|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:**  Equality & Equity/**Achievement/Health & Wellbeing**/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority 1: To develop an effective and consistent approach to relationships across the whole school community which will promote positive interactions and behaviours. All stakeholders will be actively engaged in embedding the relationships policy which outlines the Vision, Values and Aims of our school.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3 Leadership of Change  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Clear expectations of the approaches all stakeholders will take to foster positive relationships which reflect a nurturing and purposeful learning and teaching environment. This will impact on the achievement and attainment of all pupils at Leuchars Primary. | Relationships, Behaviour and Wellbeing school audit and evaluation tools to be undertaken to establish shared understanding of current strengths and practices along with areas for development. These will be measured against the same audit completed last year to compare responses and gauge any progress made. PEF plan linked to improvement in Physical Environment.  Teaching staff will engage with the CIRCLE framework to reflect on classroom design and ergonomics in November to allow for classroom layout and setup to have been considered and adjustments made.  Use of the CICS to identify an area of change, along with CPS to focus on specific children. | All pupils, staff and families to be made aware of the outstanding aspects of the checklist. Notably within the Physical Environment section.  Staff to complete audit tools and SLT to analyse data arising from this.  All class teachers will undertake the CICS and CPS | | Data collated from checklist will inform next steps in Physical Environment – linked to PEF plan.  Pupil voice will be captured through wellbeing webs and opinion polls.    Changes identified in physical environment will be captured in revisited CICS at end of academic session. | Aug 2025  (within WTA)  Sep 2025  May 2026  November 2025  May 2026 |
| Behaviours and interactions will reflect a mutual respect at all levels for all stakeholders, with specific reference to the collaboratively agreed Relationships and Behaviour Policy. | Pupil Leadership Group to be created to promote pupil voice input to embedding relationships policy.  Visual reminders and scripting procedures in place to ensure consistency of messages across all aspects of the school and nursery.  Allocated collegiate activity time utilised to include families in decision making around policy implementation.  Staff meeting time used to agree expectations and knowledge and understanding of restorative approaches. | SLT to oversee leadership groups.  All staff and pupils to be consulted and contribute to design of visuals  All staff to have a restorative approach when dealing with incidents.  All staff included in collegiate activity time planned with families to build community approaches and sense of joint efficacy. Through scrutiny of community involvement, school will be able to target approaches to increase attendance | | Views of children and staff gathered at two different points throughout the session (Aug and June).  Keep a record of the following to provide quantitative data (i.e. is our approach working?)   * Number of phone calls home relating to behaviour. * Number of parent/carer meetings in relationship to behaviour. * Number of recorded incidents (Seemis/First Contact).   Comparison between HS1 forms submitted from session 24/25 session.  Attendance at family events to be recorded and analysed. | Aug 2025 and June 2026.  Ongoing with termly analysis.  Throughout the year at events. |
| Attainment will increase for children who are Care Experienced and who have identified Additional Support Needs. | Collaborative working between our SfL teacher and SfL teachers from other schools to develop practice and support mechanisms.  Robust SfL systems of tracking and monitoring now in place will increase the validity and impact of planning which will ensure progression. Continued development and understanding of Support for Learning processes.  Support Staff working collaboratively with internal colleagues and colleagues from other schools to further their own professional development around CAMHS, de-escalation and resilience.  Additionality Teacher working with class teachers to ensure that Universal Support in their classroom is appropriate and purposeful.  All staff to continue to work closely with EAL support team to provide quality experiences to EAL learners. | SfL teacher  Led by SLT, SfL teacher and additionality teacher  PSA staff  EAL staff  PSA staff  SfL teacher | | Attainment of identified children who access SfL (see SfL overview)  SfL planning reviewed and interventions monitored for impact through termly analysis.  Attainment Data scrutinised to identify groups of learners who will benefit from the input/focus from Additionality Teacher.  Reduction of incidents of distressed behaviour – measured through:   * Volume of HS1 forms * Number of ARAs * Number of phone calls to parents/carers * Number of recorded incidents (SEEMiS   EAL Stages of English Language Acquisition reflect increased acquisition among EAL pupils. | August 2025  May 2026  August 2025  January 2026  June 2026  Aug 2025 to identify groups  Dec 2025 to do mid-way evaluation  May 2026 to evaluate impact.  Termly analysis  Audited in Sep 25 and June 26 |
| **Ongoing Evaluation** | | | | | |