



Attendance, Behaviour, Safeguarding and Inclusion inc Personal Development and Wellbeing

Our approach

At Steeton, attendance, behaviour, safeguarding, inclusion and personal development are not separate aspects of school life. They are interconnected and rooted in a simple principle: every child should belong, feel safe, be included and be given what they need to thrive.

We know our children and families well. We recognise that barriers to attendance, learning, behaviour and participation are different for every child, and that effective support begins with understanding those barriers rather than simply responding to their consequences.

Safeguarding underpins everything we do. It is not treated as a standalone improvement activity, but as an established culture of vigilance, professional curiosity, strong relationships and early intervention that runs through every priority within this plan.

During 2026-27, we will build upon our existing strengths while further developing an inclusive culture in which children learn to understand themselves and others, develop positive relationships and experience a rich and purposeful education that prepares them for life beyond Steeton.

Strategic Priority 1

Reduce persistent absence by understanding and addressing the barriers that continue to prevent some children from attending school regularly.

Why this matters:

Regular attendance is fundamental to children's achievement, relationships, wellbeing and sense of belonging at Steeton. While our Inclusion Leader has worked persistently with children and families to improve attendance, persistent absence remains a significant challenge and has not reduced as we would want.

During 2026-27, we therefore need to move beyond simply identifying and responding to poor attendance. We will look more closely at the children behind the data: who is persistently absent, what is preventing regular attendance, what action has already been taken and, importantly, why that action has not always resulted in sustained improvement.

Our approach will continue to combine high expectations with support. We will work alongside families, challenge where appropriate and involve external services when necessary, while recognising that barriers linked to SEND, emotional wellbeing, family circumstances and vulnerability may require different responses.

Success will not simply be measured through an improvement in the headline attendance figure. We want to see fewer children becoming persistently absent, existing persistent absentees attending more regularly and evidence that the actions we take are making a difference.

Ref	Key Action	Success – what will it look like?	Impact Evidence – how will we know?	Lead	By
ABSI1.1	Undertake a detailed review of persistent absence, identifying the children, groups and underlying causes behind the data and evaluating the effectiveness of action already taken.	Leaders have a precise understanding of why persistent absence remains high and where previous approaches have or have not worked.	PA analysis identifies patterns, barriers and recurring themes; individual cases show previous action and its impact; findings inform next steps.	Inclusion Lead / HT	Autumn

ABSI1.2	Strengthen individual attendance plans for pupils who are persistently absent or at risk of becoming persistently absent, ensuring actions respond to the actual barriers affecting each child.	Support and challenge are proportionate, timely and individual rather than a standard sequence of attendance actions.	Plans identify barriers, actions, responsibilities and review points; case reviews demonstrate whether actions are improving attendance and are adapted when they are not.	Inclusion Lead	Ongoing
ABSI1.3	Identify pupils approaching the persistent absence threshold early and intervene before poor attendance becomes established.	Fewer pupils move into persistent absence during the year.	Regular tracking identifies pupils at risk; evidence of early contact/action; number and proportion of pupils moving into PA reduces over time.	Inclusion Lead	Ongoing
ABSI1.4	Strengthen work with families where persistent absence has become entrenched, combining practical support and relationship-based work with clear expectations, challenge and escalation where appropriate.	Families understand expectations and barriers are actively addressed; school does not allow repeated absence to drift without purposeful action.	Case records demonstrate regular review, support and appropriate escalation; targeted pupils demonstrate improved attendance wherever possible.	Inclusion Lead / HT	Ongoing
ABSI1.5	Analyse the relationship between persistent absence and SEND, disadvantage, SEMH, safeguarding and other vulnerabilities so that attendance concerns are considered as part of the whole child's needs.	Attendance is not treated in isolation where wider needs are contributing to absence.	Attendance, CPOMS and SEND information are considered together; appropriate support/referral is evident; case studies demonstrate coordinated responses.	Inclusion Lead / SENDCo	Termly
ABSI1.6	Maintain regular strategic oversight of persistent absence through SLT and governors, focusing discussion on impact and movement, not simply reporting figures.	Leaders and governors understand whether strategies are working and challenge where there is insufficient improvement.	Termly reporting shows movement into and out of PA, individual improvement and deterioration, impact of intervention and resulting leadership action.	HT / Inclusion Lead	Termly

Strategic Priority 2

Children develop the skills to understand themselves, regulate their emotions and behaviour, build positive relationships and contribute to a calm, respectful and supportive school community.

Why this matters:

Behaviour at Steeton is fundamentally about relationships. Our revised Relationships and Behaviour Policy reflects an increasingly restorative approach in which high expectations, clear boundaries and appropriate consequences sit alongside understanding, reflection and repair.

We also recognise that behaviour can communicate underlying need. Building on whole-staff trauma-informed practice training undertaken in September 2026, we will continue to develop staff understanding of how trauma, attachment, emotional regulation and individual need can affect children's readiness to learn and their responses to situations.

During 2026-27, our focus will move beyond embedding the revised policy towards developing a more consistently trauma-informed and relational approach across school. This does not mean lowering expectations or excusing behaviour; it means ensuring that staff understand what may sit behind behaviour and respond in ways that help children regulate, reflect, repair and succeed.

Alongside this universal approach, we will strengthen targeted support for children who need more. Developing our internal expertise through INPP and ELSA will increase our capacity to identify need early and provide appropriate, structured support within school.

Ref	Key Action	Success – what will it look like?	Impact Evidence – how will we know?	Lead	By
ABSI2.1	Embed the revised Relationships and Behaviour Policy so that restorative principles, high expectations and appropriate responses are understood and applied consistently across school.	Children experience a predictable and consistent approach while individual needs and circumstances continue to be recognised.	CPOMS analysis, pupil/staff voice and monitoring demonstrate increasing consistency; repeated patterns lead to appropriate intervention rather than repeated sanction alone.	SENDCo / SLT	Ongoing
ABSI2.2	Build upon September whole-staff training to further develop a consistent trauma-informed and relational approach, strengthening staff understanding of trauma, attachment, regulation and behaviour as communication.	Staff confidently apply trauma-informed principles while maintaining high expectations and appropriate boundaries. Responses increasingly reflect an understanding of individual need rather than focusing solely on presenting behaviour.	Staff voice and monitoring demonstrate increased confidence and consistency; observations and case studies demonstrate trauma-informed approaches in practice; CPOMS records evidence appropriate consideration of underlying need and resulting support.	SENDCo / SLT	Ongoing
ABSI2.3	Further develop children's emotional literacy, regulation and ability to reflect upon and repair relationships following difficulties.	Children increasingly have the language and strategies to recognise and communicate emotions, regulate themselves and participate meaningfully in restorative conversations.	Pupil voice, observations and individual case evidence demonstrate increasing ability to regulate, reflect and repair.	SENDCo / Staff	Ongoing
ABSI2.4	Develop the school's targeted SEMH and regulation offer by using the SENDCo's INPP therapist qualification and training a member of staff in ELSA, with planned delivery of ELSA support later in the summer term.	Children requiring additional support can access appropriate targeted intervention within school, complementing the universal relational and trauma-informed approach.	ELSA training is successfully completed and provision established; appropriate pupils are identified through clear referral processes; INPP expertise is used appropriately within the school's graduated response; baseline and review information demonstrates the impact of targeted support.	SENDCo / ELSA	Summer

ABSI2.5	Use safeguarding, behaviour, SEND and wellbeing information collectively to identify children whose behaviour may communicate unmet need, trauma or increasing vulnerability.	Staff remain professionally curious and consider behaviour in the context of the whole child, enabling earlier identification and support.	CPOMS and SEND records demonstrate connections between concerns; appropriate support, intervention or referral follows; case studies demonstrate coordinated responses and impact.	DSL / SENDCo	Ongoing
ABSI2.6	Review behaviour and engagement during less structured parts of the day, particularly lunchtimes, and further develop purposeful opportunities for positive play, activity and interaction.	Lunchtimes are inclusive, active and enjoyable, with fewer avoidable incidents arising from unstructured time.	CPOMS patterns, pupil voice and observations demonstrate improved engagement; participation in organised activities increases; identified behaviour patterns reduce.	SLT / Sports & Play Staff	Termly
ABSI2.7	Ensure responses to bullying, discriminatory behaviour and harmful language are consistently understood, recorded, addressed and followed through.	Pupils trust adults to respond appropriately and understand why discriminatory or harmful behaviour is unacceptable.	CPOMS analysis identifies patterns; follow-up is evident; pupil voice demonstrates confidence in adults; repeat incidents are appropriately challenged and supported.	DSL / SENDCo	Ongoing
ABSI2.8	Maintain meaningful opportunities for children to learn about safety, healthy relationships, protected characteristics, difference and life in modern Britain through curriculum, assemblies and wider school life.	Children demonstrate age-appropriate understanding, respect difference and know how to seek help when they need it.	Pupil voice and curriculum monitoring demonstrate secure understanding; provision is coherent rather than reliant upon isolated events or assemblies.	PSHRE Lead / SLT	Ongoing

Strategic Priority 3

Design a distinctive Steeton approach to cultural capital that defines what we want every child to know, experience and become during their time with us.

Why this matters:

At Steeton, personal development is not a collection of additional activities or experiences. It is an integral part of our commitment to Learning for Life.

During 2026-27, leaders will take time to define what cultural capital means for our children and our community, and to consider deliberately the knowledge, experiences, opportunities and wider development we want every child to encounter during their time at Steeton.

This will not be about creating a checklist of trips, clubs or experiences. We will develop a coherent and ambitious strategy that builds upon our curriculum, personal development provision and wider opportunities, while recognising the particular barriers some pupils may face.

2026-27 is deliberately a year of research, reflection and design. The resulting strategy will provide a clear entitlement for all pupils and will be ready for implementation as part of Steeton's next chapter from September 2027.

Ref	Key Action	Success – what will it look like?	Impact Evidence – how will we know?	Lead	By
ABS13.1	Define what cultural capital means at Steeton and establish the principles that will underpin our approach.	Leaders have a clear, shared and meaningful definition reflecting Steeton's context, values and ambition for its pupils.	Agreed rationale and principles; leaders and governors can articulate its purpose and connection to Learning for Life.	HT / DHT	Autumn

ABS13.2	Audit existing curriculum provision, enrichment, pupil leadership, community opportunities and wider experiences across EYFS-Year 6.	Leaders understand existing strengths, duplication, inconsistencies and gaps.	A whole-school map clearly identifies the current entitlement and areas requiring development.	HT / DHT / Leaders	Autumn
ABS13.3	Use pupil, staff, parent and governor voice to explore what our community believes children should know, experience and be able to do before leaving Steeton.	The strategy reflects the aspirations of the community rather than being designed solely by senior leaders.	Consultation identifies themes and aspirations and leaders demonstrate how these have influenced the emerging strategy.	HT / DHT	Autumn / Spring
ABS13.4	Identify where disadvantage, SEND, family circumstances or other barriers may limit children's access to experiences and deliberately build equity into the emerging entitlement.	The strategy is genuinely designed for every Steeton child and does not depend upon experiences pupils may receive outside school.	Identified barriers influence proposed provision; inclusion and equity are evident throughout the emerging framework.	HT / DHT / Inclusion Lead	Spring
ABS13.5	Develop a coherent progression and entitlement from EYFS to Year 6 identifying the knowledge, experiences, opportunities and wider personal development Steeton believes matter.	A clear framework demonstrates how cultural capital will build progressively without becoming a checklist of disconnected experiences.	Draft framework demonstrates purposeful progression and meaningful curriculum connections across EYFS-Year 6.	HT / DHT	Spring

ABS13.6	Connect the emerging strategy with existing strengths including PSHRE, protected characteristics, British values, pupil leadership, enrichment, reading, sport, arts and community involvement, pruning duplication rather than creating another layer of provision.	Cultural capital strengthens and connects existing provision rather than creating unnecessary additional workload.	Existing provision is mapped into the strategy; duplication is identified and removed; staff understand how existing work contributes to the entitlement.	HT / DHT / Leaders	Spring / Summer
ABS13.7	Finalise the Steeton Cultural Capital Strategy and implementation plan ready for launch in September 2027.	Staff and governors understand the agreed approach and implementation is realistic, purposeful and sustainable.	Final strategy approved; implementation plan, staff development requirements and evaluation approach agreed for 2027-28.	HT / DHT	Summer