



# Loughborough Grammar School

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Policy Title:	Attendance Policy
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Version Number:	3
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Approved By:	TBE
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Point of Contact (Reviewer):	TBE
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## Distribution policy

All pupils, parents, teaching and School Office staff to be made aware of this policy. Parents and pupils should be made aware via tutors by letter to parents. Staff in school will sign off that they have read and understood the policy

It is stored on the School's dashboard under policies

### Other Policies and Procedures to be Read in Conjunction with this Policy:

- Admissions Policy
- Behaviour, Rewards and Sanction Policy
- Child Protection and Safeguarding Policy (inc. Children Missing Education)
- LSF Leavers Process
- Mid-Year Starter Checklist
- Missing Pupil Policy
- Special Education Needs and Disability Policy
- Student Serious Disciplinary Policy

### Other Documents to be read in Conjunction with this Policy:

- Government Guidance: [Children Missing Education](#)
- Government Guidance: Keeping Children Safe in Education
- Government Guidance: Mental Health Affecting a Pupils Attendance
- Government Guidance: [Working together to improve school attendance](#)

## Introduction

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school.

In May 2022, the School's Bill introduced significant updates to the 1996 Education Bill, with a specific focus on **attendance at school**. [Subsequently, in August 2024, the Department for Education published the comprehensive guidance document titled "Working Together to Improve School Attendance"](#). This guidance aims to enhance attendance levels in schools and provides clear roles and responsibilities for various stakeholders, including parents, schools, governing bodies, and local authorities.

It is recognised that better attendance at school enhances educational outcomes and improves safeguarding of young people. Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns from the outset.

Pupils at Loughborough Grammar School are encouraged to take full advantage of their educational opportunities through maximum attendance and are expected to attend all prescribed lessons and activities. The school's research shows that participation in school is positively correlated with pupil's wellbeing. Punctuality is equally important. Parents and teachers have a duty to ensure that pupils attend school for every school day except in the case of illness or if prior permission for absence has been granted.

For the welfare, health and safety and educational benefit of all pupils, the schools register

pupils in all years, including Sixth Form and the LSF GCSE Completion Cohort. The school requires regular attendance, and the presence of pupils is checked twice daily at the start of the day during morning registration and in the afternoon.

## **1. School Attendance and the Law**

- This Policy complies with the requirements in:
- The Education Act 1996
- The Education (Pupil Registration) (England) Regulations 2006 (with amendments)

The law entitles every child of compulsory age to an efficient, full time education suitable to their age, aptitude, and any special education need that they might have.

Parents have the legal duty to ensure their child attends school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The attendance register is a legal document. Schools must take a register at the start of the morning session and again at the start of the afternoon session. At Loughborough Grammar School, we register all lessons as well as morning and afternoon registration.

Only the school (and not parents/carers) may authorise an absence. Where the reason for a pupil's absence is unexplained, that absence shall be recorded as N code. The correct code should be inputted as soon as the reason is ascertained, but no more than 5 working days after the session. If a reason for absence cannot be established after 5 working days, the code will be amended to an O code. If a reason for the absence is provided by the parent/carer, the school may decide to grant leave of absence which must be recorded using the appropriate code as set out in Working Together to Improve School Attendance.

The school will make reasonable enquiries about the reasons for absence, but it is the parent/guardian's responsibility to explain the reason for their son's absence.

Loughborough Grammar School follows guidance published by the Independent Schools' Inspectorate (ISI) regarding school attendance and guidance set out in Working together to improve school attendance.

Furthermore, Boarding pupils are covered by the Boarding Standards: National Minimum Standards and NMS 15 states: "Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times" and "Staff working within the school know and implement the school's policy in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with the police where appropriate". These place a legal requirement upon staff who have boarders in their charge to know their whereabouts at all times (or to know how to find their whereabouts), e.g. by operating a signing in and signing out system when boarders leave the school, and by registering attendance in the boarding house.

## 2. Who is Responsible for Attendance Issues at Loughborough Grammar School?

### Senior Attendance Champion: Mr T Emmet Deputy Head (Pastoral)

Attendance and Safeguarding is everyone's responsibility (Appendix 3) and concerns can be raised through CPOMS by all staff for the attention of Form Tutors, Heads of Year, SLT and Safeguarding Team, but the Deputy Head (Pastoral) and member of SLT has overall responsibility for attendance issues in LGS. The Deputy Head (Pastoral) is supported by the Designated Safeguarding Lead, Deputy Head Secretary (Pastoral),

Heads of Sections, Heads of Year and Form Tutors.

### Key Contact Details

- Grammar School Office [grammar.office@lsf.org](mailto:grammar.office@lsf.org)
- Senior Attendance Champion: Mr T Emmet Deputy Head (Pastoral) [t.emmet@lsf.org](mailto:t.emmet@lsf.org)
- Deputy Head Secretary: Mrs S Jebbett Deputy Head Secretary (Pastoral) [s.jebbett@lsf.org](mailto:s.jebbett@lsf.org)
- Pastoral Support Manager and Designated Safeguarding Lead: Mr R Ward (Designated Safeguarding Lead) [r.ward@lsf.org](mailto:r.ward@lsf.org)

## 3. Registration

Registration times for Loughborough Grammar School:

Registration Times	AM		PM	
	Open	Closes	Open	Closes
Senior School & Sixth Form	08:30-08:45	09:00	14:25-14:35	14:55

Only authorised staff (e.g. Form Tutors) may complete registers and they must be taken twice a day. Teachers will also register pupils in lessons via iSAMS.

If the electronic register is unable to be taken, the relevant school office staff will provide a paper register and will then input the information on the electronic register in the office.

If a pupil arrives at school late after the register has closed and the school is not satisfied that the reason for lateness the pupil will be coded as absent for that session (U Code).

The LSF GCSE completion cohort are registered AM and PM as per their individual timetables. Their registration closes 30 minutes after the start of their first timetabled lesson.

## 4. Monitoring

The Grammar School Office staff monitor attendance three times a day (AM, Period 4 and

PM registration) and weekly. If a staff member is concerned that a pupil is missing during the school day, they should follow the Missing Pupil Policy.

The school has a safeguarding responsibility to investigate any unexplained absence.

If an absence is unexplained, the school will make a first-day call before the end of the morning session. If no contact can be made with a parent, emergency contacts registered on iSAMS might be contacted by the end of the first day. Where absence isn't explained, concerns will be managed in line with the Safeguarding and Child Protection Policy.

The uses an attendance dashboard to monitor the attendance of cohorts and demographics, this enables the school to review procedures, interventions and identify protentional barriers for improved school attendance.

Regular school reports (at least once a half-term) are run for the attention of the Deputy Head (Pastoral), Deputy Heads Secretary (Pastoral), Designated Safeguarding Leads and Form Tutors for interpretation, support and intervention. Additional individual reports will be run for individual pupils more frequently. Attendance will feature on Safeguarding Governor Reports (termly and annually), including data and information about referrals.

Attendance is actively monitored for pupils with attendance below 95%. Extenuating circumstances, such as medical illnesses, bereavement etc. will be considered before any necessary action is taken, should attendance figures fall below certain thresholds. Attendance reports, in the first term of the school year, will require greater interpretation due to the impact of a single day's absence on attendance statistics.

Parents can access and monitor their son's attendance through the iSAMS Parent Portal and attendance figures will also be recorded on formal reports as determined by the school's reporting schedule.

When attendance becomes a concern, parents of pupils will be contacted and recorded for future reference.

<b>Threshold of Attendance</b>	<b>Associated Actions (examples)</b>
Prevention 95%	Form Tutor will be alerted and will identify any concerns, barriers to attendance and offer support as required. Attendance will be monitored.  *When appropriate, parents will be alerted.
Persistent Absence 90%	Form Tutor and Head of Year will be alerted and will identify any concerns, barriers to attendance and offer support as required (see Appendix 2). The Head of Section will have oversight. Attendance will be monitored and reviewed.  *When appropriate, parents will be alerted via a phone call, email or letter and actions to improve school attendance recorded.
Persistent Absence 85%	Pupils below 85% are likely to require targeted support.  Actions may include (in addition to above):

	<p>Parents will be alerted via a phone call, email or letter and actions to improve school attendance recorded.</p> <p>An attendance plan drafted in partnership with the school, pupil and parents. Pupil's participation in non-essential school trips and visits may be reviewed to support attendance. The attendance pattern reviewed (e.g. every 3 weeks).</p> <p>International and Sponsored Boarders – particular attention should be paid to whether the pupil is a sponsored pupil.</p>
<p>Persistent Absence</p> <p>Below 80%</p>	<p>Pupils below 80% require targeted support and formal contact with parents will be made.</p> <p>The Head of Section will take a lead.</p> <p>Actions are likely to include (in addition to above):  <b>International and Sponsored students – Home Office Border Control threshold point, school is obliged to inform the Home Office and the school's advisor on immigration matters. Parents and Guardians informed.</b></p> <p>Attendance will be monitored at a schedule set out in the plan (e.g. every two-weeks) and there will be regular communication with home, which could include home visits.</p> <p>The pupil's place at the school may be reviewed.</p> <p>A referral to the associated Inclusion Team will be considered by the Safeguarding Team.</p>
<p>Severe Absence</p> <p>Below 50%</p>	<p>In addition to the above.</p> <p>A Designated Safeguarding Lead will take the lead responsibility for coordinating targeted support in school and through the appropriate Local Authority's Children Services and Inclusion Team.</p>
<p>Sickness</p> <p>(15 days consecutively or cumulatively)</p>	<p>In according with DfE guidance the school will provide the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss <b>15 days</b> consecutively or cumulatively because of sickness.</p>
<p>Unauthorised Absence</p> <p>(10 days continuous)</p>	<p>The school will make the relevant local authority aware of every registered pupil who fails to attend school regularly and any children who have been absent from school, where the absence has been treated as <b>unauthorised</b> for a continuous period of 10 school days.</p>

Persistent absence and/or lateness to school may be managed in line with the Behaviour, Rewards, Sanctions policy.

All attendance concerns, updates and actions should be recorded on CPOMS in line with the Child Protection and Safeguarding Policy.

School reports, House and reward and recognition assemblies are used to promote the importance of attendance and celebrate positive behaviour and habits.

## **5. Punctuality**

Punctuality is essential to maximise learning and develop positive behaviours which are transferable to higher education or the workplace. Pupils are expected to be punctual in all lessons and morning and afternoon registration. Persistent lateness to school will be addressed by intervention from the Form Tutor, Head of Year and then the Head of Section.

Punctuality shows respect for others, and we therefore expect pupils to be punctual to lessons and school appointments. Teachers should track punctuality to lessons through their iSAMS registers. Pupils who arrive late to a lesson will be warned that this is unacceptable and persistent lateness will trigger an appropriate sanction from the teacher or Head of Department. Punctuality issues across lessons will be tracked via iSAMS and CPOMS and will be managed by the Form Tutor in the first instance with support from the Head of Year and or Head of Section.

If pupils expected in school, fail to register and following initial completion of checks, are still not found, staff should refer to the Missing Pupil policy.

Punctuality concerns, updates and actions should be recorded on CPOMS.

## **6. International Boarders and Sponsored Students**

It is expected that sponsored students' attendance will not drop below 80% or miss 10 consecutive days (AM and PM, is equal to one contact point) of unauthorised absence. If any of the above occurs, the school will assess the reasons behind this, and if necessary, the school will report this on the Sponsor Management System as per the sponsor guidance.

## **7. Sixth Form**

Sixth Form Pupils are expected to be in school for the full school day.

Sixth Form Pupils may leave site during lunch time at the discretion of SLT and the Sixth Form Academic Co-Ordinator.

Sixth Form Pupils must register at the start of Period 8. If they have a study period during Period 8, they must sign at the Sixth Form Office, or Reception. Failure to do so will be managed in line with the Behaviour, Rewards and Sanction Policy.

Any Sixth Form pupil leaving site for an activity (e.g. for a Professional Development Programme) must sign out at Reception and back in upon return. The school Reception and Sixth Form Office will hold list of pupils attending PDP session and will code as appropriate.

Sixth Form Pupils attending lessons at the High School will be registered by their teacher and procedures set out in this policy will be followed.

## **8. The role of Parents/Carers/Guardians**

Parents have a legal responsibility to ensure their children receive efficient full-time education by regular school attendance. Full attendance is essential to the all-round development of a child.

Parents are responsible for ensuring pupils arrive at school on time: this includes scheduled travel days for boarding pupils and each day for day pupils.

Parents also have a responsibility to inform the school of the reason for a pupil's absence and when they may be expected to return and resume their studies.

In cases of unavoidable prolonged absence due to illness or other circumstances, the School will support the pupil and family by coordinating appropriate work to be completed at home (e.g. through FireFly).

## **9. Granting Leave of Absence**

The School can grant a leave of absence when a pupil needs to be absent from school with permission. In accordance with Working Together to Improve School Attendance the School will restrict leave of absence to specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. These circumstances are:

- Taking part in a regulated performance or employment abroad.
- Attending an interview.
- Study leave (external exam).
- A temporary, time limited part-time timetable.
- Exceptional circumstances.

Absence from school for a routine appointment during the school day, such as doctor or dentist must be requested either via the Form Tutor, the School Office ([grammar.office@lsf.org](mailto:grammar.office@lsf.org) or 01509 233233 option 1) or via iSAMS Parent Portal.

Any absence from school for up to one day is to be approved by the Form Tutor.

Permission for a pupil to be out of school for more than one day's absence is at the discretion of the Deputy Head (Pastoral). Requests should always be made in writing by the parents via the Grammar School Office and copying in the Form Tutor.

Pupils are expected to maintain contact with their teachers during periods of absence and catch up on any missed work in a timely manner.

## **10. Illness or medical appointment Illness**

Parents should notify the school on the first day their son is unable to attend due to illness.

It is the School's decision whether to accept a reason for a child's absence and whether to authorise that absence. In most cases, a parent's note explaining their child was ill will be accepted without question or concern. In exceptional circumstances, further evidence of a



pupil's illness or medical appointment may be requested. However, the school can challenge parents' statements or seek additional evidence if they have any concerns regarding a child's attendance.

Pastoral Leaders, with support from the School Nurses, will work with parents to help address any concerns about elevated levels of absence due to illness, including agreements about accessing additional services to provide appropriate support to pupils, particularly for long term illness.

The types of scenarios when medical evidence may be requested include:

- Where a pupil is persistently or severely absenting from school.
- There are frequent odd day absences due to reported illness.
- The same reasons for absence are frequently repeated.
- Where there is a particular medical problem and school may need evidence to seek additional support/provide support.
- There are concerns about behaviour and/or safeguarding.

### **Medical and Dental Appointments**

Parents are encouraged to make medical or dental appointments outside of school hours. Where this isn't possible, parents should request leave in advance of the appointment.

## **11. Holidays**

Parents are expected to use school holidays for family holidays etc. The school asks that parents and guardians adhere to the school term dates published a year in advance and only make a request if it is unavoidable.

In accordance with the DfE expectations, a need or desire for a holiday or other absence for leisure and recreation is not an exceptional circumstance. Therefore, it is unlikely that a leave of authorised absence will be granted for the purposes of a family holiday.

Requests for more than one day should always be made in writing by the parents, to the Deputy Head (Pastoral) via the Grammar School Office and copying in the Form Tutor.

The School will not provide work for pupils who have chosen to take a holiday during term time, and it is the parents and pupil's responsibility to inform their teachers and the Music School if they are going to miss any paid lessons.

## **12. Holidays - International Boarders and Sponsored Students**

We recognise that it can be difficult to book appropriate flights and in the case of boarders where it has not been possible for a flight to be booked for the last day of term/half-term, we would expect them to stay with their guardians overnight and to fly home the next day. Boarders are also given a travel day to assist with travel plans. Overseas boarders and their parents or guardians arrange their travel through the Boarding Administrator who ensures compliance with the pupil's visa and asks the Head of Boarding for any departures which deviate from the end of term date.

### **13. Requests for Regular Time out of School (Including Alternative Provisions)**

Requests for pupils to miss school regularly should be made in writing to the Deputy Head Pastoral via the Grammar School Office. Only requests for elite/high performance pupils will be considered (e.g. professional sports or drama academies) and each request will be assessed on its individual merits. Before granting permission, the school will ask for key safeguarding information about the alternative provision (e.g. Child Protection and Safeguarding Policy and direct contacts). It is the responsibility of the parents to collate the information required for the school. The explicit expectation is that these pupils will actively catch up on work missed in these lessons and the impact of the time out of school will be reviewed regularly.

The School works closely with Loughborough University LUNTA programme and regularly shares information about attendance and scheduled time out of timetabled lessons and school.

### **14. Religious Observance**

A day's leave of absence can be granted for religious observance as authorised absence. The school may only record one day as religious observance, which is a day is exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves). More than one day will be considered as a leave of absence.

Requests for absence due to religious festivals will be considered on a case-by-case basis.

### **15. Responsibility of Pupils in the Grammar School**

Pupils have a responsibility to attend school when they are fit and well and to arrive at School in time for morning registration at 8.30am. If a pupil needs to leave the school site during the school day, their parents must have informed the School before the absence and the pupil must sign out at Reception.

If a pupil is ill during the day, they must obtain leave from their teacher and then make their way to the Health and Wellbeing Centre where they can be assessed. If a pupil is not well enough to return to lessons a member of the Medical Centre will contact the pupil's parents to collect them.

Failure to attend school regularly and punctually or failing to attend registration without good reason or leaving the school without signing out at reception constitutes a breach of the School's Behaviour, Reward and Sanction Policy and may lead to formal disciplinary action being taken.

Pupils in certain year groups may be granted study leave during periods of public examinations.

### **16. University Open Days**

We appreciate that open days are an important part of the university application process, and we encourage pupils to attend them to make well-informed decisions about their next steps. Every student is permitted two days out during school time to attend university open days. We kindly ask that the rest are booked at weekends or during school holidays. These do not need to be requested from the Head. However, please do inform the Head of Sixth Form of these planned absences.

## **17. Responsibilities of Staff**

Attendance is everyone's responsibility (Appendix 3) and all staff should record their concerns and actions in line with the Child Protection and Safeguarding Policy on CPOMS.

Staff must register attendance in each of their lessons using iSAMS within the first 10 minutes of their lesson. Any absence must be followed up by Reception and staff know to email Reception if they have pupils missing from their lesson who should be present.

## **18. Children at Risk of Missing or Being Absent from Education**

The School will report to the Local Authority if it has a serious concern over a pupil's attendance or the pupil has been absent, without the school's permission, for a continuous period of ten days or more.

A child missing or absent from education is a potential indicator of a range of safeguarding issues including neglect, radicalisation, child sexual/criminal exploitations - particularly County Lines. Staff should follow the Child Protection and Safeguarding Policy if a concern relates to a child missing or absent from education, particularly on repeat occasions. This will help identify any risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

If a child is in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate) in line with the Child Protection and Safeguarding Policy.

The Leicestershire County Council's Inclusion Team set out an operational framework for children 'missing out on education' and more guidance for school staff on how to work in partnership with Children Services can be found on their website.

Leicestershire's Inclusion Team can be contacted via: Telephone: 0116 305 2071

Email: [inclusionpupilsupport@leics.gov.uk](mailto:inclusionpupilsupport@leics.gov.uk)

Inclusion Service Leicestershire County Council County Hall  
Glenfield  
Leicester LE3 8RF

See Child Protection and Safeguarding Policy (inc. Children Missing and Absent from Education) for further information.

## **19. Special Education Needs and Complex Barriers for Attendance**

All children have the right to an education. Therefore, the attendance ambition for pupils with complex physical, mental health, and special educational needs should be equal to that of any other child. However, additional support may be necessary to overcome barriers to school attendance for these pupils.

Adjustment to practice and policies will be considered to help meet the needs of pupils who are finding it difficult to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010.

Where appropriate the school will work together with families and a range of agencies (e.g. mental health support teams, GPs) to support school attendance as determined by their individual needs.

## **20. Part-Time Timetables**

In very exceptional circumstances, where it is in the pupil's best interests, there may be a need for the school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.

A part-time timetable will:

- Have the agreement of both the school and the parents that the pupils normally live with
- Have a clear ambition and be part of the pupil's wider support.
- Have regular review dates to ensure the shortest time necessary.
- Have a proposed end date which the pupil is expected to attend full-time.

The Designated Safeguarding Lead (or Deputy) will work with the family to write a risk-assessment for period the pupil isn't in school full-time and ensure that all stakeholders are informed (for example, Local Authority (EHCP) Social Worker or Youth Offending Team).

## Appendix 1: Attendance Codes from August 2024

Refer to working together to improve school attendance for code descriptors.

Code	Description
N	No reason yet provided for absence
B	Any other approved educational activity
C	Leave of absence for exceptional circumstances
C1	Regulated employment
C2	Part-time timetable
D	Dual registration at another school
E	Suspended or permanently excluded
G	Holiday not granted by the school
I	Illness
J1	Interview for employment or other educational institution
K	Educational provision arranged by LA
L	Late before the register is closed
M	Medical/Dental Appointment
O	Unauthorised absence
P	Approved sporting activity
Q	Lack of access arrangements
R	Religious observance
S	Study leave public examinations
T	Parent travelling for occupational purposes
U	Arrived in school after registration closed
V	Educational visit or trip
W	Work Experience
X	Non-compulsory school age pupil not required to attend school
Y1	Transport not available
Y2	Widespread disruption to travel
Y3	Part of school premises closed
Y4	Unexpected closure of whole school site
Y5	Pupil in criminal justice detention
Y6	Public health guidance or law
Y7	Any other unavoidable cause
Z	Prospective pupil not on admissions register
#	Planned whole school closure

## **Appendix 2 Supporting Attendance and Removing Barriers**

Below are some of the adjustments and strategies that LGS might employ to support a pupil who is avoiding school for emotional based reasons. The list is informed by best practice but isn't exhaustive.

1. **Individualised Approach by Staff:**
  - Staff members should take an individualised approach to each child. By understanding their unique needs and challenges, they can break down barriers to attendance.
  - The emphasis should be on creating an environment where children feel ready to learn, safe, and confident.
2. **“Meet and Greet” Support:**
  - After a period of absence, some pupils can benefit from a personalised “meet and greet”. This helps ease their transition back into school.
3. **Adaptive Seating Plans:**
  - Seating plans during lessons can be adapted to accommodate Emotional- Based School Avoidance (EBSA). Strategic seating arrangements can enhance comfort and engagement.
4. **Short-Term Lesson Withdrawal:**
  - For students struggling with anxiety about attending school, consider allowing short-term withdrawal from lessons. During this time, they can work on emotional regulation, building resilience.
5. **“Time Out” Cards:**
  - Provide students with “Time Out” cards. These cards allow them to avoid main transition times in corridors between classes. They can leave lessons and go to designated spaces when needed.
6. **Phased Timetabling:**
  - Implement a short period of phased timetabling to facilitate a smooth transition back into school. This approach doesn't require full-time attendance but focuses on gradual reintegration.
7. **Open Communication Channels:**
  - Ensure that pupils are aware they can speak with anyone they trust. Staff members should know how to provide help or direct students to appropriate support (e.g., Tutor, Head of Year, Head of Section or Designated Safeguarding Lead).
8. **Peer Support:**
  - Pair students up with mentors from older year groups (Y11/13). These mentors can receive specific training to support their peers.
9. **Counselling and Health and Wellbeing Support:**
  - Counsellors and School Nurses can support a pupil with emotional based school avoidance.
10. **Anti-Bullying Initiatives and Wellbeing Awareness Initiatives:**
  - Promote anti-bullying, arrange mental health awareness days and sessions for pupils. These events promote understanding, reduce stigma, and encourage proactive well-being.

### Appendix 3: LGS Attendance is Everyone's Responsibility

