitoring behaviour and attendance patterns
- Evaluating the effectiveness of interventions
- Creating a culture where pupils feel safe and included

Our Commitment to Embedding a Consistent and Connected Approach

At Tidbury Green School, behaviour and attendance are intrinsically linked and together underpin the school's commitment to ensuring every pupil can belong, thrive and achieve.

A positive behaviour culture fosters a sense of belonging and safety, which encourages regular attendance. In turn, strong attendance enables pupils to engage fully with learning, build relationships and develop the skills needed for success. Through consistent expectations, strong relationships and a deep understanding of individual needs, Tidbury Green School ensures that behaviour and attendance work together to create a supportive, inclusive and high-achieving environment for all pupils. This joined-up approach ensures that high expectations are maintained while every pupil is supported to succeed.