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|  | **ST. ANTHONY’S**  **SCHOOL DEVELOPMENT PLAN**  **2022-2023** |
| **Priority A**  **School Lead RP/Antony Curry**  **Governors P Warnecke/L Samson** | Quality of Education |
| **Priority B**  **School Lead Abi Cranson**  **Governors E Geddes/D Brandon** | Behaviour and Attitudes |
| **Priority C**  **School Lead Antony Curry**  **Governor K Cooper** | Personal Development |
| **Priority D**  **School Lead RP/S Borda**  **Governors P Warnecke/C Kelly** | Enhance School Site |
| **Priority E**  **School Lead Abi Cranson/K Phippin**  **Governor L Samson** | Enhance Safeguarding Systems and Processes |

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|  | St Anthony’s School  school self evaluation 2022-23 | | | | | | |
| Most recent Ofsted Grade: Good Date of last inspection 2nd July 2019 | | | | | | | |
| Areas to improve | | | | Progress | | | |
| Leaders and those responsible for governance should ensure that:  • Middle leaders develop their expertise, thereby enabling them to drive improvements in teaching and learning in the areas for which they are responsible  • In mathematics there is timely, appropriate challenge so that the most able pupils make stronger progress. | | | | The areas for improvement have been addressed since the inspection.   * We have extended Senior Leadership Team meetings each term. These are held to ensure that that the school’s vision is clear to senior staff and curriculum leaders and the school development plan is developed/informed by all. * There is clarity for staff and clear lines of accountability for curriculum areas * Curriculum leads have reviewed the OfSTED framework and have developed responses if asked about the Intent, Implementation and Impact of their work, responses are based on feedback from other Ksent schools and other sources. This remains a focus when we are again able to have peer-to-peer reviews. * Curriculum leaders provide training to teaching staff at department meetings * P Stewart SIP The Education People provided training sessions , SLT about OfSTED prep and the information needed for the initial 90 minute phone call and one to Curriculum Leaders and Subject Specialists about Deep Dive   Appropriate challenge for most able in maths:   * The curriculum has been designed to ensure opportunities for mastery are frequent and varied. * Pupils who make more rapid progress in skills and knowledge can move on to a range of learning opportunities that are designed to support the embedding of these in long term memory. * Mastery and applied maths experiences are provided for all pupils. They are differentiated to ensure more able continue to derive enjoyment and challenge from them. * Progress is looked at in the round. Progression towards the end point of entry-level qualifications is considered. Of equal importance is the acquisition of skills and knowledge that will provide learners with useful skills in adult life. | | | |
| School Context Term 1 | | | | | | | | |
| Number of students on roll | | | 107 | Number of students eligible for Pupil Premium  Percentage | | 89  83.2% | Number of students with EHCP  Percentage | 107  100% |
| Number Male  Percentage | | | 95  89% | Number of students entitled to FSM  Percentage | | 76  71% | Number of new students since September 2022  Percentage of roll | 12  11% |
| Number Female  Percentage | | | 12  11% | Number of Children in Care  Percentage | | 11  10% | Number of pupils who have had/continue to have any outside agency Involvement  Percentage | 2  2% |
| Indices of Deprivation Thanet district (latest data available 2019) | | | Highest  Level  amongst  Ksent  Schools | Number of students who have had/continue to have Social Services involvement  Percentage | | 13  12% | Number of students who have had/continue to have Early Help involvement  Percentage | 5  5 % |
| Pupil progress at | | | | | | | | |
| Intake information percentage of students with low attainment in English | | | 100% | Percentage of students with middle attainment in English | | 0% | Percentage of students with high attainment in English | 0% |
| Intake information percentage of students with low attainment in Maths | | | 100% | Percentage of students with middle attainment in Maths | | 0% | Percentage of students with high attainment in Maths | 0% |
| Percentage of students on track to make expected progress in English (from teacher assessed baseline) | | | 95% | Percentage of students on track to make expected progress in Maths (from teacher assessed baseline) | | 95% |  |  |
| We are already aware that pupils are working below expected standards when they arrive. All pupils are assessed precisely in reading, writing and maths on intake. This determines their curriculum and they are set on a path towards entry level qualifications by KS4. Progress is measured quantitatively using St Anthony’s attainment stages and qualitatively against mastery criteria that ensure skills and knowledge are fixed in long term memory. This ensures pupils are always ready for the next stage of learning. | | | | | | | | |
| Percentage of 2021/22 year 11 leavers maintaining positive destination at November 2022 | | | 14/16  88% | Percentage of 2020/21 year 11 leavers maintaining positive destination at November 2022 | | 10/10  100% |  |  |
| Behaviour & Attendance | | | | | | | | |
| Percentage of pupils  Above 95% attendance (46/107)  Above 90% attendance (62/107)  Below 85% attendance (38/107) | | | 42.99%  57.94%  35.51% | Attendance Term 1  School  Focus Group | | 83.20%  83.42% | Attendance Term 2  School  Focus Group |  |
| Attendance Term 3 | | |  | Attendance Term 4 | |  | Cumulative number Fixed Term Suspensions  Term 1 – 3  Term 2 | 3 |
| Teaching and Learning | | | | | | | | |
| Number of Teachers | | | 19 | Number of qualified teachers | | 18 | Number of unqualified teachers | 1 |
| Number of teachers undertaking professional leadership qualifications. | | | 2 | Number of teachers undertaking training | | 1 | Number of Kent Range Staff  LSAs/Pastoral  Vacancies – LSA and Admin | 43  33  2 |

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| **PRIORITY A** | **ST. ANTHONY’S SCHOOL DEVELOPMENT PLAN 2022-2023** | | | | | | |
| **Strategic Objective** | | **Area of Development** | **Actions**  **Red Amber Green (RAG)** | **Impact** | **Target Date**  **Proposed Cost** | **Who** | **Monitoring** |
| **PRIORITY A**  **Quality of Education**  **AEC/RP**  **Governors**  **PW/LS** | | **To carry out a thorough curriculum review to ensure the offer is addressing the St Anthony’s curriculum intent.**  **To the evidence base to devise an approach to T&L that is proven to improve retention of skills and knowledge.**  **(Please refer to individual subject action plans for full details).** | * Subject leaders redesign schemes of work so that they more closely fit the assessment frameworks. * Schemes of work have increased emphasis on experiential, creative and cross curricula learning. * CPD is planned and delivered to support teachers in the delivery of the new style of learning. | Appropriate lessons, planned at the appropriate level for the class.  Skills and knowledge is more effectively secured; pupils are better prepared for transition to KS4 and then to college.  Teachers are well equipped to deliver new curriculum | July 2022  Curriculum leader cover  Sept 2022  Ongoing support | Subject leads | SLT |
| **Quality assurance** | Focused termly learning walks   * Term 1 Class Environment/Time table * Term 2 * Term 3 * Term 4 * Term 5 * Term 6 * Termly subject deep dives will be developed * Individual teacher deep dives. | * Consistency and typicality are improved * All staff are supported to understand and present a consistent message about the curriculum intent * Support for staff can be targeted | W/C 19th Sept 2022 | Head and DHT  Curriculum leads/DHT | HT  P Warnecke/Linda Samson |
| **School games Mark/Inclusive Mark**  **Improve the quantity and quality of sporting offers with other SEN schools** | * **Speak to SGO** * Apply for Gold Mark. * Arrange a meeting with Inclusive Sport CEO * Apply for inclusive sport * Arrange for weekly sessions to take place with Inclusive sport coaches * Meeting with local SEN school PE Staff. * Develop on the calendar that was created. * Attend planned sporting events | * Pupils to have further options in sport and also sport interventions * After school club offer increased. * Pupils are provided with opportunities to socialise. * Create new relationships with pupils outside of St Anthony’s community. * Develop healthy competition through sport. | * Oct 22 £500 * July 22/Sept 23 £3500   • Sept 22 £600  Review – June/July 23 | CK | CK/AEC |
| **Artsmark – reaccredit\*** | * **Register to reaccredit** * **Complete the Artsmark Self-Assessment** * [**https://www.artsmark.org.uk/register-artsmark-award**](https://www.artsmark.org.uk/register-artsmark-award) * **Attend Artsmark Development Training if required – 1 SLT and HM** * **Write Statement of Commitment** * **Deliver, develop and evaluate our goals** * **Write Statement of Impact** * **Receive your Artsmark Award** | **Artsmark successfully achieved**  **Support the health and wellbeing of pupils with arts, culture and creativity** | **October 2021**  **Dec 2021**  **Dec 2021**  **March 2022**  **July 2022** | **HM/ AEC** | **Headteacher** |

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| **PRIORITY B: Beh & Attitude** | **ST. ANTHONY’S SCHOOL DEVELOPMENT PLAN 2022-2023** | | | | | | |
| **Strategic Objective** | | **Area of Development** | **Actions**  **Red Amber Green (RAG)** | **Impact** | **Target Date**  **Proposed Cost** | **Who** | **Monitoring** |
| **Priority B**  Abi Cranson  **Governors**  E Geddes/D Brandon | | **Mental Health** | * Whole school MHAW Policy * Review of School policies to see if MHAW is relevant and included * Whole school MHAW action plan * MHWB training for Governor/s and termly meetings * Mental Health Lead Training completed * Clear procedure for suspensions, moving on plan, educational aspect including RJ * New staff induction includes MHAW training * Gaps in training identified, all staff basic training in MH, attachment and trauma * INSET days have MH and WB updates * MH Resources included in PSHE planning * Review of curriculum/ subjects to see where MHWB can be included * MHAW on the agenda for school council * Up to date Peer mentor training, meetings include MHAW and safe spaces * Regular meetings with the MHST/ EWP and pastoral team to discuss young people * Networking meeting with local secondary schools * Regular coffee mornings, more engagement with parents, discussion of children’s needs * Work with partners to provide workshops for parents * Regular meetings with MHST/ EWT to identify further support partners for STA * Strategy for supporting the MHWB of staff, named person, signposting and support for individuals * School has a directory/ central list of support to refer to * Up to date display to show parents/ carers support available in and out of school * Create MH flowchart, what to do if concerns for YP, share with staff, include in induction * MHAW, on all meeting agendas, including staff, YP and community | School has developed and implemented a whole school approach to mental health and wellbeing  Govuk: Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment. | July 2023/4  Coffee mornings £200  Staff wellbeing £200 | AC  Pastoral Team  MHST | AC |
| **Awareness of discrimination, and measures to improve it** | * Regular reviews of racist and bullying incidents * Clear procedures in place for Bullying and Racism , focussed on education not sanction * Improved systems in response to incidents * Update relevant parts of the behaviour policy * Review school’s current policies, practices and daily interactions * Research opportunities with Stonewall e.g. awards and membership, rainbow laces * Investigate the anti-bullying quality mark * Discussions with curriculum leaders around how the whole curriculum can be used to support anti-discrimination, racism in history * Plan specific lessons that teach about discrimination and bias that challenge children’s internal beliefs. * Research resources that support an active role in challenging all types of discrimination * Relevant training for staff is planned for * Increased knowledge of online gaming and issues. * System for recording and responding to online issues. | Anti-discrimination is embedded in the schools values and systems, children learn about anti-discrimination in different ways throughout their education. Staff and children are more confident to challenge discrimination if they see or hear it.  All members of the school community feel valued and celebrated. They are happy to be themselves knowing they won’t be treated unfairly. | July 2023  Resources £500 | AC/AEC  KP  KWr  Curriculum leaders | AC |
| **Risk Assessments - Pupils** | * New class risk assessments set up * Training/ support for new teachers * Risk assessments shared with parents and agreed * All pupils that have had PI in the last year have this planned for on their RA | Pupil risk assessments are personalised and up to date.  Risk assessments can be reliably used to assess and share risks. | End of term 3 | AC  All CTs | AC |
| **THRIVE** | * Update action plan * THRIVE introduction for new staff and updates on INSET days * Plan training updates on INSET days * Identify and arrange training for up to 2 new staff * Additional/ update CPD for current trained THRIVE Practitioners * Class teachers to do a group profile for the children in their class in Oct, Feb, June of each academic year or if significant change * Class teachers create group action plan in term 1/3/5 * Trained practitioners to individually profile children in lowest percentage of developmental strand * Individual profiles to be revisited Oct, Feb, June of each academic year or if significant change * Practitioners plan and deliver Individual and small group activities /interventions * Teachers to trial using the group action plan in lessons/ class * Begin to look at the graphs and data to get ideas of how we are able to monitor progress * The majority of interventions are linked to Thrive profiling * Further resources purchased as necessary * Deep dives start to see elements of the Group action plan within the classroom * Thrive themed days for classes 3 x year * Add Thrive to the website | Children’s wellbeing is improved. Adults respond more appropriately and know how to be and what to do in response to children’s differing and sometimes distressed behaviours.  Staff understand the basics of the neuroscience, attachment theory and child development, that underpins the THRIVE approach. In the long term, this will be reflected positively in children’s behaviour. Staff will be more confident and this will impact positively on their wellbeing. | July 2023  £2866 for training a further 2 practitioners  £400 update training for practitioners  £320 online costs  £500 resources | AC  JM  THRIVE Practitioners | AC |
| **Physical Interventions** | * All staff to do theory of TeamTeach * Most staff to take part in practical TeamTeach training * Look at data every term * Identify children having more than one PI in a term * Look at patterns and times * Link to interventions | Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully. | Dec 2022  £5000 CPD | AC/RP | AC |
| **Phoenix- pupil support** | * Identify and organise training for new Phoenix staff * Increase range of interventions available * Termly Phoenix meeting to review impact | Young People feel they have a safe space to go, difficulties are managed with support and more independently as the year goes on, time out of class also improves. | July 2023  £500 CPD | AC  Pastoral Team |  |
| **Improve staff knowledge and awareness of children’s behaviours and approaches** | * Critical case reviews with Clinical Psychologist monthly * Regular TA meetings and CT meetings * Information sharing after each case review * Agreed approaches in place and added to risk assessment | Staff have the knowledge and awareness of children’s behaviours and approaches, so they can support appropriately | July 2023 | AC/JM  MHST |  |
| **Develop a suitable model of supervision for staff** | * Continue to work with Educational Psychologist John Robertson * Share idea of supervision with all TAs, handout * Set up groups of TAs for supervision, some may opt out * Timetable 1 meeting per term starting from Term 2 onwards * Evaluate impact and effectiveness with a TA questionnaire | Improvement in pupil health and educational outcomes alongside TA wellbeing and competence. Supervision has developmental and restorative functions, that support them when working  “The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet” Dr Naomi Rachel Remen | End of term 5  Cost of SLA £ | JM  AC | AC |
| **Interventions** | * Create new pathways for interventions and flowchart to show this * Create system of assessing the impact of interventions * Plan use of teachers directed time to deliver interventions (12 weeks) * Review directed time interventions at the end of term 2,4,6 * Weekly Pupil Progress meetings to allocate children to interventions * System to collate beginning and end data for interventions, THRIVE info, attendance, levels, review after 12 weeks * Analyse start and end data to look at impact of interventions * Analysis of school’s most effective interventions by the end of the year | Improved attendance, behaviour, behaviour for learning, coping skills, resilience, academic levels | Ongoing  Nelson £1560  Counselling £5850 + £8190  Play therapy £7215  Art £250  Wellbeing £660  Yoga/ Head massage/ DAT £500  Fishing £8320  Boxing £960  Brightstart £4160 | AC, AEC, JM, KP | AC |
|  | | **Behaviour and Rewards** | * Reintroduce Gold/Silver/Bronze trips * Develop rewards for KS4 that will engage and support their learning * Update Behaviour policy (ant bullying/racism/searching and confiscation) | All pupils can access the school rewards system as it is used consistently by all teachers. This will lead to improved behaviour and wellbeing of staff.  Pupils are keen to work towards rewards and this has a positive impact on behaviour and learning. | Ongoing throughout the year  Trips £1280  Items £620  Shop £1500 | AC  Pastoral Team | AC |

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| **PRIORITY C** | **ST. ANTHONY’S SCHOOL DEVELOPMENT PLAN 2022-2023** | | | | | | |
| **Strategic Objective** | | **Area of Development** | **Actions**  **Red Amber Green (RAG)** | **Impact** | **Target Date**  **Proposed Cost** | **Who** | **Monitoring** |
| **PRIORITY C**  **Personal Development**  **AEC/AC**  Governors  **KC** | | **Extend the curriculum to prepare learners for life in modern Britain** | **Redesign curriculum to improve relevance to modern Britain** | Curriculum offers a wider range of opportunities for more experiential and creative learning.  Curriculum is more attuned to current issues related to LBGTQ+, BLM and colonial legacies. | * JuJulSept Term 1/ongoing | K Wren – Curriculum Lead | AEC DHT |
| **Enhance and refine a high-quality, age-appropriate career’s plan for KS3 and KS4 pupils** | * **EBP to deliver careers advice and activities across KS3.** * **Career lead to arrange for speakers/ companies to visit the school so pupils experience work place experience knowledge.** * **Career lead to orgainse with EBP to offer work experience placements for year 10 & 11 pupils where possible.**   **Career lead to construct and review the schools strategic careers plan with county/education people to ensure we meet all career school related needs. Updating the document when necessary.**  **Career lead to seek opportunities to promote careers through the year groups**  **Careers lead to ensure all Gatsby benchmarks are met and reviewed throughout the year, using the compass plus tool.** | A high-quality careers programme which engages pupils in a process of personal development to extend the curriculum to a range of academic, vocational and technical pathways. Leading to 100% of pupils having a positive destination.  Pupils experience working environment opportunities through visits and placements  Pupils have an improved understanding of and expectations within the workforce. | Term 1/ongoing | AEC DHT |  |
| **Forest School** | * **Beach School training** * **Develop the forest school curriculum by introducing Beach School** * **Further develop the forest school site e.g. pond, indoor learning space, play area** | Improved mental health  Building confidence and independence  Feeling empathy for others and nature  Physical fitness  Improved mental health  Learning by experience  Exposure to manageable risk  Development of staff understanding and skills | Sept 2022  Ongoing by July 2023  £3000 | AF | AC |
| Ensure the school consistently promotes equality of opportunity and diversity effectively | Review school vision and policies to ensure that equality of opportunity and diversity are at the core of the school structure  Review the school’s curriculum intent  Train all staff on equality and diversity and their role within this  Monitor the implementation of further awareness and enhancement days to support pupils understanding and respect of differences and things we share in common  Continue to closely scrutinise procedures for dealing with any issues of discrimination | A clear and robust equality and diversity whole school strategy which extends through every aspect of the school. | Term 1  Term 1  Term 2  Ongoing  Ongoing | SLT  SLT  SLT  HoC  SLT |  |
| **Development of Curriculum Leadership Skills** | Subject leaders to deliver CPD at dept meetings; and to carry out subject monitoring | Teachers are supported to deliver curriculum effectively | July 2023 | Subject leaders | DHTs |
| **Feedback from pupils, parents and staff** | **Develop surveys to collect info that can be used to continue development of the school**   * **Complete surveys** * **Pupils, parents and staff** | Use feedback to inform schools SDP | October 2021 | SLT | RP/Governors |

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| **PRIOIRTY D** | **ST. ANTHONY’S SCHOOL DEVELOPMENT PLAN 2022-2023** | | | | | | |
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| **PRIORITY D**  **Site Development**  RP/ S Borda  **Governors**  PW/CK | | **Develop a school masterplan** | **Work with the architects to develop central hub and primary admin into effective spaces.**   * **Office space – central hub** * **Sensory Room** * **Storage** * **Meeting rooms** * **Get three quotes for building work** * **Gain approval from Finance Monitoring Group and FGB** * **Agree dates to complete building work**   + **Primary Admin**   + **Central Hub** * **Sensory Room installed** | Future redevelopment is strategically scoped to ensure efficient and impactful use of spaces. To use all areas of the school productively to support pupils and staff with a focus on the central space and old entrance area | Architect fees £3000  Plans completed Sept 2022  November 2022  £150 000 already set aside for work in 2022-23 budget.  Sensory Room £20000 | Headteacher  Site Manager  SBM  Site Manager  Headteacher | Governors |
| **Replace windows and doors** | * **Work with KCC to plan the replacement of all school windows and doors** * **Involve Fire Strategy, Health and Safety info to ensure that issues previously raised are addressed** * **Suite of keys in place** | Compliance with fire regulations  Increased site safety  Doors are suitable to meet the needs of pupils and allow a single master key for locking up  Windows provide ventilation and safety | Liaise with KCC Term 6 2021  Continue to chase KCC to get windows and doors replaced | Headteacher  Site Manager  KCC | Governors |
| **Fire Safety** | * **All staff are aware of Fire Strategy**   + **Health and Safety Policy**   + **School Fire Strategy**   + **Fire Risk Assessment** * **Fire safety training for all staff Sept 2022 INSET** * **Room fire risk assessments** | Ensure that school remains compliant with fire regulations  Health and Safety Policy in place  Whole school staff awareness of policy and procedures  Fire Marshalls equipped to deal with incidents that may arise | Training  Sept 2022 Whole School  Oct 2022 Fire Marshalls  Risk Assessments completed by end of term 1 | Site Manager  Headteacher | CK-H&S Governor  Headteacher |
| **Room refurbishment** | * **Site Managers office** * **Kipling Classroom** * **Creative Arts Block**   + **Donaldson**   + **Music** * **Toilets – Blyton/Milton** | Provide the site manager with a suitable workspace and have a staff presence on St Anthony’s Way.  Renewed spaces for pupils to learn. | Sept 2022  Sept 2022  November 2022  November 2022 |  |  |
| **Develop Schools recycling**  **Move towards a sustainable school site** | * **Review the schools current recycling efforts** * **Develop a school plan to improve recycling** * **Environment impact audit** * **Develop a relationship with Lisa Collingwood TDC Environment Education Officer** | Reduce the amount of rubbish the school is creating | **£500** | **Student Council**  **Site Manager** | **Headteacher** |

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| **PRIORITY E** | **ST. ANTHONY’S SCHOOL DEVELOPMENT PLAN 2022-2023** | | | | | | |
| **Strategic Objective** | | **Area of Development** | **Actions**  **Red Amber Green (RAG)** | **Impact** | **Target Date**  **Proposed Cost** | **Who** | **Monitoring** |
| **PRIORITY E**  **AC/KP**  **Governors**  **LS** | | **Pupil Attendance**  **School target 85%** | **Admin staff to inform DSL when attendance of pupils falls below 80%**  **Attendance policy to be reviewed and updated**  **DSL to challenge persistent lateness/attendance of identified pupils by sending a letter to parents / carers**  **SIMS / CPOMS Attendance monitoring.**  **To promote good attendance and punctuality.**  **Monthly meetings with DSL, Head teacher and Attendance Admin** | Attendance Admin and DSl will identify a core group of pupils with poor attendance and address to improve attendance  Attendance policy will reflect whole school practise and be available in school and online for parents to view.  Children & Parents will be able to see and value why it is important to attend school. This will be a celebration and reward for pupils and  A referral may be made to EWO if enforcement action is required, as a way to reduce persistent absences.  Attendance percentages will be shared with parents in newsletters and review meetings. | Ongoing  Core group will be reviewed monthly  Term 1  Ongoing | DSL/Admin/HT |  |
| **Map a two year safeguarding plan to ensure all statutory requirements are in place** | * **Scope out all the required training needs to remain compliant**   + **DSLs**   + **Teachers**   + **Support Staff** * **Plan training times to be completed over a two year cycle** | School safeguarding training is planned and scheduled into the school diary | Jan 2023 | KP /RP | Safeguarding Governor |
| **Review Safeguarding** | **Review Safeguarding in the school**   * **Are current systems robust** * **Is there enough capacity**   **Peer to Peer safeguarding**   * **Review the current safeguarding systems in the school - policies, SCR, CPOMs, records** | Ensure we have enough capacity to deal with the safeguarding issues that the school is dealing with  Ensure DSLs are well qualified and supported to do the role effectively  Build capacity and understanding of DSL work across the local Ksent Schools | 14th November 2022 at St Anthonys and two days out for DSL supporting other schools | KP DSL | Linda Samson Governor and Robert Page HT |