# Oswald Road Primary School Improvement Plan 2022/23
## Stay Safe
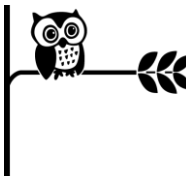
| Stay Safe 2022/23 | | | | | |
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| **Priority 1 – Peer on Peer Abuse** | | | | | |
| **Subteam:** Donna, Shirley, Abby and Karen (Part year) | | **Year 2022/23** | | **Cost of plan:** £4000 | |
| **Action**(for each action include briefly 'how' and what the intended impact on the provision will be) | | **Lead person accountable for the action** | **Time Scale Start and End dates (W/C)** | **CPD** | **Resources/Costs/Time** |
| **ACTION:** Training for staff<br><br>**HOW:**<br>- Refresher Training for Staff to be completed<br>- 5 minute briefings<br>- Staff newsletter pieces<br>- QA Quiz for staff to look at impact<br><br>**IMPACT:** Staff are aware of the current guidance, signs and procedures this is evident on school systems and pathways chosen. | | Donna<br>Donna<br>Donna<br>Donna | January 23<br>Half termly<br>Twice half term<br>April 23 | DSL Networks and SG courses | |
| **ACTION:** Creating awareness for children<br><br>**HOW:**<br>- A bank of resources regarding peer on peer abuse for all year groups to be created.<br>- NSPCC Stay safe to be rolled out again this year.<br>- Further resources sourced from external agencies to support.<br>- Safeguarding questionnaire to establish current knowledge and next steps.<br><br>**IMPACT:** Child are aware of peer on peer abuse have the knowledge and skills to know how to deal with situations and know who to talk to. Evidence shown in pupil voice, questionnaires and where concerns are raised. | | Abby KS2, Shirley KS1 and Karen EYFS<br>Abby<br>Donna<br>Abby KS2, Shirley KS1 and Karen EYFS | Autumn 2 start<br><br>Spring 1<br>Ongoing<br>Autumn 2 repeat<br>Spring 2 | NSPCC AND Consent resources | £500 for external resources and texts. |
| **Monitoring** | | | | | |

| Who | What | Where | When | How | External Validation |
|---|---|---|---|---|---|
| Donna Wealleans and the Team | SIP Inset | In house | Termly | - Meeting in-house.<br>- Review of SIP Plan<br>-RAG Plan and evaluation.<br>-QA of SIP Plans | Liz Rose/Jenny Patterson if/when needed. |
| Deborah Howard | Review of SIP Plan Sent to Governors | - | Termly | | |
| Governors | Plan to be shared | Governors meetings | Termly | - Debs to send plans to governors to review. | |
| Parents/Carers | Plan/Mindmap to be shared | School website | Autumn | - On School Website | |

| Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?* | |
|---|---|
| **MILESTONES** | **EVIDENCE OF IMPACT FROM MONITORING** |
| 1. By the end of Autumn 2 training needs are established and beginning to be rolled out to staff. Impact seen into Spring QA.<br>2. By the end of Autumn 2 a bank of resources for the children has been created and is rolled out into Spring and Summer term based on the outcome of the questionnaires. | |

| Stay Safe 2022/23 | | | | |
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| **Priority 2 - ESafety** | | | | |
| **Subteam:** Ben, Jocelin (part year), Farrah (part year), Michelle and Najda | **Year 2022/23** | | | |
| **Action(for each action include briefly 'how' and what the intended impact on the provision will be)** | **Lead person accountable for the action** | **Time Scale Start and End dates (W/C)** | **CPD** | **Resources/Costs/Time** |
| **ACTION:** To improve the school's position on the 360 e-safety accreditation<br><br>**HOW:**<br>- New Year Audit to be completed and update of 360 Online.<br>- Safety to become embedded in the Computing Curriculum.<br>- Application for next level to be submitted.<br>- Strong focus on Safer Internet Day (February 7th)<br><br>- Class teachers to carry out at least two dedicated e-safety (Digital Literacy) lessons each half term<br>- At least two dedicated e-safety assemblies to be delivered during the school year<br><br>**IMPACT:** E Safety work to be embedded in the Computing Curriculum and all aspects taught throughout school. Children have a great understanding of E Safety and this is evident when issues arise. Parents will have a clearer idea of how the Computing curriculum addresses e-safety issues and how they can improve their child's knowledge of e-safety outside of school. All pupils will have a more rounded understanding of how to stay safe online and what to do if they feel unsafe. Teachers will be more confident about delivering the different elements of the Digital Literacy strand of the Computing curriculum. | Ben<br>Ben/Jocelin<br>Ben/Jocelin<br>Najda and Michelle to lead<br>Jocelin to QA this is happening.<br>Jocelin Autumn 1, Farrah Autumn 2 and Ben Spring 2 | Autumn<br>Autumn 2<br>Spring 1 | | |
| **ACTION:** Focus group to establish current gaming platforms and issues children are experiencing – termly.<br><br>**HOW:**<br>- Termly focus groups across school with children. | | | | |

| | | EYFS and Year 1 Nadja, Year 1-6 Michelle. Michelle and Nadja (supported by Donna) | | | |
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| - Any issues fed back to subteam and comms sent out to Parents via the newsletter regarding current issues. **IMPACT:** Parents and staff are alerted to current issues and have the knowledge to put support and next steps in place. Current issues addressed quickly and prevention in place where possible. | | | | | |

**Monitoring**

| Who | What | Where | When | How | External Validation |
|---|---|---|---|---|---|
| Donna Wealleans and the Team | SIP Inset | In house | Termly | - Meeting in-house. - Review of SIP Plan -RAG Plan and evaluation. -QA of SIP Plans | Liz Rose/Jenny Patterson if/when needed. 360 Accreditation tool |
| Deborah Howard | Review of SIP Plan Sent to Governors | - | Termly | | |
| Governors | Plan to be shared | Governors meetings | Termly | - Debs to send plans to governors to review. | |
| Parents/Carers | Plan/Mindmap to be shared | School website | Autumn | - On School Website | |

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

| MILESTONES | EVIDENCE OF IMPACT FROM MONITORING |
|---|---|
| 1. By Autumn 2 audit completed and actions outlined to achieve level 1. 2. By end of Spring actions ongoing. 3. By Summer term application for next level completed and achieved. 4. Termly focus groups completed. 5. Communication termly to Parents and staff on current issues. | |

| Stay Safe 2022/23 |
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| **Priority 3 – Trauma Informed** |

| **Subteam:** Amanda, Jen and Kass | **Year 2022/23** |
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| Action(for each action include briefly 'how' and what the intended impact on the provision will be) | Lead person accountable for the action | Time Scale Start and End dates (W/C) | CPD | Resources/Costs/Time |
|---|---|---|---|---|
| **ACTION:** CPD for Staff and Audit of current practice<br><br>**HOW:**<br>- Training disseminated for those who missed it<br>- Resources to be shared<br>- Audit to be completed.<br><br>**IMPACT:** Staff knowledge and understanding of trauma to be deeper and start to become more evident in practice. | Amanda<br>Amanda<br>Amanda and Jen | October 22<br>October 22<br>October 22 | | £3000 |
| **ACTION:**.<br><br>**HOW:**<br>- Action plan to be completed<br>- Reviewed termly<br>-<br>**IMPACT:** See action plan | Led by Amanda and Jen actions to be given to Kass | November 22<br>Termly | | |

| **Monitoring** | | | | | |
|---|---|---|---|---|---|
| **Who** | **What** | **Where** | **When** | **How** | **External Validation** |
| Donna Wealleans and the Team | SIP Inset | In house | Termly | - Meeting in-house.<br>- Review of SIP Plan<br>-RAG Plan and evaluation.<br>-QA of SIP Plans | Liz Rose/Jenny Patterson if/when needed.<br><br>Gareth Nickson – MCC Trauma informed Support QA |
| Deborah Howard | Review of SIP Plan Sent to Governors | - | Termly | | |
| Governors | Plan to be shared | Governors meetings | Termly | - Debs to send plans to governors to review. | |
| Parents/Carers | | School website | Autumn | | |

| | Plan/Mindmap to be shared | | | - On School Website | |
|---|---|---|---|---|---|

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

| MILESTONES | EVIDENCE OF IMPACT FROM MONITORING |
|---|---|
| 1. By December training to be completed and resources in house.<br>2. By December audit to be completed and action plan established.<br>3. Termly reviews of action plans. | |

| Stay Safe 2022/23<br>Priority 4 – Young Carers | | | | |
|---|---|---|---|---|
| **Subteam:** Amanda, Susan, Tracey, Craig and Tia | | **Year 2022/23** | **Cost of plan:** £ | |
| **Action(for each action include briefly 'how' and what the intended impact on the provision will be)** | **Lead person accountable for the action** | **Time Scale Start and End dates (W/C)** | **CPD** | **Resources/Costs/Time** |
| **ACTION:** Baseline Audit<br><br>**HOW:**<br>- Baseline Audit to be completed for Bronze Level and elements of Silver<br>- Action Plan created from Audit by Subteam.<br><br>- To become a Young Carers Champion.<br>- Appraisal actions linked to work on this area.<br>- Application for Bronze award to be submitted.<br>- Comms to Parents to identify young carers<br>- List created and managed.<br>- Section created on the website.<br>- Design and create a Young Carers Noticeboard within school to raise awareness of YCs and to provide representation for all YCs within school<br>- Gather views of identified Young Carers within school to influence provision, identify concerns and inform Next Steps | Amanda and Tracey<br><br>Amanda, Tracey and Tia<br>Tracey<br>Tia and Tracey<br>Amanda and Tracey<br>Susan and Craig<br>Susan and Craig<br>Susan and Tracey<br>Tia<br><br><br>Tia and Tracey | October 22<br><br>October 22<br><br>Start October 22<br>September 22<br>January 23<br>October 22<br>October 22<br>November 22<br>November 22<br><br><br>February 23 | | £500 |

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|---|---|---|---|---|
| - Create and distribute staff survey to gather a clearer picture of staff's understanding of Young Carers and their needs, presentation within school and the possible impact of their status on their learning within the school environment.<br><br>**IMPACT:** Young Carers in the school community will gain access to a network of support within the school setting – removing barriers to learning and improving Outcomes. Staff will gain a deeper understanding of the profile of a Young Carer and will develop the skills to identify and support Young Carers within school. A raised awareness of the Young Carers community will support both pupils and staff by creating a conversation around the challenges faced by Young Carers, as well as increasing much needed representation for our Young Carers community. | Tia | March 23 | | |

## Monitoring

| Who | What | Where | When | How | External Validation |
|---|---|---|---|---|---|
| Donna Wealleans and the Team | SIP Inset | In house | Termly | - Meeting in-house.<br>- Review of SIP Plan<br>-RAG Plan and evaluation.<br>-QA of SIP Plans | Liz Rose/Jenny Patterson if/when needed.<br><br>Kelly Hockaday |
| Deborah Howard | Review of SIP Plan Sent to Governors | - | Termly | | |
| Governors | Plan to be shared | Governors meetings | Termly | - Debs to send plans to governors to review. | |
| Parents/Carers | Plan/Mindmap to be shared | School website | Autumn | - On School Website | |

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

| MILESTONES | EVIDENCE OF IMPACT FROM MONITORING |
|---|---|
| 1. By the end of Autumn audit to have been completed and further cations outlined.<br>2. By Spring resources and website live for stakeholders to access.<br>3. By Summer application for aware submitted. | |

| END OF YEAR EVALUATION | NEXT STEPS |
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