

DURANTS SCHOOL
SCHOOL IMPROVEMENT PLAN
2019-2020

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QUALITY OF Leadership : Ensure smooth opening year at Minchenden

1.

CURRENT POSITION	EXPECTED OUTCOME FOR PUPILS		
New site opened in Southgate September 2019.	Pupils will have access to a state of the art autism specific provision with specialist provision, ie rebound therapy room, common room, life skills & art rooms. School is situated in the centre of Southgate High Street. Close proximity & access to transport links, shops, restaurants provides more opportunities for pupils to access the community, gain independence & learn life skills		
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<ul style="list-style-type: none"> - Ensuring transport is set up appropriately and is safe. A traffic management plan must be in place. - Full staff briefings to include fire safety, signing in systems, new rules. Documentation to be circulated and practices - Evacuation plan to be in place - New policies and procedures to be in place - All room risk assessments - Inductions - Ensuring safety of the pupils, staff and site via fob controlled access and doors - Safety check programme to be in place - Increased site staff 	Rachel Kevin, Karly ,Costa	Time Regular meetings	Weekly meetings
Regular meetings with planners, architects, contractors , LA to ensure all snagging list items are addressed	Rachel Kevin Karly Costa Sharon Michael Grant	Time Regular meetings	Ongoing liaison with Local Authority
All ICT systems are new ICT systems, phone, signing in, computers, laptops for pupils & staff , walkie talkies to be embedded	Costa Kevin Karly External contractors	Time Regular meetings	Weekly meetings

QUALITY OF Leadership: Ensure refurbishment of Durants site			
2.			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<ul style="list-style-type: none"> - DFE are refurbishing Durnats school lower site, offices, staff room, parents room, hall, kitchen, two classrooms , sensory integration room, gym & showers/toilets as well as boilers, windows 		<p>Updated & upgraded facilities at Durants Lower site Pitfield Way will provide safe comfortable appropriate environment for pupils</p>	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>Planned works for the main build and gym via the contractors (Lingard)</p> <ul style="list-style-type: none"> - New windows - New heating system - New Insulation - Re-wiring - New radiators - Developing the staff room - Refurbishing the gym - Refurbishing the gym showers - Works to the fire alarm system - Creating access to outside by installing doors in Blue and Amber classes - New emergency lighting, pathway, retaining wall and all gates to be fobbed on external areas. <p>Durants staff to attend monthly progress meetings (third Tuesday of every month starting 20th August 2019)</p>	42 weeks	<p>Schedule of works Time Regular meetings</p>	<p>Monthly progress meetings with Lingard & DFE</p>
<ul style="list-style-type: none"> - Developing the playground –needs resurfacing - Staff to design & have input on design & layout in consultation with architects & Lingard 	42 weeks	<p>Schedule of works Time Regular meetings</p>	<p>Monthly progress meetings with Lingard & DFE</p>

QUALITY OF Leadership: Consider use and structure at Durants site

3.

CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS		
Currently the school is closed for refurbishment. It will be closed for a year August 2019 to May 2020.		When the school reopens in September 2020 we will be able to have two sites in operation & will create extra capacity for secondary aged children and young people in the borough of Enfield with a diagnosis of autism.		
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation	
Meetings with Head teachers and Chair of Governors from Durants, Waverley and RHS schools to discuss collaboration and partnership working going forward to support all pupils in all schools	Rachel Sylvia in cooperation with other HT & CoG's	Monthly meetings	ongoing	
SEND strategy drafting group	LA & SEND, EP's, HT's	6 weekly meetings (next meeting Thursday 3 Oct 2019 at Cheviots)	ongoing	
Strategic meetings with LA, director of Education regarding Autism strategy borough wide	Rachel, Sylvia	Half termly	Ongoing	
Strategic meetings with West Lea HT & DHT regarding placements for September 2020	Rachel, Daniela			

QUALITY OF TEACHING: Focus on Teaching Learning			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>Whilst Teaching & Learning underpins everyday practice across the school, the most recent focus has been on developing and preparing the new Minchenden site.</p>		<p>Ensuring consistency and a high standard of Teaching and Learning across the school.</p> <p>For pupils to experience a curriculum which offers a breadth of study and high quality lessons giving them opportunities to achieve.</p> <p>Unqualified and newly qualified teachers to have access to high quality examples of teaching and learning supporting the development of their skill set.</p>	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<ul style="list-style-type: none"> • To create a focus on Learning walks; <ol style="list-style-type: none"> 1. by setting up a proforma for Learning Walks 2. Creating a list of areas of focus (including behaviour, curriculum areas, communication) 3. Senior staff and curriculum leaders to complete learning walks • Update the Learning Walks Policy 	<p>Daniela</p> <p>Autumn Term 2019</p>	<p>Time</p> <p>Planning meetings</p>	<p>termly</p>
<ul style="list-style-type: none"> • To gather snap shots & evidence of outstanding lessons, good practice and activities to share with teachers, trainees (e.g. via video recording) To initially trial with a small group/ teachers • To ensure all Curriculum cycles are appropriate well-resourced at the new site (Minchenden) 	<p>Daniela, Jackie & HODs</p> <p>Summer Term 2020</p>	<p>Time</p> <p>Teacher meetings</p>	<p>termly</p>
<ul style="list-style-type: none"> • To ensure the regular monitoring of; <ol style="list-style-type: none"> 1. Teachers' planning (& unqualified teacher files) 2. Book monitoring 3. Head of Department Folders 	<p>Daniela & Rachel</p> <p>Autumn Term 2019</p>	<p>Time</p> <p>Planning meetings</p>	<p>Ongoing</p> <p>Termly</p>

QUALITY OF Teaching: Attention Autism			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
One teacher and one therapist have attended Attention Autism training (led by accredited tutor).		Develop attention skills of pupils, improving participation, using appropriate activities relating to curriculum and pupils' interests to support learning.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Identify two classes to pilot Attention Autism (?Michelangelo & Burton?)	Sally + Carmel/Wing		
Identify resource/training needs.	Sally + Carmel/Wing	Time to meet and agree	
Deliver pilot project: half term intervention with therapist supporting class team to implement Attention Autism, including assessment and monitoring of pupil progress	Sally + class team identified.		

1. QUALITY OF PUPIL ACHIEVEMENT: Evidence for Learning Implementation

CURRENT POSITION	EXPECTED OUTCOME FOR PUPILS		
<p>Since moving to a new site, all classes have been given new names (famous people with Autism) and this has been updated on the I Can statements. A random class will be monitored in a subject area PSHE, and closely monitor for progress (sept – July) External assessment tool (CASPA) will be updated with new pupils.</p> <p>With the opening of the new site, SMT will come together to plan and carry out an Official opening day, Leasing with Local Authority to ensure a VIP list is included in the invites. Pupils will have an input.</p> <p>RSE – plans to include a RSE programme on the I Can statements and monitor through other means of the curriculum</p>	<p>Pupils are learning in a new state of the art Autism specific school. Classes are larger and spacious and consist of more age appropriate facilities to enable calmness and a smooth progression throughout the building. When pupils are happy and calm, they are more willing to engage in lessons/activities and make more progress. This progress will be captured on our assessment tool, AQA Units, ASDAN</p> <p>Pupils will be part of the official opening, taking part in events, supporting with decorations and showing off their new school.</p> <p>Whilst RSE is imbedded in various parts of the curriculum, with the introduction of a new RSE I Can statement, we will be able to show specific targets in this subject that pupils have worked on, met or areas where pupils need more support in.</p>		
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>Update Assessment tool to new class names, update CASPA Choose a class and subject area (pshe) to continually monitor for progress throughout the academic year.</p> <p>Regular monitoring of I can statements to ensure teachers are updating on a regular basis.</p>	<p>Jackie By 1st half term</p> <p>Jackie - Ongoing</p>		<p>termly</p>

<p>Create an "I can statement" for RSE. RSE will be taught throughout the whole school through various methods – ASDAN / AQA UNITS / PSHE</p>	<p>By end of academic year</p>		<p>termly</p>
<p>Support in the Official opening of the new site. The Official opening date is 1st November 2019. SMT work with Local Authority in organisation and inviting VIP'S and dignitaries to the event.</p>	<p>SMT teachers and staff</p>		<p>Autumn term</p>
<p>2. QUALITY OF PUPIL ACHIEVEMENT: Moderation</p>			
<p>CURRENT POSITION</p>	<p>EXPECTED OUTCOME FOR PUPILS</p>		
<p>The current P Level descriptors used to assess pupils working below the National Curriculum assessment standard and moderation purposes are outdated and no longer support the school's new curriculum and associated assessment tool, I Can.</p>	<p>Teachers are better informed with the most up to date P Level descriptors, therefore are able to moderate pupils' work more accurately and with a holistic approach incorporating the school's curriculum and I Can.</p> <p>This should raise the standard of teaching and learning by enabling teachers to moderate more effectively and efficiently.</p>		
<p>Activity Tasks</p>	<p>Responsibility/ timescale</p>	<p>Resources & Training needs</p>	<p>Monitoring/ evaluation</p>
<ul style="list-style-type: none"> Create a working party of experienced teachers who are willing to develop the moderation process. 	<p>Kay</p>	<p>Research relevant P Level descriptors for project.</p>	<p>Oct half term.</p>

<ul style="list-style-type: none"> Update P Level descriptors (P4 – P8) for core subjects (including P9 – P11 for English and Maths) and PSHE. Liaise with Lower and Middle HODs to ensure the level descriptors are suitable for their Key Stages. 	Kay and working party		Dec half term. First test during moderation.
<ul style="list-style-type: none"> Update P Level descriptors (P4 – P8) for remaining subjects taught and assessed. Liaise with Lower and Middle HODs to ensure the level descriptors are suitable for their Key Stages. 	Kay and working party.		July 2020.
1. QUALITY OF Behaviour & Safety: PBS			
CURRENT POSITION	EXPECTED OUTCOME FOR PUPILS		
<p>The school is in the 2nd year of embedding and implementing PBS as a whole school approach to supporting pupils with behaviours of concern and improving their quality of life and well-being. All pupils will have a new PBS plan written by September 2019, which need careful monitoring and reviewing to assess their relevance and effectiveness. The school will continue to prioritise the reduction of restrictive practices and ensure school policy and procedures reflect this. The role of parent partnership also needs to be explored to enhance the quality of PBS support in pupils' lives.</p>	<ul style="list-style-type: none"> - Improve quality of life for pupils - Reduction of restrictive practices - Reduction of behaviours of concern - Increase in levels of engagement in meaningful activity - Improving communication + joint contribution towards PBS plans - Improve awareness and support for parents and families. 		
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>Monitor and evaluate new PBS plans</p> <ul style="list-style-type: none"> Complete a behaviour audit in order to baseline behaviour information and documents to inform support. Termly behaviour meetings with each department, review behaviour recording data, discuss issues and work collaboratively to identify solutions. PBS to be part of the SLT agenda (fortnightly meetings) Behaviour learning walk – ensure plans are being followed, recorded and amended as necessary. 	Steve/Daniela - July 2020	Protected time to complete audit/learning walks/attend meetings	Termly – All pupils to have PBS plans in new format that are regularly monitored and updated.

<p>Reducing Restrictive Practice</p> <ul style="list-style-type: none"> Restrictive practice reduction – Collect behaviour recording data to ensure proactive strategies are being developed and used more frequently, with a reduction in the use of restrictive practice compared to this year. Ensure school PBS policy is in line with new government guidance ‘Reducing the Need for Restraint and Restrictive Intervention’. 	<p>Steve/PBS Coaches – July 2020</p>	<p>Protected time to write PBS policy/collect & analyse data</p> <p>Whole school training to introduce behaviour logs</p> <p>Follow up training for teachers</p>	<p>Termly – Behaviour logs are used consistently and data shows a reduction in the use of restrictive practices.</p>
<p>Parent Partnership</p> <ul style="list-style-type: none"> Collaborate with local service (CAHMS) to deliver a bespoke training programme for parents/families who have been jointly identified and would benefit from PBS input. Develop “Intervention Pack” of PBS resources/materials that can be used by staff when pupils/families request/would benefit from support. 	<p>Steve – July 2020</p>	<p>Protected time to plan/deliver sessions for parents</p>	<p>Annually – First group to be completed by end of academic year with positive feedback/impact on behaviour at home.</p>

Quality of Behaviour and safety: PBS – Chrissy/Carmel (Pupil Wellbeing)			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>Pupils' individual education plan targets do not focus on wellbeing.</p> <p>Pupils' wellbeing is not measured.</p> <p>Pupils need to be doing more physical activity and have healthier diets.</p>		<p>Staff to all be aware of how they can measure pupils wellbeing. All pupils' wellbeing will be measured using the PERMA model. Staff will be aware of how happy their pupils are, what activities give them a sense of flow, what purposeful relationships they have, what is their sense of purpose or meaning in life and what are their accomplishments. Staff will be aware of how they can help improve their pupils' wellbeing.</p> <p>Pupils will record their own wellbeing on their pupil view forms.</p> <p>Pupils will engage in more physical activities such as take 10 and using the outdoor gym.</p> <p>They will take part in activities to improve their wellbeing such as yoga and meditation.</p> <p>Pupils' wellbeing will be improved. They will be happier at school and achieve more.</p>	
Activity Tasks	Responsibility/ timescale	Activity Tasks	Responsibility/ timescale
Update the pupil views form that is completed once a year alongside the pupil's annual review. This will measure pupils' wellbeing.	Carmel and Chrissy Created and being used by teachers by Summer term.	Update the pupil views form that is completed once a year alongside the pupil's annual review. This will measure pupils' wellbeing.	Created and being used by teachers by Summer term.
All departments to start having achievement assembly.	Chrissy, John and Frances to have organised assembly timetable by Autumn term 2.	All departments to start having achievement assembly.	Chrissy, John and Frances to have organised assembly timetable by Autumn term 2.
Staff to have wellbeing training so they feel confident to create wellbeing targets for the pupils in their class (short term on their IEPs and long term on their PBS plans).	Carmel and Chrissy to lead after school training for teachers on wellbeing (based on PERMA) by Spring term. Teachers to be creating new IEP targets by Summer term.	Staff to have wellbeing training so they feel confident to create wellbeing targets for the pupils in their class (short term on their IEPs and long term on their PBS plans).	Carmel and Chrissy to lead after school training for teachers on wellbeing (based on PERMA) by Spring term. Teachers to be creating new IEP targets by Summer term.
Each class will have a slot to use the outdoor gym	Carmel and Chrissy	Time	Termly

DEPARTMENT PRIORITIES: ARP			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>In 2017-18 the ARP expanded to include a second class, allowing for separate key stage progression. The ARP now has KS3 and KS4 designated classes each with 9 students on roll and 2 additional students from Winchmore. A new curriculum has been devised for KS3 and KS4 which has been implemented and monitored to ensure its success. KS3 have a 3 year rolling programme developed using both Durants and Winchmore curriculum elements to support learning and development for those able to integrate into Winchmore mainstream lessons. They also have the opportunity to receive AQA Unit awards relative to their interests and learning as well as internal certification through the ASDAN New Horizons programme.</p> <p>KS4 have a new three-year curriculum cycle focusing on Entry level certificates in English, maths, science and PSE as well as AQA unit awards for other curriculum areas. The curriculum is broad, balanced and differentiated to pupil's age, need and ability. At present, we have had four leavers who have achieved Entry Levels in English, Maths and science at EL2/ 3.</p> <p>The establishment of the ARP as a department has developed to include enhanced collaborate working with Winchmore. Winchmore has set up their own provision for those unable to achieve their potential in a traditional mainstream class which will work in partnership with the ARP. This provision is based on the successful ARP model and has been replicated successfully.</p> <p>A collaborative sixth-form provision is currently in the planning stages and has been given to the LEA for formal agreement. This new provision is expected to be operation from the Academic year 2021 onwards.</p>		<p>Pupils to have the opportunities to receive a broad and balanced curriculum with the overall view of gaining a range of qualifications appropriate to their age, need and ability. Students are able to achieve accreditation in ASDAN, AQA unit awards, Entry level certificates and functional skills.</p> <p>A key focus of the ARP is to develop independence and integration</p> <p>For pupils to make sustained progress over time.</p>	
Activity Tasks	Responsibility/ timescale	Activity Tasks	Responsibility/ timescale
To support the embedding of PBS with a specific focus on students well-being and quality of life	Jamie Roll out Autumn/ spring terms Review Summer 2020	To support the embedding of PBS with a specific focus on students well-being and quality of life	Jamie Roll out Autumn/ spring terms Review Summer 2020
To engage in the Duke of Edinburgh Award at KS4 and prepare students for their expedition in the Summer of 2020	Jamie Spring 2018	To engage in the Duke of Edinburgh Award at KS4 and prepare students for their expedition in the Summer of 2020	Jamie Spring 2018
To clarify, extend and enhance the AQA examinable procedures between Winchmore and Durants. Durants to have an extension of provision with regard to storage of examinable content and become a registered 'care of' centre.	Jamie Agnes Bouchra Bardou Autumn 2 2019	To clarify, extend and enhance the AQA examinable procedures between Winchmore and Durants. Durants to have an extension of provision with regard to storage of examinable content and become a registered 'care of' centre.	Jamie Agnes Bouchra Bardou Autumn 2 2019

Department Priority : Lower – Chrissy Fiorentino			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>Students in Lower are settling after moving to a new site, along with an additional 12 new Year 7 students and one Year 8 transfer from mainstream secondary school. Students are following Cycle 3 of Durants Programme of Study which is adapted from the National Curriculum and developing their independence skills through ASDAN Units of Work.</p>		<ul style="list-style-type: none"> • Students are provided with high quality learning opportunities. • Lessons provide opportunities for students to achieve and make good progress. Achievement is recognised and celebrated. • Teachers are supported to expand their professional development to provide the best opportunities for all students. • There is high expectations and consistency in all classes throughout the department in teaching, learning, planning and assessment. 	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>To develop strategies used for planning and delivering sessions.</p> <ul style="list-style-type: none"> • To create opportunities for joint planning amongst teachers, sharing ideas and personal strengths of individuals. • To share expertise and develop teaching styles and teaching techniques in learning through colleague classroom observations. 	<p>Chrissy Autumn 2nd half – Summer Term</p>	<p>TA support Time Colleague observations</p>	<p>Termly</p>
<p>To develop and improve skills in assessment and moderation</p> <ul style="list-style-type: none"> • To work with moderation lead to create level descriptors in core subject areas • Gather samples of children's work from other schools and level against new descriptors • Provide training in moderation to class teachers and TA's • To work closely with middle department to ensure consistency across key stages 	<p>Chrissy Spring and Summer Term</p>	<p>Training dates on after school calendar. Samples of work from other schools</p>	<p>Termly</p>
<p>To prepare for the transition of Lower Department</p> <ul style="list-style-type: none"> • To support in the development of Durants Lower (Pitfield Way) by preparing and resourcing site ready for students transition in July 20 • Organise transitional sessions for year 6 students • Involve families and parents 	<p>SLT Chrissy Summer Term 2020</p>	<p>Time</p>	<p>Termly</p>

Department Priority: : Middle

CURRENT POSITION	EXPECTED OUTCOME FOR PUPILS		
<p>Currently the school has moved to a new site so emphasis is on helping staff and pupils transition and settle into the new building as smoothly as possible. In the Middle Department we currently follow the Durants Programme of Study which is adapted from the National Curriculum and teach the core subject areas English, Maths and Science. All other subjects are taught through ASDAN Transition Challenge scheme of work. Teachers currently plan individually for their lessons. Pupil achievement is recorded on the I Can's, AET framework and IEP'S. Moderation of work takes place twice a year and we hold Pupil Progress Meetings (3/year) where we monitor books, targets setting and overall pupil achievement.</p>	<p>For pupils work to be monitored and assessed more accurately. Better planned lessons across the department. Pupils work to be set at correct levels. More focussed teaching leading to better pupil performance. Peer learning taking place.</p>		
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p><u>Teaching & Learning</u> To work alongside moderation lead to support and help create descriptors to match our level descriptors for all the core subject areas. This will support teachers when assessing a pupil's ability level. To provide teachers with moderation training so they have an increased understanding of our new level descriptors. To work closely with lower department exchanging work samples across the key stages.</p>	<p>John & Kay (Autumn Term) John & Chrissy (Spring & Summer Term)</p>	<p>Time to produce descriptors Training dates on after school calendar. Samples of work from other schools</p>	<p>Termly</p>
<p><u>Teaching & Learning</u> To create an opportunity for weekly joint planning for teacher's. This will allow teacher's to work together and share ideas for teaching different areas of the curriculum.</p>	<p>John (Autumn 2nd half- Summer term)</p>	<p>Time Ta support.</p>	<p>Termly</p>
<p><u>Teaching & Learning</u> Introduce pupil sets in Maths and English across the department. This should lead to more focussed teaching (as less differentiation) and increase peer learning in the department.</p>	<p>John (Autumn term-Summer Term)</p>	<p>Time for observation. Pupil assessment Departmental Meetings.</p>	<p>Termly</p>

Department Priority: :- Upper / Post 16 Upper			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
All students have recommended AQA targets for the year, increasing year on year by approx. 10% depending on learning needs and abilities. Information on achieved units is recorded across the years they have been in the Post 16 department. Staff also record separately the units achieved, so that none are repeated over the years they are in the department. Teachers will also add new units that are appropriate to the needs of their students and individualise accordingly.		For the Preparing for Adulthood Outcomes to be linked to the appropriate area of the curriculum / specific course For Parents to have a clearer knowledge of the pathways available to their young person throughout their time in the Upper department as well as preparing for them to leave Durants at the end of their Year 13 or 14 whichever is most appropriate	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Identify a skill set for each of the 'Preparing for Adulthood' Outcomes + match to appropriate areas of the curriculum, especially developing job carving + work experience opportunities and employability.	By July 2020	Department Teacher meetings	Termly
Further develop a recording system for the units completed across the three years in Upper Department possibly using Google sheets in order to make it easier for monitoring those students who move from class to class	By July 2020	Knowledge of Google sheets	Termly
Consider particular transition needs of leavers, including developing their transference of skills from classroom to community	By July 2020	Moving On + Transition Planning at Annual Review	Termly

Quality of Achievement: PBS Carmel & Chrissy Staff wellbeing			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>Staff views and opinions are always discussed and examined each year. This often happens at the end of the school year and considerations are made for the next academic year. Opening a new site has made staff more conscious of factors which may influence their ability to work and how happy they feel through their work at Durants. New class teams have been established. Staff well-being is not currently measured.</p>		<ul style="list-style-type: none"> • Staff are more aware of their own health and well-being. Staff feel fit and well, reducing staff absences. • Improved moral and motivation within class teams provide purposeful learning opportunities for students. • Team building will improve effectiveness of staff working together to support the students. • Staff feel calm and happy, creating a more positive learning environment for students. 	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>Improve staff well-being</p> <ul style="list-style-type: none"> • Lead a staff training session to make staff consider what is important to them maintain good health and well-being. • Provide opportunities within the after school calendar for staff to explore activities to enhance their well-being • Activities may include: teambuilding, yoga, mindfulness, art, gardening, cooking, physical activity, after school clubs for staff 	<p>Carmel and Chrissy</p> <p>Training – Autumn 2</p> <p>Activities – Spring 1 Summer 1</p>	<p>Time on the After School Calendar</p> <p>Planned activities</p>	<p>Termly</p>
<p>Improve staff well-being</p> <ul style="list-style-type: none"> • Identify a place staff can go to be alone, relax or to think if they are feeling overwhelmed during the school day. • Create a pleasant environment e.g comfortable chair, hand lotion • Provide time for staff to TALK (links to Get Britain talking) 	<p>Carmel and Chrissy</p> <p>Autumn 2</p>	<p>Time</p> <p>Materials to create a relaxed environment</p>	<p>Termly</p>
<p>Improve staff well-being</p> <ul style="list-style-type: none"> • Recognise staff achievements e.g. attended/on time for work every day for a term • Staff suggestion box in the staffroom. Discuss comments in department meetings. • Staff display board in staffroom showing ‘Actions for Happiness Calendar,’ motivating quotes, adverts for local mindful activities 	<p>Chrissy and Carmel SLT Department Teams</p> <p>Autumn 2</p>	<p>Suggestion box</p> <p>Display board</p>	<p>Termly</p>