

# Objective 6 – Safeguarding



## **Intent:**

To maintain a robust, proactive safeguarding culture where all staff are vigilant, well-trained, and responsive to pupils' needs.

## **Impact:**

- Safeguarding judged effective by Ofsted, with strong systems in place.
- DSL-led oversight, CPOMS, and multi-agency partnerships support early intervention.
- Training ensures staff confidence in identifying and responding to concerns.
- Regular audits and reviews sustain high standards of practice.

## **Areas for Development:**

- Expand communication tools (languages, IT) to increase parental accessibility.
- Enhance CPOMS categorisation and link behaviour to safeguarding.
- Strengthen induction for new/visiting staff with short-term safeguarding training.
- Extend safeguarding CPD to middle leadership and admin staff.
- Maintain rigorous review cycles with external quality assurance.

## **Ofsted Report (Nov 23)**

“ The arrangements for safeguarding are effective.”

# Objective 6 – Safeguarding

Intent	Implementation	Timescales	Impact	Lead
<b>6.1 Expand communication tools (languages, IT) to increase parental accessibility.</b>	<ul style="list-style-type: none"><li>- Provide school communications in multiple languages and formats.</li><li>- Develop or utilise current digital platforms, apps, and email to reach parents efficiently.</li><li>- Train staff to use technology and translation tools effectively.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- More parents can access and understand school information.</li><li>- Increased parental engagement and involvement in their child's learning.</li><li>- Stronger school-home partnership and improved student outcomes.</li></ul>	JB/IT/ Year Leads/ Admin

# Objective 6 – Safeguarding

Intent	Implementation	Timescales	Impact	Lead
<b>6.2 Enhance CPOMS categorisation and link behaviour to safeguarding.</b>	<ul style="list-style-type: none"><li>- Review and refine CPOMS categories to ensure all incidents are accurately recorded.</li><li>- Link behaviour entries clearly to safeguarding protocols where appropriate.</li><li>- Train staff on consistent logging and reporting procedures.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Clearer, more accurate tracking of behaviour and safeguarding concerns.</li><li>- Faster identification of issues and more effective interventions.</li><li>- Improved student safety and wellbeing across the school.</li></ul>	JB/ST/HD/ KB

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Intent	Implementation	Timescales	Impact	Lead
<b>6.3 Strengthen induction for new/visiting staff with short-term safeguarding training.</b>	<ul style="list-style-type: none"><li>- Continue to provide concise, mandatory safeguarding training for all new and visiting staff.</li><li>- Continue to include key policies, reporting procedures, and contact points in induction materials.</li><li>- Monitor completion and understanding through brief assessments or check-ins.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- All staff are aware of safeguarding responsibilities from day one.</li><li>- Reduced risk of safeguarding oversights or errors.</li><li>- Safer environment for students and greater staff confidence in protocols.</li></ul>	SLT

# Objective 6 – Safeguarding

Intent	Implementation	Timescales	Impact	Lead
<b>6.4 Extend safeguarding CPD to middle leadership and admin staff.</b>	<ul style="list-style-type: none"><li>- Organise targeted safeguarding CPD sessions for middle leaders and administrative staff.</li><li>- Include scenario-based training and updates on current policies and legislation.</li><li>- Monitor participation and follow up with refresher sessions as needed.</li></ul>	2 Years	<ul style="list-style-type: none"><li>- Wider staff understanding of safeguarding responsibilities and procedures.</li><li>- Middle leaders and admin staff can identify and respond to concerns effectively.</li><li>- Stronger safeguarding culture and safer school environment for students.</li></ul>	JB

# Objective 6 – Safeguarding

Intent	Implementation	Timescales	Impact	Lead
<b>6.5 Maintain rigorous review cycles with external quality assurance.</b>	<ul style="list-style-type: none"><li>- Schedule regular internal reviews of policies, procedures, and practices.</li><li>- Involve external agencies or experts to validate and benchmark school standards.</li><li>- Implement action plans based on review findings and monitor progress.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Continuous improvement in school safeguarding, governance, and operational standards.</li><li>- Increased confidence from stakeholders in the school's quality and safety.</li><li>- Early identification and resolution of potential issues, enhancing student wellbeing.</li></ul>	SLT

# Objective 7 – Inclusion



## **Intent:**

Our intent is to create a highly inclusive learning environment where every pupil, regardless of need, background or starting point, has equal access to high-quality teaching, a broad and ambitious curriculum and the support required to thrive academically, socially and emotionally. We aim to remove barriers to learning through early identification, targeted provision, and strong partnership with families and external agencies. Our culture promotes belonging, celebrates diversity, and ensures that all pupils are prepared for successful futures.

## **Impact:**

- All pupils make good progress from their starting points.
- Adapted teaching enables full participation with high expectations.
- Attendance and engagement improved for all pupils.
- Staff use inclusive strategies confidently and consistently.
- Pupils feel safe, included and less likely to disengage.
- Parents report better communication and stronger involvement.

## **Areas for Development:**

- Ensure curriculum adaptations are consistent and ambitious across all subjects.
- Build staff expertise in SEND, SEMH and trauma-informed practice through targeted CPD.
- Improve inclusive communication with families, including digital options.
- Strengthen data systems to track and respond quickly to trends for vulnerable pupils.
- Expand pupil voice opportunities for all pupils.
- Improve transition processes to secure continuity of support for all pupils.

# Objective 7 – Inclusion

Intent	Implementation	Timescales	Impact	Lead
<b>7.1 Ensure curriculum adaptations are consistent and ambitious across all subjects.</b>	<ul style="list-style-type: none"><li>- Train staff in high-quality, graduated curriculum adaptations.</li><li>- Provide clear subject-specific guidance on scaffolding and access strategies.</li><li>- Strengthen joint planning to share effective adaptations and review pupil needs.</li><li>- Monitor consistency through learning walks, book looks, and pupil voice, offering coaching where necessary.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Pupils experience consistent, ambitious access to the curriculum across all subjects.</li><li>- Learning is appropriately scaffolded, enabling pupils to make progress from their starting points.</li><li>- Pupils are more engaged, confident, and able to participate fully in lessons.</li><li>- Staff apply adaptations effectively and consistently, improving overall teaching quality.</li></ul>	JB/JW/ Year Leads

# Objective 7 – Inclusion

Intent	Implementation	Timescales	Impact	Lead
<b>7.2 Build staff expertise in SEND, SEMH, ADHD, ASD and trauma-informed practice through targeted CPD.</b>	<ul style="list-style-type: none"><li>- Deliver targeted CPD sessions focused on SEND, SEMH, ADHD, ASD, and trauma-informed approaches.</li><li>- Provide coaching, mentoring, and peer observation to embed learning into daily practice.</li><li>- Share evidence-based strategies and resources for supporting complex pupil needs across the curriculum.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Staff demonstrate increased confidence and skill in supporting pupils with diverse needs.</li><li>- Pupils receive more effective, personalised support, improving engagement and learning outcomes.</li><li>- Classroom practice is more inclusive and responsive, reducing barriers to participation.</li></ul>	JB/JW/ Year Leads

# Objective 7 – Inclusion

Intent	Implementation	Timescales	Impact	Lead
<b>7.3 Improve inclusive communication with families, including digital options.</b>	<ul style="list-style-type: none"><li>- Use multiple communication channels, including email, school apps, video calls, and translated materials, to engage families.</li><li>- Provide regular updates on progress, strategies, and events tailored to pupils' needs.</li><li>- Offer training and guidance for staff on effective, inclusive family communication.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Families are better informed and more involved in their child's learning and support.</li><li>- Pupils benefit from stronger home-school collaboration, improving engagement and progress.</li><li>- Communication is timely, accessible, and inclusive, strengthening trust and partnership with families.</li></ul>	JB/JW/ Year Leads

# Objective 7 – Inclusion

Intent	Implementation	Timescales	Impact	Lead
<b>7.4 Strengthen data systems to track and respond quickly to trends for vulnerable pupils.</b>	<ul style="list-style-type: none"><li>- Develop robust data systems to record and track attendance, progress, and wellbeing for vulnerable pupils.</li><li>- Set up regular reviews and alerts to identify emerging trends or areas of concern.</li><li>- Train staff to interpret data effectively and use it to inform timely interventions.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Emerging needs are identified and addressed quickly, preventing pupils from falling behind.</li><li>- Interventions are more targeted and effective, supporting sustained progress.</li><li>- Vulnerable pupils experience improved engagement, attendance, and outcomes.</li></ul>	JB/JW/ Year Leads

# Objective 7 – Inclusion

Intent	Implementation	Timescales	Impact	Lead
<b>7.5 Expand pupil voice opportunities for all pupils.</b>	<ul style="list-style-type: none"><li>- Enhance/Create regular forums, surveys, and focus groups to gather pupils' views on learning, wellbeing, and school life.</li><li>- Encourage classroom discussions and feedback mechanisms to involve pupils in decisions about their learning.</li><li>- Train staff to actively listen and respond to pupil feedback in planning and provision.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Pupils feel heard, valued, and more engaged in their learning.</li><li>- Feedback leads to improvements in teaching, support, and school provision.</li><li>- Pupils develop confidence, self-advocacy, and a sense of ownership over their education.</li></ul>	JB/JW/ Year Leads

# Objective 7 – Inclusion

Intent	Implementation	Timescales	Impact	Lead
<b>7.6 Improve transition processes to secure continuity of support for all pupils.</b>	<ul style="list-style-type: none"><li>- Develop structured transition plans for pupils moving between year groups, key stages, or schools.</li><li>- Share detailed information on individual needs, strategies, and progress with receiving staff.</li><li>- Provide induction sessions, mentoring, and handover meetings to ensure smooth adjustment.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Pupils experience smooth transitions with minimal disruption to learning.</li><li>- Continuity of support ensures needs are met consistently, supporting engagement and progress.</li><li>- Pupils feel secure, confident, and ready to thrive in their new environment.</li></ul>	JB/JW/ Year Leads

# Objective 8 – Achievement



## **Intent:**

Our intent is to ensure that every pupil, regardless of need, background, or starting point, achieves strong academic progress through equitable access to a high-quality, ambitious curriculum. We remove barriers to learning through early identification, responsive teaching, and effective partnership with families and external agencies so that all pupils can participate fully in learning and reach their potential.

## **Impact:**

- All pupils make good progress from their starting points.
- Adapted teaching enables full participation with high expectations.
- Attendance and engagement improved for all pupils.
- Staff use inclusive strategies confidently and consistently.
- Pupils feel safe, included and less likely to disengage.
- Parents report better communication and stronger involvement.

## **Areas for Development:**

- Ensure the curriculum pathways remain ambitious across all subjects to support sustained progress.
- Strengthen staff expertise in adaptive, SEND-informed and trauma-informed teaching.
- Improve use of assessment information to identify needs early and adapt support quickly.

# Objective 8 – Achievement

Intent	Implementation	Timescales	Impact	Lead
<b>8.1 Ensure the curriculum pathways remain ambitious across all subjects to support sustained progress.</b>	<ul style="list-style-type: none"><li>- Plan and deliver well-sequenced, differentiated curriculum pathways across all subjects that are aligned with pupils' EHCP outcomes, starting points, and long-term goals.</li><li>- Use adaptive teaching strategies, targeted interventions, and regular progress reviews to ensure learning remains appropriately challenging.</li><li>- Provide staff training and collaborative planning opportunities to support consistent delivery of ambitious curriculum pathways.</li></ul>	<b>Ongoing</b>	<ul style="list-style-type: none"><li>- Pupils demonstrate sustained progress from their starting points across subjects.</li><li>- Learning is appropriately challenging and accessible, leading to increased engagement and participation.</li><li>- Pupils develop knowledge, skills, and independence that support successful transition to their next stage of education or adulthood.</li></ul>	JB/JW/ Year Leads

# Objective 8 – Achievement

Intent	Implementation	Timescales	Impact	Lead
<b>8.2 Strengthen staff expertise in adaptive, SEND-informed and trauma-informed teaching.</b>	<ul style="list-style-type: none"><li>- Provide targeted CPD to deepen staff expertise in adaptive, SEND-informed and trauma-informed teaching.</li><li>- Facilitate peer observation, coaching and sharing of best practice across the school.</li></ul>	<b>Ongoing</b>	<ul style="list-style-type: none"><li>- Staff apply more refined adaptive strategies to meet pupils' complex needs.</li><li>- Pupils show improved engagement, regulation and progress in learning.</li></ul>	JB/JW/ Year Leads

# Objective 8 – Achievement

Intent	Implementation	Timescales	Impact	Lead
<b>8.3 Improve use of assessment information to identify needs early and adapt support quickly.</b>	<ul style="list-style-type: none"><li>- Strengthen systems to review assessment and progress data regularly across subjects.</li><li>- Use assessment information to adjust teaching and targeted support promptly.</li></ul>	<b>Ongoing</b>	<ul style="list-style-type: none"><li>- Emerging needs are identified quickly and provision is adapted in a timely way.</li><li>- Pupils maintain engagement and make sustained progress from their starting points.</li></ul>	JB/JW/ Year Leads