



Steeton Primary School Development Plan 2025-26

Behaviour and Attitudes

(Attendance and Behaviour, Safeguarding and Inclusion)

Ofsted Framework Context:



Attendance and Behaviour:

- whether leaders and other staff create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive
- the impact of the school's work on the attendance, behaviour and attitudes of all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers

Safeguarding:

- the school establishes an open and positive safeguarding culture that puts pupils' interests first
- leaders take an effective, whole-school approach to safeguarding

Inclusion:

leaders and staff identify and support:

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

Desired Outcome	Milestones	MS Ref	By	Term	RAG
Leadership actions secure consistently high standards of behaviour and attitudes across school, ensuring pupils attend regularly, arrive punctually, and conduct themselves positively in all areas of school life	Inclusion Lead continues to drive attendance so that all data is in line with or above national averages. Regular meetings with Bradford attendance officer. Close liaison with parents of children below threshold (excluding illness). Patterns established. Attendance data shared with governors.	BA1	SK/CR	Termly	
	Persistent lateness addressed through targeted strategies. Engagement with families of persistently late pupils. Explore motivational approaches to encourage punctuality. Impact reported to governors.	BA2	SK/CR	Termly	
	Review Relationships and Behaviour Policy. Gather and act upon feedback from pupils, parents, staff, and governors. Revised policy implemented and shared with stakeholders.	BA3	SK/CR	June 26	
	Any incidents of exclusion or bullying are rare and handled with restorative approaches. Review how any bullying is managed and dealt with. Seek feedback from parents to evaluate effectiveness and identify areas for improvement. Findings to inform policy and practice.	BA4	SK/CR	June 26	
	Review playtime behaviour using CPOMS records. Identify patterns and issues. Develop training for lunchtime supervisors to support structured play. Use pupil voice to inform playtime improvements and provide activities that engage all.	BA5	SLT	Spring term	

Leaders ensure equality, diversity, and inclusion are central to strategy and practise.	Leaders actively monitor outcomes for all pupil groups (SEND, disadvantaged, EAL, minority groups) and act where gaps exist.	BA6	SLT	Termly	
	Seek feedback from pupil, staff, and parent surveys regarding inclusion and culture.	BA7	SK/CR	Spring	
	Continue with SVP to give all pupils a voice and opportunity to feed into school systems and procedures	BA8	SK	Termly	
	'Is it actually a disaster?' training for all staff	BA9	SK	10/11/25	