**Calder Valley Steiner School, Revised action plan,**

**2017-2018 no.381/6002**

**Key**

COT – College of Teachers

TR – Trustees

KL – Kate Lunn – School Manager

RB – Richard Bunzl – Trustee

IL - Ingrid Lihou – Education coordinator

PC – Pippa Colebourne – Teacher

AC – Amy Cheetham – Admin assistant

HC – Helen Corney – Kindergarten Teacher

AW – Angie Whitehead – Kindergarten Teacher

SW – Sally Wilson – Parent and Child Lead

SL – Sally Linton – Teacher

MA – Maria Alcahuz - Teacher

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| **School standard un met** | **School standard un met - Text** | **Action** | **Responsible person** | **To be actioned by** | **Review/Evidence/impact on the children** |
| 2(1)(b)(i) | Ensure written policies, plans and schemes of work take into account the ages, aptitudes and needs of all pupils including pupils with an EHC plan. | 1. School manager to have time freed up to enable policies and procedures to be updated and new ones written, to ensure the school is compliant with the Independent School Standards
2. 1 full time administration assistant to be appointed, to support the School Manager in administrating the school.
3. Network school computers to allow staff uninterrupted time to carry out role effectively.-
4. A budget has been identified for upskilling staff. A minimum of 3K
5. Leadership course for Education coordinator – online course initially CPD in Leadership and management.
6. School Manager will commence the ILM 4 course as soon as a place is available at Calderdale College.
7. All new policies and updates to be shared at COT to ensure full integrated.
8. School manager to attend COT meeting to ensure she is appraised of all matters arising regarding policies.
9. Any child with additional medical needs will have an EHC plan completed, by the class teacher and parent.
10. Any child with additional educational, health care needs will have an EHC plan completed by the relevant authorities.
11. There is now a plan on the wall of the office indication children with medical need, and each teacher will have a copy locked in their rooms.
12. An external SWSF advisor to visit, work to be done on plans and schemes of work.eg music, second foreign language, external activities, for the class 6/7
 | KL/RBKLKL/ACRB/KLILKLKL/COT/RBKL/COTKLTeachersTeachersTeachersIL/PC/RB | Jan 18Dec 17Sept 17CompleteSept 17CompleteDec 17Sept 17completeSept 17completeSept 17completeSept 17CompleteDec 17 | More administration staff will allow time for written policies to be completed and updated and shared with the COT. All staff will then adhere to the policies which will ensure that the children are receiving a consistent curriculum, conforming to the independent School Standards.The upskilling of the Education coordinator will ensure that learning needs of all students are being met, through clearer leadership and classroom management.Individual Medical plans for students will ensure all relevant staff and supply staff are aware of student’s medical needs.Individual Educational, Health and Care (EHC) plans will be obtained as necessary (through liaison with the local authority) describing a child or young person’s special educational, health and social care needs. I t will explain the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.  |
| 2(1)(b)(ii) | Ensure that written policy plans and schemes of work do not undermine the fundamental British values of democracy, rule of law, individual liberty and mutual respect ant tolerance. | 1. British Values training carried out for all staff.
2. New lesson plan template for teaching staff to use to ensure/evidence British values is being taught in the classes. The teaching will be curriculum based in conjunction with the New Policy.
3. Standing agenda item at the COT do discuss and review interactions within the classroom and templates to be submitted.
4. Posters bought to be displayed around the school so British Values becomes part of the whole school consciousness.
5. Classes will display any work done in their class rooms.
6. File developed – in office to correlate all evidence.
7. New British values and furthering tolerance between different cultural traditions policy to be developed, and linked into the Steiner Curriculum eg raising cross cultural awareness through our curriculum through sharing food of different cultures, through music and by visits and outings. Please see policy for more details.
8. Further training from Policy lead at local secondary school on British values and Spiritual, Moral, Social and Cultural for all teaching staff.

Date -TBC | KLKLKL/COTKLKLTeachersRB/KL/ILRB/KL/PCRB/IL | July 17CompleteJuly 17CompleteSept 17CompleteSept 17CompleteJuly 17CompleteSept 17CompleteOct 17CompleteTBC | All staff will be able to demonstrate and incorporate British Values into their teaching and learning practice, in line with independent school standards, DFE advice and local council guidanceAll students will have awareness of what British values are in line with the independent school standards, DFE advice and local council guidance. |
| 2(2)(e)(i) | For pupils receiving secondary education, provide up to date careers guidance that is presented in an impartial manner. | 1. Policy for career’s guidance to be added to the class curriculum to be written.
2. Plan of outside speakers has been developed, this will include nursing, medical profession, a builder, yoga teacher, vicar, civil servant. There will be at least 1 speaker a month.
3. File with copies of all outside speaker topics/talks to be held.
4. Student feedback following all outside speakers to be held.
5. The school will develop a library of information for careers guidance.
 | RB/KL/ILKL/ILKL/ILILKL/AC | Sept 17completeSept 17completeSept 17CompleteSept 17CompleteJan 17 | This initiative has started, students have reviewed and expressed positive feedback from the first outside speaker.The students will have an opportunity to hear about a wide range of future careers, which will include qualifications required and the career/educational path required to achieve that career/role. |
| 2(2)e(ii) | For pupils receiving secondary education, provide access to accurate up to date guidance that enable them to make informed choices about a broad range of career options. | 1. Policy for career’s guidance to be added to the class curriculum to be written.
2. Plan of outside speakers has been developed. Including, nursing, vicar, civil servant, yoga teacher, builder.
3. File with copies of all outside speaker topics/talks to be held.
4. Talks to include qualifications/attributes required for career.
5. Copies of the talk will be available to the students.
6. Student feedback following all outside speakers to be held.
7. Alongside the outside speakers, there will be opportunity for students to discuss further education and career paths.
8. The school will develop a library of information for careers guidance.
 | RB/ILKL/ILKL/ILILILILILKL/AC | Sept 17completeSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteOct 17completeJan 17 | This initiative has started, students have reviewed and expressed positive feedback from the first outside speaker.The students will have an opportunity to hear about a wide range of future careers.Students will have the opportunity to request further information about careers and further education. |
| 2(2)(e)(iii) | For pupils receiving secondary education providing access to accurate up to date careers guidance that helps to encourage them to fulfil their potential. | 1. Policy for career’s guidance to be added to the class curriculum to be written.
2. Plan of outside speakers to be developed, to visit the school on a minimum of a monthly basis.
3. File with copies of all outside speaker topics/talks to be held.
4. Talks to include qualifications/attributes required for career.
5. Copies of the talk will be available to the students.
6. Student feedback following all outside speakers to be held.
7. New template for students to be able to request information about a career, qualifications required etc.
 | RB/ILKL/ILKL/ILILILILKL | Sept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17Complete | This initiative has started, students have reviewed and expressed positive feedback from the first outside speaker.The students will have an opportunity to hear about a wide range of future careers.Students will have the opportunity to request further information about careers and further education. |
| 2(2)(h) | Ensure pupils have the opportunity to learn and make progress | 1. All lessons will include provision for differentiation
2. Instigate a peer review of learning walks (less than 20 mins) focusing on differentiation. Throughout the autumn term. Mentoring observation schedule is available in the front of the mentoring file.
3. Initiated Trustee/teaching mentoring session (monthly) focusing on key aspects of teaching and curriculum. Focusing initially on differentiation. Documentation will be completed following each session and will be held in the office.
4. The school will ensure individual assessments for literacy and numeracy are completed.
5. The school will adopt the individual assessments packages used by York Steiner School.
6. All children will have a baseline and then ongoing assessment, for literacy and numeracy, using the assessment checklist.
7. A report of student process will be submitted to on a termly basis to the trustees.
8. Individual children’s work, showing high, middle and low levels of attainment will be submitted for the Trustees on a termly basis, so the trustees can be assured of the standard of work the children are producing.
 | IL/PCIL/PC/COTRB/COTCOTCOTCOTCOT/KLKL/RB | Sept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteDec 17Dec 17Complete in Oct/ Nov 17 | Differentiation within combined classes will be identified on the lesson plans and learning outcome.Effective differentiation in the classroom will ensure that all students have the opportunity to learn and make progress.A summary report of children’s progress to be submitted termly to Trustees, to ensure they have a secure knowledge of student progress across the school.Completed early and Trustees are looking at the assessment and evaluations evidence within the school |
| 2(2)(i) | Effectively prepare pupils of the opportunities, responsibilities of life in British Society. | 1. Policy for career’s guidance to be added to the class curriculum to be written.
2. Plan of outside speakers to be developed.
3. File with copies of all outside speaker topics/talks to be held.
4. Talks to include qualifications/attributes required for career.
5. Copies of the talk will be available to the students.
6. Student feedback following all outside speakers to be held.
7. New template for students to be able to request information about a career, qualifications required etc.
8. New lesson plan template for teaching staff to use to ensure/evidence British values is being taught in the classes.
9. Posters bought to be displayed around the school so British Values becomes part of the whole school consciousness.
10. File developed – in office to correlate all evidence.
11. New British values policy to be developed, which will work alongside the curriculum, in developing our student’s awareness of life in British society in an age appropriate way, please see the New Policy and curriculum.
12. This issue will be a standing item on the COT agenda to ask, what teaching has taken place during the space of the week relating to British values in its whole self.
13. Records will be kept within the COT minutes and in the British Values evidence file.
14. Visits to different faiths, records kept about the visits.
15. The children in 6/7 will focus on the renaissance, with emphasis on the rise of civil liberties, individual creativity, and start of the technological age. Leading into the industrial revolution and establishment of public institutions and services, eg railways, water and sewage.
16. Children to provide feedback regarding any visits attended.
17. The school will continue with fund raising for outside organisations.
18. Children encouraged to volunteer in the community as appropriate, as a class.
 | RBKL/ILKLKL/ILILILKLKLKL/PCKLRB/KL/PCKL/COTCOT/SWIL/PCIL/PCILCOTCOT | Sept 17CompleteSept 17completeSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteJuly 17CompleteSept 17CompleteSept 17CompleteOct 17completeSept 17CompleteSept 17CompleteJuly 17CompleteJan 18July 17CompleteSept 17completeSept 17complete | All staff will be able to demonstrate and incorporate British Values and knowledge of services and institutions into their teaching and learning practice, in line with independent school standards, DFE advice and local council guidanceAll students will have awareness of what British values are in line with the independent school standards, DFE advice and local council guidance.Students will develop an understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for their life in modern Britain.Pippa Colebourne will take the lead on developing the British values, within the school. |
| 3(d) | Ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons. | 1. The school will do a baseline assessment as new children enter the school, during their trial week. The assessment of progress will be on going termly
2. Information will be obtained from previous schools.
3. All lessons will include provision for differentiation, new lesson plan developed to ensure differentiation is present.
4. Instigate a peer review of learning walks (less than 20 mins) focusing on differentiation. Throughout the autumn term. An ongoing mentoring observation schedule will start in Sept.
5. Initiated Trustee/teaching mentoring session focusing on key aspects of teaching and curriculum. Focusing initially on differentiation. Documentation will be completed following each session and will be held in the office.
6. The school will ensure individual assessments for literacy and numeracy are completed, termly
7. The school will adopt the individual assessment packages used by York Steiner School.
8. A report of student process will be submitted to on a termly basis to the trustees.
 | IL/PCKL/ACIL/PCIL/PCRBIL/PCCOTCOT/KL | Sept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17completeSept 17CompleteDec 17Complete Oct 17 | As new students enter the school they will have a baseline assessment using the literacy and numeracy checklist assessment, information will be obtained from previous school this will ensure that teachers will be able to identify and plan for the level of learning each student is currently working at.Differentiation within combine classes will be identified on the lesson plans and learning outcome.Effective differentiation in the classroom will ensure that all students have the opportunity to learn and make progress.A summary report of children’s progress to be submitted termly to Trustees, to ensure they have a secure knowledge of student progress across the school.Student progress is being looked at, considered, and adapted and developed. |
| 3(g) | Put in place a framework to assess pupils work regularly and thoroughly and ensure that information from assessments is used to plan teaching to that pupils can progress. | 1. The school will take external advice re assessments/progress documentation, from York Steiner School, SWSF advisor, SWSF independent advisor, and a Mainstream Secondary School advisor.
2. The school will do a baseline assessment as new children enter the school, during their trial week, and assessments will then be carried out termly
3. Information will be obtained from previous schools.
4. All lessons will include provision for differentiation
5. Instigate a peer review of learning walks (less than 20 mins) focusing on differentiation. Throughout the autumn term.
6. Initiated Trustee/teaching mentoring session focusing on key aspects of teaching and curriculum. Focusing initially on differentiation. Documentation will be completed following each session and will be held in the office.
7. The school will ensure individual assessments for literacy and numeracy are completed on a termly basis.
8. The school will adopt the individual assessments packages used by York Steiner School.
9. All children will have a baseline and then ongoing assessment, termly for literacy and numeracy, using the assessment checklist.
10. A report of student progress will be submitted to on a termly basis to the trustees.
 | IL/PCIL/PCKL/ACIL/PCIL/PC/COTRBIL/PCCOTIL/PCKL/RB | July 17completeSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17completeSept 17CompleteSept 17CompleteDec 17 | As new students enter the school they will have a baseline assessment using the literacy and numeracy checklist assessment, information will be obtained from previous school this will ensure that teachers will be able to identify and plan for the level of learning each student is currently working at.Differentiation within combine classes will be identified on the lesson plans and learning outcome.Effective differentiation in the classroom will ensure that all students have the opportunity to learn and make progress.A summary report of children’s progress to be submitted termly to Trustees, to ensure they have a secure knowledge of student progress across the school. |
| 3(i) | Ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. | 1. British Values training carried out for all staff.
2. New template for teaching staff to use to ensure/evidence British values is being taught in the classes, in line with policy and curriculum.
3. Posters bought to be displayed around the school so British Values becomes part of the whole school consciousness.
4. File developed – in office to correlate all evidence.
5. New British values policy has been developed, this will be linked into the curriculum, eg in Class 6 debating is introduced to encourage the students to have a democratic, tolerant voice in a safe environment.
6. Class 6/7 will nominate and vote on a school council, to represent the views of the other students.
7. The school builds cross cultural awareness, tolerance thorough our curriculum, through sharing food of different cultures, through music and by visits and outings.
* C1 – fairy tales from different lands.
* C2 – saints from different religions, visits to church/temples etc.
* C3 – Old Testament stories, Jewish foods and festivals, farming in different countries, house buildings in different climates.
* C4 – Norse mythology/Vikings and geography of Scandinavia.
* C5 – Egypt and India geography, Mythology and religions – Hindu and Buddhism, the Greeks. Introduction to Democracy/ Olympic games/Mythology
* C6 – the Romans/birth of the Roman Empire, Roman/Christian. Religion and Geography of Italy. Debating introduced.
* C7- focus on individual renaissance, individual creativity, start of the technological age. Leading into the industrial revolution and establishment of public institutions and services, eg railways, water and sewage.
1. This issue will be a standing item on the COT weekly agenda to ask, what teaching has taken place during the space of the week relating to British values in its whole self.
2. Pippa Colebourne is taking on a lead for the school around British Values.
3. Records will be kept within the COT minutes and in the British Values evidence file.
4. Further training from local secondary school for all teaching staff.

Date -!3th Nov 17 | KLKLKLKLRB/KL/PCILCOTKL/COTPCCOT/SWRB | July 17 CompleteJuly 17CompleteSept 17CompleteSept 17CompleteOct 17completeSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteNov 17Complete | All staff will be able to demonstrate and incorporate British Values into their teaching and learning practice, in line with independent school standards, DFE advice and local council guidanceAll students will have awareness of what British values are in line with the independent school standards, DFE advice and local council guidance.Tod high, Pippa Colebourne and Jyoti Imix |
| 4 | Put in place a framework for pupil performance to be evaluated, by reference to the schools own aims as provided to parents or national norms, or to both. | 1. The school will take external advice re assessments/progress documentation, from York Steiner School, SWSF advisor, SWSF independent advisor, and a Mainstream Secondary School advisor.
2. The school will do a baseline assessment as new children enter the school, during their trial week. The assessment will then continue on a termly basis.
3. Information will be obtained from previous schools.
4. All lessons will include provision for differentiation
5. Instigate a peer review of learning walks (less than 20 mins) focusing on differentiation. Throughout the autumn term.
6. Initiated Trustee/teaching mentoring session focusing on key aspects of teaching and curriculum. Focusing initially on differentiation. Documentation will be completed following each session and will be held in the office.
7. The school will ensure individual assessments for literacy and numeracy are completed, on a termly basis.
8. The school will adopt the individual assessments from York Steiner School.
9. All children will have a baseline and then ongoing assessment, for literacy and numeracy, using the assessment checklist.
10. A report of student process will be submitted to on a termly basis to the trustees.
11. Develop template to ensure the report sent to parents will be consise.
12. A concise report will be sent to parents relaying attainments, progress and challenges annually. In relation to the numeracy and literacy as referenced in the CVSE Quality of Pupil Learning within combined Classes Policy. As referenced in *The Tasks and Content of the Steiner-Waldof curriculum. 2014*
13. Guidance will be sought from an independent Steiner advisor, and the SWSF Kevin Avison.
 | KL/RB/ILIL/PCKL/ACIL/PCIL/PC/COTRB/COTIL/PCCOTIL/PCKL/COTPC/ILAll TeachersKL/IL | Sept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17completeSept 17CompleteSept 17CompleteDec 17Nov 18July 18Sept 17Complete | Parents will have a clear understanding of their children’s progress, in relation to published Steiner levels of attainment, and any challenges facing them. As new students enter the school they will have a baseline assessment using the literacy and numeracy checklist assessment, information will be obtained from previous school this will ensure that teachers will be able to identify and plan for the level of learning each student is currently working at.Differentiation within combine classes will be identified on the lesson plans and learning outcome.Effective differentiation in the classroom will ensure that all students have the opportunity to learn and make progress.A summary report of children’s progress to be submitted termly to Trustees, to ensure they have a secure knowledge of student progress across the school.Trustees have now looked at the developed paper work for assessments. |
| 5(a) | Actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.  | 1. British Values training carried out for all staff.
2. New template for teaching staff to use to ensure/evidence British values is being taught in the classes.
3. Posters bought to be displayed around the school so British Values becomes part of the whole school consciousness.
4. File developed – in office to correlate all evidence.
5. New British values policy to be developed.
6. Class 6/7 children will nominate /vote in a student council to represent the views of the children across the school.
7. Each class will nominate 2 class representatives to feed information into the school council.
8. This issue will be a standing item on the COT weekly agenda to ask, what teaching has taken place during the space of the week relating to British values in its whole self.
9. Records will be kept within the COT minutes and in the British Values evidence file.
10. Visits to different faiths, records kept about the visits.
11. Visit to the National Justice Museum for the Class 6/7 students
12. Children to provide feedback regarding any visits attended.
 | KLKLKL/PCKlRB/KL/PCILIL/PC/SL/MAKL/COTCOT /SWIL/PCILIL/PC | Jul 17completeJuly 17completeSept 17completeJuly 17completeOct 17completeSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteJuly 17CompleteDec 17July 17 complete | All staff will be able to demonstrate and incorporate British Values into their teaching and learning practice, in line with independent school standards, DFE advice and local council guidanceAll students will have awareness of what British values are in line with the independent school standards, DFE advice and local council guidance. |
| 5(b)(v) | Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. | 1. British Values training carried out for all staff.
2. New template for teaching staff to use to ensure/evidence British values is being taught in the classes.
3. The school builds cross cultural awareness thorough our curriculum, through sharing food of different cultures, through music and by visits and outings.
* C1 – fairy tales from different lands.
* C2 – saints from different religions, visits to church/temples etc.
* C3 – Old Testament stories, Jewish foods and festivals, farming in different countries, house buildings in different climates.
* C4 – Norse mythology/Vikings and geography of Scandinavia.
* C5 – Egypt and India geography, Mythology and religions – Hindu and Buddhism, the Greeks. Introduction to Democracy/ Olympic games/Mythology
* C6 – the Romans/birth of the Roman Empire, Roman/Christian. Religion and Geography of Italy. Debating introduced.
* C7- focus on the renaissance, the rise of individual creativity, civil liberties, start of the technological age. Leading into the industrial revolution and establishment of public institutions and services, eg railways, water and sewage.
1. Visits to different faiths, records kept about the visits. Areas to be visited are a Mosque, Synagogue, and Hindu temple.
2. Children to provide feedback regarding any visits attended.
3. The school will reintroduce the annual festivals, and record them in the festivals file, where possible. Calendar dates to be put on website, and shared via the parent newsletter.
4. The classes will celebrate different cultural celebrations, including Diwali, Chinese New Year etc, these too will be recorded.
 | KLKLCOT/RBIL/PCIL/PCCOTCOT | Sept 17CompleteJuly 17CompleteSept 17CompleteJuly 17CompleteJuly 17completeSept 17completeSept 17Complete | All staff will be able to demonstrate and incorporate British Values into their teaching and learning practice, in line with independent school standards, DFE advice and local council guidanceAll students will have awareness of what British values are in line with the independent school standards, DFE advice and local council guidance. |
| 7(a) | Make arrangements to safeguard and promote the welfare of pupils at the school. | 1. Update safeguarding policy annually to incorporate any further DOE or local authority guidance.
2. Additional training for staff, re sexual exploitation. PREVENT (anti-terrorism).
3. Ensure all information received from the Prevent coordination team at Calderdale is circulated.
4. Safeguarding training for interview panel members to be identified. Date of training TBC by Calderdale Council.
5. Additional safeguarding training identified for Trustee with Safeguarding Lead. Date TBC by Calderdale Council.
6. Ensure all staff complete safeguarding supervision to discuss any concerns or action regarding children in the school.
7. Ensure staff are aware of safeguarding policies
8. All staff and trustees now sign for a copy of the school policy
9. All staff and Trustees will sign to receive a copy of Part 1 – Keeping Children Safe in Education
10. Ensure staff complete and adhere to all risk assessments, to be checked by School Manager.
11. Ensure children are supervised at all times.
12. New staff rota for playtime supervision
13. New staff rules for playtime supervision, this is available for all staff to read on the wall next to the main door.
14. Look out for additional training for the EY’s staff in identifying abuse and neglect.-
15. Courses booked 28th Nov.
16. Order NSPCC booklets – A parent’s guide to being Share Aware (safety on line)
17. Display NSPCC information in the school.
18. Disseminate booklets to all children at the school and ensure that E safety is discussed at all parents evening.
19. Update the online information within the Safeguarding policy.
20. Share all safeguarding alerts from Calderdale with all parents.
21. Information will be made available for parents on a new information board, to include child line contact details, safety on line advice, NSPCC contact information, and local council safeguarding contact numbers.
22. Ensure all alerts from Calderdale are put on the parent newsletter
23. Class 6/7/8 Teacher will obtain advice from Barnardo’s re LGBT, focusing initially on Transgender children.
24. Invite Barnardo’s representative to talk to the older children regarding LGBT specifically on the first visit Transgender.
 | KLKLKlKLKL/JWKLKLKLKL/COTILIL/PCPC/ILKLEY staffKLKLKLKLKLKLKLILIL | Sept 17CompleteJuly 17CompleteSept 17CompleteOct 17Complete, Sept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteCompleteCompleteSept 17CompleteSept 17CompleteNov 17Sept 17CompleteSept 17CompleteOct 17CompleteSept 17CompleteSept 17CompleteOct 17CompleteOct 17Complete | All staff are aware of Safeguarding procedures, including Prevent and SE, and are able to follow implement the guidance if they have any concerns about a students a welfare.The Early Year’s team will be able to identify any concerns regarding neglect and follow the appropriate reporting procedure.The children will all learn in a safe environment, support and advice will be given to parents regarding specific areas including On line safety.Outside input and support from Barnardo’s regarding Transgender and contemporary issues arising out of adolescent will be addressed to ensure that the children are fully supported in an age appropriate way. |
| 14 | Ensure that pupils are properly supervised through the appropriate deployment of school staff. | 1. Ensure all risk assessments are completed.
2. Rota for playground supervision timetable for all staff.
3. Specific guidance on supervising during playground duty had been developed and all staff are aware of it.
4. Children will not go outside until the member of staff on the rota is outside.
 | KL/ COTIL/PCPC/ILIL/PC | Sept 17completeSept 17CompleteSept 17CompleteSept 17Complete | Children are supervised and safe within the school and during outdoor play times. |
| 16(a) | Ensure that the welfare of pupil’s at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy. | 1. The school manager will be present at the COT meetings to ensure any risk assessments are reviewed.
2. The school manager will challenge any risk assessments that are not being adhered to at the COT meetings.
3. All records will be kept in the COT meeting minute’s book.
4. The risk assessment file for the whole school will be kept in the office.
5. The risk assessment policy is being developed.
 | KLKLCOT/SWCOT/KLKL/RB | Oct 17completeOct 17completeSept 17CompleteSept 17CompleteSept 17complete | All staff will have a consistent approach to writing, implementing and adhering to risk assessment and risk assessments will be monitored and reviewed by the Designated Safeguarding Lead this will ensure that children are safe when on and off the school site. |
| 16(b) | Appropriate action is taken to reduce risks that are identified. | 1. The kindergarten will complete new risk assessment prior to using the church room for their sessions.
2. The kindergarten will do a Toileting Risk Assessment for the church.
3. Both kindergarten teachers will adhere to the risk assessments completed.
4. The school manager will be present at the COT meetings to ensure any risk assessments are reviewed.
5. The school manager will challenge any risk assessments that are not being adhered to at the COT meetings.
6. All records will be kept in the COT meeting minute’s book.
7. The risk assessment file for the whole school will be kept in the office.
8. The risk assessment policy is being developed.
9. The classrooms will be checked daily for hazards as per risk assessment policy.
10. The schools fire escapes will be checked daily for any blockages/hazards as per risk assessment policy.
 | HC/AWHC/AWHC/AWKLKLSW/COTKLRB/KLTeachersKL/AC | Sept 17CompleteSept 17completeSept 17completeOct 17CompleteOct 17completeSept 17completeSept 17CompleteSept 17CompleteOct 17Sept 17CompleteSept 17Complete | All staff will have a consistent approach to writing, implementing and adhering to risk assessment and risk assessments will be monitored and reviewed by the Designated Safeguarding Lead this will ensure that children are safe when on and off the school site. |
| 18(2)(c)(ii) | Make appropriate checks before appointing staff regarding their medical fitness. | 1. Forms and files reviewed.
2. New question at interview regarding anything that may affect absence from work.
3. The question of absenteeism is now also on the reference request.
 | KL/ACKLKL | Sept 17CompleteSept 17CompleteSept 17Complete |  |
| 23(1)(c) | Provide suitable changing accommodation and showers for pupils aged 11 years or over at the start of the whole school year who receive physical education.  | 1. Games timetabled on a Friday at 2pm.
2. The school will look into information Re putting in an outside shower facility for the use of the older children.
3. Quotes for local builders etc to in staff outside showers.
4. Explore purchase/rental of an outside shower block.
5. Provide in the meantime freshening wipes, hand sanitising gel and deodorant for the older children.
6. Have explored off site games facilities for the older children, and have been offered accommodation with full changing and shower facilities for them to do games at the newly refurbed sports facilities, 1 mile away.
 | PCKL/RBKLKLKLkl | Sept 17Sept 17CompleteSept 17CompleteSept 17CompleteSept 17CompleteSept 17complete | Children of secondary school age can maintain their personal hygiene following physical activity.**The school has now found off site sports facilities, with the local council leisure centre, with full shower and changing facilities. This will mean the children will be able to have offsite weekly games lesson on a Friday afternoon.** |
| 31(1)(f) | Ensure that the annual written report of each registered pupils progress and attainment provides information on all the main subject areas taught. | 1. Education coordinator to liaise with York Steiner School re structure of their reports.
2. Reports restructured.
3. Reports to be sent to all children at the end of the academic year.
 | ILIL/COTTeachers | Sept 17CompleteSept 17CompleteJuly 18 |  |
| 34(1)(a) | Ensure that the persons with leadership and management responsibilities can demonstrate good skills and knowledge appropriate to their role so that the independents school standards are met consistently. | 1. School administrator to change role to school manager and will take over the general day to day management of the school, and will make any decisions as they occur.
2. This will be agreed at Trustees meeting September 2017.
3. The School Manager has the delegated authority for decision making on a day to day school management basis.
4. Further identification of any skill/developments school manager requires will be identified.
5. The school will appoint a further full time administration assistant to enable the School Manager time to further develop and write new policies to ensure the school is meeting all the Independent Schools Standards.
6. Network school computers to allow staff uninterrupted time to carry out role effectively.
7. Leadership course for Education coordinator- The CPD certification on line service, for Leadership and Management.
8. All new policies and updates to be shared at COT to ensure full integration.
9. School manager to attend COT meeting to ensure she is appraised of all matters arising regarding policies.
10. The school manager will attend the Trustees meetings to ensure that Trustees are kept up to date with all developments/implementations following the SIS inspection.
11. There will be a new meeting on a Friday at 3.30, attendees will include a Trustee representative, School Manager and teacher representative and the Education Coordinator. This meeting will be specifically to ensure the development plan following the inspection is being adhered to and the plan continues to be monitored and areas for concern are being addressed.
12. Outside support and guidance will be sought from an External Advisor from a main stream school back ground.
13. New trustees with relevant skills, backgrounds and qualifications will be invited to join the present board.
14. Identify training for the Board of Trustees.
 | KL/TRKL/TRKLKL/TRKLKL/ACKL/ILCOT/KLCOT/KLKLCOT/KL/TRRB/ILTRTR | Sept 17CompleteSept 17CompleteSept 17CompleteJan 18Oct 17CompleteSept 17CompleteNov 17CompleteSept 17completeSept 17completeSept 17completeSept 17CompleteSept 17completeSept 17CompleteJan 18 | The upskilling of the Education coordinator will ensure that learning needs of all students are being met, through clearer leadership and classroom management.The school manager’s role will ensure consistency in the development and implementation of the schools policies.Trustees hold the school to account in meeting the Independent School standards, ensuring safeguarding requirements are met and provide the necessary resources are provided to ensure compliance.New Trustee Rory O’neil- background Deputy Head/ SENCO |
| 34(1)(b) | Ensure that persons with leadership and management responsibilities fulfil their responsibilities effectively so that the independent school standard are met consistently.  | 1. School manager and will take over the general day to day management of the school, and will make any decisions as they occur.
2. The School Manager has the delegated authority for decision making on a day to day school management basis.
3. Further identification of any skill/developments school manager requires will be identified.
4. School manager to have time freed up to enable policies and procedures to be updated and new ones written (to ensure the school is able to meet independent school standards) by appointing more administration staff.
5. Network school computers to allow staff uninterrupted time to carry out role effectively.
6. It has been identified that the Education coordinator has never had any leadership or management training to enable her to undertake the Education coordinators role effectively. Courses will be identified at the start of the new school term.
7. Leadership course for Education coordinator (Online CPD course)
8. All new policies and updates to be shared at COT to ensure full integration.
9. School manager to attend COT meeting to ensure she is appraised of all matters arising regarding policies.
10. The school manager will attend the Trustees meetings to ensure that Trustees are kept up to date with all developments/implementations following the SIS inspection.
11. There will be a new meeting on a Friday at 3.30, present will be Trustee representative, School manage and teacher representative and Education coordinator. This meeting will be specifically to ensure the development plan following the inspection is being adhered to and the plan continues to be monitored and areas for concern are being addressed.
 | KLKLKL/TRKLKL/ACIL/TRILCOT/KLKLKLCOT/KL/TR | Sept 17CompleteSept 17CompleteJan 18Jan 18Sept 17CompleteSept 17CompleteNov 17Complete9++Sept 17completeSept 17CompleteSept 17CompleteSept 17Complete | The upskilling of the Education coordinator will ensure that learning needs of all students are being met, through clearer leadership and classroom management.The school manager’s role will ensure consistency in the development and implementation of the schools policies.Trustees hold the school to account in meeting the Independent School standards, ensuring safeguarding requirements are met and provide the necessary resources are provided to ensure compliance. |
| 34(1)(c) | Ensure that persons with leadership and management responsibilities actively promote the wellbeing of pupils. | 1. Additional training for staff, re sexual exploitation. PREVENT.
2. Ensure all information received from the Prevent coordination team at Calderdale is circulated.
3. Ensure staff complete safeguarding supervision to discuss any concerns or action regarding children in the school.
4. Ensure staff are aware of safeguarding policies
5. All staff and trustees now sign for a copy of the school policy
6. All staff and Trustees will sign to receive a copy of Part 1 – Keeping Children Safe in Education
7. Ensure staff complete and adhere to all risk assessments, to be checked by School Manager.
8. Ensure children are supervised at all times.
9. Look out for additional training for the EY’s staff in identifying abuse and neglect.-
10. Courses booked 29th Nov, Jan 9th.
11. Order NSPCC booklets – A parent’s guide to being Share Aware (safety on line)
12. Display NSPCC information in the school.
13. Disseminate booklets to all children at the school.
14. Update the online information within the Safeguarding policy.
15. Share all safeguarding alerts from Calderdale with all parents.
16. Ensure all alerts from Calderdale are put on the parent newsletter.
17. Invite Barnardo’s representative to talk to the older children regarding LGBT including Transgender
18. All staff are aware of and will adhere to the School Policy on Positive Behaviour.
 | KLKLKLKLKLKLKL/COTILKLEY StaffKLKLKLKLKLKL/ILILTR/KL | Jul 17CompleteSept 17CompleteSept 17completeSept 17CompleteSept 17CompleteSept 17CompleteSept 17completeSept 17CompleteSept 17CompleteCompleteSept 17CompleteSept 17CompleteCompleteSept 17CompleteOct 17CompleteSept 17CompleteSept 17completeSept 17Complete | Students welfare is safeguarded through staff following safeguarding procedures and having regular training updates.Positive behaviour is promoted throughout the school and any negative behaviour is challenged in line with the Positive Behaviour Policy and action is taken to address the issue. |

**Early Years**

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| --- | --- | --- | --- | --- |
| 3.6 | Train all staff to understand their safeguarding policy and procedures and ensure that the training enables staff to identify signs and possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way. | 1. EY staff will complete the annual training provided by the Safeguarding Lead for Calderdale council.
2. EY staff will attend a specific EY training in safeguarding children, provided by Calderdale Council Early Years development Team.

Courses booked as follows- Tuesday 28th NovemberTuesday 9th January.EY staff will have monthly safeguarding supervision, recorded and held in the office. | KLKL/EY staff | Sept 17completeNov 17 |
| Additional. | Risk assessment needed for the toileting of the children whilst we are using the church space.  | Risk assessment is now completed. | HC/AW | Sept 17 - complete |

**Additional Information**

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| --- | --- | --- | --- |
| Children aged 13 years currently attending the school. | 1. The school is still seeking clarification from the DFE regarding the children on the role age 13years+
2. The school has not admitted any further children above the age of 12 years to the school register/roll since the SIS inspection.
3. The school will begin transition discussions for the 2 older children currently on the schools central role.
4. The parents of the 2 children in class 8, are attending the school on Monday 25th September and will be asked to leave the school by the end of the half term.
 | Emails sent requesting clarification – 14th and 19th September. Awaiting response.Phone calls and messages were left on the same dates.The parents on the class 8 children were met with on 25/09/2017, they were advised of the situation and it was explained that their children would need to make transition arrangements by the end of this half term. Both parents have indicated that they will appeal this leaving date, because it is too short notice to prepare their children and make a decision as to where they would go. The parents have been given 14 days to appeal the decision, in writing to the COT and Board of Trustees. | Sept 17complete |
| Amenities/resources for the older children (class 6/7)0 | 1. The school will look into information Re putting in an outside shower facility for the use of the older children.
2. **The school has now found off site sports facilities, with the local council leisure centre, with full shower and changing facilities. This will mean the children will be able to have offsite weekly games lesson on a Friday afternoon.**
3. Quotes for local builders etc to in staff outside showers.
4. Look into hiring of porta showers.
5. The school will clear the garden and make improvement to the surfaces in the current garden.
6. The school will explore developing the land at the side/back of the building.
7. The school is currently looking to appoint a further language teacher for class 6/7 (German)
8. Class 6/7 currently have an outside maths consultant involved in their math tuition.
9. The school will continue to search for bigger premises that will be fit for purpose.
10. The school has obtained temporary renting premises in the church next door,(upstairs) until more permanent, fit for purpose premises can be found.
11. Additional fire safety assessment and evacuation plans will be done for the area in the church. (upstairs)
12. The school has given formal notice to the DFE that it is no longer using the Brearley site, and that the school is currently using a room in the neighbouring church which has been recently refurbished to a high standard
 | KL/RBKLKLKLRBKL/RB/ILKL/RB/ILIL/RBKL/RBKLRBRB | Sept 17CompleteSept 17completeSept 17CompleteSept 17 - completeSept 17completeSept 17Sept 17Sept 17CompleteSept 17Sept 17CompleteSept 17CompleteSept 17Complete |