

Greenbrae School

Standards and Quality Report 2019-2020

Improvement and Recovery Plan 2020-2021



Together
we believe



Together
we achieve

At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.

Website/blog: <http://www.greenbrae.aberdeen.sch.uk/>

twitter: @Greenbraeschool

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities (Last Year)</p> <p>Priority 1 – Improvement in attainment, particularly in literacy and numeracy</p> <p>Priority 2 – Closing the attainment gap between the most and least disadvantaged children / young people</p> <p>Priority 3 – Improvement in children and young people's health and wellbeing</p> <p>Priority 4 – Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Improvement Priorities (This Year)</p> <p>Priority 1 – 2.3 Learning, Teaching & Assessment</p> <p>Priority 2 – 3.1 Ensuring Wellbeing, Equality & Inclusion</p>
<p><u>Vision:</u></p> <p>At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.</p> <p><u>Values:</u> Honesty, friendship, determination, respect</p> <p><u>Aims:</u></p> <p>Working in partnership with staff, pupils, parents and the wider community we aim to:</p> <ul style="list-style-type: none"> • Create a welcoming, secure and nurturing environment for all • Consistently provide innovative and stimulating approaches to learning and teaching • Allow every child to feel included, valued and encouraged to achieve his/her full potential • Have a happy, motivated and enthusiastic school community • Celebrate the social and cultural diversity within our school • Promote a high standard of behaviour and mutual respect throughout our school and wider community 	

Greenbrae is a two storey co-educational, non-denominational school which is situated in the Bridge of Don. The catchment area is a mixture of local authority housing, rented accommodation and private developments. New housing developments are underway with some being at the completion stage. The school roll is predicted to consistently grow in the coming years. Session 2016 17 saw the completion of a 2-storey extension to the school. It was started in January 2016 and was completed in February 2017. During the summer of 2016 and into the new session, the internal area of the existing school was reconfigured and refurbished to accommodate an 80 place Nursery and 4 class areas.

In 2018/19 the school roll stood between 213 and 226. There was an 80 place Nursery from the beginning of the year. The school had 12 classes, and a morning and afternoon Nursery class. There are 12 classes this session. The Senior Management Team, comprising a Head Teacher, Depute Head Teacher and Principal Teacher of Early Years, lead teaching and support staff. Support for Learning was in operation for 3 days a week with sessions available for P2-7 in 45 minute slots for Literacy/Numeracy.

Our parents and pupils are encouraged to participate in the life and work of the school and many opportunities have been created for them to become actively involved and engaged in the improvement and Learning Journeys of the school. Together with Parent Consultations (with pupils in attendance) and various Parent/Pupil Councils, we have an open door policy so that parents feel welcome to come into school to discuss issues which may arise in any aspect of their children's education. Our annual pupil/parent audits give them a voice to contribute to improvements and holding parental/community/pupil workshops when creating our new Vision, Values and Aims has meant that it reflects a shared set of beliefs. This has given all stakeholders ownership of this shared vision where we can work together to guide and inform what is on our improvement plan. As always through various communication channels, we keep our parents informed of on-going improvements within the school. Pupils are regularly consulted and views sought. This helps to ensure that the learning experiences are relevant and exciting.

The ASG has been working closely this session on Writing moderation. This has focused on use of the benchmarking documents whilst using evidence to agree on the standards collaboratively. This will continue next session with a focus on the Learning Intentions and Success Criteria and Moderation will be extended from Writing, Reading and Numeracy to Listening and Talking.

The most recent school inspection took place in June 2013 and the Care Inspectorate reported on the Nursery in November 2019. The reports are available at <https://www.education.gov.scot> and <http://www.careinspectorate.com/type-of-care>

Free School Meal Entitlement

1% of pupils Primary 4-7 registered to receive free school meals during session 2019/20

SIMD (Scottish Index of Multiple Deprivation)

The SIMD profile for Greenbrae School ranges from 2 SIMD to 10 SIMD. In 2019/20, less than 5% of children live in homes which are in the lowest 20% on the Scottish Index for Multiple Deprivation.

Review of School Improvement Plan Progress 2019-2020

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy	
NIF Priority <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Impact and Evidence: <ul style="list-style-type: none"> • Final year of 3 year IDL cycle has been completed. These planners have been reviewed yearly ongoing discussion had at departmental meetings. Update of new format to be decided with staff in Term 1 of this academic session. • Most learners now experience choice through contexts for learning where they are able to express their views and opinions. • A successful whole school IDL Enterprise project was undertaken in Term 2 with the culminating project of 'Greenbrae Christmas Markets'. Feedback from children, staff and parents was extremely positive. • Whole school subscription to Mathletics was purchased. Staff have explored and utilised the resources extensively, particularly when planning for learning from home. It is unclear the impact this has had on the delivery of problem solving in particular, however pupils are more engaged and motivated in their learning in Numeracy when using this resource. • A review of Big Maths was carried out by the Numeracy leaders of learning group. Guidelines were updated accordingly in consultation with staff. • An audit of resources was carried out and a purchase list of practical resources was given to the PTA. • Sampling of Numeracy jotters evidenced that a lot of worksheets were still being used and written evidence in jotters was lacking. • Teachers still using ACC progressions as main planning tools for both Literacy and Numeracy. New Problem-Solving Planners were issued to staff. • Classroom monitoring focused on Spelling, Grammar (focus on AifL and differentiation). 	

- Literacy Policies and guidelines were reviewed in consultation with staff.
- Focussed SFL groups for Literacy and Numeracy continued throughout the year.
- Majority of children are effectively using digital technologies to assist with their writing.
- In P1 97% achieved Early level in Listening & Talking, % achieved Early Level Reading, 80% achieved Early Level Writing and 80% achieved Early Level Numeracy
- In P4 90 % achieved First level in Listening & Talking, 78.6% achieved First Level Reading, 80% achieved First Level Writing and 90.5% achieved First Level Numeracy
- In P7 85% achieved Second level in Listening & Talking, 73% achieved Second Level Reading, 73% achieved Second Level Writing and 76 % achieved Second Level Numeracy
- All Primary 1 children completed Phonological Awareness assessments upon entry into school, as well as the Pre-Writing assessments. Results were used to inform next steps for pupils and to provide appropriate support in areas where gaps were identified. The same assessments were updated throughout the year, to monitor progress, and almost all children were identified as having made significant progress.
- All Nursery and Primary parents/carers were given the opportunity to attend Curriculum Meetings to learn more about our approach to Literacy and Numeracy. Most parents/carers attended, and were given information about how to support their children with Literacy and Numeracy at home. Results from feedback questionnaires were positive, suggesting that these sessions were helpful and that strategies/resources were being used at home.
- Primary 1 teachers trialled aspects of 'Talk for Writing' approach in their classes and fed back that they saw some increased engagement in stories and writing.
- An audit of Literacy/Numeracy resources was completed in the Nursery, focusing on breadth and challenge, and appropriate resources purchased where required.
- Focused Literacy/Numeracy time was introduced within the Nursery at the end of each session. This was reviewed on an ongoing basis to ensure appropriate support and challenge for all children. Primary 1 teachers have reported an increase in engagement, particularly in Numeracy activities, throughout the transition period into Primary 1.
- Play-based approach continued to be rolled out in Primary 1. Classroom monitoring and feedback from P1 teachers suggested increased engagement from most pupils in their learning across the curriculum.
- Introduction of Seesaw app while learning from home increased parent/carer engagement in learning for almost all Nursery children.

Next Steps

- IDL plans to be reviewed. Input to be given around planning successful IDL/Enterprise topics. Time allocated in Term 1 for staff to meet and develop this aspect of the curriculum.
- Writing topics to link with IDL when possible to ensure relevance and depth of learning. Consideration to be made when planning for writing.
- Numeracy – Opportunities for outdoor learning to be built into the curriculum/weekly timetable. CPD opportunities to be shared with staff. Staff to share good practice.
- Evaluate current practice in mental maths and problem solving across the school.
- Update Curriculum Rationale
- Technology skills developed when learning from home, to continue to be developed. Use of google suite to be embedded across school with staff and pupils. Digital Leaders to play an active role in this.
- Continue to develop use of effective questioning and higher order thinking skills across the school.
- Improved use of feedback to inform next steps in learning. (Pace, challenge and differentiation)
- Continue to promote and share best practice in AifL
- Continue to develop 'Talk for Writing' approach in Nursery and Primary 1. All staff to be trained in

‘Talk for Writing’ approach.

- **Review of Literacy/Numeracy resources in Nursery to be carried out at the start of Session 20-21.**
- **Reading books from Pie Corbett’s Reading Spine to be sourced/purchased in Nursery and Primary 1, to support the Talk for Writing approach.**
- **Synthetic Phonics readers to be purchased for Primary 1 to support the Emerging Literacy approach.**
- **Continue to develop play-based approach in Primary 1 classes.**
- **Continue use of Seesaw app in Nursery and Primary 1**

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children	
NIF Priority <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
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Pupil Equity Fund 2018-2019 Budget £ 3200	
Impact and Evidence (including use of Interventions linked to Pupil Equity Funding): <ul style="list-style-type: none"> • New IEP format issued to staff. IEPs are submitted to SMT for review termly and discussed at tracking meetings. • We have continued to develop nurturing approaches and restorative practice within our school. A PSA has attended ELSA training to help groups of children with emotional literacy, resilience and engagement. • Children not on track to achieve identified through tracking meetings and professional dialogue with teachers. Literacy and Nurture support groups set up by SMT, planned by CT and run by PSAs. PSAs given time to meet with CT to plan and report back progress. Most children have made improvements in these groups. • SFL teachers working with groups of children across the whole school. • Toe by Toe and Nussy resources continue to be used for children with dyslexic tendencies in P4-7 • Reading Eggspress has continued to be used across the school to support and extend reading and comprehension. Almost all children showing signs of growth in reading. • PSA staff undertook online CPD in a variety of different areas (dyslexia, autism, emotional literacy etc) • We have continued the use of Talk Boost and Early Talk Boost in Nursery – Primary 2. Almost all children participating in these approaches demonstrated progress between their start and end 	

assessment trackers.
<p>Next Steps</p> <ul style="list-style-type: none"> • Input on setting SMART targets on IEP and carrying out wellbeing assessment on Child's Plan. • Continue with structured PSA and SFL support groups for targeted groups of children. • Continue to ensure interventions are timely and support future learning.

Improvement Priority 3: Improvement in children and young people's health and wellbeing	
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Impact and Evidence:

- SHANARRI indicators have been promoted through linking to our OSCARS awards along with themed assemblies.
- PEF money used to purchase Jigsaw HWB resource which has been used in all classes across the school. An evaluation of this programme will be carried out in Term 2.
- Children and staff have been working towards Silver RRS Award.
- Health and Wellbeing policy still in process of being updated.
- Health and Wellbeing focus fortnight took place in Term 1 with various outside agencies and extensive learning opportunities for all children.
- Vision, Value and Aims displayed and referred to across the school.
- Nursery Care Plan formats updated to include SHANARRI indicators, and 1 to 1 meetings organised with parents/carers to discuss and review. Recording of targets also introduced to Care Plans to ensure that the individual children's needs are being met. SHANARRI information for parents/carers now displayed on Information Board in Nursery.
- SHANARRI audit carried out by all Nursery staff and areas for improvement identified. As a result, all staff felt clearer about areas for development and how to action these. An increased awareness of GIRFEC principles/SHANARRI indicators had by all staff and evident in the Nursery environment.

Next Steps

- Continue to embed SHANARRI indicators across the school.
- Evaluation of Jigsaw resource to be carried to measure success.
- Continue work towards Silver RRS award.
- Final update of HWB policy to be finished and shared with staff.
- Increased focus both in class and across the wider school on children's Health and Wellbeing. At the forefront of planning for IDL in Term 1.
- Continue to promote vision, values and aims across the school.
- Continue to embed GIRFEC/SHANARRI in all aspects of Nursery planning and learning.
- Continue to develop ways of seeking views of all stakeholders within the Nursery. Ensure 1 to 1 meetings with staff for all parents/carers at the start of new session.

Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

School

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	3
3.1 Ensuring wellbeing, equity and inclusion	3
3.2 Raising attainment and achievement	3

ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	5
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Raising attainment and achievement	4

	Excellent	outstanding sector leading
	Very Good	major strengths
	Good	important strengths with some aspects for improvement
	Satisfactory	strengths just outweigh weaknesses
	Weak	important weaknesses
	Unsatisfactory	major weaknesses

Greenbrae School QI 2.3 Draft Feedback Report 12.02.2020

What is our current evaluation of this QI?		Unsatisfactory / Weak / Satisfactory / Good / Very Good / Excellent
How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and Engagement		
In almost all classes there is a positive, calm ethos and a culture which promotes learning	Class observations	Ensure learning is promoted consistently across all classes
In all classes there are respectful relationships between learners and staff and learners and learners	Class observations, learner conversations, professional dialogue	Continue to promote vision, values and aims throughout the school
The majority of learners are engaged, motivated and interested in their learning	Class observations, learner conversations	Develop consistent learning and teaching approaches which engage all learners
The majority of learners in P.4 – P.7 have roles within pupil participation groups	Minutes, action plans, displays	Explore approaches to involve learners from ELC to P.3
In the ELC, all learners routinely lead their own learning	Class observations	Share good practice throughout the school to develop opportunities for all learners to lead their own learning
For the majority of learners, tasks and activities are well-matched to their learning needs	Class observations, learner conversations, professional dialogue	Provide opportunities for staff to share good practice across the school and exemplify this in the school's Learning and Teaching policy
The majority of learners are confident when talking about their learning	Learner conversations	Continue to provide opportunities for all learners to discuss next steps and targets
Quality of Teaching		
The purpose of learning is shared in almost all classes. The quality of learning intentions and success criteria is variable across the school	Class observations, learner conversations, planning meetings	Develop a shared standard across the school to ensure high quality learning and teaching
In the majority of lessons teachers give clear explanations and instructions	Class observations, learner conversations	Develop a shared standard to ensure high quality learning and teaching
Very effective questioning is evident in the ELC	Class observations	Create opportunities to share good practice across the school
The quality of questioning is inconsistent from P.1 – P.7	Class observations	Continue to develop the use high quality questioning to promote curiosity and independence
In a few classes, digital technology is used to enhance learning	Class observations, planning meetings	Develop the use of digital technology to support and enhance learning across all stages
There are systems in place to identify and support specific learning needs	Professional dialogue, class observations	Continue to ensure interventions are timely and support future learning

In the minority of classes feedback is used effectively to inform next steps in learning	Class observations, learner conversations, jotter sampling			Embed the Learning, Teaching and Assessment policy throughout the school to ensure consistency	
Effective Use of Assessment					
In the minority of classes AifL strategies are used throughout learning to review learners’ progress and identify next steps	Class observations, professional dialogue			Continue to share best practice in AifL, with a particular focus on pace, challenge, differentiation and feedback	
In the majority of classes pace and challenge is appropriate for the majority of learners	Class observations			Ensure pace and challenge is appropriate for all learners across the school	
The use of self-assessment is evident in almost all classes	Class observations, learner conversations, planning meetings			Increase opportunities for meaningful peer assessment in all classes	
Who was involved in this process?	Staff	Learners	Parents/Carers	Communities	Other

Below are some areas that have been lifted from the next steps during QI visits and through self evaluation activity and are reflected in the 3 year high level plan. This will be developed by working groups and established as part of an ongoing working document throughout the year. It does not need to be part of your initial plan as you will want to work on this with all staff a/ working groups.

High Level Plan

Year 1 (2020-2021)

As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, children and families is carefully considered.

1. Improving and developing our approaches to Learning, Teaching & Assessment
2. Supporting the Wellbeing of all
3. Physical Return to School buildings

Year 2 (2021-2022)

1. Workforce Planning in response to DSM Guidance
2. Developing the curriculum
3. Supporting the Wellbeing of all
4. Planning extended use of the physical buildings

Year 3 (2022-2023)

PEF Summary of proposed spend

[illegible]

Section 1 - Key principles

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP have guided the development of this individual School Recovery Plan, which will act as the Greenbrae School Improvement Plan for the coming session.

Our school Recovery Plan will reflect the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed
- The wellbeing of all pupils and staff will be carefully considered when determining the approach to reopening school buildings
- Risk assessments will be used to support planning and ensure that health and safety legislation and guidance is fully adhered to
- Public health measures will be taken fully into account
- Careful consideration will be given to the balance of in-school and at home remote learning to provide maximum benefit to children and young people
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement up and down the phases of the Route map
- Clear and effective communication with all stakeholders will be paramount

What will this mean for Early Learning and Childcare?

All returning Nursery parents and children will attend a one-to-one orientation session during weeks 1 and 2 with all returning children attending from Wednesday 19 August. New starts will be phased in from week 3.

Our children will enter the Early Learning and Childcare setting directly, via the Nursery garden area, and not through any other part of the school. Each session is split into groups of no more than 25 and the start and finish times for each group are staggered to avoid congestion within the Nursery playground. There will be an extended drop off and pick up time to allow these staggered start and finish times to take place. Children will be dropped off and picked up from a designated area of the school playground next to the Nursery garden. Parents will need to closely observe the markings on the playground and relevant signage displayed to ensure that social distancing of all service users is maintained. Children will be welcomed to the setting by a member of the Nursery team (outside) and will be signed in and out by this member of staff.

It is acknowledged that maintaining social distancing with children aged 5 and under is extremely difficult. Nursery staff will need to ensure that they adhere to the 2m distancing rule between one another at all times. Resources will not be shared between the groups within one session or between sessions and an enhanced cleaning regime will be implemented between sessions.

What will this mean for primary schools?

It is proposed that all year groups in Greenbrae school return, but in reduced groups for orientation for week 1. Classes will be divided into thirds for a phased return during week 1 with all children returning full time on Monday 17 August.

Movement through the school will be limited and most children will spend their time in the one classroom. In 6 of the lower classrooms which have external fire doors entry and exit will be used which will minimise the traffic in corridors. Full details can be found under the 'Orientation' section later in this document.

It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place.

Avoiding physical / social contact within the playground

Interval and lunchtimes will be staggered to allow no more than 6 classes out at any time in the playground. No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment (which allows for social distancing) should be sanitised after each play session and risk assessed appropriately. A wet weather alternative is in place with PSAs working between their classes to supervise. Timings to be staggered accordingly.

Ventilation in buildings and the use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of small rooms (unless these are fire doors). Children, young people and staff should spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others.

Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey. Informal outdoor classrooms set within the natural environment will be used as spaces for learning where possible. Care will be taken to ensure that outdoor contexts for learning are fully accessible.

Management of symptomatic building occupants

If a child or young person attends the setting with symptoms of cough and/or high temperature, they should go home immediately. If a child / young person is waiting to be collected by their parent or carer, they should be isolated in a private well ventilated room/area and avoid touching surfaces. Isolation rooms will be cleaned after use in keeping with national guidance. Your child will be issued with a face mask for the journey home.

The manager should then contact Facilities and ensure appropriate cleaning takes place. Please keep up to date with current guidelines:

<https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>

Section 2 – Hygiene and health and safety practice

Cleaning routine

Toilets will be cleaned daily by cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings). Additional sanitisation of taps and flush handles will be undertaken by janitorial services on a regular basis during the school day.

All other areas will be cleaned by cleaning staff before the start of every day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and children, with additional cleaning during the day.

We have a GP room upstairs which is used for our sensory space and SFL which includes appropriate resources, which if required to be used will be cleaned by the allocated PSA. Cleaning arrangements have been considered and outlined as part of the risk assessment process. Resources in this space and breakout spaces are being restricted to items that can be easily cleaned and the expectation is that staff who attends with a pupil/s will clean it through the use of cleaner material safely stored in the space (out of reach of children). Should this not be possible, a member of the SLT staff must be contacted to facilitate this process should the space be needed for another pupil. Furniture in the rooms will be minimised to reduce cleaning.

Pupils will be asked to bring their own labelled, filled water bottle to school and fountains will be out of use.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses.

Where there has been a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings.

The first aid space and isolation room will require specialist attention for cleaning if in use.

Use of Learning Resources

School staff will be given sanitising wipes to undertake cleaning of resources, toys and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning. Resources which are not being used will be removed from class bases to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Books and related resources within our library will need to be quarantined for 72 hours before being re-issued. Reading books will also need to be quarantined for 72 hours before re-issuing.

Resources will be wiped/cleaned on an ongoing basis by the staff in each room. To facilitate this process, resources will be carefully stored in the classroom areas and in our case, the purchase of extra cleaning bags has been actioned to ensure some resources, for example, lego or maths materials can be washed in the dishwasher. Furthermore, learning resources have been arranged to allow for individual use and storage by pupils rather than sharing when appropriate. For example, pencils, whiteboards, whiteboard pens, glue sticks, rubbers, sharpeners P2-7, play dough P1/2, colouring pencils, scissors, rulers P3-7 will be issued to individual pupils and stored in individual trays within plastic envelopes within their classrooms.

Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. Stocks of soap will be checked, and replenished, before the start of every day by facilities staff.

Hand sanitiser will be available at each usable entrance point to the building, unless there is immediate access to soap and water in these areas.

Entrance	Hand sanitiser?	Entrance	Hand sanitiser?	Entrance	Hand sanitiser?
Front door	Y	Back entrance (DHT office)	Y	P1b/P2b/P2g/P3a/P3b/P4 fire exits	Y
Nursery door (x2)	Y	Side entrance (P6/7 back stairs)	Y	Side door entrance (hard playground)	Y

There will be hand sanitiser at the main entrance point and all classes entering from either their classroom fire exit or other the other 3 fire exits will also use hand sanitiser. Hand sanitiser will also be made available at each entrance point and levels will be checked every day.

Children, young people and staff will be reminded to wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, before eating or handling food, after blowing their nose, sneezing or coughing, changing classrooms, prior to entering school transport and after going to the toilet. Children, young people and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Posters have been displayed around the school to remind everyone of the need for regular handwashing.

Children, young people and staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available.

Access to Toilets

There will be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children. In these cases, a teacher, PSA or EYP member of staff will supervise. Staff will also ask pupils upon return if they have washed hands and action accordingly. Pupils will have washed their hands prior to using the grab handle to open the door to return to class. The Infant classes (P1a, P1b and P1c) will access the toilets to the side of the school beside the library, P2b, P2g, P3a, P3b, P4 will access the toilets at the back of the school beside the DHT office and the 4 upstairs classes P5, P6a, P6b and P7 will access the upstairs toilets during class time. During break and lunch times P5-7 will use the toilets downstairs at the back of the school beside the DHT office. There are separate toilets for boys and girls.

At Greenbrae, we have staff unisex toilets and will use a sign to indicate usage. These toilets will be restricted to only 2 members of staff only. In addition, space has been identified to allow staff to wait for occupancy with 2m distance between if necessary.

Toilet Rota

Time	Toilet Block 1	Toilet Block 2	Toilet Block 3
9.00-09.30	P1b & P1c	P2g & P3a	P5 & P6a
09.30-10.00	P1a & P2b	P3b & P4	P6b & P7
10.00-10.30	P1b & P1c	P2g & P3a	P5 & P6a
10.45-11.15	P1a & P2b	P3b & P4	P6b & P7
11.15-11.45	P1b & P1c	P2g & P3a	P5 & P6a
11.45-12.15	P1a & P2b	P3b & P4	P6b & P7
1.15-1.45	P1b & P1c	P2g & P3a	P5 & P6a
1.45-2.15	P1a & P2b	P3b & P4	P6b & P7
2.15-2.45	P1b & P1c	P2g & P3a	P5 & P6a
2.45-3.15	P1a & P2c	P3b & P4	P6b & P7

Section 3 – Practical measures to support social distancing in our school

How will we increase separation?

All school staff will follow the government guidance of 2m social distancing between one another and between pupils and staff P3-7.

The spaces used for 'in school' learning will be prepared to clarify boundaries. This may include closing off some areas. It will be important to ensure that all staff and pupils are aware of any changes in the use of the building. Staff spaces such as the school staffroom, kitchens and break out spaces will also be subject to social distancing arrangements. These changes will be communicated to parents through descriptions and graphics.

The First Aid room has been identified as our isolation space for any pupils or staff who develop symptoms, whilst they wait to return home. This space will be well ventilated and will not be used for any other purpose, as it must be intensively cleaned after being used by any symptomatic individuals. This space is not a large room for the purposes of cleaning, not in a high traffic area during COVID restructuring. It is also close to a toilet through the library which is out of use, again with no need to move throughout the school to access. The child who is self-isolating will be escorted from the Isolation space and out the back fire exit beside it round to meet parent/carer collecting. The First Aid room has been moved to the front hall, where a space has been sectioned off for this purpose (old dinner hall).

The sharing of resources between children and young people during a learning activity will be avoided to limit the potential for transmission (P3-7). Personal belongings will be taken home at the end of any 'in school' learning.

Greenbrae School is fortunate to have a good availability of outdoor space, including our playground and surrounding area. Staff have considered any resources that they might need to support teaching and learning outdoors so there is time to determine suitability, order items and make arrangements for appropriate cleaning.

All items that do not support safe return to teaching and learning, have been stored. Fixed equipment in the playground will be taped off and loose parts play will not be used during phase three of the recovery plan.

The school office is accessed through a door. There is a glass panel to communicate with the office that staff will be expected to use. Whilst the office is small, there is a window to support ventilation. We have one administrator working full time and a school support assistant that works mornings only. The office is big enough to allow social distancing to take place.

The photocopier space is only suitable for two persons at a time and staff can wait for access in the corridor whilst maintaining distancing and monitoring exit of previous users. Wipes will be made available in this space to wipe down the laminator, shredder and photocopier.

Face coverings should be worn by adults wherever they cannot keep a 2m distance with other adults and/or children.

Face coverings should also be worn in the following circumstances (except where an adult or child is exempt from wearing a covering)

- At all times when adults are moving around the school in corridors, office and admin areas, canteens (except when dining) and other confined communal areas (including staff rooms and toilets).

How will we decrease interaction?

At Greenbrae, we will operate a keep left system. Our corridors are wide enough to allow a 2 metre space if operating 2 way. The traffic will be minimal in the school given that 6 of our classrooms have fire exit doors for entering and exiting.

The school will adopt an agreed protocol for drop off and pick up. Parents/carers of Nursery and P1 children will have restricted access to the playground during drop off and pick up times. Parents and carers (P2-3) can drop off and collect their children from the public footpath which on the periphery of our school field opposite the doors that the pupils come out of for safety purposes. Face coverings should be worn by parents and other visitors to all school sites (whether entering the building or otherwise), including parents at drop-off and pick-up. The Parents and carers (P4-7) will refrain from entering school playground to further reduce numbers. Parents and carers will make use of locations nearby that can be used to support a Park and Stride approach to limit traffic near site (Bridge of Don Baptist church). Restrictions will be put on entering the school car park to ensure that groups do not congregate. School reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquires made either by phone, e-mail, Google.

Playgrounds will only be accessed by children for the purpose of attending in-school learning and only an emergency will trigger a need for anyone else on site so that carefully calculated capacities can be maintained. Access to the building will be strictly controlled. Playgrounds will be divided into zones according to the number of classes which head teachers have indicated will be using the playground at any one time.

At Greenbrae, we will be restricting pupils to movement within their classroom areas. 6 of our 8 downstairs classrooms will be accessible from an external fire door and this is where they will enter and exit. The other 2 will enter and exit through the side door. Our P1 classes will line up on the hard playground area and our P2 classes will line up at the front of the school and will be collected in their classes by their class teacher. There are 4 upstairs classes and the P5 and one of the P6 classes will enter and exit from the back fire door beside the DHT office and the other P6 class and the P7 class will exit and enter from the side fire exit down the back stairs. This will allow for no congestion in the corridors. Floor markings and signage will be used (arrows) to direct pupils. An important part of return will be an induction with each group to ensure all understand the traffic flow and discussion about why distancing is important and an opportunity for pupils to ask any questions to ensure they understand the importance of the rules.

Our playground will also be fitted with markings to enable pupils to know where to stand when preparing to enter the building.

Staggered Timings for break and lunch

	School Start	Break	Lunch	Home Time	Total Class Contact Time (5hrs/300mins)	Playground Zone
Group B P3T/P3F/P5 – GP space P6A/P6B – Gym hall P7 - front hall	9.00	10.25 - 10.40	12-12.40	2.55	9-10.25 = 1h25m 10.40-12 = 1hr20m 12.40-2.55 = 2h15m	See updated Playground Zones Map below.
Group A P1A/P1B/P1C – GP Space P2B/P2G – gym hall P4 – front hall	9.00	10.45-11	12.45-1.25	2.55	9-10.45 = 1h 45m 11-12.45 =1h 45m 1.25-2.55 =1h 30m	See updated Playground Zones Map below.

PSA Staff will take their break and lunch **after** they have supervised children. This will ensure maximum capacity in staffroom is adhered to. (4 teachers + 2 PSAs = 6)

Nursery staff will have lunch in the Nursery setting.

A zone has been created for the PE teacher for when she is teaching PE during our break and lunchtimes so as to not mix with the other year groups in the playground.

Playground Zones to increase separation

PLAYGROUND ZONES

2.11.2020



School Uniform

Children should come to school in the usual school uniform and with a change of indoor shoes. Please ensure that your child comes to school with appropriate clothing for outdoor learning and outdoor break and lunchtimes suitable for all weathers. This consists of waterproof jacket and appropriate footwear. School bags will be kept on the back of chairs (P2-7). P1 school bags will be kept on coat pegs. Pupils will come to school wearing their PE kit for the days that they have the PE specialist.

Dining arrangements

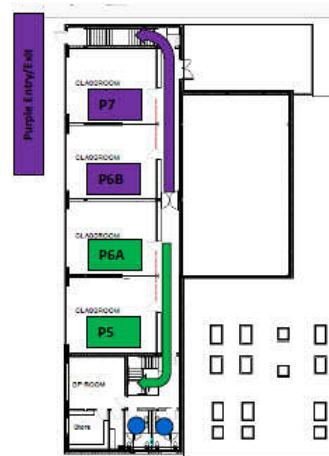
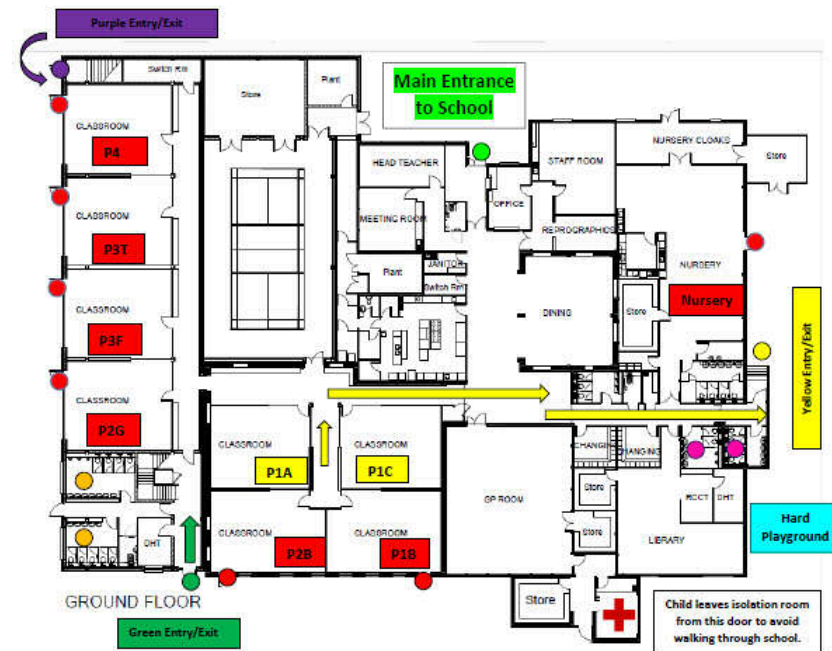
All children (P2-7) will be asked to bring a packed lunch for week 1 and the provision of free food vouchers will continue for that week only. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread. Cold lunches will be provided by the school catering team during week 2 with a view to serving hot meals from week 3 onwards. Full menu will be available.

In most cases, and to reduce the requirement for cleaning between sittings, children will eat lunch in their classrooms for week 1. From week 2 onwards school meals will be available for those who choose and the food vouchers will no longer be provided. Timings will enable smaller groups to access the dinner hall and playground at one time and smaller numbers of staff accessing staffrooms at one time. The maximum of 6 members of staff at any one time will apply. An overspill staffroom has been set up from November onwards due to an increase in staff.

All pupils must remain on site for lunch in order to limit their contact with others out with the school. These arrangements will be reviewed as restrictions are reviewed. Lunch break is a 40 minute period and morning break is a 15 minute period.

The social distance practice within the kitchens are being considered. Specific risk assessment on kitchens will be required.

Evacuation procedures/Entry & Exit Points



Class	Entry/Exit Point	Line Up
Nursery, P1B, P2B, P2G, P3F, P3T, P4	Entry and exit through own classroom door as marked on plan	P1B – Hard Playground P2B, P2G, P3F, P3T & P4 Own classroom doors. Nursery – Garden Door Hard playground
P1A & P1C	Yellow Entry/Exit	Hard playground
P5 & P6A	Green Entry/Exit	Outside DHT Office at Green Entry/Exit Point
P6B & P7	Purple Entry/Exit	Marked area on grass beside Purple Entry/Exit Point
P1A/B/C & P2B Toilets	Isolation Space for children showing symptoms	P5-7 Toilets
	P2G/P3A/P3B & P4 Toilets	

Circulation routes and entry/ exit points have been altered and evacuation processes have been amended to reflect this. Muster points have been spaced further apart to allow for social distancing. The Fire Evacuation Plan has been amended and distributed throughout the building in response to this School Recovery Plan and shared with all stakeholders. Class teachers will explain their evacuation routes to the pupils on return and a practice fire drill will be held early into the first term. Date to be arranged.

Evacuation arrangements for children with complex needs or disabilities have been reviewed with refreshed Personal Evacuation Plans in place.

Orientation

The Senior Leadership Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map will be displayed and signage used as appropriate to act as an aide memoir. All children will be advised of arrangements prior to their return, through virtual tours and/or the 'Return to School' document. Health and safety is a key focus when groups first join 'in school' learning in August.

School transport

Children will be encouraged to avoid travelling to school on either public or school transport with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, careful consideration will be given to travel plans with The Bridge of Don Baptist Church identified as being “Park and Stride” routes outwith the school site. Wherever possible parents/carers encouraged to use this point to minimise activity around the school gates.

For the next session we will have one pupil travelling with an escort and that arrangement will continue. We will liaise with the family to establish their expectations for travelling to school in August. To allow for supervision of this pupil, the escort will be asked to drive to the main school entrance to ensure minimal adult entry into school and the initial hand washing is supervised. A pre-arranged time drop-off time will be established with the escort.

Transport providers will be required to adhere to Transport Scotland’s Guidance for Transport Operators. Children will be advised to follow safer travel guidance, which would include the wearing of face coverings, where deemed appropriate, except for very young children or those with particular conditions.

In situations where children become symptomatic of COVID-19 ‘in-school’, parents/carers will be required to provide transport home. Transport providers will not be able to transport symptomatic children.

Bike racks in schools, where available, should be in use for pupils next term, in order to support and encourage pupils to cycle to school and reduce demand on public transport and private cars.

The use of bike racks will need to be carefully managed, including requiring pupils to queue (with physical distancing) whilst other pupils ahead of them are parking their bikes, and signage will be available to reinforce this. Staggered starts and finishes to the school day should also help reduce the number of pupils needing to be within the vicinity of the bike racks at any one time.

Managing Visitors / Managing Reception

External visitors to the school building will generally not be permitted. The only exceptions to this will be for:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only)
- Contractors working on a closed construction site within the school building or grounds, where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school, and the work has been approved to go ahead by Corporate Landlord officers
- Any other visitors required to enter the building for emergency purposes, including emergency repairs

Parents will not be permitted to visit the school to speak to teachers about their children. This will be communicated clearly to all parents. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance.

Signage will be displayed at school visitor entrances to explain that visitors are generally not permitted, and will provide a telephone number for visitors to contact an appropriate member of staff within the building, should they wish to speak with someone or if they have an appointment to attend the school.

If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access.

Where possible, visitors permitted access, will remain within the foyer of the school and speak with the relevant member(s) of staff via the intercom button or by the staff member moving to the foyer as the space is large enough to allow for distancing.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy. Our school administrator will ensure our record sheets are updated to record additional contact details.

As part of our family friendly 'Returning to School' document, arrangements to contact school staff will be shared. As is currently the case, our school administrator will liaise with the appropriate staff once a phone call or email received and will make arrangements accordingly to arrange a return phone call or email. Our families will already be familiar with this process with the exception of a few and personal contact by the SLT or school administrator will be made to them to ensure they understand the expectation.

Action Plan

QI 2.3 Learning, Teaching & Assessment					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Develop a consistent understanding of Learning, Teaching and Assessment in relation to the agreed framework where pupils are ready to engage in learning	Learner feedback and interactions online and face-to-face will be positive. Collation of Google survey with all partners ongoing	<ul style="list-style-type: none"> Develop use of the already established Seesaw Digital Learning Journeys in the Nursery into P1 in order for learners to share their learning experiences Careful planning of transition into Primary 1 and Nursery for our youngest learners. The need to sensitively and effectively enable children to enter school feeling safe and happy. Continue to promote and share best practice in AifL, with a particular focus on pace, challenge, differentiation, feedback, Learning Intentions and Success Criteria Revisit the behaviour management policy in order to ensure consistency in line with our current climate 	June 2020	<p>JIGSAW resources already bought last year with PEF</p> <p>SEESAW to be purchased for Nursery and P1 to extend the already free trial Nursery and P1 partners to be trained in these resources (£660)</p> <p>PSAs to be further trained in ELSA and Emotion Works</p> <p>Learning Unlimited, Moderation Cycle resources, Shirley Clarke set of books</p>	
Continue the already established online learning platform for delivering the curriculum in Health & Wellbeing, Literacy and Numeracy for home-based learning	Tracking and assessment of Health & Wellbeing, Literacy and Numeracy against the benchmarks	<ul style="list-style-type: none"> Tracking, Meeting Learner Needs and planning meetings with staff Use the authority templates for IDL and personalise to meet the needs for the pupils of Greenbrae to continue to make progress in these areas IDL plans to be reviewed. Input to be given around planning successful IDL/Enterprise topics. Time allocated in Term 1 for staff to meet and develop this aspect of the curriculum Writing topics to link with IDL when possible to ensure relevance and depth of learning. Consideration to be made when planning writing Continue the use of high quality online learning platforms – Reading Eggs, Mathletics, Maths Seeds, Seesaw, Education City Explore the Listening and Talking benchmarks Numeracy – opportunities for outdoor learning to be built into the curriculum/weekly timetable. CPD opportunities to be shared with staff. Staff to share good practice. 	Termly	<p>Creative Bravery Festival (PEF)</p> <p>Purchase of Reading Eggs & Seeds (), Mathletics (), Seesaw (£660), Education City (authority paid)</p>	

		<ul style="list-style-type: none"> • Evaluate current practice in mental maths and problem solving across the school • Update curriculum rationale • Technology skills that we developed when learning from home, to continue to be developed. Use of Google Suite to be embedded across school with staff and pupils. Digital leaders to play an active in this. • Continue to develop use of effective questioning and higher order thinking skills across the school • Improved use of feedback to inform next steps in learning (pace, challenge and differentiation) • Continue to develop 'Talk for Writing' approach in Nursery and Primary 1. All staff to be trained in 'Talk for Writing approach • Review of Literacy/Numeracy resources in Nursery to be carried out at the start of the session • Reading books from Pie Corbett's Reading Spine to be sourced/purchased in Nursery and Primary 1, to support the Talk for Writing approach • Synthetic Phonics readers to be purchased for Primary 1 to support the Emerging Literacy approach • Continue to develop play- based approach in Primary 1 classes 			
Increased learner confidence in the use of all tools within google suite	Use of ICT to support and enhance the curriculum	<ul style="list-style-type: none"> • Continued google suite training for all staff • Continue the digital technologies working party to enable support for staff to use ICT as a platform for learning to support the curriculum • Purchase another class set of i-pads 	ongoing	i-pads – (£13,500 staffing underspend and PEF)	
Ensure high quality learning and play experiences and develop our outdoor provision.	<p>Engagement of learners and parents is positive. Parental surveys will capture</p> <p>Children can talk about their learning and identify their ideas and next steps in learning.</p> <p>Continue the use of Seesaw with almost all parents evidencing home learning through this.</p>	<ul style="list-style-type: none"> • Develop the teaching and learning policy to ensure parents recognise the overarching link of play and learning. • In partnership with parents, emphasise the importance of play based learning at home. • Continue to develop outdoor area through the Creative Bravery Festival resource • Continue to plan whole school themed focus weeks • Increase parent, staff and learner's confidence in using Seesaw to evidence and develop next steps 	ongoing	Creative Bravery festival	

3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	RAG
Ensure our school community has a shared understanding of wellbeing needs	Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing. Almost all pupils will be supported to focus on specific targets for improvement in relation to the wellbeing indicators	<ul style="list-style-type: none"> Pupils will continue to reflect on their own wellbeing using the wellbeing indicators (SHANARRI). Pupils will be supported to set achievable targets to improve their wellbeing. School staff to consider the impact of lockdown when supporting pupils to achieve HWB target School staff will highlight the Wellbeing Indicators and continue the Health & Wellbeing focus for regular OSCAR assemblies Continued use of JIGSAW resources to support consistent and progressive delivery of HWB curriculum and evaluate to measure impact Continue the already established nurture groups led by PSAs using their ELSA training skills and Emotion works training and continue to roll this out to vulnerable learners in school Develop the use of the outdoor environment to support Health and Wellbeing - staff to access relevant resources and training opportunities to familiarise themselves with CfE Outdoor Learning document Develop more class specific programmes of work that support resilience building and mindfulness opportunities PSAs to work with groups of learners using emotion works training and ELSA training and build on this Share good practice in outdoor learning Review the school vision, values and aims Final update of H&WB policy to be finished and shared with staff Update the school Safeguarding policy 	Ongoing	<p>JIGSAW resources already bought last year with PEF</p> <p>PSAs to be further trained in ELSA and Emotion Works</p>	
Relationships across the school community are strong and supportive	Social connections and interactions are positive Learners and staff request support if and when required	<ul style="list-style-type: none"> Plan time for readjustment to in-school learning Plan regular 'check ins' with learners, staff and parents Ensure communications are clear, concise and regular 	From June		

		<ul style="list-style-type: none"> Recognise, celebrate and identify examples of resilience and positive coping strategies to support one another - identify Health and Wellbeing champion 			
All children and young people access a responsive health and wellbeing curriculum	<p>Post Covid-19 need is reflected in the H&W programmes delivered to children and young people</p> <p>Trend data suggests that the curriculum is meeting the needs of children and young people</p>	<ul style="list-style-type: none"> Ongoing review of current programmes and resources to support the health & wellbeing curriculum as this has to be a dynamic area. Scope how best to build space into the curriculum to enable a focus on wellbeing/IDL and give time to process recent events. Continue to highlight reading and resources to support professional skills and knowledge allowing for a positive impact on learners. Continue working towards Silver RRS award through online assemblies 	Ongoing		
Increase the number of children and young people with mental health needs being effectively supported	Identified mental health needs receive a universal, targeted or specialist interventions within working parameters of partners.	<ul style="list-style-type: none"> Staff should Engage with professional Learning to ensure that all staff are able to recognise and proactively respond to mental health needs at different levels (LIAM, Emotion Coaching, ELSA etc where there is capacity to release staff for training.) Develop systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look Input on setting SMART targets on IEP and carrying out wellbeing assessment on Child's Plan 	Ongoing		
Improve the effectiveness of supports for children and young people with a range of additional support needs	children and young people with identified additional support needs receive a universal, targeted or specialist interventions	<ul style="list-style-type: none"> Consider roles and remits of all staff in supporting wellbeing to promote greater consistency Fully consider the ongoing and improved use of digital resources to support children, families and staff Specialist/enhanced transition identified for Nursery/P1 and P7/S! 	From June		
<p>Increased staff confidence in ability to identify and respond to child</p> <p>Maintain level of safety felt by children and young people.</p>	<p>80% of sample group of staff report greater levels of confidence</p> <p>95% of non-attendance is dealt with as per agreed procedure</p> <p>92% or higher response from children and young people when asked if they feel safe</p>	<ul style="list-style-type: none"> Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding Share and implement non- attendance procedure and link to children Missing in Education protocol. Consider development of our 360 safe policy 	Following completion of ACC guidance		
Citywide school compliance with H&S issues	Data provided by internal/external audits	<ul style="list-style-type: none"> Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices 	Ongoing		