

**St Michael's Primary School**

**Standards and Quality 19/20  
Recovery Action plan Autumn  
2020/21**

Context of the school:

### **Our School**

We currently have 210 number of pupils in our school. Our school is situated in an area of high deprivation. The majority of pupils, 67.6%, reside in SIMD 1 and 2. This increases to 80% when SIMD 3 is taken into account. We were inspected by HMIE in September/October 2019. The visit highlighted key strengths and areas for development

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4682>

### **Vision**

At St Michael's Primary School, as a community of faith and learning, we aspire: Through a nurturing approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work; to develop each person's unique, God-given talents, ensuring that every child exceeds what they believe their potential to be.

### **Aims**

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

## Review of progress for session Aug 2019- March 2020

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information	<b>HGIOS?4</b> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	<b>Other Drivers</b> <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

### Expected outcomes for learners which are measurable or observable

- Improved attainment for pupils through more effective learning and teaching in literacy and numeracy
- Improved engagement in reading leading to improved attainment

Tasks to achieve priority	Progress	Impact	Next Steps
1.1 All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Continued focus will be on feedback. Staff will engage in professional enquiry which will be shared through an Impact Cycle methodology.	Further CLPL took place within own school. Impact Coaches liaised with Sarah Philp to develop understanding of measuring impact. This was shared with staff. Staff did not complete project due to school closure.	Staff and pupils have enhanced understanding of the importance of feedback and use it effectively. Parents also have knowledge and understanding of feedback through attending PATPAL sessions.	Even more vital as we move into new teaching environment. Feedback will be crucial in order to maximise progress. Continue to keep profile of this high with staff.
1.2 Continue to embed dialogic teaching. Staff encouraged to share good practice through peer visits. Visits to other schools to be facilitated if required.	There has been some progress with this. Staff who were new to the team carried out visits. Post inspection phase awaiting publication of our report had a negative impact on our pace of change as we awaited direction.	All teachers can use dialogic approaches. These approaches need to be embedded within the school. HMIE visit recommended that the very good practice that was observed is shared	Will keep this on the SIP each new session. Will always need to have a high profile.

Tasks to achieve priority	Progress	Impact	Next Steps
		more widely. Pupil assessment profiles indicate positive impact of dialogic teaching for learners in these classes.	
1.3 Curriculum Rationale to be shared across the school community and embedded in life of the school	The announcement of our inspection impacted on our timescale for this. Some discussions with pupils took place post inspection to talk about what our school values look like in action.	Limited impact	There will be a strong focus on values when we return in August. They will be used to baseline expectations are we strive to achieve a consistent approach across the school. Our Curriculum Rationale needs to be completely renewed to reflect our new context for learning.
1.4 Moderation of teaching and learning in numeracy and writing at school and cluster level	Highly successful In Service session with cluster colleagues. Staff effectively utilised planning time by working collegiately	Staff benefited from professional dialogue and requested further opportunities to meet. Networks established to share practice. Consistent learning experiences emerging through joint planning.	Opportunities will be available at school level to continue with moderation; staff should continue. This can be done remotely. Unsure about the opportunities for a cluster approach at this time.
1.5 Further development of Talk 4 Writing programme, seeking links with Social Studies through IDL	Continuing to evolve progressively.	Staff using creative approaches to incorporate Talk 4 Writing in other contexts, leading to improvement in pupil attainment levels.	IDL will continue to be a vehicle for Talk 4 Writing as we return in the new session. It will give staff increased opportunities to cover a range of Es and Os within a short timeframe, facilitating increased pace in learning.
1.6 Six weekly planning to be extended to include: numeracy, IDL – with links to literacy and social studies	Achieved	All staff have found this to be a useful planning tool. Creating SC without the	Once the children have settled back into school life, this can be reintroduced.

Tasks to achieve priority	Progress	Impact	Next Steps
		children present has generated constructive dialogue. The approach was not favoured by Improving Our Classrooms instructors.	Further professional reading required regarding the construction of success criteria to ensure optimum learning.
1.7 Short term planning model to be agreed and devised	Achieved. Staff devised a template that was workable and purposeful.	Consistent approach to planning has led to consistent learner experiences.	Continue with model in the new session.
1.8 Whole school reading policy to be finalised and reading culture to be developed	Achieved. Strong focus on establishing a reading culture.	Most pupils' perception of reading has improved.	Continue to promote reading across the school. Seek and create opportunities to ignite passion for reading.
1.9 Close monitoring of pace in numeracy with appropriate interventions in place to meet learners' needs	Targeted interventions in place for identified learners. Focus on those who were on the cusp of achieving,	Gaps in learning closed for many of the identified learners. Learners engaged positively with staff delivering interventions. Levels of engagement were high.	Once the children have settled on returning to school in August, assessment will be required before new interventions can be put in place. Staff in a strong position to close gaps through professional learning undertaken as part of the Attainment Challenge over recent years.
1.10 Continued focus on target setting with renewed focus on writing evaluative statements for reports	Not achieved. Reports of this nature were not written due to school closure.		Include this priority in next session's SIP.

**Priority 2** Closing the attainment gap between the most and least disadvantaged children

<p><b>NIF Driver</b> Teacher professionalism Parental engagement Performance information</p>	<p><b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p><b>RRS</b> Article 12 (Respect for the views of the child): Article 28: (Right to education):</p>
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**Expected outcomes for learners which are measurable or observable**

- Improved attainment for pupils living in SIMD Bands 1 and 2 in literacy and numeracy
- Identified groups of children with historically low attendance will benefit from additional interventions as attendance improves
- Targeted interventions are shared with parents, enabling them to support at home
- Increased opportunities for parents to be involved in their child’s learning
- Positive playground experiences leading to settled learners

Tasks to achieve priority	Progress	Impact	Next Steps
<p>2.1 All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Renewed focus will be on assessment and feedback</p>	<p>Further CLPL took place within own school. Impact Coaches liaised with Sarah Philp to develop understanding of measuring impact. This was shared with staff. Staff did not complete project due to school closure.</p>	<p>Staff and pupils have enhanced understanding of the importance of feedback and use it effectively. Parents also have knowledge and understanding of feedback through attending PATPAL sessions.</p>	<p>Even more vital as we move into new teaching environment. Feedback will be crucial in order to maximise progress. Continue to keep profile of this high with staff.</p>

Tasks to achieve priority	Progress	Impact	Next Steps
2.2 Coaching and Modelling approaches to develop teaching of reading and writing	Good progress has been made. Two teachers have undertaken leadership roles in delivering class based support to peers through coaching and modelling.	Staff can confidently deliver effective lessons in reading and writing leading to improvement in attainment.	Continue to work with staff to develop best practice in teaching reading. Further work required to develop a shared understanding.
2.3 Targeted interventions for identified learners in reading and writing to be provided by class teachers in partnership with PEF Teacher	This took longer to get established than planned. Whole school miscue analysis was undertaken before target groups were identified. Many of our children were moved on in their book banding levels post assessment. Books were not challenging enough which continues to raise questions about pace.	Targeted interventions have been effective. Increased confidence and accuracy in children's reading.	Review and adapt current approaches to monitoring progress in reading. Extend opportunities for moderation.
2.4 Targeted interventions for identified learners in literacy and numeracy to be provided by Attainment Challenge Outreach teachers and PEF EYECO	Very good progress made. Partnership working is very effective. This model works particularly well.	Collated data shows that almost all children have made very good progress. The majority of children have been discharged from the intervention process.	EYECO is retiring. Decision to be made about whether we should appoint someone in the new session to continue with this model. There may be scope initially to do this from within our own staffing due to the anticipated structure of the new school week.
2.5 PEF Teacher will work with parents of pupils receiving targeted support to enable them to support at home	A few parents have accepted the offer of support and have had 1:1 sessions. Others have accessed support through family learning sessions.	Parents have increased confidence in supporting their children at home.	Supporting parents' knowledge of digital learning will be a focus in the new session.
2.6 Positive playground experiences lead to settled learners	Further work needs to be done in order to have consistently positive playground experiences.	Within staff there is an awareness of the need for	This will be a key feature of our playground "design" when we return in August. Small group playtimes give staff

Tasks to achieve priority	Progress	Impact	Next Steps
	Beautiful Attitudes awards devised which were given by support staff. Class teachers focussed on the values associated with the awards in class.	change and a willingness to implement new measures.	the ideal opportunity to explicitly teach and model expectations of fair/safe play.

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School Improvement School Improvement Assessment of children's progress	<b>HGIOS?4</b> 2.2 Curriculum 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	<b>RRS</b> Article 14 (Freedom of thought, conscience and religion): Article 28: (Right to education): <b>Developing in Faith</b> Developing as a community of faith and learning Promoting Gospel values

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Learners will be able to articulate and demonstrate the Gospel values in their daily interactions</li> <li>• Learners will have an understanding of the life of St Therese of Lisieux, the importance of her life for Catholics and her connection with Missio Scotland</li> <li>• The playground will be a relaxing and safe space for all</li> <li>• Increased uptake in extra-curricular activities leading to improved physical wellbeing, social, emotional and mental wellbeing</li> <li>• Continual increase in attendance at Family Learning events</li> <li>• A “communication friendly” school where all are included</li> </ul>

<b>Tasks to achieve priority</b>	<b>Progress</b>	<b>Impact</b>	<b>Next Steps</b>
3.1 Assemblies and class services to focus on Gospel Values	This has been achieved.	Children have improved understanding of what the Gospel Values are and how they can demonstrate them. Pupils can reflect on these in restorative conversations.	Continue to build on existing practice and revisit our Gospel values.

Tasks to achieve priority	Progress	Impact	Next Steps
3.2 Playground Awards to be introduced which acknowledge Gospel values in action	Achieved	Pupils are beginning to reflect on their actions and make connections with Gospel values.	Continue to develop this in the new session. Build the language of Gospel Values into playground discussion facilitated by support staff during playtimes.
3.3 Increased opportunities for children to become familiar with prayers of the Mass	Achieved	Pupils have participated in Masses with improved confidence.	This is an area that would benefit from increased focus in the new session.
3.4 Preparation for the celebration of the relics of St Therese of Lisieux arriving in our Diocese. P7 to attend Mass in St Mirin's Cathedral on 16 <sup>th</sup> September.	Achieved	All pupils showed interest in this special event although perhaps too young to fully understand the importance of the event. This is likely to be something they will reflect on in the future.	
3.5 All classes to participate in "Little Way Week" during October	Achieved	Pupils conscientiously undertook tasks that they had set for themselves demonstrating empathy and awareness of others.	
3.6 All school staff to engage in renewed PRPB policy professional learning	CLPL timescales were not followed as we had planned. New model trialled this year has made it more difficult to make the intended progress.	More staff have been trained in PPB de-escalation techniques. Key staff are growing in confidence and are, at times, more proactive de-escalating situations.	Whole school approach to this is crucial in order to progress. This will form part of next year's plan.  There has been interest from staff to attend a refresh in PPB training and techniques.  Model of collegiate calendar needs to be reviewed.
3.7 Whole school approach to understanding that all behaviour is communication (Nurture Principle)	CLPL timescales were not followed as we had planned. New model trialled this year		On the most recent In Service day we started to revisit the principles whilst thinking about how they will underpin our recovery curriculum. This will be

	has made it more difficult to make the intended progress.		a key feature of next year's plan which will be supported by our colleagues in Educational Psychology.
3.8 Partnership working with Active Schools provides additional opportunities for children to be physically active leading to improvements in wellbeing	Wide range of opportunities on offer throughout the session. Targeted all stages through after school and lunchtime clubs.	Impact measured through learner engagement in sessions and motivation to participate. All clubs had a high participation rate.	Reintroduce clubs when it is safe to do so. In the interim there is scope to offer these through our childcare offer in the new session.
3.9 Audit of pupil interests for extra-curricular activities which are not sports based and will lead to improvements in wellbeing	The audit was undertaken and some activities were delivered. This is an area which we would have hoped to develop further but were constrained by time limitation (School closure – final term).	Music Club had a positive impact on those who attended. Increased self-esteem. Some children attended this who were not attending sports' clubs. This was an indicator of success.	Reintroduce clubs when it is safe to do so. In the interim there is scope to offer these through our childcare offer in the new session.
3.10 Range of family and adult learning events to be delivered throughout the session	Achieved <ul style="list-style-type: none"> <li>• Shared Finish</li> <li>• PATPAL</li> <li>• Book Week – Family orientated sessions</li> <li>• Family Reading Club</li> <li>• Sports T Club</li> </ul>	Strong sense of unity and family. Families who attended the reading club welcomed the teacher support and guidance. Book Week events gained very positive feedback.	Reintroduce clubs when it is safe to do so. Parental support for digital approaches will be explored in the coming session.
3.11 Further development of a Communication Friendly environment: Autism plan, signage, visual timetables, transition passports and playground zones	Not achieved		We have now received the signage required for this project and will implement in August across the school. A strategic approach will be taken to implementing this plan in partnership with ICOS.
3.12 To work towards achieving Rights Respecting School Gold Award	Silver Award application was being collated at time of school closure. Each class confidently delivered an assembly about one of the Rights.	Children have a clearer understanding of Rights and are more able to articulate the language associated with this.	The teacher leading on this is now on maternity leave. Need to transfer leadership of this to another member of staff.

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School leadership Parental engagement Assessment of children's progress	<b>HGIOS?4</b> 1.3 Leadership of change 2.5 Family learning 2.7 Partnerships 3.2 Raising attainment and achievement	<b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Opportunities for pupils to develop employability skills across the curriculum</li> <li>• That pupils make connections between skills being developed now and their place in the future</li> <li>• That parents have the required support which enables them to deal with family matters, such as finance and employment</li> </ul>

<b>Tasks to achieve priority</b>	<b>Progress</b>	<b>Impact</b>	<b>Next Steps</b>
4.1 Learning experiences to focus on the following employability skills: ICT (Personal Development Skill), Taking Responsibility (Personal Development Skill),) and Creativity (Enterprise Skill)	This has not had the strategic approach that it required, However, some strong individual digital activities undertaken.	Some teachers will have addressed this but not all. Some activities have been extended to involve pupils from other locality schools.	Continue to forge strong links with locality schools and business sector. Staff digital skills will continue to be further encouraged and developed.
4.2 Review the model of delivery for the Credit Union making explicit links to employability skills: Time Management (Personal Development Skill), Teamwork (Personal Development Skill) and Planning and Organising (Enterprise Skill)	Not achieved. We did not have access to the appropriate resourcing to make this workable.		Seek and learn from best practice models in other schools and work with partners to deliver the Credit Union.
4.3 Continue to develop STEM approaches across the whole school using holistic	Some progress made. All staff undertook self-evaluation task.	COVID-19 remote learning model has significantly	Revisit the Digital Schools audit.

<p>assessment. Self-evaluation task in Digital Literacy to be undertake to enable planning for professional learning for staff.</p>	<p>CLPL session provided according to staff needs. Digital Schools Award audit undertaken. Staff participated in authority STEM awareness event.</p>	<p>enhanced staff and pupils' digital literacy skills.</p>	<p>Make more effective use of the STEM support that is available online.</p>
<p>4.4 Maximise opportunities for families to engage in learning based in classrooms and in The Arc ensuring that recent feedback (family and adult learning) from parents is planned for through partnership with CLD and Barnardo's</p>	<p>There has been limited involvement from Barnardo's. CLD have supported Sports T and the Family Reading Club.</p>	<p>There is a core group of consistent attendees have continued to participate in events. This needs to be widened.</p>	<p>Improved liaison with Barnardo's is required to ensure one worker is allocated to the school in order to improve overall effectiveness of the service model.</p>

**National priority: How we are ensuring Excellence and Equity?**

Analysis of our attainment data identified two key areas to be targeted: reading and writing. In addition to this we identified the need to continue to endeavour to promote and encourage high levels of attendance at school.

<b>Project / priority</b> <b>(details of what you are doing and who you are targeting with additional intervention)</b>	<b>Impact</b>
<p>Appointment of Teacher (1.0)</p> <ul style="list-style-type: none"> <li>• to work alongside class teachers in a Coaching and Modelling capacity to raise attainment in writing</li> <li>• to develop approaches to teaching reading and provide additional support to learners who are not achieving expected levels</li> </ul>	<p>The writing aspect of the project was delivered mainly by one of our class teachers. Our PEF teacher released her from class to model lessons for her peers. Positive impact. Teachers with little or no experience of Talk 4 Writing can now implement it with confidence. Reading lessons have been modelled by our PEF teacher, where required. Attainment levels in writing continue to Improve. More time is required to embed changes in reading pedagogy. Pace in teaching reading remains an issue.</p>
<p>Appointment of EYECO (0.5) to provide targeted support at the early stages to pupils at risk of not achieving expected levels in literacy and numeracy.</p>	<p>This strategy has been in place for a few years now and is highly effective. Our EYECO works in close partnership with the AC outreach teacher and class teacher. Their joined up, targeted approach has made a significant difference. It took longer than anticipated to put numeracy interventions in place due to the level of need in literacy. We decided to focus on one curricular area at a time and get it right; the first area being literacy. Unable to access data at this time to be specific about the number of successes. Decision to be made about backfilling this post.</p>
<p>Appointment of clerical assistant (10 hours) to continue to manage and implement attendance policy</p>	<p>This continues to be a worthwhile intervention although this year's data will not be complete. At the last measure we were slightly below where we were at the comparable time last year. We will continue to employ this strategy and also adapt the clerical assistant's remit to include online support for parents.</p>

<b>Project / priority</b> <b>(details of what you are doing and who you are targeting with additional intervention)</b>	<b>Impact</b>
<p>Continue to engage with Osiris whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children.</p>	<p>This will continue to be a focus area for us. The follow up impact assessment carried out by Osiris shows that significant progress has been made. We need to maintain the momentum gained in Visible Learning. A strong focus on feedback this session has refined staff's thinking and understanding of the range and type of feedback. Our children can confidently use the language associated with feedback and apply it appropriately in any setting.</p>

## Response to Covid 19 Lockdown closure – March 2020 – June 2020

During our school closure we have maintained contact with families through emails and telephone calls. We were often inspired our families in the approaches they were taking at home in order to manage through the challenging times being faced. When necessary, we signposted families to other services and worked in partnership with our colleagues in SWS and Barnardo's. The strong partnership with HSCP and Barnardo's has proven to be a key part of keeping our families safely together during this time.

We had extremely high levels of staff volunteering to work in the childcare hub for key workers' children from the very outset. Several staff who were unable to help at the very beginning gave their support as soon as they were able to. The teaching, support and admin staff of our school have made a significant contribution towards the success of the childcare

Our remote learning offer has been very planned and well received by families. Our philosophy has always been, "Do what you can, when you can," with no pressure ever being placed upon families to make their home feel like school. Home should feel like home. Many of our families managed to achieve a blend of learning and family enjoyment; making the most of the time they had together as a family unit. Our home learning packs were made available for all families in paper format. Our initial offer was only to families who were having difficulty accessing the internet or had no internet access at all. However, it became clear that some families were printing materials for themselves at home which incurred expense and we put measures in place to remove this financial pressure.

We established a consistent approach to remote learning with teachers planning two weeks in advance. Admin staff prepared the packs and assisted with distributing them to families with support staff. The home learning packs replicated the online offer with alternative tasks provided for any task that required internet access. Family engagement varied from stage to stage; the lowest and highest uptake both coming from the middle stages of the school at 23% and 73%. Some parents shared with SMT that they had made a conscious decision not to allow their children to learn online as they were concerned about the impact of too much screen time. As time went on, at the early stages, we saw a reduction in online engagement. We believe this to be a direct result of the accessibility of paper copies of home learning packs and also the good weather gave families the opportunity to take themselves outdoors together. Teachers tracked pupils on a weekly basis and shared this data with SMT. Follow up calls were made to families whenever necessary to discuss any engagement concerns. Many families shared their home learning activities through Twitter and staff used this medium creatively to engage and motivate further.

Teachers and admin staff phoned parents to talk them through login procedures and troubleshoot any online issues. This support was welcomed by parents and families as they were then able to engage in digital learning at home. Feedback from parents has been consistently positive throughout the school closure and they have greatly appreciated all that the school has done to support them and their families throughout this time.

**PRIORITY 1:** To ensure that children returning to school and new children joining us have a positive transition by engaging in research and professional reading to ensure our transition arrangements are positive for our children and their families

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
To have a whole school approach to creating a sense of belonging as pupils return to school after being with their families for a significant amount of time at home				All staff – SMT to lead	To be ready for returning in August		
To reflect on nurture principles 2 (classroom as a safe base) and 6 (importance of transitions) to ensure that children’s Health and Wellbeing needs are met				All staff – SMT and nurture teacher to lead	By end of September	Attainment Challenge Nurture CMO Psychological Services	Nurture self evaluation toolkit
To use PATHS, Emotion Works and Mindfulness on a daily basis to support development of wellbeing				All staff	Daily	ICOS outreach staff Psychological Services	Emotion Works resources – online training for staff Dealing with change and loss CLPL - IEPS
To take a values based approach to establishing expectations re engagement and behaviour				All staff – SMT to lead	By September weekend		
To engage in professional learning on trauma informed practice.				All staff	August In Service (TBC)	Psychological Services	Trauma CLPL

**PRIORITY 2:** The curriculum will be reviewed and adapted as children return to school to take cognisance of wellbeing and individual learning needs

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
To look at our curriculum offer and adapt as necessary, maximising use of outdoors for learning				All staff – SMT to lead	By end of September	Psychological Services	Play for Recovery Outdoor Learning
To assess pupils literacy and numeracy skills to enable effective planning for learning to take place				All teaching staff	By end of September	Attainment Challenge Outreach teacher	
To develop IDL approaches to maximise learner engagement, motivation and progress				All teaching staff	Ongoing	Psychological Services	Play for Recovery Outdoor Learning
To engage in professional learning that leads to a consistent blended learning approach				All teaching staff	By October break	Digital Literacy CMO	West Partnership resources Education Scotland resources
To further develop approaches to home learning which will benefit learners regardless of attendance pattern at school				All teaching staff	By end of November		West Partnership resources Education Scotland resources

**PRIORITY 3:** To ensure that our school environment for both children and staff meets all Health & Safety requirements and offers a safe base for all.

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
Regular meetings with staff, led by SMT, to ensure that wellbeing needs are monitored and met				SMT	June onwards		
SMT will focus upon Scottish Government and Local Authority Guidance ensuring staff have clear understanding and compliance				SMT	June onwards	Health and Safety Officers	
School procedures to be reviewed and updated regularly to be comply with and reflect current advice				SMT	June onwards		
Risk assessments will be undertaken and reviewed regularly to ensure compliance with guidance				SMT and Union reps	June onwards	Health and Safety Officers	









