



THORNTON PRIMARY SCHOOL

Love • Respect • Ambition
School Improvement Plan 2024-2026

Key Priority: To improve the consistency of behaviour management strategies in all areas of school, to reduce low and moderate level behaviour issues.

Consistency is key: consistency and coherence at a whole-school level are paramount.

Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management
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This School Improvement Priority works in conjunction with Priority 1: To develop positive learning behaviours that will ensure children remain on task and focused throughout lessons leading to improved learning and behaviour outcomes.

It also aligns with our rule of 3:

Our Three School Rules • Be Responsible for your behaviour and your learning. • Be Ready to work hard, listen and do as you are asked. • Be Kind, respect yourself, our community and our school

Our School Values Love Respect Ambition

Our Three Key Learning Behaviours Active Listening, Pride, Resilience

Intention	The Active Ingredients and Implementation	Staff Responsible	Monitoring Implementation	Impact on teaching and pupil outcomes	Evaluation of Implementation
<p>All staff are fully aware of the findings from school led surveys.</p> <p>Plans for changes to specific areas are shared with all members of staff so that they fully understand what is expected to ensure</p>	<ul style="list-style-type: none"> Staff surveys to assess required professional development. Pupil surveys to gain insight into behaviour & culture in classrooms, communal areas of school. Evaluate current Behaviour Policy and Systems. 	<p>DA to lead</p> <p>SLT to support</p> <p>Teachers and Support Staff to be consulted</p>		<p>At this stage, there won't be an impact on teaching or pupil outcomes.</p>	



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<p>consistency in approaches at classroom and whole school level.</p>	<ul style="list-style-type: none"> Monitor each area of school so that an assessment can be made about what needs to change. 				
<p>Specific professional development is provided to all Teachers and TAs to ensure each area identified for improvement is addressed. All changes are implemented across classrooms, Key Stages and Whole School.</p>	<ul style="list-style-type: none"> Professional development for all teaching staff including key messages as well as specific areas of behaviour management identified in Phase 1. Implement changes to whole school systems. 	<p>DA to lead SLT to support Teachers and Support Staff to implement</p>	<p>Monitoring specific areas of behaviour management will be included on each Monitoring Overview from Autumn 1. All staff will be made aware of which areas will be monitored in advance so that they are able to clarify what strategies and techniques they need to utilise.</p> <p>Behaviour will form a judgement of each lesson observations/learning walk and feedback provided to support the staff in improving this area of teaching.</p>	<p>Improved systems will lead to less lost learning time. School will be calmer and more purposeful as all staff and children will better understand expectations of behaviour in all areas of school.</p>	
<p>Ensure each adaption to behaviour systems is fully engrained and applied by all members of staff all of the time.</p>	<ul style="list-style-type: none"> Monitor and adapt changes to whole school behaviour systems. Implement changes to classroom behaviour. 	<p>DA to lead SLT to support Teachers and Support Staff to implement</p>			

References:



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[EEF blog: Managing behaviour – the challenge of consistency | EEF](#)

[Improving behaviour in schools](#)

[The flex: reasonable adjustment in the classroom for pupils with SEND – SEND Matters](#)

[The importance of consistency to support positive behaviour - Norfolk Schools and Learning Providers - Norfolk County Council](#)

[Behaviour in Schools - Advice for Headteachers and school staff Feb 2024](#)