KEY PRIORITY 2: Safeguarding including behvaiour
To develop and prioritise robust and effective safeguarding practice and behavioural support so that the whole community is safe.
Ofsted recommendation: *Leaders need to support staff adequately in managing pupils' behaviour. Staff need to know how to help pupils understand acceptable social behaviour and boundaries so that pupils behave in a safe manner. Leaders should ensure that staff are trained well enough to deal with challenging behaviour, including behaviour related to pupils' SEND needs.*
Leaders and governors must ensure that staff receive adequate and regular training in relation to safeguarding. Staff need vigilance to potential safeguarding risks. Leaders and governors must ensure that all staff are sufficiently trained to understand their safeguarding responsibilities and to carry out their safeguarding roles effectively.

Intentions:	Success Criteria:
2.1 Safeguarding (SO, SLT)	*2.1 Safeguarding*
1. Safeguarding review recommendations completed	1. All children are safe in school
2. Policy reviewed, matched to practice and rewritten.	2. Policy is known by all staff and adhered to
3. Calendar produced for the year in safeguarding including training and reviews	3. Safeguarding team is effective in responded to concerns across school following process clearly set
4. Safeguarding team reviewed and expanded as necessary	4. Staff know who is on the safeguarding team and processes for escalation of concerns
2.2 Attendance (RB, SO)	5. All staff attended safeguarding training across the year
1. Policy reviewed, rewritten and matched to practice	6. All staff are effective when safeguarding and aware of processes in place across school when reporting or acting on concerns
2. Establish effective attendance team	7. Safeguarding is seen as a priority for all school shareholders
3. Processes in place to ensure attendance policy is followed	8. All meetings are attended by safeguarding team and recorded throughout the year
2.3 Behaviour (SS/SM/SO)	*2.2 Attendance*
1. Consultation and launch of behaviour policy (parents and staff)	1. Policy is effective and increases attendance %s by a minimum of 1.5% (2021 %)
2. Rewards and celebration system introduced to school	2. PA data decreases by a minimum of 3% from a baseline of <mark>X</mark>
3. Staff trained and supported with behaviour management	3. Attendance team well established and utilise all steps of attendance flowchart
4. Complete all risk assessments for areas across school	4. Attendance data is available and self-evaluated to check impact throughout the year
2.4 Lunchtime (SO/SS/Phase Leaders)	*2.3 Behaviour*
1. Safe eating	1. Staff feel supported to manage children's behaviour
2. Safe movement	2. Pupils understand what is acceptable social behaviour and behave in a safe manner.
3. LO support across school reviewed (more needed)	3. Behaviour logs show an increase in use of Class Dojos and recognitions.
Both wet and outdoor lunchtimes structured	4. Anti-social Behaviours are logged and children receive support to increase their use of pro-social behaviours
	5. A greater number of incidents are logged and dealt with by staff

2.5 Health and Safety (MA/SM/PM) <mark>*please note that priorities and actions for H&S will now need to include changes in leadership of H&S (Nov 22)*</mark>

1. Review report when it arrives and complete action points
2. Review and update policies and practices in Health and safety
3. Staff trained and supported with health safety in school
4. Management of visitors on school site

Ofsted Link: Behaviours and Attitudes, Leadership, Early Years

6. Staff report an increasing confidence in de-escalating and responding to challenging behaviour
7. Targeted children are supported to use Zones of regulation in order to begin to evaluate and self-manage their behaviour

2.4 Lunchtimes
1. All children access a safe lunchtime
2. All staff are aware of their roles and responsibilities

2.5 Health & Safety <mark>*see H&S action plan. please note that priorities and actions for H&S will now need to include changes in leadership of H&S (Nov 22)*</mark>
1. All Health and safety recommendations implemented
2. All policies associated with health and safety in work place and matched to practice
3. All staff trained in necessary training for Health and Safety
4. Near miss and accident reporting process in place
5. Educational Visits coordinator in place
6. Educational visits policy and processes in place
7. Asbestos management plan in place
8. Health and Safety audit completed for Local Authority
9. Maintenance schedule and calendar set up
10. Management of visitors and contractors on site processes in place

Key Priority 2: Safeguarding including behaviour					
ASPECT/ACTIONS	**Timescale**	**Resources**	**Milestones - Autumn**	**Milestones - Spring**	**Milestones - Summer**
2.1 Safeguarding					
Safeguarding recommendations completed or scheduled *Success Criteria:* *2.1.1* *2.1.2*	Autumn 1	Safeguarding training resources The Key £572 One Education Support	• KCSIE read by all staff and register signed **(All staff/SO) September (or as staff return to work)** • All staff completed the annual safeguarding training (SO) (Sept)	• Induction pack for new starters must include safeguarding information and training details (As required) (SO/CB)	• Summer safeguarding training (First week summer term) (SO) • Annual safeguarding training updated

2.1.3 2.1.8 **Lead: SO**			• Safeguarding walkarounds with IEB (TBA) • Safeguarding walkaround with children (October half term last week) (SO) • Safeguarding walk around with SLT (November) (SO/SLT) • S175 completed November (SO/SM)	• Second safeguarding walkaround with children Feb (SO) • Second safeguarding walk round with SLT Feb (SO/SLT) • Second walk round with IEB (TBA) • Address issues from walk rounds (SO/SLT) (March)	(Beginning of July) (SO/SS)
Review of all practice and policy across school. New policy written and implemented *Success Criteria:* *2.1.2* *2.1.6* *2.1.5* **Lead: SO**	Autumn 2 – Spring 2	Safeguarding policy One Education Safeguarding review The Key	• Collect safeguarding walkaround information (Nov) (SO) • Review and rewrite current policy (Oct) (SO/SLT) • Ensure current practice matches policy (Dec) (SO/SLT) • Share new policy and practice with stakeholders (Jan) (SO) • Add safeguarding as an agenda item for all meetings in school (All staff) (Sept) • Prevent training given to all staff (11ᵗʰ November – national training on line) (SO)	• Review of policy and practice across school – highlight and address issues (March) (SO/SLT) • Safeguarding scenarios in place across school (Jan) (SO) • Critical incident and lockdown company to come and train staff for lockdown policy (April) (SO/MCA)	• Policy updated for 23/24 (June) (SO/SLT) • Critical incident and lockdown policy created (July) (SO)
Calendar for year produced and training booked *Success Criteria:* *2.1.1* *2.1.3* *2.1.5* *2.1.6* **Lead: SO**	Autumn 1 across the year	Safeguarding training national college £1500 The Key One Education	• Increase capacity of safeguarding team (Sept) (SO) • Create parenting team (Nov) (SO/SG team) • Create attendance team (Sep) (SO/RB) • Calendar shared with SLT for the year and add to other calendars across school (Oct/Nov) (SO/SLT) • Initial safeguarding delivered including KCSIE 2022 with register signed (Sept) (SO) • Training from One Education delivered Change and clarify process (OCt31st) (SO/SS)	• Spring safeguarding training given January (SO) • Review of team effectiveness – All CPOMS incidents actioned February (SO) • Safeguarding basics highlighted for Spring 1 (Whole term) (Safe team) • Child on child abuse highlighted for spring 2 (Whole Term) (SO/Safe team)	• Review team and work load (June) (SO/Safe team) • Mental Health highlighted for Summer 1 (Whole Term) (SO) • Safeguarding basics highlighted for Summer 2 (Whole term) (SO)

			• KCSIE changes and basics highlighted for Autumn 1 (Whole term) (SO) • Online safety and e-learning highlighted for Autumn 2 (Whole term) (SO)		
Strengthen capacity of Safeguarding team *Success Criteria:* *2.1.1* *2.1.2* *2.1.3* *2.1.8* **Lead: SO**	Autumn 1 and 2	KCSIE 2022 document Safeguarding policy Safeguarding scenarios The Key Safeguarding training for DSLs	• Signage at the front of school for the Safeguarding team (Oct) (SO/Safe team) • Visitor leaflets updated Sept) (SO/SS/MA) • Pastoral Team reviewed and strengthened (OCt) (SO/SLT) • Vulnerable children team set up (OCT)(SO) • Create new levels for escalation of safeguarding issues Oct SO • Share levels of escalation for CPOMS with all staff (Nov) (SO) • Clear indication of safeguarding process for all staff (Nov) (SO) • Supervision set up for all safeguarding staff (Oct) (SO)	• Change and clarify process for cpoms (Jan) 9SO) • Website set up with safeguarding section (Jan) (SO) • Supervision timetable for Spring term (Jan) (SO) • CPOMS review – is escalation working/any changes needed March) (Safe team)	• Safeguarding Calendar produced for summer term(July) (SO) • Supervision timetable completed for Summer (May) (SO) • Review team and CPOMS throughout the year (June) (SO)
Monitoring and Evaluation: **M. Monitoring activity** **E. Evaluation Activity** **For impact: see the Safeguarding Impact on a page and Behaviour Impact on a page documents (in process Nov 22)**			<mark>M: Register signed Safeguarding training records from national college</mark> RAG Safeguarding review Calendar checked for effectiveness or any carry overs to next term <mark>CPOMS record review</mark>	M: Walkround with Safeguarding Children's group (to be established or use SC) E. Walkround results shared and addressed with SLT E: KCSIE quiz (Spring 1) E: Spring Safeguarding quiz Scenario examples E. QA of CPOMs use and actions to inform staff CPD and follow up **Feb 23** CPOMS record review	M: Walkround results shared and addressed with SLT E: Summer safeguarding quiz CPOMS record review

Key Priority 2: Safeguarding including behaviour					
ASPECT/ACTIONS	**Timescale**	**Resources**	**Milestones - Autumn**	**Milestones - Spring**	**Milestones - Summer**
2.2 Attendance					
The School has a clear and effective Attendance Policy *Success Criteria:* *2.2.3* **Lead: RB (SO)**	Sept-Nov Spring term checks	The attendance policy SLT and Attendance team time	• Model policy to be adapted to meet school's needs and staffing **SO/RB Oct 22** • Policy to be checked by **SLT Oct 22** • Presented to the Governors for approval and then to be shared with staff and parents. **By End of Oct 22** • Roles and responsibilities are checked and established with the Att Team **RB By End of Oct 22**	• Roles and responsibilities are checked by RB and attendance team **RB Jan 23** • Agree a system for flagging up and celebrating good attendance across school and with parents **RB/SO/SLT Jan 23** • Flowchart check for attendance steps (RAG, wkly meets, follow up, records of actions, Panel meets) **RB Feb 23**	Policy reviewed and updated for 23/24
Attendance procedures are well established and impact on overall attendance outcomes *Success Criteria:* **2.2.1** **2.2.3** **Lead: RB (SO)**	Autumn 1	**Team-** Sharon Oldham **Razeena Bibi** Sandra Oldham Kelly Pierce Paula Daily	• Ongoing meeting agenda created for wkly attendance meets **RB End of Sept** • Work on staffing roles linked to this (linked to structure) **SO/RB End of Sept** • Creation of an attendance RAG document to track all pupil's attendance. Highlight Red for concerns (Below 90%) Use this to review at a half term RAG meeting **RB/SO Nov 22** • Follow up actions from RAG meeting allocated and recorded **RB/SO/ShO/PD** • Follow up 'watch list' used at weekly meetings **RB End of Oct**	• Attendance RAG meeting each half term RB • Attendance RAG actions recorded and followed up on • SM to work with RB on attendance Self Evaluation document for Evaluation **SM/RB Jan 23** • Attendance self evaluation created to judge impact of policy at half way mark, including tracking of data (overall and PA) **RB Feb 23**	Further developments to plan as year progresses
Escalation of Attendance Processes in school reviewed, agreed and completed *Success Criteria:*	See appendix 1 Escalation of Attendance Interventions RAG	Attendance Team Time	• Creation of an attendance RAG document to track all pupil's attendance. Highlight Red for concerns (Below 90%) Use this to review at a half term RAG meeting. Track PA	• RAG meetings, followed by escalation letters and Panel meetings take place and inform Attendance Self-evaluation **RB/SO Ongoing**	Policy reviewed and updated for 23/24

2.2.4, 2.2.1 Lead: RB (SO)			• Establish escalation letters, meetings, support and Panel **SO/RB Nov 22** • Communicate attendance expectations with parents **SM/RB Nov 22**		
Monitoring and Evaluation: **M. Monitoring activity E. Evaluation Activity** **For impact: see the Attendance SEF document (in process Nov 22)**			**M.** RB to check on clarity of roles with newly defined team – feedback to SLT	**M.E**. CPOMs check to review attendance actions and outcomes **E.** Self-evaluation report for attendance data created and shared with IEB	

Key Priority 2: Safeguarding including behaviour					
ASPECT/ACTIONS	**Timescale**	**Resources**	**Milestones - Autumn**	**Milestones - Spring**	**Milestones - Summer**
2.3 Behaviour					
Staff feel supported to manage children's behaviour *Success criteria* *2.3.1,* *2.3.3,* **Lead: SM/SS for universal (SO for SEN/Vul Ch)**	Oct 2022 – March	Nadim training and support cost £ Nichala Johanson training and support cost £ Staff meeting time	• Staff meetings to look at adopted behaviour policy and adapting it to LL • Write new behaviour policy **SM/SLT end of Oct** • Share behaviour policy with staff **SM/SLT end of Oct** • Drop in session provided to answer further questions regarding behaviour policy **Nov/Dec SM/SS** • Relevant section of the behaviour policy with parents during a workshop and provided via email for feedback and questions PFG **SM/SS Oct/Nov** • Relevant section of the behaviour policy shared with children and signed **SM/SS Oct/Nov** • Support all staff in implementation of behaviour policy through drop ins, learning walks and Phase L support **PLs/SS Dec and ongoing** • Behaviour lead (Nadim) to offer support with implementing the behaviour policy **Ongoing as needed** • Behaviour lead and/or SENCO to offer support for children working outside of the	• YTL meeting following behaviour policy rollout to discuss the policy – WWW, EBIs **PLs Jan 23** • Behaviour lead (Nadim) to offer support with implementing the behaviour policy **Ongoing as needed** • Behaviour lead and/or SENCO to offer support for children working outside of the behaviour policy **SO/MH/Nadim each half term** • Staff CPD in Spring 1/2 on de-escalation, behaviour 101 and putting consistency into practice: **delivered by NJ**	Further developments to plan as year progresses

			behaviour policy **SO/MH/Nadim Nov 22 and each half term** • **Staff CPD in Sept/Nov/Dec on de-escalation, behaviour 101 and putting consistency into practice**		
Pupils understand what is acceptable social behaviour and behave in a safe manner. *Success criteria* *2.3.3* *2.3.4* **Lead: SM/SS for universal (SO for SEN/Vul Ch)**	Nov 2022	Assembly time Nadim time to work with children PSHE SL time Computing curriculum SL time	• Once behaviour policy is written and implemented, assembly explaining to children the new policy **SM End of Oct/Beg Nov 22** • Time in class for teachers to discuss what do pro social and anti social behaviours look like and create class charters **All Ts, PLs/SS Oct/Nov 22** • All staff to be reminded of supporting and promoting these behaviours (Adult expectations) **Staff meeting messages, staff room reminders SLT Nov/Dec 22**	• Nadim to work with small groups of children as a learning talk to discuss safe behaviours • Computing curriculum to look at e-safety and staying safe online – thread On-line safety into PSHE **NG/VB planning time Jan/Feb 23**	Further developments to plan as year progresses
Staff are trained to deal with challenging behaviour, including behaviour related to pupils' SEND needs. *Success criteria* *2.3.4* *2.3.5* *2.3.6* **Lead: SM/SS for universal (SO for SEN/Vul Ch)**	Nov 2022 – Feb 23	Nadim training and support cost £ Nichala Johanson training and support cost £ Staff meeting time	• Nadim to support teachers who are new to the school, ECTs etc in behaviour management strategies **Ongoing, reporting back to SLT** • SENCO/SEN Specialist to offer drop in sessions for staff with behaviour related to pupils SEND needs **SO/MH Nov 22**	• Nichala Johanson to deliver staff training on zones of regulation **NJ Jan 23** • Nadim to deliver a follow up training session on behaviour management strategies **NJ Feb 23** • Nadim to deliver a training session to ECTs on behaviour management techniques **Ongoing, reporting back to SLT**	Further developments to plan as year progresses

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
Monitoring and Evaluation: **M. Monitoring activity** **E. Evaluation Activity** **For impact: see the Safeguarding Impact on a page and Behaviour Impact on a page documents (in process Nov 22)**			M. Behaviour Policy monitoring drop-ins and general whole school monitoring **SLT/Nadim Dec 22** **E.** Staff feedback on BP and behaviour support **SLT Dec 22**	E. QA of behaviour incidents and logging on CPOMs **SLT/PLs Jan 23** E. Pupil feedback from a targeted group of Vul Ch **SO/MH Feb 23** **E. SC** Pupil feedback via Pupil Leadership group **RB Feb 23**	E. QA of behaviour incidents and logging on CPOMs **SLT/PLs May 23**

Key Priority 2: Safeguarding including behaviour					
ASPECT/ACTIONS	**Timescale**	**Resources**	**Milestones - Autumn**	**Milestones - Spring**	**Milestones - Summer**
2.4 Lunchtimes					
All children access a safe and happy lunchtime *Success criteria 2.4.1* **Lead: SLT**	Autumn 1/2 – all year	SLT/Nadim Phase leaders Lunchtime Organisers Sports coaches	• Look at provision across lunchtime SLT/Nadim **End of Oct 22** • Review practice with external consultant (Nadim) – plan pupil voice and staff feedback **SLT/Nadim Nov 22** • Make changes as necessary **SLT/PLs/Los Nov 22**	• Continue to review and develop Lunchtime in conjunction with SLO/Pupils/Staff – Nadim to support, continuation of pupil voice work **SLT/SLO/Nadim March 23**	Further developments to plan as year progresses

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
			• Develop Art and other activities to engage quieter ch and the KS2 girls group **SLT/SLOs Nov/Dec 22**		
All staff are aware of their roles and responsibilities *Success criteria 2.4.2* **Lead: SLT**	Autumn 1 and as new through year	Staffing structure	• Share structure and check understanding of roles **SO/SS Nov 22** • Establish wider SLT support for lunchtimes **SLT Nov/Dec 22** • SLT plan developments as a team and plan to share with LOs/staff **SLT/Nadim Nov 22**	Further developments to plan as year progresses	Further developments to plan as year progresses
All LO staff are trained and supported *Success criteria 2.4.2* **Lead: SLT**	Autumn 1 and as new throughout the Year	Nadim training Vesna and Rachel play training	• Consultation with LO team • Training delivered by Nadim • Responsibilities created (linked to Zones/activities)	• Training from Vesna and Rachel • Consultation with LO team	Further developments to plan as year progresses
Monitoring and Evaluation: **M. Monitoring activity** **E. Evaluation Activity** **For impact: see the Safeguarding Impact on a page and Behaviour Impact on a page documents (in process Nov 22)**			<mark>M.E. Create initial position statement via staff and children's feedback **SLT Nadim Nov 23**</mark>	M. Lunchtime reviews E: update position statement work with pupil and staff voce **SLT March 23**	

Key Priority 2: Safeguarding including behaviour

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer

2.5 Health and Safety

Review and adapt Health and Safety review recommendations *Success criteria* *2.5.1,* *2.5.2* *2.5.3* *2.5.10* *,* **Lead: (MA/SM/PM)**	On receipt of recommendations – Autumn ½	Health and Safety review from local authority National College training Local authority support: Amie Stocks	• Review advice from review and implement any immediate recommendations • Educational visits policy written and implemented • Review and update procedures for minibus	• New Educational Visits forms given to staff for any trips needed for Spring Term	• Further developments to plan as year progresses

Review and update all policies and practices in Health and safety
 	
Success criteria
2.5.3
2.5.4
2.5.5
2.5.7
2.5.6
2.5.10
 	
Lead: (MA/SM/PM)
	Begin in Autumn 1 –list of policies needed Autumn 2 implement	The Key
		Local Authority schools hub
			• Develop risk assessments for the whole school buildings school from authority
			  • Update first aid policy
			  • Fire warden training completed by all staff
			  • Use site management checklist from The Key
			  • Complete cross reference of all policies needed for Health and Safety
			  • Health and Safety policy reviewed and agreed
				• Review and set up training for First Aid staff	• Further developments to plan as year progresses

Staff trained and supported with health safety in school *Success criteria* *2.5.3* *2.5.9* **Lead: (MA/SM/PM)**	Autumn	The Key National College Staff time	• Paul to receive working at heights training • Kitchen staff to have food hygiene and handling training • All staff to complete fire warden training	• Further developments to plan as year progresses	• Further developments to plan as year progresses
Management of visitors on school site *Success criteria* *2.5.8* *2.5.9* *2.3.10* Lead: (MA/SM/PM)	Autumn term	The Key Manchester Schools Hub Local authority	• Review current procedures • Asbestos Management plan reviewed and implemented • All visitors DBS checked • All Lanyards colour coded for visitors • All visitors escorted around site with DBS cleared member of staff • All companies worked with to be pre cleared before work allowed on school site	• Further developments to plan as year progresses	• Further developments to plan as year progresses
Monitoring and Evaluation: **M. Monitoring activity** **E. Evaluation Activity** *please note that priorities and actions for H&S will now need to include changes in leadership of H&S (Nov 22)*			M. Checklist review from site walks Dec 22 E. Health and Safety Audit completed for the authority Nov/Dec 22	M. Checklist review from site walks Dec 22 E. Health and Safety Audit completed for the authority Nov/Dec 22 Safeguarding form downloaded for reference	M: Near miss incidents/school council meeting/ Site check E: Review of Safeguarding policy and associated policies. Evaluation of records for Near Miss/incidents