

	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-2022)
Leadership Roles				
To draw up and implement the SDP 2019-2022 with the BOG and in consultation with all stake holders.	To deliver and implement a strategic three year SDP which meets the needs of all pupils, raises standards and supports the professional development of all staff.	The SLT to deliver key Priorities identified in all areas of the SDP. Engage with all staff to implement the priorities outlined for curriculum and pastoral care.	Evaluate the SDP whole school Action Plan and associated Coordinator Action Plans to ensure pupils needs are being met effectively. Use this as baseline to draw up and implement the 2020-2021 Action Plan.	Evaluate the previous 2020-2021 Action Plan and draw up final Action Plan for this cycle to take account of the outstanding priorities in consultation with SLT, staff team, pupils and other stake holders.
To continue to build distributed leadership skills and management strategies for all senior and middle leaders to maximise SLT effectiveness.	To encourage distributed leadership within the S.L.T to support collaboration, enhance experience and outcomes for the management of learning, teaching and assessment.	To provide continued support for the recently appointed SLT members, particularly PE/HE and Mathematics Coordinators through mentoring/coaching in identified areas of development.	To continue to coach and mentor PE/HE and Mathematics Coordinators in their leadership roles to support their role in staff training and to support SLT in their monitoring and evaluating role.	Review skills base of SLT members and all coordinators to identify further training, coaching and mentoring skills required. To evaluate team cohesiveness and identified areas for enhancement of skills.
To empower aspiring leaders to take on leadership roles for initiatives and projects.	To upskill staff in leadership and management skills within an identified task.	To encourage the upskilling of aspiring leaders by members of the S.L.T.	To continue to embed shared leadership with S.L.T coaching aspiring leaders.	To identify and plan a project for all aspiring leaders jointly to take forward.
To draw up the financial plan based on the final annual budget allocation, to address the SDP strategic priorities.	To manage and deploy resources effectively so that pupils needs are met in a safe and secure environment by highly skilled and committed staff.	Governors and Principal to draw up and evaluate financial plan linked to SDP priorities. Mathematics, SEND, Anti-bullying, UICT and play.	Governors to review and evaluate year 1 of plan. Draw up next year of plan based on final budget allocation.	Governors and Principal to review use of budget and identify outstanding needs/requirements. Re final year of SDP.
To lead learning through the dissemination of the Learning, Teaching and Assessment policy with a focus on play in the Nursery/Foundation stage and on practical/experiential learning across the 3 key stages.	To ensure consistent and effective learning takes place in all classes/year groups taking account key learning styles and John Hattie's visible learning.	Implement Learning, Teaching and Assessment policy with focus on the Chief Inspector's Report i.e. practical learning experiences across the school. Review Play Policy and practices.	Embed Learning, Teaching and Assessment policy and practices through sharing good practice on Staff Days. Draw up/implement revised play policies in Nursery/Foundation stage.	To continue to identify and share good practice through a whole school display incorporating a range of learning styles. To embed play policies and practices.
To continue to promote staff emotional well being and work life balance.	To enable staff to manage work life balance, workload and stress through using mindfulness and other stress reducing techniques.	Provide workshops on stress reducing approaches/strategies agreed with staff.	Engage in the continued development of relaxation techniques for all staff on a regular basis within the school year.	Focus on short time bounded techniques for relaxation which can be used daily to support both staff and pupils in the classroom setting.
Public Relations				
To continue to promote the school through success/achievements profiling using local media, the website, Facebook Page.	To engage the wider school community in the life of the school and its successes, achievements, learning opportunities and Pastoral Care.	To continue to develop parental links within the school by engaging Nursery, Year 1 and Year 2 parents in revised curriculum workshops.	To extend parental involvement in curriculum workshops to key stage 1.	Extend parental involvement in curriculum workshops to key stage 2.

AIMS	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-2022)
Communication				
All pupils will score in line with or above their CAT score.	To meet or surpass GL targets. According to GL assessment statistics the average school would have: 60% of pupils at stanine 5 or above in PTE. 75% of pupils at expected attainment and above.	To ensure at least 10% of pupils in each class move up to the next stanine band.	To ensure at least 10% of pupils in each class move up to the next stanine band.	To ensure at least 5% of pupils in each class move up to the next stanine band.
All pupils will improve their levels of achievement in Communication.	To meet the whole school targets set at each key stage as confirmed by CEA tasks.	Communication KS1 L2- 85% KS2 L4 -85%	Communication KS1 L2- 86% KS2 L4- 86%	Communication KS1 L2- 87% KS2 L4- 87%
Using Mathematics				
All pupils will score in line with or above their CAT score.	To meet or surpass GL targets. 60% of pupils at stanine 5 or above in PTM. 75% of pupils at expected attainment and above.	To ensure at least 10% of pupils in each class move up to the next stanine band.	To ensure at least 5% of pupils in each class move up to the next stanine band.	To ensure at least 5% of pupils in each class move up to the next stanine band.
All pupils will improve their levels of achievement In Using Mathematics.	Year 4 and year 7 will meet key stage targets set at each key stage as confirmed by CEA tasks.	Using Mathematics KS1 L2 - 86% KS2 L4 - 85%	Using Mathematics KS1 L2 - 87% KS2 L4 - 86%	Using Mathematics KS1 L2 - 88% KS2 L4 - 87%
UICT				
End of key stage levels will improve and be confirmed by CEA tasks.	To show year on year improvement using CEA tasks to measure progress.	To increase in UICT outcomes as outlined: KS1- 85% - L2 KS2- 87% - L4 To achieve L5 in sound and music.	To increase in UICT outcomes as outlined: KS1- 86% - L2 KS2- 88% - L4 To achieve L5 in animation and movie making.	To increase in UICT outcomes as outlined: KS1- 87% - L2 KS2- 89% - L4 To achieve L5 in coding and interactive design.
To maximise effective use of GL data.	Teachers will set meaningful targets to help pupils achieve their full potential.	To use data to track underachievement and set measurable targets across the school for individual, groups, class and areas.	To use data to track underachievement and set measurable targets across the school for individual, groups, class and areas.	To use data to track underachievement and set measurable targets across the school for individual, groups, class and areas.
Tracking System All teachers will use assessment manager to monitor pupil progress and set targets.	All pupils will show progress in Communication and Using Mathematics.	Teachers to use tracking information to monitor learning, teaching and assessment.	SLT to review and monitor the tracking process and give feedback.	The three year tracking process to be evaluated and new targets set.

AIMS	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-2022)
COMMUNICATION				
Talking and Listening To develop the talking and listening skills of all pupils.	To upskill teachers in developing talking and listening skills with a particular emphasis on drama.	To provide the necessary staff development to upskill staff in the area of talking and listening with an emphasis on drama.	To agree the range of approaches to be used in each year group /Key Stage. To create a whole school overview of Talking and Listening approaches. To ensure the approaches are in line with school policy and implemented consistently.	To evaluate the agreed talking and listening programme across the school.
Writing To improve the writing skills of all pupils.	To upskill teachers and build confidence in teaching writing through the use of 'Talk for Writing.'	To provide the necessary staff development to upskill staff in the area of 'Talk for Writing' in foundation stage.	To agree the range of 'Talk for Writing' strategies to be introduced in Foundation stage and key stage 1. Ensure the agreed approaches are implemented consistently.	To evaluate the 'Talk for Writing' strategies used across the school.
Reading To develop the reading and comprehension skills of all pupils.	To enable teachers to assess reading and comprehension skills using the guided reading assessment tracker to ensure all pupils make progress.	To provide the necessary staff development to upskill teachers in the assessment of children's reading and comprehension skills using the guided reading assessment tracker.	To agree the use of the guided reading assessment tracker and use this to inform planning and teaching.	To evaluate how we assess reading and comprehension skills.
Using Mathematics				
To develop the understanding of number in the foundation stage. To ensure consistent delivery of mathematics curriculum using the new Maths Inspire Scheme. To develop the problem solving skills of all pupils.	To upskill teachers in the use of Numicon. To ensure children's understanding of number and value. To achieve consensus across all year groups of language and a consistent approach to place value in Maths Inspire. To show improvement for the individual, class, Key Stage and whole school. To ensure all children apply their mathematical knowledge and understanding to practical/problem solving activities.	To audit staff, identify issues requiring focus/ consistency and identify support needed. To provide the necessary staff development to aid the delivery of problem solving activities.	To upskill staff in the use of Numicon to develop a firm foundation in the understanding of value. To agree a range of problem solving opportunities for each year group in line with the Inspire Maths Scheme.	To evaluate the effectiveness of the Maths Inspire Scheme/Numicon and its implementation across all key stages. To review and update the Maths policy and scheme in line with DE guidance.
Mental Mathematics To increase confidence and improve test outcomes in Mental Mathematics.	To raise the standards in Mental Mathematics in GL and end of Key Stage outcomes.	To build confidence and resources for the effective delivery of mental maths activities at the beginning of each maths lesson. To begin to use mathematics as an assessment tool for monitoring mental maths skills and development.	To refocus staff on the mental maths approaches (Peter Patilla) and upskill any staff members requiring support in the delivery of Visual, Auditory and Kinaesthetic (VARK) approaches and John Hatties visual learning.	To continue to monitor and embed approaches to mental maths and to evaluate the impact on end of Key Stage and GL outcomes.

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UICT				
To continue to develop the UICT Curriculum while integrating online safety.	To provide appropriate staff training to equip teachers to deliver and assess the UICT Programme for each year group.	To embed and extend sounds, music and IMovie training. To review online E safety Policy in line with EA guidelines and provide training for all staff. To provide information session for parents on Internet safety.	To review use of IMovie, Green Screen and Scratch/Coding. To research and identify appropriate apps to support other areas of the Curriculum and Key Stages. To continue to run internal moderation workshops and submit levels to CEA for external confirmation	To review and evaluate effectiveness of existing policy, schemes and training programme. To provide a whole school display on levelled work. To implement changes in E Safety. To enhance cross curricular activities through use of creative techniques.
WAU				
Geography To develop the Geographical skills of all pupils.	To upskill teachers in developing the learning and teaching of Geography including key aspects of both human and physical geography.	To upskill staff in the area of Geography with a particular emphasis on both human and physical. To monitor the implementation of the W.A.U Scheme/Themes.	To ensure the approaches/topics are in line with school policy, agree the range in each key stage and implemented consistently.	To evaluate the agreed Geography Scheme of Work across the school.
History To develop the Historical skills of all pupils.	To upskill teachers in developing the learning and teaching of History that inspires pupils' curiosity through the adoption of an enquiry based approach.	To provide staff development with an emphasis on interpreting evidence, formulating arguments, and asking questions to ensure pupils develop historical skills. To continue to monitor the implementation of the W.A.U Scheme/Policy	To ensure the approaches/topics are in line with school policy and implemented consistently.	To evaluate the agreed History Scheme of Work across the school.
Active Science To develop the enquiry skills of all pupils through active learning.	To agree a whole school overview for the active science lessons.	To extend/upskill staff development to upskill staff in Active Science with a particular focus on interpreting evidence, formulating conclusions, and focusing on open ended challenges.	To ensure the range of approaches/topics are linked to the areas of WAU and implemented consistently.	To review and evaluate the agreed Active Science Scheme of Work in conjunction with Geography/History across the school.
ADDITIONAL NEEDS				
To review and update the Additional Needs Policy and Practices in line with SEND.	A policy reviewed in line with the new revised SEN framework. Agreed practices implemented in the classroom by teachers and learning assistants to ensure a cohesive programme is delivered through the IEPs (PLPs).	To update the Additional Needs Policy to reflect the amendments to the existing legislation - SEND ACT (2016).	To implement the policy and all legislative aspects of the SEND ACT (2016) to reflect current practices.	To review and evaluate effectiveness of the policy, practices and programme.
SENCo to lead, monitor and motivate the overall cohesion and effectiveness of the Learning Support Programme in St Brigid's P.S., Nursery and Special Units.	To promote an agreed and coherent approach to baseline assessments. To improve and measure the outcomes for children with additional needs.	Analysis of GL data used to inform target setting/ planning and to ensure identified pupils achieve their full targets. To reduce the discrepancy between CATs scores and GL outcomes of identified children	To continue to analyse GL data and use to inform target setting/planning and to bridge the gap between GL outcomes and CATS.	To review and evaluate current practice to inform future developments. To review and evaluate the effectiveness of the programme to improve the performance of identified pupils especially in boys.

AIMS	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-2022)
To promote excellence for all pupils.	To ensure that all able children are challenged within the context of their classroom experiences.	To challenge all able children within their classroom setting by providing a range of learning experiences, independent learning opportunities and higher order tasks.	To review the progress of the most able children using CATS and GL outcomes to identify areas of development.	To continue to develop the level of progress of the most able children. Monitor progress by comparing CATS scores with GL outcomes. Review independent learning styles. Identify new areas for further development.
Update Staff on the new SEND Framework.	The SENCo will attend SEND training and disseminate to staff.	All staff will begin to use of the New SEN Category Descriptors and Medical Category Descriptors. (Circular 2017/12).	All staff to continue to use the New SEN Category Descriptors and Medical Category Descriptors when recording children with SEN/Medical needs.	All staff to embed the New SEN Category Descriptors and Medical Category Descriptors.
To develop the use of PLPs across the school.	To utilise PLPs and 3 stage Code of Practice to support pupils' learning.	To continue upskill staff on how the PLP proforma can be accessed and 3 stage Code Of Practice.	All staff to implement the new PLP proforma and 3 stage Code Of Practice.	All staff to embed the new PLP proforma and the SEN Code Of Practice.
Special classes To continue links with the special classes and to develop more inclusion opportunities in mainstream for these children.	To equip pupils to achieve their potential and build confidence and to integrate into the life of the school.	To build on existing practices by developing further integration of children from the special classes into mainstream with a focus on KS 2.	To embed existing practices to enhance the educational and social opportunities for pupils from each key stage.	To continue to provide a range of opportunities for pupils in the special classes to take part in various activities in mainstream. To evaluate and review collaboration on learning/teaching.

AIMS	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-2022)
<i>Nurture Education</i>				
To continue to develop home/school links through parental programmes and invitations to events.	To actively involve parents in the programme.	To provide parental programmes for 2019-2020. Each term hold a planned meeting with parents.	To continue meetings with parents with a focus on home/school tasks.	Review and evaluate the impact of parental programmes.
To forge close links between the Nurture staff and the teachers in mainstream and provide opportunities for identified members of the team.	To improve communication and formal feedback with nurture and mainstream staff and continue to upskill additional members of the team.	To plan updates between Nurture and class teachers. To provide support for Boxall targets in class support/LSA.	To continue regular meetings with class teacher and nurture centre teacher. To embed nurturing strategies and approaches in the classroom setting/LSA support.	To review impact of Nurture Centre on mainstream pupils and effectiveness of communication and monitor impact of training on team. To evaluate effectiveness of communication.
The Steering Group to manage the Nurture Centre in a strategic/cohesive manner.	To discuss views of all stake holders to optimise the effectiveness of the Nurture Centre provision and the Nurturing Philosophy across the school.	Steering Group to meet each half term during 2019/2020 to review and plan agreed programme. To implement agreed changes to current practices across the school. To engage with pupils and identify benefits.	Steering Group continue to meet each half term during 2020/2021. To continue to implement changes to current practice and embed effective strategies including pupils' voice.	Steering Group to meet each half term during 2021/2022. To review effectiveness of Nurture Centre Programme and Principles including using questionnaires.
<i>Resilience Education</i>				
To continue to develop resilience skills within the whole school community.	To continue to upskill pupils and staff on how to deal with adverse situations and build confidence using CALM programme.	To continue to implement the Bounce Back Resilience Education Programme and develop the resilience skills of pupils linked to CALM Programme.	To continue to build on the resilience of children using the Bounce Back programme linked to CALM Programme.	To evaluate the Resilience Education Programme and CALM Programme.
<i>Emotional health & Wellbeing</i>				
To support good mental health and wellbeing of all staff and pupils. To use PASS Survey to identify pupils attitudes to school.	To promote a consistent whole school approach to develop the emotional and mental wellbeing of pupils and staff.	To examine the outcomes of the Emotional and Mental Wellbeing Survey/PASS and address priority issues. Teachers to use outcomes of PASS to inform resilience education. To continue to raise awareness of the importance of mental health.	To use PASS outcomes to inform priority issues and inform planning across the whole school. To develop ways to improve emotional health and wellbeing. Link to resilience education.	To continue ongoing development to promote good mental health and wellbeing. To evaluate the impact of the Health and Wellbeing Policy.
<i>School Council</i>				
Continue to develop the role of the school council in school development planning including engagement with Investors in Pupils Programme 2020-2021.	To ensure the views of all pupils are represented and that their voice is heard. To ensure pupils recognise the role they play in self development.	To continue to provide opportunities for pupils to contribute to the life of the school. To explore and evaluate Investors in Pupils' Programme.	To build on School Council input into ways to improve their school. To participate in the Investors in Pupils' Programme.	To focus for 2021/2020 on improvement and development of the school grounds. To continue to embed Investors in Pupils' Programme with a view to achieving this award.

AIMS	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-2022)
Relationships and Sexuality Education				
To embed the Relationships and Sexuality Education Programme in all year groups.	To ensure all teachers are planning and developing the RSE programme incrementally from years 1 to 7.	To continue to embed the RSE policy and the "In the Beginning Programme" across the school in all classes.	To review and update the RSE policy and scheme linked to "In the Beginning Programme".	To implement the revised policy/scheme in all classes throughout the school.
Community Links - Extended Schools'				
To continue to build on the existing partnership within the local community by providing children with a range of extra curricular activities including links with Leafair men's group and Steelstown GAA and engaging grandparents within the life of the school.	To continue to provide enjoyable, worthwhile experiences for the children through the development of community interaction and games.	To continue to engage with the local community supporting eco projects, games skills and family activities.	To promote the engagement of past pupils in the life of the school. To identify areas of opportunity for pupils future in their community.	To review the partnership with the local community and extend the range of entrepreneurial activities/experiences that the children are exposed to.
The Extended Schools' Programme To give children opportunities to acquire a range of skills and interests to improve educational outcomes.	To provide a range of activities to match children's interests and to improve literacy and numeracy outcomes.	To provide the maximum range of after school experiences for children from years 1 to 7. To raise literacy and numeracy levels through targeted support with a focus on reading (boys).	To audit range of activities on offer through school council. To identify improvement in literacy and numeracy through assessment and teacher judgement.	To review and evaluate the Extended Schools' provision and identify gaps based on assessment and pupils views.
Preventative Curriculum				
To continue to deliver the Preventative Curriculum through PDMU, On-Line Safety, and the Resilience Education Programme.	To encourage and upskill children with knowledge and attitudes to stay safe and manage difficult situations.	To upskill staff to ensure they have the knowledge and skills to plan effectively for all aspects of the Preventative Curriculum.	To embed the Preventative Curriculum cycle consistently across the school.	To evaluate the Preventative Curriculum process and practices.
To review policies linked to Pastoral Care	To review policies and update in line with the time cycle requirement and implement effectively.	To review policies according to time line: 1. Complaints Policy (provided a new draft is provided by the EA during 2019/2020). 2. Additional Needs Policy 3. Child Protection/ Safeguarding Policy 4. Anti Bullying Policy. 5. RSE Policy 6. Safe Handling Policy	To review policies: 1. E Safety Policy/Online Safety Scheme. 2. First Aid Policy 3. Fire Policy 4. Health & Safety Policy	To review policies: 1. GDPR Privacy Policy. 2. Positive Behaviour Policy. 3. Health Education Policy 4. Nurture Centre Policy

AIMS	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-2022)
Health Education To continue to foster a healthy lifestyle.	To continue to provide experiences and opportunities for children to adopt a healthy lifestyle	To embed the Health Education Policy. Each year team to plan one lesson every half term linked to the Health Education Policy.	To review Health Education Policy with all staff. To ensure all staff are aware of the revised guidelines. Continue to include HE lessons in 6 weekly planners.	To implement the revised policy throughout the school. Continue to plan for HE lessons.
Attendance To improve pupil attendance in line with Northern Ireland average.	To raise parental awareness of the impact on low attendance o learning.	To implement revised attendance policy with focus on class reward system and late book.	2% increase in attendance levels to bring in line with Northern Ireland average.	2% increase in attendance levels to bring in line with Northern Ireland average. Compare attendance to previous two years attendance levels.

AIMS	GOAL	TARGETS (2019-2020)	TARGETS (2020-2021)	TARGETS (2021-22)
To ensure all staff are upskilled in line with the Staff Development Policy and identified SDP Priorities.	To develop all staff through a structured Staff Development Programme linked to SDP priorities, while targeting individual needs.	To plan and deliver a differentiated programme of staff development for teachers and assistants in line with SDP Priorities(Maths, SEND, Anti-Bullying, Creative and Expressive).	To induct new staff in CPSG Policy and practices, NI Curriculum and wider Pastoral Care Curriculum. Review of Staff Development Programme 2019/2020 and SDP Priorities used as base line to draw up 2020/2021 programme.	To review 2020/2021 whole school programme and plan 2021/2022 based on outstanding SDP priorities and identified needs from previous year.
Curriculum Aims				
USING MATHEMATICS				
To extend staff knowledge of the Inspire Maths Scheme and Numicon resources.	To provide an extended support programme including OUP consultant on the use of Inspire Maths and Numicon to embed it fully within the school. To provide staff development to ensure the delivery of problem solving through an extended support programme including OUP consultation on the use of Inspire Maths and Numicon to embed it fully within the school.	To develop the skills of class teachers on Inspire Maths and Numicom. Years 3-7 to integrate Inspire Maths approaches into half term planners and implement consistently.	To share good practice in maths clinics on staff days. To build on year team consistent agreed approaches and good practice across 3 key stages in maths clinics.	To review implementation of Inspire Maths Scheme and Numicon with a continued focus on practical maths and learning styles in lesson implementation.
COMMUNICATION				
To focus on the development of talking and listening including nursery and the 3 key stages.	To provide a structured programme for talking and listening by analysing present approaches including drama and integrating new piloted resources to provide an overview for nursery and all 3 Key Stages.	To develop talking and listening and speech through the implementation of talk for writing in FS and extend these strategies to KS 1 and the development of drama.	To identify gaps in talking and listening and the speech programme and address these on staff days and within the planning cycle.	To promote the talking and listening process in all classes, and year teams to enhance whole school public activities/events.
UICT				
To provide a range of Staff Development opportunities in identified areas.	To upskill staff in desirable features which use moving images, sound, music, animation and coding to improve pupil outcomes while implementing best safeguarding practices.	To use IMovie and Green screen and incorporate sound editing. To provide E Safety training for all staff and pupils year 4 - 7.	To embed use of Scratch and Coding and share good practice. To review policy and year schemes in line with CEA guidelines and Safeguarding requirements.	To continue to implement new technologies, online Communication and Interactive Design. To review policy and scheme and upskill staff in Internet safety.
GEOGRAPHY/HISTORY				
To develop the Geography/History skills of all teachers.	To familiarise teachers with the new scheme.	To upskill staff in the new geography/history schemeS.	To implement the new scheme into the WAU planners.	To embed the new scheme.

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CREATIVE & EXPRESSIVE				
To promote Creative and Expressive Curriculum across the school.	To enhance the range of experiences offered to pupils under the umbrella of Creative and Expressive.	To set up teams to audit strengths and weaknesses re identified budgets. To organise and present a show incorporating music, drama and art. To provide staff workshop on drama. Coordinator of identified area to provide workshop.	To provide workshops in all areas of Creative and Expressive. To embed drama in all key stages.	To continue to develop Creative and Expressive Curriculum. To monitor and review Creative and Expressive curriculum
Pastoral Care/ Child Protection/ Safe Guarding				
ANTI-BULLYING				
To implement anti-bullying legislation.	To raise awareness of bullying and identify common bullying issues.	To inform staff of new legislation. To review anti-bullying policy.	To implement revised anti-bullying policy.	To embed and monitor anti-bullying policies and procedures.
To make provision for social and emotional well being of pupils and staff.	To enhance existing provision of social and emotional well being of staff and pupils through CALM Programme and Counselling services.	To implement CALM and mindfulness strategies in year groups and on staff workshops.	To embed CALM and extend use of programme for pupils and staff.	To extend CALM Programme to parents. To continue to support staff through planned events limited to work-life balance.
To ensure Child Protection and Safe Guarding is of the highest standard for all pupils.	To continue to complete the ETI Child Protection and Safe Guarding Proforma annually and ensure all staff training is up to date. To ensure all staff are trained in the area of child protection/ safe guarding on a planned basis.	To share outcomes of ETI survey with all staff and complete ESRGS on line training on child sexual exploitation.	To review Child Protection and Safe Guarding Policy. To complete ETI survey in September 2020. To complete whole staff CPSG.	To continue to embed Child Protection and Safe Guarding policy and ET/EA guidelines. To provide identified 2021 training on identified aspects of Child Protection, Safe Guarding and E Safety.
	To provide E Safety education for all pupils. To extend and embed the agreed Preventative Curriculum.	To provide I SMART workshop for year 4 - 7 pupils. New staff updated on CPSG on appointment.	To review Preventative Curriculum in line with EA guidelines.	To continue to embed Preventative Curriculum. To ensure top up training for new appointments.