



**ENDEAVOUR**  
Federation

# **Castlefield Campus**

## **School Development Plan 2023 - 2024**

# Vision

A centre of excellence built on a relational approach, where pupils feel safe to explore and enjoy learning, achieving positive outcomes and successful futures for all.

# Purpose

To provide a nurturing learning environment that ensures children thrive and achieve academically, emotionally and culturally.



# **2023/2024 Priorities**

1. To develop a joy for reading.
2. To develop a numeracy strategy.
3. To improve pupil attendance.
4. To broaden the curriculum offer and improve staff pedagogy.
5. To improve parental communication and engagement.
6. To improve staff retention and induction.
7. To improve pupils' access to therapy.
8. To further develop Restorative Practice across the schools.
9. To continue to focus on staff and pupil well-being.
10. To develop the role of Mental Health lead.
11. To further develop safeguarding procedures.

## 1. Joy of Reading

Priority 1: To develop a joy of reading.

- To improve phonic awareness.
- To develop vocabulary acquisition.
- To develop opportunities for reading for pleasure.

Success Criteria:

- 80% of pupils on literacy interventions (Ruth Miskin) will make expect or above expected progress in reading ages.
- 80% of pupils using Bedrock will make expect or above expected progress in vocabulary acquisition.
- All pupils will have access to and time to read for pleasure.
- To continue embedding Fresh Start and Bedrock to support secure phonic knowledge and vocabulary acquisition.
- To develop a consistent approach to developing handwriting across the Federation which will have a positive impact on pupils' presentation in all subjects.
- To provide opportunities for structured talking.
- Combine written instruction with reading in every subject.
- To improve reading fluency and comprehension of struggling readers.
- To proactively analyse data linked to interventions.

Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
<p>1.1.1 To improve phonic awareness</p> <p>Pupils' phonic knowledge is improved through a systematic approach to its teaching</p> <p>Fresh Start assessment is used effectively to improve pupil outcomes</p>	<p>All new pupils to be assessed for phonic understanding using Fresh Start assessment</p> <p>Fresh Start to be delivered either whole school or as a 1:1 for all children needing phonic input</p>	Sept 23	<p>KC whole school oversight</p> <p>Literacy keyworkers.</p> <p>1 to 1's</p>	All children making progress and becoming secure in their phonic knowledge (unless specific SEN barrier)	Ruth Miskin cost £450	

	Assessment in Fresh Start used at 6-week junctures to ensure targeted learning for pupils and increased progress					
1.1.2 To develop vocabulary acquisition Bedrock is implemented to improve vocabulary acquisition at KS3  GCSE Bedrock is used successfully to support the language of the GCSE courses	When secure in phonics, pupils to be moved onto Bedrock Vocabulary intervention  To develop the use of Bedrock at KS4, to support the development of functional language for GCSE	Sept 23 Assessed monthly  Sept 2023	KC whole school oversight  All teaching staff  Literacy intervention key worker	All pupils identified as needing vocabulary support and using the Bedrock Scheme, to make progress from their starting points  Literacy staff proactively using Bedrock tool to assess and identify areas for development in pupils  Pupils in KS4, accessing KS4 Bedrock as part of revision work KS4 pupils to have made progress from their starting points in English	Bedrock cost £999 Bedrock GCSE Cost (£2.00 per learner GCSE)	
1.1.3 (reading)  To improve reading fluency of lower ability readers	Using GL Reading and spelling data SENCO/Literacy TA to identify readers stage 3 and below to have additional interventions using Rapid Reading (in	Sept 23 Assessed Jan July 23	SENCo KC Literacy TA's	Literacy TA uses accurate assessment to track struggling readers and ensure they are making progress through additional reading practise	Time  Licence costs	

	<p>class with TA + 1:1) (ensure data led)</p> <p>Dyslexic pupils are accurately identified and receiving appropriate interventions to support reading difficulties</p>			<p>Nessy or Beat Dyslexia are being delivered systematically to support pupils' reading difficulties</p> <p>Data is used proactively to assess impact or target additional support</p>	<p>£159.99 for beat dyslexia books</p>	
<p>1.1.4 (Speaking &amp; Listening)</p> <p>To develop writing skills through developing oracy skills</p>	<p>Opportunities for Planned structured talk are included in the timetable E.g. Current events PSE and teacher planning Talking book reviews</p>	<p>Sept 23</p>	<p>English Co-ordinator SENCo Literacy TA</p>	<p>Planned structured talk has a positive impact on pupils' writing and vocabulary acquisition as evidenced in writing data</p>		
<p>1.1.5 (Developing Writing)</p> <p>To improve writing across the schools</p>	<p>SENCo and Literacy TA work with subject teachers to identify opportunities for reading and writing instruction in all subjects</p>	<p>Sept 23</p>	<p>SENCo Literacy TA</p>	<p>All teachers understand it is their responsibility to improve literacy skills Pupils have opportunities to read and write in every subject they study</p>		
<p>1.1.6 (Grammar)</p> <p>To improve grammatical understanding across the schools</p>	<p>Schools implement the Grammar package in Bedrock Learning to improve pupils' understanding of grammar</p>	<p>Spring 23</p>	<p>English Co-ordinator SENCo Literacy TA</p>	<p>Schools budget for additional cost of grammar resources in Bedrock Learning (minimum package is £899. This provides access to our grammar and vocabulary curriculum, for</p>		

	<p>Grammar is explicitly taught at KS3 with teachers identifying opportunities to embed it in text-based lessons</p> <p>Grammar resources are developed which combine Elklan strategies (N.O)</p>			<p>up to 90 students for 12 months. (£9.99 a year for additional students)</p> <p>Schools timetable Bedrock Grammar into weekly timetable</p> <p>A cross Fed working party is set up to develop grammar resources using ELKLAN strategies</p>		
<p>1.1.7 (Handwriting)</p> <p>To improve handwriting across the schools</p>	<p>To (re)train staff in the Morells handwriting scheme, agree appropriate training day and contact Sue Smits</p> <p>All schools to purchase handwriting resources, Literacy TA/Co-ordinator audits current stock and orders (booklets and fine motor tools) to support improving handwriting across the schools</p>	Nov 23	Form staff Intervention staff	<p>Staff are confident to deliver the scheme</p> <p>Handwriting Sessions are planned in the timetable</p> <p>All pupils with handwriting issues show progress from their starting points</p> <p>Literacy TA/Co-ordinator plan a display looking at handwriting samples from</p>	<p>Teacher books £100</p> <p>Pupil printable books £10</p> <p>Training by Morells is £360 x2 hour sessions</p>	

	<p>(individual schools chose whole school or individual basis)</p> <p>Identify all pupils with poor handwriting, pupils to complete letter join books (X3)</p> <p>Optional-pupils unable to use cursive script, complete letter join books (x3)</p> <p>Pupils further develop handwriting out of the scheme, using school exercise books (Cripps/Nelson Scheme modelled by teacher/1:1)</p>			<p>the start and end of the scheme</p> <p>Pupils are able to transfer new writing style out of the scheme books and into exercise books</p>		
1.1.8 To develop the joy of reading	<p>Create a reading spaces in Key stage 4 and PET.</p> <p>Have a rolling programme of book/magazine purchases</p>	<p>April 2023</p> <p>Every new financial year</p>	All staff	<p>Pupils will read for pleasure in their own time i.e. borrowing books.</p> <p>Pupils have a range of literacy materials to access</p>	<p>£ 400 furniture</p> <p>£ 2000 a year</p>	



	Regular literacy events throughout the year					
	Literacy training focus every half term.					
1.1.9 To develop in-depth reading opportunities across the curriculum	All curriculum plans have areas to develop literacy clearly embedded  Literacy/ English lead will attend each collaborative working group.	Ongoing	English lead Teaching staff	Collaborative working groups meet with a focus on literacy.  English lead QA the curriculum maps.	M+NA	
<b>2. To develop a numeracy strategy</b>						
Priority 1: To assess where pupils have gaps in knowledge, To create a bespoke intervention plan for these pupils. To monitor progression.			Success Criteria: <ul style="list-style-type: none"> <li>70% of pupils to make expected/more than expected progress on intervention programme.</li> <li>Intervention programme set up and running</li> <li>Gaps in knowledge clearly identified</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
2.1.1 Implement catch up numeracy intervention	Intervention plan will be more data driven	Summer 23	Maths leads SLT	The programme will be targeted at pupils with most need.		
2.2.2 Identify and train staff capable of delivering maths	Staff survey of skills	Summer 23	SLT	Staff will be identified that can deliver interventions.	Possible staffing role?	

	interventions (2 per site)						
2.1.2	Identify pupils below XXX who would benefit from catch up maths	SENCo/Exams officer to identify pupils working below XXX	Sept 23	Exams officer	Pupils are identified for interventions.		
2.1.3	Develop support timetable to deliver maths intervention	Timetable for interventions produces	Sept 23	Exam officer	Intervention timetable in place.		
2.1.4	Track pupil data to look at impact of intervention	Use of data to track pupils progress	Jan 23 March 23 July 23	Exams officer/SENCo	Impact of interventions will be seen		
2.1.5	To improve pupil progress and understanding through use of concrete, pictorial and abstract approach	White Rose will be used in key stage 3. Maths Staff will attended training through the maths Hub.	Jan 24	Maths leads	Use White Rose and increased amount of concrete resources. Not used in KS4 consider how to better implement use of pictorial representations with them	Use White Rose and increased amount of concrete resources Not used in KS4 consider how to better implement use of pictorial representations with them	
2.1.6	Implement My maths for pupils to access at home and in school.	My maths will be set up	Sept 23	Maths leads	Pupils can access my maths in and out of school.	<b>£695 +VAT per annum</b>	

### 3. Improve pupil attendance

Priority 3: To improve pupil attendance

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

We will also support parents to perform their legal duty to ensure their children attend regularly, and will promote and support punctuality in attending lessons

Success Criteria:

- Increase in attendance at Castlefield Campus to 85%
- Increase the speed and frequency of statutory action when appropriate.
- To continue to create a school environment what excellent attendance is embedded in the ethos.

Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
3.1 Term based attendance rewards	Termly rewards trips based on 100% attendance and most improved attendance based off the term	Every half term	BW	100% attendance pupils are taken on a school trip. One pupil is picked out a hat for the £100 reward Organised by BW	Rewards budgets. Cost of attendance trips. £600	
3.2 Training to be arranged for new attendance lead.	New attendance officer will have clear understanding of role and attendance framework.	June 23 Sept 23	SN to arrange	New Attendance officer will have the knowledge and skill set to follow attendance policy and any statutory reequipments.	Training offered by Team around the school.	
3.3 To start attendance procedure and statutory action after the first 10 periods of absence.	Statutory action will be pursued for persistent attendance.	Ongoing	BW	All parents should have first letter sent out after first 10 periods of absence. BW to monitor after.	NA	

3.4 Persistent absence to be followed up and meetings arranged	Parent will agree attendance contracts. Support agencies will be put in place if needed.	Ongoing	BW	BW to arrange meetings. Support plan for parents/carers/pupil put in place. Referrals to external agencies if needed.	NA	
3.5. To create a robust procedure and oversight of any flexible timetable.	Any flexible curriculums will be reviewed every 6 weeks.	Every 6 weeks	BW/SN	All flexible curriculums will be reviewed every 6 weeks and pupils gradually moved to full timetables if appropriate.	NA	
3.6 Rewards system for good attendance created.	Good attendance will be celebrated weekly and termly. The weekly reward will be £5 voucher with a role over if the name pulled out the raffle doesn't have 100% Vouchers will also be used for incentives from meetings	Weekly	BW/all staff	Good attendance is celebrated and promoted across the whole school.	Rewards budgets. Cost of attendance trips.	

**4. To broaden the curriculum, offer and improve staff pedagogy**

Priority 1: To become a research school Curriculum to be spot on. Cross curricular links and assessment to be embedded. Teachers to have access to specific pedagogy training.			Success Criteria: <ul style="list-style-type: none"> <li>• All curriculum maps will be outstanding</li> <li>• Pupils will have a broad and deep curriculum</li> <li>• Staff Pedagogical knowledge will be either good or outstanding.</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
4.1 To identify teaching staff CPD needs.  Allow staff time to share good practise.	Use Bluesky analysis QA staff voice on each site.  SLT/line managers To identify good practise and create opportunities for sharing this.	Sept 2023	SM to create Heads to make sure its completed	Staffs training needs will be identified.  Opportunities of good practice will shared		
4.2 Improve staff pedagogy Create opportunities for curriculum cohesion to plan a thematic approach.  Subject leads from each site to attend MSA subject lead annual events.  To improve teaching staff pedagogical knowledge of teaching and learning .	Curriculum groups.  All lead teaching staff to attend subject lead events and cascade down.  Use the WALKTHRU's models by Tom	23/24	Subject leads  SM	Staff have a greater understanding of pedagogy in the subjects they teach.  Staff to deliver MSA training to other staff in school.  Staff to have a general improved pedagogical	No cost  £240 each subject 4 subjects each  £1,340 cost of WALKTHRU's	

	Sherrington (8 sessions in term 1, )					
4.3 Develop more cohesive curriculum that is relevant to our students and their entitlement.	Source peripatetic music teacher  Humanities qualification KS4  Mechanics/Construction projects	Half termly curriculum meetings	Heads	Pupils to be able to access music as part of their curriculum offer.  Pupils to be able to complete a humanities qualification .  Pupils to gain qualification in construction/mechanics	Costing of staffing  Possible funding of construction project	
4.4 To maintain ambition in the curriculum	All curriculum will be outstanding through the curriculum.	Ongoing	Subject leads	All curriculum's will be rated outstanding on Ofsted framework.		
4.5 More robust assessment model that supports the curriculum and pupil progress.	SM to create an assessment policy.	Jan 24	SM/ working groups	All curriculum maps to have assessments included		
4.6 To start work with Professor Mel Ainsclow and Phil Besick	Working group will be set up for whole Federation research	Jan 24	SM / External suppliers	Project will be developed and started.	Costing to be confirmed through Phil Besick	

## 5. Improving parental engagement

Priority 1: To continue parent events To organise more information events for parents To offer training/support to parents around pupils SEMH/learning needs.			Success Criteria: <ul style="list-style-type: none"> <li>Increased parental participation in events</li> <li>Parents are sign posted to support agencies they need</li> <li>Clear communication between schools and parents.</li> <li></li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
4.1 At least 1 parental engagement event organised per half term	At least 6 parental events planned throughout the year	Every half term	CB	Parents engage more in daily life of school and build relationships with staff.		
4.2 One safeguarding event per term for parents	3 safeguarding events will take place on current issues relevant to our pupils needs.	Dec 23 March 24 June 24	DSLs	Parents have the knowledge of signs of current issues,		
4.2 Multiagency event to be organised where parents can meet a variety of agencies.	Multiagency event organised	Jan 24	DSL/SG	Parents will be aware of other agencies they can access.		

## 6. To improve staff retention and induction

<p>Priority 1:</p> <ul style="list-style-type: none"> <li>To retain good quality staff</li> <li>To ensure consistent implementation of existing onboarding and induction processes</li> <li>To Implement an induction process for supply staff</li> <li>To identify push and pull factors for staff churn</li> <li>To review recording procedures on Blue Sky for non-teaching staff</li> </ul>		<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>Low staff turn over</li> <li>High quality induction of new staff</li> <li>High quality induction of supply staff</li> <li>All staff are aware of schools ethos.</li> <li>All staff have a supportive probation period</li> </ul>				
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
<p>5.1</p> <p>Continued professional development to train staff up for future MAT roles in both delivery of training and management roles.</p>	<p>Federation will have trainer leads in</p> <ul style="list-style-type: none"> <li>➤ Conflict resolution</li> <li>➤ Mindfulness</li> <li>➤ Emotion coaching</li> <li>➤ Emotional regulation</li> <li>➤ Parental</li> </ul>	<p>Dates in whole school training plan</p>	<p>Heads in training plan</p>	<p>Staff feel that their professional development is seen as a priority.</p> <p>Staff have the skills for leadership roles.</p> <p>The federation can deliver training to external agencies.</p>	<p>Training costs whole Federation</p>	



	<p>Middle leader and Assistant heads will have training in NPQ's</p> <p>Senior TA's will complete the ILM course</p>					
5.2 Regular weekly staff wellbeing events	<p>Staff surveys completed on what staff like for wellbeing</p> <p>Each-sight staff wellbeing team to plan events</p>	Summer 23	Wellbeing leads	Staff feel their wellbeing is important. Staff have input into activities.	£300	
5.3 Termly wellbeing training using 21 Heys online wellbeing training	<p>Staff select 6 of the 21 events they would like to attend on wellbeing.</p> <p>All training monitored on bluesky</p>	Last Tuesday training each half term	Staff to sign up for courses.	<p>Staff wellbeing training is more specific to the staff.</p> <p>Staffs wellbeing is supported</p>	Part of Heys programme already	
5.4 Implement an induction process for supply staff.	TD will create induction packs and processes	Sept 23	HR/SLT	Supply staff will have all the basic knowledge to do their jobs.		
5.5		Sept 23	HR/SLT	New staff will have all key information needed and	Cost of federation merchandise £2000	

All new staff should have an induction starter welcome back.	All staff will have and induction pack with visions and purpose on.			access to programmes needed.		
5.6 All non-teaching staff should have 4,8,12 week probation meetings	All support staff will have a 4,8,12 week probation meetings	12 weeks after any recruitment	Line managers/SLT/HR	Support is put in place if needed. Staff meet the schools expectations.		
<b>7. To improve pupils' access to therapy.</b>						
Priority 1: To improve pupils' access to therapy.			Success Criteria: <ul style="list-style-type: none"> <li>School to have a clear vision of how therapy is used and what therapy is available to pupils.</li> <li>To have systems in place to measure the impact of therapeutic provision.</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
6.1 Provide a basic level of access to therapists at each school.	Each school to get one day per week of a therapist through an SLA with One Education.	Mar 23	AB	SLA in place for one day per week of Therapist per school.	£15,405 per term	
6.2 Review all aspects of therapies provided by the schools	Seek advice about the best way of providing therapies in schools.	Jul 23	AB	Final agreed process of therapies in schools along with a monitoring system fully in place.	Costs to be determined after review and to be in the next financial year.	
	Find examples of best practice.	Jul 23	AB		Neurofeedback costs £8625	

	Look for evidence of impact and how this is measured.	Nov 23	AB		SaLT SLA with One Education £44,200	
	Develop a new proposal for therapies provided in school, covering Art/Drama/Play/CAMHS/SaLT/OT/ etc	Dec 23	AB		Therapists SLA with One Education £46,215	
	Set up monitoring system with clear strategies for evaluating impact.	Dec 23	AB			
	Agree new process with the SLT.	Jan 23	AB			
	Recruit staff to relevant positions.	Feb 23	AB			

**8. To further develop restorative practice across the schools**

Priority 1: All staff to be trained in restorative approaches and impact to be monitored.			Success Criteria: <ul style="list-style-type: none"> <li>All staff to attend training in restorative approaches.</li> <li>Restorative approaches to be QA through lesson observations / learning walks.</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.1 Inspiration day with Nathan Maynard – Whole Federation	Training day takes place	4.9.23	HT			

7.2 Individual Q&A sessions for each site with Nathan Maynard	Sesions timetable for each site	4.9.23 5.9.23	HT	All staff will have improved awareness and motivation.		
7.3 Key staff to be complete train the trainer training with Naythan Maynard	Key staff identified at each site. Attend training day	6 <sup>th</sup> – 9 <sup>th</sup> September 2023	HT	Trainers enabled to deliver session throughout Federation and beyond.		
7.4 All new staff to complete Hacking school discipline book study	CPD sessions to be booked for identified staff as part of training plan.	Autumn term 2023	HT	All staff are fully trained in this area.		
7.5 More staff training Restorative practices foundation level	Support room staff to complete training in this led by our trainer.	Autumn term 2023	HT	Highly skills staff in key areas of the school to reduce incidents over time.		
Priority 2: More key staff to be trained in conflict resolution			Success Criteria: <ul style="list-style-type: none"> <li>All support staff trained in conflict resolution mentoring</li> <li>All staff to receive an introductory training session to conflict resolution</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.6 Meeting with Luke Roberts to create an action plan for Conflict Resolution	KB to arrange date for May - Training for additional staff in conflict resolution.	June 23	KB	Action plan for next academic year to be created alongside training schedule.	Cost of training TBC by LR	

	- Lower level training for all staff in conflict resolution.					
7.7 Training sessions led by team at each site in September to refresh staff	Each site team to deliver a training session in September to refresh staff on conflict resolution and referrals.	4 <sup>th</sup> / 5 <sup>th</sup> September 2023	HT	All staff will understand what it is and the referral process.		
7.8 Improve the visibility of the conflict resolution team	Schedules training for all staff by the whole team each term at each site	Termly	KB	Team will be seen at each site throughout the year.		
7.9 More staff trained in conflict resolution	Conflict resolution 3 day training to be schedules and completed	April 23	HT	Building a bigger team to support the young people.		
Priority 3: All conflict resolution sessions to be recorded on conflict hub and analysed for impact.			Success Criteria: <ul style="list-style-type: none"> <li>All data recorded on conflict hub</li> <li>Analysis of data for action plan 24-25</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.10 To ensure all key staff have access to conflict hub.	Ensure all key staff	June 23	Conflict Resolution Team	Team will be able to use and record	Conflict hub	

7.11 Key staff identified at each site to allocate cases to mentors.	Staff to be identified and to allocate cases to mentors as required.  Half termly report back to HT on case loads and outcomes.	Sept 23	Conflict Resolution Team	Lead will analyse data and report back to HT for quality assurance.		
7.12 Analysis of incidents	Key staff to work with Luke Roberts to analyse incidents.		Conflict Resolution Team	Team will have an understanding of what the data is telling us.		
Priority 4: Peer mediation to be piloted in all schools			Success Criteria: <ul style="list-style-type: none"> <li>All schools to introduce and embed peer mediation.</li> <li>All schools to have identified peer mediators</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.13 Support for learning leads to attend training around Peer mediation (link shared at last working group)	Initial training completed	May	SFL LEADS	SFL aware of how to introduce peer mediation into school		
7.14 Working group to follow up from training for implementation plan for Peer Mediation across the sites	Action plan created	July	SFL LEADS	SFL leads to develop an action plan for Peer Mediation.	Cost of training	
7.15				SFL to implement action plan.		

Action plan to be implemented across sites.	Action plan implemented	Sept onwards	SFL Leads			
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### 9. To continue to focus on staff and pupil well-being

<p>Priority 1: Improve the Staff Wellbeing offer          Bench Mark 2022_2023:  <i>Staff who enjoyed the rewards system in school 75%</i>  <i>Staff attending the online wellbeing programmes 50%</i>  <i>Staff accessing supervision 30%</i>  <i>Staff participating in physical activities within school 30%</i>  <i>Staff who have accessed the EAP programme 8%</i>  <i>Staff who have attended social wellbeing events 80%</i></p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Provide one team building activity at each school site</li> <li>• Increase staff awards event to two every academic year</li> </ul>
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Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
8.1 To create staff wellbeing Calendar	Staff Wellbeing Calendar to be agreed and advertised on staff newsletter	May/June 2023	Staff Wellbeing Team	All staff are aware of the staff wellbeing offer		
8.2 Team building activities to be organised.	Agree team building activity and budget for September 2023 inset day  Activity booked	May/June 2022  June/July 2023	SLT  Staff Well Being Team	Activity established and date agreed		
8.3 Staff awards to celebrate staffs achievement twice a year.	Agree two dates for Annual awards (end of term 1 and 3)	May/June 2022	SLT  SG	Improve staff morale and recognition		

	Email out staff awards selections  Award gifts to be purchased	November 2023  November 2023	SG				
<b>10. To improve the mental health offer for pupils</b>							
Priority 1: To develop a tiered approach to mental health and wellbeing support				Success Criteria: <ul style="list-style-type: none"> <li>Improved pupil mental health offer</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)	
9.1  Develop a stepped model of care outlining support.	Staff training session to generate model.	Spring 23	SENCO	Pupils will have better access to support.	SMHL course, Dfe funded.		
9.2  Add care model to pupil provision maps.	Form tutors to add what tier their pupils are in onto provision maps.	Summer 23	Class teachers /Assistant Senco	All relevant adults will have a deeper understanding of the support on offer/needed for their pupils.			
Priority 2: To ensure staff are trained appropriately in relation to mental health				Success Criteria: <ul style="list-style-type: none"> <li>Improved mental health offer</li> <li></li> </ul>			



Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.3a Pupil mental health first aider training organised.	Staff training on implementation of assessment and support.	Autumn 23	Trained staff	Staff trained in areas of tiered support on offer.		
9.3b More detailed training on supporting in certain areas of mental health to be organised.	Further training to ensure understanding and implementation.	Spring/Summer 23/4	Trained staff	Pupils needs will be picked up on at an earlier date.		
Priority 3: To improve the monitoring of mental health support and impact			Success Criteria: <ul style="list-style-type: none"> <li>• Better mental health of pupils</li> <li>•</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.4 Create a monitoring strategy to review pupils mental health needs.	Implement monitoring strategy to review pupil need.	Summer 23	Trained staff	All pupils will be mapped onto model of care and receive appropriate mental health and wellbeing support.		
9.5 To create a way of monitoring pupils	Review impact termly using RCAD interim assessment tool.	Autmn 23	Trained staff/Form tutors	Data will be used to determine effectiveness of support.		

mental health progression over the year.						
Priority 4: To develop whole school approach to assessing mental health needs.			Success Criteria: <ul style="list-style-type: none"> <li>Pupils access tiered support at an earlier point</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.6 Create a baseline assessment of pupils' mental health needs.	Develop screening tool to use as a baseline assessment.	Summer 23	LA	All existing pupils screened by summer 23, new starters in September 23.		
9.7 Relevant staff are trained to assess pupils mental health.	Train relevant staff to deliver baseline assessment.	Summer 23	LA/Selected staff	Selected staff will be confident in assessing pupils.		
Priority 5: To enhance staff awareness and understanding of LBGTQIA+ matters			Success Criteria: <ul style="list-style-type: none"> <li>Reduction in homophobic/biphobic/transphobic incidents logged on IRIS</li> <li>Improved support for LBGTQIA+ pupils</li> <li>Improved staff confidence in delivering lessons</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.8 Obtain the Rainbow Flag award (Proud trust)	Designated staff to attend the Rainbow Flag award (Proud trust)	September 2023	LD	Trained staff, able to deliver training and support across the school. Higher staff awareness.	Course cost £890	

9.9 To oversee implementation of resources and strategies derived from the Rainbow award.	To oversee implementation of resources and strategies derived from the Rainbow award.	Sep 23 – July 24	LD	An embedded LGBTQIA+ curriculum.		
<b>11. To further develop safeguarding procedures</b>						
Priority 1: To ensure all safeguarding related policies are current and up to date			Success Criteria: <ul style="list-style-type: none"><li>All policies up to date with current legislation and Local Authority Guidance.</li></ul>			
Action	Milestone	Date	Responsibility	Outcomes	Resources / cost	Status (R/A/G)
10.1 DSL working group to update policies	Child on child abuse Safeguarding Policy Anti Bullying Missing from School  1. New policy awaiting Governor ratification, currently being used as working document and shared with staff in December 22. This	April 23	KB / LT  DSL working group	All policies up to date with current legislation and Local Authority Guidance.		

	<p>Follows on from the complaint received in November 22.</p> <ul style="list-style-type: none"> <li>▪ The afternoon pupil registration information needs to be added to the policy.</li> </ul> <ol style="list-style-type: none"> <li>2. If HT not on site – DHT notified – to be added to the policy.</li> <li>3. Should DSL in particular provision be notified also? Include in policy alongside HT notification</li> <li>4. Office staff need to be informed so can answer phone appropriately – they are to be informed by DSL/HT/DHT. Could this info be converted to an accessible flow chart for an easier visual?</li> <li>5. Virtual School to also be notified (unless advised otherwise).</li> <li>6. Update risk assessment for the child after the incident to be added.</li> <li>7. Has incident been recorded on SIMS? Does this need to be added? Add step to flowchart at appropriate point - then scan and upload to CPOMS.</li> </ol>					
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	<p>8. Re-organise steps around when pupil is found.</p> <p>9. In Appendix add the risk assessment.</p> <p>10. References to other policies – cross reference with revised Safeguarding Policy and Attendance Policy.</p> <p>Online safety</p> <ul style="list-style-type: none"> <li>▪ Policy needs to be updated in line with national guidance. Recommendation and acknowledgement of some model policies available to review.</li> <li>▪ Reconsider how you want pupils and staff to communicate on email as well to clarify protocol and expectations.</li> <li>▪ IT Code of Conduct for staff &amp; pupils</li> <li>▪ Southwest Grid for Learning policy and protocol recommended to review. Look at the methods of communication, as referenced in this document.</li> </ul>					
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	<p>Critical Incident Policy</p> <p>Critical Incident Policy (as separate from Business Continuity Plan) using most recent guidance from MCC (Check Welcome to Manchester document on the school's hub).</p>					
<p>Priority 2:</p> <ul style="list-style-type: none"> <li>To improve safeguarding culture across the school</li> </ul>			<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>Safeguarding will be rated excellent by ofsted framework</li> </ul>			
<p>10.2</p> <p>Senior DSL to attend Manchester DSL Newtork Meetings and feed back to safeguarding term.</p>	<p>Senior DSL to attend meeting</p> <p>Feedback at safeguarding team meeting following event.</p> <p>Minutes of safeguarding meetings to be records.</p>	<p>Termly</p>	<p>GD</p>	<p>Up to date with any relevant changes to policy.</p>		
<p>10.3</p> <p>DSL's to attend cluster meetings</p>	<p>DSL to attend all cluster meetings</p>	<p>Termly</p>	<p>DSL</p>	<p>Updated on local updates and key discussions for example, barriers to pupil attendance.</p>		
<p>10.4</p> <p>Map out safeguarding training for the year</p>	<p>Regular safeguarding training to be including on the weekly CPD.</p> <p>Use of 7 minute briefings for training.</p>	<p>September</p>	<p>SN / SLT</p>	<p>Keeping the safeguarding culture at the forefront for all.</p>		

including briefings and CPD sessions	Training sessions from NOS  Dip sample a number of cases at full safeguarding team meetings focusing on quality of CPOMS entries (language, context, factual) and if follow up actions have been recorded and completed.					
10.5  Fortnightly safeguarding team meetings	Fortnightly safeguarding team meeting to discuss any concerns or issues arising.  Minutes of safeguarding meetings to be records.	Fortnightly	GD / DSL			
10.6  Review weekly report of current open cases and monitor the progress of each open case	DSL's to keep a log of any open case & referrals.  Open cases to be discussed at weekly department meetings.	Weekly	DSL / SLT	All key staff aware of current cases and actions.		
10.7  Display safeguarding staff posters and form	All classrooms to have a safeguarding display board with relevant information.	April 23	DSL / all Staff	All pupils will be aware of the		

room displays advertising in school and out of school services	DSL's to monitor to ensure these are kept up to date in each department.			safeguarding team and relevant services.		
10.8 Create an action plan from the annual pupils voice regarding safeguarding feedback	DSL's to analyse pupil questionnaire regarding safeguarding and create an appropriate action plan alongside the school council to make improvements.	Sept 23	DSL	Pupils are involved in developing the safeguarding ethos of the school.		
10.9 The use of pupil voice activities to support the QA measures in evaluating the PSHEC curriculum.	As part of the QA process, the school council should be involved to support collection of qualitative data regarding the curriculum.	June 23 (termly)	KC (School council lead) GO (PSHEC lead) & school council.	Pupil voice		
10.10 Purchase membership to the national online safety programme	<a href="https://nationalonlinesafety.com/">https://nationalonlinesafety.com/</a>	April 23	KB	Access to training to include in yearly training schedule.  Access to lessons for pupils,  Materials to share on website including signposting.	£2245 for all 3 sites.	



10.11 Safeguarding training and refreshers for parents and carers	Safeguarding to be a key element of the monthly parental coffee mornings.  Weekly safeguarding focus in form share on social media to parents	Sept 23  Weekly	SENCO  GO/DSL	Keeping safeguarding at the forefront of what we do with the parents.  Signposting for parents to get support.		
Priority 3  Robust arrangements for site security, understood and applied by staff and pupils.			Success criteria:  <ul style="list-style-type: none"> <li>• There will be no breaches in site security</li> <li>• Any issue will be linked to a review of site security</li> </ul>			
10.12 Training for all staff regarding building security	<ul style="list-style-type: none"> <li>• Notice visible to staff reminding about visitor passes and lanyards and checking paper roll in printing machine. All staff to question any unknown visitors and check accordingly.</li> <li>• All staff reminded to ensure all doors / gates are locked appropriately and to escort pupils to the exits / gates when leaving site.</li> <li>• Ensure all staff are following the Missing from School Policy accurately.</li> </ul>	July 23	SLT / DSL / All staff	All staff know they have a responsibility in keeping the site secure.		

	<ul style="list-style-type: none"> <li>All staff to report any breakages on email to caretaker and admin emails.</li> </ul>					
<p>10.13</p> <p>Lessons for all pupils surrounding keeping themselves safe in school</p>	<p>Lessons planned termly around site safety and what pupils should do if they see an unlocked gate, door or unknown person.</p> <p>Pupils to be aware that a red visitor pass means that the person must be accompanied by a member of school staff and to report this if they are not and that green visitor passes mean that the person is allowed to be onsite unaccompanied.</p> <p>Pupils should know that all staff should have a staff lanyard or a supply staff lanyard.</p>	Sept 23	Teachers / DSL	Pupils aware of risks on site and how to report any issues.		
<p>10.14</p> <p>Carry out a lock down procedure event</p>	As with fire alarms, ensure termly lock down procedure events to practise in case of emergencies.	Sept 23	SLT	All pupils and staff will know what to do in the event of a lockdown.		