

Mulberry School for Girls School Improvement Plan 2023-24

Key Aim: Outstanding achievement for all through the development of confidence, creativity, leadership and love of learning

Whole school targets

1. **Progress:** P8 +1.5 at Key Stage 4 and VA 0.5 at Key Stage 5
2. **Progress gaps:** No progress gaps based on prior attainment, SEND, or pupil premium
3. **Attendance and punctuality:** 97% attendance and 98% punctuality
4. **Exclusions:** none
5. **Recruitment:** Year 7 and the sixth form both oversubscribed
6. **Destinations:** 100% progression to secure destinations; 50% to Russell Group universities or higher-level apprenticeships
7. **Enrichment:** All students complete the Mulberry Pledge
8. **SEF judgement:** Self-evaluation 'Outstanding' in all areas
9. **Staff development and wellbeing:** High staff morale and low staff absence; majority of staff engaged in professional development and learning opportunities
10. **Governance:** Effective and impactful challenge and support through outstanding governance at school and Trust level

Current context

- Pupil progress from outcomes in 2017, 2018, 2019 and 2022 (excluding only TAG and CAG years) put us in the top quintile of schools nationally. Progress in 2023 puts us in the top 10% of schools nationally
- Progress for disadvantaged students at Key Stage 4 is in the top 8% nationally. Both Progress 8 and Attainment 8 in 2023 are higher for disadvantaged students at Mulberry compared to non-disadvantaged students nationally
- 95% of students entered the EBacc. Mulberry is one of only 12 schools nationally with the same level of disadvantage or higher to have EBacc entry above 90% and a positive P8 score
- Students did 9.2 GCSEs each on average compared to the national figure of 7.3. Their Attainment 8 grade is 5.6, over a grade higher than national average
- Student attendance is currently just below 96% (nearly 4% higher than national average)
- 80% of 2021 leavers remained in education two terms after finishing Key Stage 5 compared to 51% nationally (the most recently published figures)



Strategic priorities for 2023/24

Curriculum and teaching and learning

- Continual review and strengthening of the curriculum
- Continual consistency in the use of formative and summative assessment to support student progress through the curriculum, and to inform our ongoing curriculum priorities
- Effective monitoring of, and consistency in, the quality of teaching and learning, particularly at Key Stage 5

Key groups and key areas

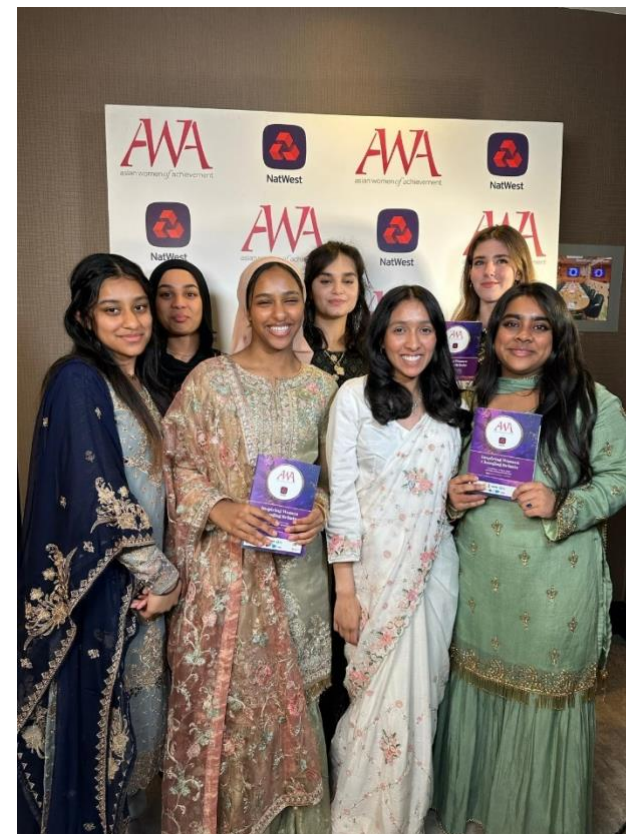
- Outstanding provision for students with SEND
- No gaps: pupil premium, subjects, key groups, reading, sixth form

Staff recruitment, retention, and development

- Focus on professional development: impactful CPD that develops leaders and enables retention of brilliant staff with low staff absence

Personal development and behaviour and attitudes

- Exceptional and equally distributed opportunities for all students
- Increased curriculum linked opportunities.
- Take over model for lower school, sixth form enrichment and 'leaders like me' programme
- Strengthening external partnerships and partnership working



TASKS

Quality of Education

Objective	Success criteria	Action	Timeframe	Resources	Lead	Evaluation
To continue to implement a comprehensive programme of CPD that responds to our whole school priorities around teaching, learning and curriculum	All staff recognise their role as leaders of learning and demonstrate a strong commitment to their ongoing professional development.	To design a high quality CPD programme which aims to develop all staff as leaders of learning and prioritises the development of subject expertise as well pedagogy and practice.	2 days	MS Teams	DA	
	Teachers possess a clear understanding of the expectations of learning across the school and receive support to meet them effectively. They tailor their approach to teaching and learning for each key stage to allow a smooth transition for all children.	To facilitate external reviews of curriculum and teaching and learning and provide adequate training opportunities for MLT and SLT on how to improve the quality of education.	2 days	Consultancy fees	DA	
		To enhance pedagogy and practice through the use of best practice videos which demonstrate the effective implementation of RAISE and STEPS. These videos will serve as valuable resources to further develop and refine teaching approaches within our school community.	1 year	Organising a filming schedule	DA	
	The CPD program is closely aligned with the overarching priorities of the school to ensure that all staff develop as leaders of leaders.	To provide a focus for subject specific CPD which allows opportunities for cross-curricular collaboration.	1 day	Meeting space and shared resources	DA	

	<p>Leaders are dedicated to fostering the growth and development of their teams. They strategically plan for succession by ensuring that staff are directed towards future leadership opportunities within the school and Trust.</p>	<p>To ensure that all departments are represented in subject networks across the Trust and the Tower Hamlets Education Partnership.</p> <p>Leaders sign post staff to a range of opportunities that can contribute to their professional growth. This includes roles within the school, Trust and our wider networks (THEP).</p> <p>To create opportunities for instructional coaching through line management at all levels.</p> <p>To create a bespoke programme of CPD that supports the development of individual teachers where improvement is required.</p> <p>To leverage the expertise of the East London Teaching School Hub (ELTSH) to support teacher development and create opportunities for leadership at all levels.</p>	<p>Once a term</p> <p>Weekly</p> <p>Weekly</p> <p>Yearly</p> <p>Yearly</p>	<p>Meeting schedule</p> <p>CPD menu</p> <p>Coaching CPD for SLT/MLT</p> <p>CPD and cover costs</p> <p>Cover costs</p>	<p>SLT & MLT</p> <p>SLT & MLT</p> <p>SLT & MLT</p> <p>DA</p> <p>SLT & MLT</p>	
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<p>To effectively implement our whole school pedagogical principles, which underpin teaching and learning - RAISE and STEPS. In doing so, we aim to ensure that the educational experiences of each child remain consistent and cohesive throughout their learning journey.</p>	<p>Students maintain rapid progress throughout all key stages of their education.</p>	<p>To centralise the process of lesson drop-ins and closely monitor the findings to improve the quality of education across the school.</p>	Weekly	Cost of PAM	QoE & MLT	
	<p>Student voice demonstrates that all learners feel included and challenged across all aspects of their learning.</p>	<p>To use lesson drop-ins to facilitate evidence-based dialogues between MLT and SLT in order to guide the Quality of Education team in determining the direction for improvement.</p>	Weekly	MLT to have one period reduction	SLT	
	<p>Improved attainment and progress data in all subjects</p>	<p>To prioritise actionable feedback for all staff with clear reference to RAISE and STEPS following lesson visits.</p>	After every lesson	N/A	SLT & MLT	
	<p>Eliminating significant progress gaps between key groups of learners.</p>	<p>To foster a culture of lifelong learning through staff and student ambassadors who will lead and inspire a love of learning within each subject and across all aspects of the school community.</p>	Daily	Leader of Learning rewards and post cards	SLT	
	<p>Achieving outcomes at Key Stage 4 & 5 exceed national expectations.</p>	<p>To ensure that challenge is incorporated within all aspects of school life, enabling students to exceed the expectations of our curriculum offer (MULBaCC).</p>	Every lesson	CPD for subjects	Lead Practitioners/ MLT/SLT	
	<p>Teachers are equipped with expert knowledge in their respective subjects.</p>	<p>For subjects to create an intervention strategy to address progress gaps after each data drop.</p>		Staffing for Saturday/holiday	SLT & MLT	
		<p>To adapt the curriculum to ensure that lessons are purposeful and responsive to the evolving needs of</p>	Termly			

	<p>Improved attainment and progress data specifically at Key Stage 5.</p> <p>Learning is stimulating and inclusive and promotes a culture of continuous growth and academic excellence.</p> <p>Reading is prioritised to ensure that all pupils have the opportunity to access the full curriculum offer.</p>	<p>students and intervention remains strategic and timely.</p> <p>To utilise the RAISE framework to systematically embed reading across the curriculum.</p> <p>To ensure that summative assessment provides clarity around student progress for key stake holders as well as informing whole school curriculum adaption.</p>	<p>Yearly</p> <p>Every lesson</p> <p>Twice a year</p>	<p>interventions</p> <p>Staffing for Saturday/holiday interventions</p>	<p>DB & DA</p> <p>JK</p> <p>DB</p>	
<p>To create regular opportunities to review and refine the quality of education across the school.</p> <p>To ensure that our curriculum offer remains robust, relevant,</p>	<p>Reviews – Trust wide and external confirm that whole school intent is being realised in lesson.</p> <p>Monitoring, evaluation and review cycles demonstrate that students are acquiring and retaining knowledge over time.</p>	<p>Termly Self-Evaluation Forum (SEF) cycles linked to whole school priorities in order to provide a structured framework for assessing and evaluating the quality of education.</p> <p>To ensure that lesson drop-ins link to SEF priorities and the actions outlined in the SIP. This alignment will drive progress towards our identified goals.</p>	<p>Termly</p> <p>Daily</p>	<p>Cost of PAM</p> <p>Cost of Challenge Partners and B11 reviews</p>	<p>DA</p> <p>QoE</p>	

<p>and aligned with the evolving needs of our students.</p> <p>A culture of continuous improvement, whereby staff are motivated, engaged, and committed to delivering high-quality education to our students.</p>	<p>Whole school reviews show a consistent approach to subject pedagogy indicating that teaching and learning is exceptional across the school.</p>	<p>To continue to conduct internal and external reviews to assess the quality of education across the school.</p>	Termly	Raising Standards lunches	QoE	
		<p>To use line management meetings to evaluate the implementation of subject action plans.</p>	Weekly		SLT	
		<p>To use data to raise standards across the school and ensure that interventions lead to improved outcomes for all children.</p>	Weekly	DA & JK		
		<p>To incorporate student/parent voice throughout all reviews of the quality of education in order to assess the impact of our teaching and learning school improvement strategy.</p>	Termly	Surveys DA		
		<p>To review the quality of education through mini deep dives led by external partners.</p>	Half termly	Cost of consultancy leads GK/DB/PF SLT		
		<p>To use the appraisal process to raise the professional aspirations of all staff, through constructive feedback, goal setting, and CPD opportunities.</p>	Yearly	MLT & SLT		

Objective	Success criteria	Action	Timeframe	Resources	Lead	Evaluation
1. Inclusivity, Access, Equity of opportunity						
All students participate in a varied, high quality programme of enrichment so they leave KS3, KS4 & KS5 with the strategic aims met.	All students participate in a varied enrichment offer throughout KS3.	Refine a centralised tracking document which links to data to track attendance and engagement Pupil voice to understand what students want.	Summer 2, 2023 - Summer 2, 2024	Enrichment Team, Wider enrichment teams	Sian Morten	Analysis at the end of each term. Pupil Voice.
There is an equity of opportunity and robust processes to enable access for all students. All students engage with enrichment and are tracked and supported in doing so. Any opportunities maximise the number of students who can engage with them.	All opportunities show that the highest number of students possible have participated Funding is maximised and benefits as many students as possible Student voice shows that students are aware of and know how to access enrichment provision	Analyse the data of the tracking document and report on this every term. Track attendance and participation of key groups. There is a minimum ratio of funding to number of students impacted. Pupil voice to understand what key groups of students want.	Summer 2, 2023 - Summer 2, 2024	Work with the Arts department to develop a model, Heads of Year Use existing programme - Edulink/SIMs to support this	Sian Morten	Pilot of model with the Mulberry Arts team Analysis at the end of Summer 2. Analysis of data termly. Pupil Voice.
Key groups are represented across extra curricular provision at least in line with school proportions. Pupil premium and disadvantaged groups are well-represented.	Ensure those students who experience the most significant disadvantage are well-represented in attendance and participation in groups.(eg. opportunities are open to at least 50% pupil premium students)	Track attendance and participation of key groups. Work with Heads of Year, Learning Support & Safeguarding to ensure that vulnerable students who emerge continue to get equal access to opportunities.	Summer 2, 2023 - Summer 2, 2024	As above. Pupil Premium funding	Sian Morten	Analysis at the end of each term. Pupil Voice.

Objective	Success criteria	Action	Timeframe	Resources	Lead	Evaluation
2. Quality and breadth of enrichment provision						
Enrichment opportunities realise our strategic aims to provide an outstanding enrichment and personal development programme. All students are engaged in regularly attend meaningful opportunities that either extend their learning beyond their classroom, or challenge them in acquiring new skills in another discipline, or support them in developing their confidence and resilience in alternative settings and/or develop their capacity as leaders	<p>The variety of enrichment opportunities is well-planned, varied and high quality.</p> <p>Observations/outcomes of enrichment opportunity show quality of provision</p> <p>Student and parent voice indicates high levels of satisfaction</p>	<p>Co-ordinate with all enrichment provision across the school to develop strategic aims and look for gaps in provision.</p> <p>Maintain and seek new partnerships.</p> <p>Use expertise of staff to support.</p>	Summer 2, 2023 - Summer 2, 2024	Funding for high quality opportunities	Sian Morten	<p>Quality of opportunities discernible.</p> <p>Observations/outcomes of a high standard</p> <p>Pupil & Parent Voice.</p>
Enrichment opportunities are high-quality and wide-ranging, from Arts and STEM to sport and outdoor learning, and include residential and international visit opportunities. The needs & ambitions of the community are met.	<p>Enrichment reflects the emerging needs of the school & community.</p> <p>Mulberry School for Girls has a reputation in the local community for fantastic enrichment provision</p>	<p>Create the enrichment journey of a child through KS3-KS5, with a clear standard of what all students deserve.</p> <p>Respond to emerging enrichment needs of the school.</p>	Summer 2, 2023 - Summer 2, 2024	Funding for a wide range of high quality opportunities	Sian Morten	<p>Wide range of opportunities discernible.</p> <p>Pupil & Parent Voice.</p>
Enrichment has long term and sustained impact on students throughout their time at the school. It supports the retention of students at Mulberry School for Girls	<p>Attendance at enrichment is consistently high.</p> <p>Clubs run for sustained periods of time and grow in attendance and popularity over time</p> <p>Student and parent voice</p>	<p>Registers taken and attendance tracked and analysed</p> <p>Enrichment provision changes analysed</p> <p>Student voice</p>	Summer 2, 2023 - Summer 2, 2024	Work across the school to gather pupil/parent voice	Sian Morten	<p>Analysis at the end of each term.</p> <p>Pupil & Parent Voice.</p>

Objective	Success criteria	Action	Timeframe	Resources	Lead	Evaluation
3. Strategic co-ordination across enrichment provision						
Strategically coordinate the range of extra curricular provision to ensure a well-planned, effective & comprehensive provision (including but not limited to the Enrichment Team, Mulberry Arts, MUN and Production Arts Academy)	<p>No gaps in provision across the extra-curricular offering.</p> <p>Calendar events planned in tandem, to minimise potential issues.</p>	<p>Work and improvement plans across these areas are co-ordinated.</p> <p>All areas have access to information about new events and tracking.</p>	Summer 2, 2023 - Spring 2, 2024	Different teams across the school	Sian Morten	Clear strategic overview of whole-school provision, with quality, breadth and reach of enrichment programme improved
Strategically coordinate the wider enrichment, clubs, trips & visits offered across departments to ensure a well-planned, effective & comprehensive provision which complements the curriculum	<p>No gaps in provision across the curriculum offering.</p> <p>Trips, clubs and visits complement the curriculum and give students real-life authentic experiences</p> <p>Calendar events planned in tandem, to minimise potential issues.</p>	<p>Work and improvement plans across these areas are co-ordinated.</p> <p>All areas have access to information about new events and tracking.</p> <p>Engage HODs and teams to increase and develop their existing offering</p>	Summer 2, 2023 - Spring 2, 2024	HOF	Sian Morten	Clear strategic overview of whole-school provision, with quality, breadth and reach of enrichment programme improved

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4. Staff development and maximising resources						
All staff feel a responsibility to support all students with enrichment opportunities	All curriculum areas offer clubs, visits and trips which complement the curriculum and give students real-life authentic experiences.	CPD with all staff and SLF Create sign up system. Work with ECT trainers to recruit more staff. HOFs analyse enrichment uptake and provide a summary to governors	Spring 2 - Summer 2 2023	Time for CPD. Funding for clubs/enrichments which reflect needs of school	Sian Morten	Analysis should show more engagement from more staff
All staff make a contribution towards enrichment at Mulberry	All staff either contribute by staffing trips, running clubs, or planning enrichment Empower staff to be able to deliver enrichment through clubs and trips	Track staff and staff roles Empower staff to be able to deliver enrichment through clubs and trips by training them how to do this/setting clear guidance	Spring 2 - Summer 2 2023	Work with the Arts department to develop a model	Sian Morten	Analysis should show more engagement from more staff
Maintain existing resources and maximise the benefits to our students	Existing resources should benefit as many students as possible. Existing partnerships and resources strengthened	Look at existing partnerships, resources and seek to make them more effective, through raising profile/accessibility and quality Look at the quality of existing partnerships/resources	Autumn 2 - Summer 2 2024	Existing funding/resources used.	Sian Morten	Evaluation of uptake and quality of external providers
Continue to source new resources, such as partnerships, external funding and other opportunities	New high quality partnerships developed. New funding secured of ambitious projects, particularly within Mulberry Arts	Work with existing contacts to create more contacts Work with Mulberry Arts on Fundraising	Autumn 2 - Summer 2 2024		Sian Morten	Evaluation of impact of new partnerships.

Objective	Success criteria	Action	Timeframe	Resources	Lead	Evaluation
5. Creativity, Confidence and Leadership: Arts at the Heart of the School						
To celebrate the artistic success of students gained. All students engage with the Arts and are tracked and supported in doing so through the Arts/Creative Leaders Passport	Students and parents can view the Arts Passport Arts Passport makes students and parents feel proud. Arts Passport is effective and can be generated from the central tracking system,	Pilot a Arts/Creative Leaders Passport for all students, which links directly to the tracker Engage form tutors and Heads of Year with the initiative to support with tracking	Summer 2 - Summer 2 2024	Mulberry Arts team	Sian Morten	Evaluation of impact of Arts Passport through student/parent voice
To continue to have Arts at the heart of the school through an exceptional Arts provision	Arts provision is high— quality, varied, ambitious and serves the community	Work closely with Arts faculties and Mulberry Arts to ensure provision is outstanding.	Summer 2 - Summer 2 2024	External and internal funding, Arts faculties and Mulberry Arts team	Sian Morten	Evaluation of impact of Arts through Data analysis and student/parent voice
To create a strong working relationship with Mulberry Arts, and maximise benefits to MSfG	Arts provision is high— quality, varied, ambitious and serves the community	Work closely with Arts faculties and Mulberry Arts to ensure provision is outstanding.	Summer 2 - Summer 2 2024	External and internal funding, Arts faculties and Mulberry Arts team	Sian Morten	Evaluation of impact of Arts through Data analysis and student/parent voice

Objective	Success criteria	Action	Timeframe	Resources	Lead	Evaluation
<p>Create a positive and supportive. Environment for all pupils, without exception.</p>	<p>Create an inclusive environment in the heart of the school where students are celebrated, and progress for learning is made.</p> <p>Liaise with key stakeholders to ensure awareness of and address behavioural trends.</p> <p>Continuously implement the new school-wide behaviour policy.</p> <p>Maintain scheduled intervention for the inclusion base.</p>	<p>Establish the SFL bridge in the heart of the school for student instruction and inclusion base activities.</p> <p>Designate a space on the SFL bridge to celebrate neurodiversity and facilitate customized learning experiences.</p> <p>Conduct weekly meetings with Heads of Year (HOYs) to discuss behavioural trends and provide support for learners.</p> <p>Continue sending conduct reports to be shared with the entire school.</p> <p>Maintain a culture of celebrating learner success.</p> <p>Collaborate with third parties to organize ongoing and impactful interventions to reduce internal exclusions.</p>	<p>Ensure the availability of space for SFL/inclusion base at the beginning of the year.</p> <p>Celebrate neurodiversity throughout the school year, with a prominent celebration during Neurodiversity Week.</p> <p>Conduct weekly meetings with HOYs from 8:10 am to 8:30 am, starting from the beginning of the school year.</p>	<p>Allocate appropriate classrooms, an inclusion base, and dedicated spaces for mental health and mentoring.</p> <p>Decorate the bridge and provide resources to support neurodiversity.</p> <p>Allocate funds for badges and rewards.</p> <p>Allocate funds for a celebratory event. Schedule dedicated time for student celebration.</p>	<p>FEM</p>	

<p>Build an ongoing, holistic understanding of our pupils and their needs</p>	<p>Create strong relationships between key teachers and students/families.</p>	<p>Establish an open homework club where parents are invited to assist students with their homework.</p> <p>Recruit specialized Higher-Level Teaching Assistants (HLTAs) with a focus on developing a holistic understanding of pupils and their needs.</p> <p>Implement a formalized process for assessing students and making referrals for special educational needs and disabilities (SEND).</p> <p>Conduct a structured transition for Year 7, involving the Student Support for Learning (SFL) team, with Teaching Assistants (TAs) assigned to each form for monitoring and observation during the first two weeks.</p>	<p>Organize the homework club every term.</p> <p>Hire the specialized HLTAs by the end of the academic year.</p> <p>Establish a formalized process for assessing student needs before the start of the academic year.</p>	<p>Employ four specialized HLTAs.</p> <p>Arrange catering and provide space for parents during open mornings. Engage a Trust-wide Educational Therapist and Speech and Language Therapist (SALT).</p> <p>Allocate timetable space for observing students.</p>	<p>FEM</p>	
<p>Ensure all pupils have access to high quality teaching and learning</p>	<p>Support with the implementation of STEPs and RAISE.</p>	<p>Conduct learning walks to provide support for the learning of SEND students.</p>	<p>Conduct learning walks throughout the year.</p>	<p>Allocate time in the timetable for SENDCO and Assistant SENDCO to complete learning walks.</p>	<p>FEM</p>	

<p>Raise the profile of the SFL team and establish key connections among staff.</p> <p>Deliver a bespoke curriculum taught by subject specialists.</p> <p>Conduct targeted interventions based on progress.</p>	<p>Allocate a stable timetable for the SFL team to foster relationships with staff members.</p> <p>Assist teachers in delivering the bespoke curriculum.</p> <p>Implement an intensive phonics program.</p> <p>Organize a burst of intervention with input from Heads of Faculty (HOF) and Heads of Year (HOY).</p> <p>Create provision maps for each year group and individual Education, Health, and Care Plans (EHCP).</p> <p>Enable TAs to specialize in specific subjects and attend department meetings.</p> <p>Provide TAs with timetables for the entire year that align with their subject strengths.</p>	<p>Establish a stable timetable for the SFL team by the October half term.</p> <p>Implement the bespoke curriculum timetable at the beginning of the year.</p> <p>Commence the intensive phonics program at the start of the year and continue throughout the year.</p>	<p>Schedule subject specialists in the bespoke curriculum timetable.</p> <p>Obtain subscriptions for Read/Write/Ink. Employ a trained phonics teacher or TA.</p> <p>Provide CPD opportunities for TAs.</p> <p>Allocate CPD time for staff to work on TA/staff relationships.</p>		
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Objective	Success criteria	Action	Timeframe	Resources	Lead	Evaluation
<p>To ensure that attendance continues to be significantly above national average and meets school target of 97%</p> <p>To ensure KS5 attendance also meets whole school target of 97%.</p> <p>To ensure punctuality is 100% across all year groups including at KS5.</p>	<p>Cumulative attendance reported at 97% for Y7-11 as well as for 6th form.</p> <p>Punctuality at 100% for all year groups</p> <p>Reduction in numbers of families taking extended leave</p>	<p>Improve systems around punctuality to feed into whole school sanctions system. Daily detention arranged by AWA, parents informed on the day by text message through Edulink and follow up of non-attendance through middle and senior leadership detention.</p> <p>Create regular and visible celebration of attendance and punctuality through assemblies, certificates and rewards. Celebration of excellent attendance of year groups and form groups to be shared with parents through 'The Voice' newsletter.</p> <p>New AHT KS5 to have oversight of KS5 attendance and to liaise with AWA and Director of FE to ensure robust systems for tracking and monitoring attendance in line with processes used in KS3 & 4.</p>	<p>Sep 23 – Aug 24</p>	<p>Funding for prizes / rewards</p> <p>Admin support for sending letters / arranging meetings with parents.</p>	<p>KP</p>	

		<p>Sixth Form induction and year 7 transition to include the importance of attendance and punctuality and the expectation that all students have an attendance of 97%</p> <p>Continue to ensure robust process around families taking extended leave with families meeting with the headteacher and all paperwork for fines being shared with the local authority within specified timeframe.</p>				
Continue to ensure all safeguarding training meets needs of all staff in the school at every level including new pastoral leaders and DYLCs	All staff, including key groups within the staff body, to have received safeguarding training appropriate for their role in school and be able to talk about this, including key understanding about KCSIE and the school's contextual needs.	<p>Bespoke safeguarding training for DYLC and new YLCs run by DSL covering contextual safeguarding and all areas of child protection.</p> <p>Behaviour management training for YLCs and DYLCs including weekly support meeting one morning each week with AHT behaviour and AHT DSL.</p> <p>Training for all YLCs and DYLCs in the use of school systems to track and monitor incidents of bullying</p>	Sep 23 – Aug 24	Funding for external RJ training for pastoral team (£1450 for 12 delegates)	KP	

		<p>and discrimination to be run by Director of pastoral provision.</p> <p>All staff training delivered in Sep 2023 including KCSIE updates and review of school context and key trends.</p> <p>All new staff to attend new staff safeguarding training. Conflict resolution / RJ training for all YLCs and DYLCs.</p> <p>Contextual safeguarding training for premises and catering staff run by DSL Governor training delivered with DSLs across the trust for all governors and trustees.</p> <p>Safeguarding and behaviour updates to feature as part of whole staff inset days as well as being a regular feature in staff briefing.</p>				
Continue to embed a secure mental health and wellbeing provision ensuring that all		To keep an accurate record of students access to a variety of mental health services including THEWS EWPs, Place2Be school counsellor, CAMHS, Step Forward, Docklands Outreach and	Sep 23 – August 24.	Funding for cushions / games for the reflection space.	KP and SR	

pupils are supported in accessing the level of support appropriate for their need.

Barnardo's. This can then be tracked and monitored over time.

Create a support and reflection space for students at break and lunch time staffed by MH team to support students struggling with anxiety, low mood and loneliness.

To celebrate Children's Mental Health Week in February with a week long programme of activities including a wellbeing fair.

Run a 'Journey of hope' programme with KS3 students through a Place2Be to support development of resilience in identified Year 8 and 9 students.