

Little Eaton Primary School Audit 2 Update 02.09.22 (Action Plan update)

Derbyshire RSE Award Bronze Audit Cohort 2

The Derbyshire RSE Award Bronze Audit It adopts the eight principles of the whole school approach as laid out in the document 'Promoting children's and young people's health and wellbeing – a whole school and college approach' published by Public Health England and the children and young people's Mental Health Coalition March 2015.

Together with the RSE Award Consultant, the School RSE Lead, a member of the School Leadership team and the DSL will consider the descriptors and record how they are currently meeting them. This process will help you review your current approach, recognise your strengths, and identify areas for development.

The action plan template below can be used to record intended RSE development to support achievement of the Bronze Award.

Pre audit	Completed
GDPR form completed	Completed
Baseline survey completed	Completed
School community notified of involvement in BERT Award (PPT for staff and Parents)	Newsletter Notice
@BERT_RSE Twitter account followed	Following
School Twitter Account Shared	None

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Area of Whole school Approach	Examples (not all required!)	Evidence/ documents to be provided by school (Other evidence will be ascertained from discussion / school website.)	Notes	R	A	G
1. Leadership and Management						
1a. Senior leaders actively support the development of RSE.	<ul style="list-style-type: none"> Oversight of RSE Development plan Meets regularly with the RSE Lead Provides CPD, budget, non-contact time, monitoring and evaluation time Governor has worked in the policy/ consultation Has attended RSE training 	<p>Name of SLT lead , frequency of meeting with RSE lead Paul Schumann (HT); Catherine Gregory is subject leader – half day per half term for SL quality assurance and subject development. Regular meeting in new role.</p> <p>Details of cpd, last non- contact time, amount of time allocated to monitoring and review Regular half termly non-contact time for subject development PSHE Association member Feb 7th DCC Network</p> <p>Name of Governor and any details of involvement T&L committee working on areas in line with SIP; chair of this is Rachael Whatley</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>We have recently reviewed our School Improvement Plan (SIP) in order to ensure continued & sustained improvement at Little Eaton Primary School. The new SIP, which is officially launched in September, builds on previous progress that the school had made since its Ofsted inspection in 2017</p> <p>Our Core Priorities for 2021/2022 are:</p> <ul style="list-style-type: none"> Strengthen subject leadership and ensure subject policies align closely to the whole school curriculum vision. Develop the new nurture provision. Reinvigorate and develop further community links. Prioritise the needs of vulnerable learners including disadvantaged pupils. Strengthen cluster working. </div> <p>“Enabling subject leaders to fulfil their roles in curriculum development through the use of directed time Identify the training needs of subject leaders Enable subject leaders to join appropriate subject bodies” School development Plan website accessed 27.1.22</p>			
1b. Senior leaders recognise the contribution that positive relationships make towards good mental health, safeguarding, pupil	<p>Information shared on school website</p> <ul style="list-style-type: none"> Has been the focus of a governor / SLT meeting. Clear links made in school improvement plan Importance of relationships mentioned in mental health or 	<p>Link to evidence on website/ brochure</p> <p>Link to School RSE policy with values included</p>	<p>School Policies</p> <p>School values School Ofsted 2017 comment (below) supported by annual Governor safety pupil voice (latest summer 2021) – Evidence can be shared.</p>			

achievement, and school improvement.	<p>safeguarding or teaching and learning policy</p> <ul style="list-style-type: none"> • Staff are actively involved in developing positive relationships in school and in the wider community 				
1c. The school has an up to date RSE Policy informed by consultation, local data / intelligence and pupils needs.	<ul style="list-style-type: none"> • Policy includes 'must haves' • Policy includes stat guidance • Mentions menstruation • Parents involved in consultation • Informed by local health data, e.g. Derbyshire observatory, Area health profiles, My Life My View 	<p>Link to up to date school policy on school website above</p>	<p>Some tweaks Change of co-ordinator and minor changes to policy need to be agreed at governor meeting.</p>		
2. Ethos and environment					
	Examples			R	A
2a. The school actively promotes the development of relational wellbeing and belonging across the school community.	<ul style="list-style-type: none"> • Class greetings • Character education approach • 5 ways to wellbeing – give and connect have a focus • Thrive model used • Safe spaces, trauma informed practice across the school • Posters assemblies, school rules, values, rewards (e.g. raffle ticket), displays, 	<p>Ofsted 2017 (Short Inspection): Good “Relationships between pupils and adults are a real strength of the school and pupils value the caring atmosphere that they feel is all around them. All pupils spoken to told me how safe they feel and that they feel well looked after. Incidents of poor behaviour are extremely rare and no poor behaviour was seen while I was at the school. Bullying is also extremely rare and pupils feel that adults would deal with any incidents that occur very quickly and fairly. Pupils enjoy being rewarded for good behaviour and value rewards such as the ‘Golden Table’.”</p> <p>Motto:</p>	<p>Golden Table – lunch time (non-Covid time)</p> <p>Good effort/work – Café ticket for free products</p> <p>Mini leaders to promote WB and belonging</p> <p>Talk Time (Positive play) – small group work on issues around group</p> <p>Nurture room</p>		

	<ul style="list-style-type: none"> • use of this vocabulary in response to incidents from all staff etc • Midday training • Curriculum examples • Friendship stops/ play activities in playground 	<p>Participation Responsibility Independence Determination Excellence</p> <p>List of universal interventions</p> <p>SCH to provide some form of evidence to support this- e.g. photo, memo to staff, case study</p>	<p>Lead Person: HLTA, additional training planned for new TA</p> <p>“catch children with ‘soft problems’”</p> <p>Governor audit details safe places around school (annual)</p> <p>Extra mid-day supervisors employed as play leaders</p> <p>Playground remarked for activities (‘exciting playground’)</p> <p>Chicken Coop Active school council working on ECO award this year</p> <p>Forest Schools (2 year groups per annum – Y2/Y5)</p> <p>Wider Opportunities (Brass) - learning a musical instrument together.</p> <p>Green Tree Award (Gold), now working towards platinum.</p>		
<p>2b. The school ethos promotes children and young people to seek help and support, ask age appropriate</p>	<ul style="list-style-type: none"> • Sexual health matters posters, LGBT support posters • Leaflets in student areas • Prominent pathways understood by all pupils 	<p>Description of systems for pupils / For parents</p> <p>Y6 HLTA deals with puberty issues “Safety Bear” Box – Child adds problem to box, HT links up to appropriate.</p>			

<p>questions about the body and sexual health without stigma and embarrassment.</p>	<p>e.g. trusted adult approach. worry box Emotions board</p> <ul style="list-style-type: none"> • Bubble time • Menstruation products available and all yp people can say where / how to access them • Specific guidance for staff on answering sensitive questions, and the values underpinning this. • All staff have been briefed- e.g. office staff, middays TA etc • Stigma of accessing school nurse has been addressed 	<p>“Colour Monster” used for self-regulation; children use this to share emotions throughout the day (teacher meets individually), at difficult times of the day.</p> <p>1:1 support in safe space provided by trusted adult when staff notice there is issue; this would not be direct discussion, but maybe story and creating safe space to chat. Safe Spaces are Nurture room and Red Room. Good relationships with children enable open discussion with parents; parental contact is strong.</p> <p>SENCO looking to introduce “The Zones of regulation” as advised by ed Psych team.</p> <p>Parents consult teachers and inform parents openly, separate toilet for girls.</p> <p>Sch to provide evidence of how information is are shared e.g. newsletter, website link. PPT slide in lessons</p> <p>Describe system for accessing periods products, how are pupils told, who do they go to, are they allowed out of class to access them?</p> <p>Children are shown around the rooms to be shown where products are, how to dispose of products; made to feel as comfortable as possible (before puberty).</p>			
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		Children's confidence and 'comfort' in accessing these simply grow with time.				
2c. The school is a safe inclusive environment for all pupils.	<ul style="list-style-type: none"> Safeguarding policies recently developed In line with Derbyshire Safekeeping advice Up to date e.g. include up- skirting Response to sexualised language and banter has been addressed and all staff are confident to respond. Girls report that boys in the school respect them and they feel safe. Use of symbols to demonstrate support for communities e.g. Pride flag Feedback from pupil council/ambassadors 	<p>Links to policies on website:</p> <p>Anti-bullying sexual harassment, sexual violence and peer on peer abuse safeguarding policy(p14)</p> <p>Safeguarding docs on main safeguarding page include DfE "What to do if worried a child is being abused"</p> <p>(c) List at least 4 resources / displays</p> <p>Governor meeting minutes</p> <p>Ofsted review results</p> <p>iVengers display board</p>	<p>Restorative approach to bullying See Ofsted comment above. Governor survey (safeguarding) evidence on this.</p> <p>Ofsted Peer review questionnaire – completed by parents (School summary report can be shared as evidence – see online for parent views) Staff survey and results minutes from Governors meetings.</p>			
3. Curriculum teaching and learning						
	Examples			R	A	G
3a. There is a planned sequenced, age appropriate programme for RSE that meets the statutory	<ul style="list-style-type: none"> A published scheme of work is in place covering all statutory requirements. School have developed own scheme and audited 	<p>Link to long term plan on website Twinkle Scheme (shared with Paula 27/0/1/22) – spiralling.</p> <p>Each year groups overall PSHE is shown here: Curriculum Little Eaton Primary School</p>	<p>Others involved in delivery include: School Nurse Team, Community Police, NSPC and the deliverers of the DARE programme.</p>			

<p>requirements and pupil needs and is regularly reviewed.</p>	<p>it against statutory requirements.</p> <ul style="list-style-type: none"> • Can demonstrate how the scheme is age appropriate /progressive / spiral • Has progression tables for the areas of learning – knowledge and skills. 	<p>Sch to provide evidence of pupil need they used, e.g. local data, pupil survey, or a lesson plan adjusted to meet needs of a class/ cohort</p> <p>Describe how they used it to adjust the curriculum</p> <p>14.07.22 Y5 Sex ed lesson plans adjusted for puberty – see folder evidence of emails and adjusted lesson, along with curriculum overview.</p>	<p>Target: Update curriculum on parent page RSE Little Eaton Primary School</p> <p>14.07.22 EYFS added to website for parents to show full overview of provision.</p>		
<p>3b. Assessment monitoring and evaluation is built into the RSE provision</p>	<ul style="list-style-type: none"> • Baseline assessment activities at start of lesson/ unit and repeated at the end. • A whole school list of the assessment strategies used are shared with staff • Assessment used to inform further learning / identify pupils that need extra support. • Class floor books • QA built into staff appraisal. 	<p>Sch to provide 2 examples of completed assessment or medium-term plans with assessment planned in</p> <p>Describe frequency and modes of evaluation and monitoring, and any outcomes</p> <p>14.07.22 Floor Books now include pre and post learning Staff trialled and shared for all staff to use floor books. RAG rated objectives Pupil Self-assessment at end of lesson (overall 😊) -:(Pupils comments also captured (positive learning, comments about the learning etc)</p>	<p>SIP 27.01.22 “Review and develop assessment of progress in all subjects and the way this is used to inform future planning.”</p> <p>New PSHE Lead New Schemes SIP Focus</p>		
<p>3c. Resources used to teach RSE are age appropriate,</p>	<ul style="list-style-type: none"> • School has a check, list for ensuring resources are quality. 	<p>School to provide some <u>lesson examples</u> that include up to date resources <u>Or</u> a list of most recent resources included</p>	<p>Further monitoring and evaluation required here.</p> <p>14.07.22</p>		

<p>relevant inclusive and up to date.</p>	<ul style="list-style-type: none"> • School uses a range of PSHE Association accredited resources. • School have recently trawled their provision to remove resources that may trigger or cause harm. 	<p>Twinkl Scheme shared with Paula 27/01/22 – resources are up to date; School Policy lists “All resources and methods used have been checked against [as set of] criteria:”</p>	<p>NSPCC Resources “Speak Out Stay Safe”; PANTS – Assemblies and on Website</p> <p>Puberty Vocab lists now in place for Y5 and Y6 Resources for teaching sex ed in Y6 newly acquired Range of books and Clued Up for growing up newly acquired</p> <p>DARE/DART Training is received by Y6 Life Skills Education Group / See Y6 Webpage and newsletter.</p>		
<p>3d. Inclusion, difference and diversity adheres to the Equality Act 2010</p>	<ul style="list-style-type: none"> • LGBT content mapped across RSE and wider curriculum. • SENCO has worked with the PSHE lead to develop an approach to supporting pupils with • TAs working with vulnerable pupils have had dedicated training. 	<p>School to provide either 2 lesson examples with LGBT content embedded (not stand alone) or an overview document.</p> <p>Cross curricular audit required at this point.</p> <p>Description of the work with SENCO and outcomes</p>	<p>Review of school practice for July meeting 14/7/22:</p> <p>Assemblies in July & Anti-Bullying lessons address protected characteristics and PowerPoints use a range of images. Anti-bullying assembly for anti-bullying week.</p> <p>Twinkl resources generally show diversity in all lessons slides so that children can recognise themselves.</p> <p>Growing Up unit in UKS2 (families and relationships covers same sex families)</p>		

			Twinkl child friendly vocab list shared with all staff Target: also add in Stonewall Posters across school.			
4. Identifying need and monitoring impact						
	Examples			R	A	G
4a. Staff can identify pupils who need further support in developing positive respectful relationships or display problematic sexual behaviour.	<p>Those who need help in self-regulation, affected by loneliness, young carers, those with friendship difficulties / at risk of being bullied</p> <ul style="list-style-type: none"> All staff are trained in use of Stop it Now traffic light system Assessment in RSE delivery helps to identify those who need further intervention 	<p>Describe details of any training to support this, and what behaviours they may identify</p> <p>Date, content and provider of training Sch to provide evidence of training on sexual behaviour e.g. ppt used</p> <p>Describe the pathways/ systems for reporting in the school</p> <p>Describe how middays would report RSE concerns</p> <p>Describe how DSL ensures these are clear to all</p>	<p>Paul to complete Completed: 14.07.22</p> <p>Whole school safeguarding training Peer on Peer training (in)appropriate behaviours training Sexualised behaviour training SLT and pastoral team Carson Index of sexual behaviours</p>			
4b. All staff understand how to respond to disclosures of sexual behaviour/ activity, domestic, relationship or	<ul style="list-style-type: none"> Clear protocol for responding to pupil who disclose that they are sexually active (whether or not there is concern) NSPCC campaign posters 		<p>Protocols in teacher safeguarding procedures</p> <p>Paul, please add any further info here</p>			


<p>sexual issues and report any concerns they may have following the schools safeguarding procedures.</p>	<ul style="list-style-type: none"> • Good practice in observing children 's rights and active listening has been developed Recent update in practices, trends, pathways etc. 		<p>Pastoral leads check in with vulnerable children reported to SLT</p> <p>All children use the safety bear to access an adult immediately</p> <p>Case study and procedures could be spoken through as required.</p> <p>My Concern -based</p>			
<p>4c Interventions to support pupils to develop positive relationships are monitored for impact.</p>	<ul style="list-style-type: none"> • Pupil feedback on 'circle of friends' • Regular review with pupil/ families. • Some intervention packages will have monitoring built in. 	<p>Describe any routines or assessment tools for monitoring</p> <p>(Paul: Please can you update with such as e.g. Boxall profiling / Motional profiling)</p>	<p>Talk Time / Positive Play</p> <p>Running record maintained</p> <p>As needs increase process formalises through pastoral lead</p> <p>needs analysis; this can be scaled up to meet strong needs of child e.g. art therapist; TAFF meeting; then reverting to normal sessions with pastoral need.</p>			
<p>5. Targeted support</p>						
	<p>Examples</p>			R	A	G
<p>5a. There are a range of different strategies within school to support pupils who have specific needs e.g. who struggle to</p>	<ul style="list-style-type: none"> • E.g. access to services during school time • Trusted adult support • Play therapy • Circle of friends • worry boxes • Young carers supported 	<p>Sch to provide evidence to demonstrate range of support / interventions, including external agencies they work with</p> <p>(Any evidence MUST be anonymised – i.e. do not identify children or families receiving support; photos of</p>	<p>Colour Monsters (daily emotion regulation)</p> <p>Positive play</p> <p>Lego Therapy</p> <p>Ed Psych</p> <p>Speech and Language therapy</p> <p>Bear Box (for Worries)</p>			

<p>make friends, live with domestic abuse, display inappropriate sexual behaviour.</p>	<ul style="list-style-type: none"> Etc 	<p><i>backs of heads / rooms used /if photos used, make sure you have parent consent)</i></p> <p>List the targeted RSE they provide - provide link if on website (see list on the right)</p>	<p>Talk time / colouring therapy; “Very friendly school” always time to meet with children and spot changes in behaviours</p> <p>Domestic Violence Support, and other external agencies</p> <p>Helping Hooves – support for mindfulness and wellbeing</p>			
<p>6. Staff professional development and support</p>						
	<p>Examples</p>			<p>R</p>	<p>A</p>	<p>G</p>
<p>6a. Staff are confident and equipped to teach RSE, using a variety of active learning methods that support critical thinking and relationships skills.</p>	<ul style="list-style-type: none"> Staff confidence surveys have been undertaken There is a CPD portfolio of RSE training Training from LA or online e.g. Brook Staff peer support / training has had an impact on confidence levels All staff have accessed the teacher training modules TLA policy aligns with RSE 	<p>Dates and details of last two cpd events RSE Lead accessed</p> <p>Feb 4th RSE network meeting Mar 31st Preparing for Deep Dive in PSHE May Anti-Stigma/WB ambassador training Self-directed study and development through a range of online networks and general research</p> <p><i>Sch to provide results of staff Questionnaire, unless they use the one on the portal</i></p> <p>Describe how RSE Lead responded to questionnaire</p> <p>Dates, times description for training/ support and who attended</p> <p><i>Sch to provide evidence of training e.g. ppts used, handouts shared, email if one to one</i></p>	<p>Email evidence to show staff are feeling OK about teaching and following planned curriculum; email indicates staff are confidently delivering the current Twinkl SoW.</p> <p>Awaiting time in school meeting calendar for RSE to give staff the staff questionnaire (which is ready to go); this will be followed by analysis and needs identification.</p> <p>Update 14.7.22 Staff survey conducted Analysis indicates that these are planned training events for September.</p>			

			<p>Specific needs include: Clarity in sex education and relationships in UKS2 INSET training Sept 2nd at 9:15</p>		
<p>6b. Staff relationships and wellbeing are promoted in the school</p>	<ul style="list-style-type: none"> • staff wellbeing survey undertaken, and results implemented and reviewed • Comfortable staff room • Clear roles and responsibilities • Schools have engaged with the teacher workload reduction toolkit • Staff events eg sports / social 	<p>Describe at least 3 identifiable strategies used in the school.</p> <p>High morale Very low (negligible) staff turnover Workload is manageable PPA time can be organised to work from home Head teacher is approachable, friendly, open to questions and ideas Friendly staff</p> <p>Comfortable staff rooms, staff get a break from children and work. TAs are also lunch time supervisors (break times are scheduled to ensure these staff have time away from children and classroom).</p> <p>Infant school staff sit in staff room every lunch time. Junior school meet at lunch time.</p> <p>Pre-covid, staff events were scheduled; none since pandemic.</p>	<p>Consider taking a wellbeing survey.</p> <p><u>Update 14.7.22</u></p> <p>WB Survey Summer 21 (H&S harassment and bullying); results were positive indicating a positive working environment. This is an annual survey. 18/19 indicated "Proud" to be a staff at school</p> <p>100% either agreed/strongly agreed that pupil behaviour is good in the school, facilitating a good working environment.</p> <p>100% agree that behaviour issues are dealt with effectively</p>		

			100% agreed that the school deal with any forms of bullying effectively (persistent name calling, cyber, racist, homophobic).			
7. Pupil participation						
	Examples			R	A	G
7a. Pupils are consulted about the RSE provision in their school.	<ul style="list-style-type: none"> • Surveys • RSE champions • School council • Lesson evaluations • 	<p>Sch to provide evidence of pupil consultation e.g. survey results</p> <p>School council meet every Friday afternoon (Current focus Eco School)</p> <p>Twinkl scheme delivered this year, not all areas covered yet</p>	<p>Need to 'win' some time with student council to discuss RSE provision to discuss:</p> <p>Does RSE meet their needs? Timely? Do they feel comfortable in lessons (if so, what rules do they agree as a class?) www /ebi? Etc.</p> <p>Update 14.07.22 Governor Pupil Voice (July – snapshot Y5 ... other year groups results not yet in) indicates pupils have a trusted member of staff to speak to; that pupils generally feel safe around the school. Survey indicated that some children may not know how to define bullying – this was immediately supported with a whole school assembly to clarify the PSHE lessons on anti-</p>			

			bullying (and help to differentiate falling out and bullying).			
7b. There is a safe learning environment for RSE where pupils feel, confident to ask questions, contribute and express their views.	<ul style="list-style-type: none"> • Pupils involved in ground rules development and evaluation. • Group work to support conversations. • Pupil lesson planning/ evaluation 	<p>Evidence in school policy and children and young people survey</p> <p>Pupils involved in setting class rules for each class Twinkl guidance for teachers on how to establish an appropriate learning environment for particularly sensitive lessons. Promotion of listening skills through from reception / EYFS with 'hold the bear' (Stopped for Covid)</p> <p>Teamwork skills are established through discussion as a class.</p> <p>Children openly speak to teachers about personal issues (e.g. UTI and toileting), good relationships between staff and pupils.</p>	<p>Further assessment would be useful in this area through pupil voice.</p> <p>NSPCC Pants information is shared with parents.</p> <p>NSPCC Pants may need revisiting in teaching (check curriculum to decide, be aware of school issues to deliver ad-hoc as needed).</p>			
8. Parent/ carer engagement						
	Examples			R	A	G
8a. Parents/carers are engaged in RSE development in the school .	<ul style="list-style-type: none"> • Policy / overview/ values shared with parts • Questionnaire asking their views • FAQs • PPT on website • Opportunities to view resources • RSE Parent/carers Ambassadors 	<p>Sch to provide evidence of parent's involvement in policy e.g. letter to parents, results of Parents survey,</p> <p>Describe the results of the consultation</p> <p>parent-consultation-v-2.ppt (live.com) RSE Little Eaton Primary School</p>	<p>Paul, please can you add the results of the parent survey (any questions raised, any changes to plans made etc.)</p> <p><u>Update 14.07.22</u></p> <p>No parental concerns raised, so no evidence of results (none to process!)</p>			

<p>8b. Parents are supported as partners in their child's RSE.</p>	<ul style="list-style-type: none"> Resources for parents to borrow workshops Homework activities Tips for talking to their child on website 	<p>Link to information on the website</p> <p>Tapestry system (Reception and Y1) used to assess parents and communicate with parents. Post what's happening at school to enable parental discussions at home, any key class information.</p> <p>Text service used at KS2 to update parents with general information. (Paul: do you use this system for 'letters' to parents to alert to teaching about sex education). 14/07/22: Y6 Letter to parents re sex education, is also on website.</p> <p>Text service is used for all parents to link to the school newsletter every Friday; BERT award notice shared via newsletter/text combo Feb/Mar 2022.</p>	 <p>Link from main website</p> <p>Other useful links:</p> <p>Includes online safety Tips for parents and parent guides Online safety Little Eaton Primary School</p>	
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RSE Action plan Dated: Review date: 2.9.22					
Area e.g. 1a	INTENTION What is our focus?	IMPLEMENTATION How will we achieve it?	Who? when?	IMPACT what difference has it made? How do you know? How do you measure it?	Date Achieved
6a	Staff CPD for Sex education post staff survey Summer Term 2022	INSET Training	PCI Sept 2nd	Complete Staff reported useful (Content: RSE statutory regulations, Spiralling Curriculum, Safe Environment/Ground Rules, demo	2.9.22

				<p>of potential new resources for teaching sex education)</p> <p>PC also met with new curriculum lead EG and agreed next action points; See Separate Action Plan dated 2.9.22</p>	
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Next meeting: TBA Jan 2023

Review Dated:	
What would you like to celebrate?	
What have you learnt?	
What is the focus for the next term/ year?	

Additional Evidence:

From SIP, accessed 27.01.22

Behaviours and Attitudes Safeguarding	Continue to secure a culture of safeguarding throughout the school (L&M, PD)	<ul style="list-style-type: none">● Complete safeguarding audit● Ensure a mental health focus for the first term of returning to school.● Re-promote Safety Bear as a means for pupils to bring issues to adults.● Engage with online safety projects (i-vengers)● Embed the new RSE programme of study.● Ensure new staff follow safeguarding induction programme
	Develop the new nurture provision	<ul style="list-style-type: none">● Complete the building work for the new nurture room● Train another support staff member in the delivery of positive play

Personal development

Embed our new RSE Curriculum to support the health, wellbeing and understanding of relationships

Reinvigorate and develop further community links by offering children extended learning opportunities

Ensure a culture of safeguarding is maintained

- Children are knowledgeable about how to look after themselves both physically and mentally
- Children build healthy relationships
- Pupils' are able to talk confidently about their work and how they are able to problem solve.
- Children remain safe at school.
- Pupil Premium attendance is maintained
- The school's core values are embedded throughout the school.
- Embed wider curricular opportunities in French, Music and Forest Schools
- Cultural capital is built through opportunities extending into the wider community
- Return to pre-Covid levels of after school activity sessions
- Ensure staff are up to date on training
- Promote online safety to pupils through the i-avengers scheme
- Promote online safety to parents through a workshop

Action Plan