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| **LEADERSHIP, MANAGEMENT AND MANAGING CHANGE****QUALITY STANDARD** |
| **Criteria** | **Suggested EVIDENCE OF PRACTICE** |
| **10.1 WHOLE SCHOOL APPROACH** |
| 1. The Leadership and Management of the school addresses the needs of the whole child.
 | Relationships, Sex and Health Education Statutory Guidance (RSHE)Values and Aims Statement/Intent statementSchool Prospectus/ website…Ofsted report/ recommendationsRelevant sections of School Improvement Plan (SIP) Department/ subject development planningExamples of pupil voice…Representation of change by learners on the school website |
| 1. The school is compliant with requirements of Statutory Relationships and Health Education in respect of PSHE(RSHE).
 | RSHE Statutory GuidanceCurriculum overview/Scheme of Work (SoW)…Learners' work…Evidence of monitoring…PSHE Policy |
| 1. The school’s Values and Aims Statement has been developed by/reviewed and agreed with the whole school community with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity
 | RSHE Statutory GuidanceOfsted reportSEFValues and Aims Statement/Intent statementSchool prospectus/ website/newsletters…Induction programme…Examples of themes within assemblies/collective worship… Home/School AgreementBehaviour Policy Safeguarding PolicyInclusion PolicyEqualities Policy/Analysis Examples of community links…Visitor PolicyExamples of pupil voice…Examples of displays… |
| 1. All members of staff have a shared responsibility for promoting health and wellbeing to enable everyone to learn, achieve and progress.
 | RSHE Statutory GuidanceValues and Aims Statement/Intent statementSchool prospectus/ website…Performance management systemContinuing Professional Development (CPD) file Staff Well-Being Programme or equivalent…Examples of themes within assemblies/collective worship …Job descriptionsEvidence of and responses to, identified needs through monitoring/tracking…Examples of enrichment activity… |
| 1. Senior Leadership Team (SLT) and the Governing Body ensure that school systems, policies and procedures reflect how the school addresses the needs of the whole child and enables the contribution of all individuals to be valued with due regard to gender, gender reassignment, faith or belief , disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceValues and Aims Statement/Intent statementSEFSIPSchool prospectus/ website/newsletters…Induction programme…Examples of themes within assemblies/collective worship… Home/School AgreementBehaviour Policy Safeguarding PolicyInclusion PolicyEqualities Policy/Analysis Examples of community links…Visitor PolicyExamples of pupil voice…Examples of displays… |
| 1. SLT ensure that inclusion is seen as fundamental to enhance the health and wellbeing of the whole school community.
 | Equalities Policy/Analysis Inclusion PolicySpecial Educational Needs and Disability (SEND) PolicyAble, Gifted and Talented PolicySchool support systems…Common Assessment Framework (CAF) processEvidence of needs analysis…Identification in Scheme of Work (SoW)…Differentiated lesson plans on… |
| 1. Health and wellbeing is an integral part of the school self-evaluation process which involves all members of the school community and informs policy and practice.
 | RSHE Statutory GuidanceSchool self-evaluation processDepartment/subject improvement plansResponses to questionnaires…Relevant sections of SIPJob descriptionsPolicies |
| 1. The SLT implement a coherent plan to promote fundamental British Values and to deliver effective Social, Moral, Spiritual and Cultural (SMSC) education.
 | SEFRelevant section of SIPWebsite…SMSC/PSHE plan… |
| **10.2 SCHOOL CULTURE AND ENVIRONMENT** |
| 1. Leaders and Managers ensure that systems are in place to enable the whole school community to feel valued, respected, and safe.
 | Values and Aims Statement/Intent statementCode of Conduct/group agreementsOfsted reportPupil Attitude Questionnaire (PAQ) or equivalent….Staff Wellbeing Programme or equivalent…Parental surveys…Visitors’/agencies’ feedback…Safety noticesAnti-Bullying CharterBehaviour Policy (including anti bullying)Duty rota, corridor supervision…Deployment of staff…School calendar…Examples of displays....Evidence of needs analysis… |
| 1. Leaders and Managers facilitate the use of education and health data and the results of consultation to inform the Healthy Schools Improvement Plan linked to the SIP.
 | RSHE Statutory GuidanceExamples of data used (e.g. Health LSIP) …Relevant sections of the SIPCycle of consultation…Examples of impact…Accreditation submission |
| 1. Leaders and Managers share the Healthy Schools Improvement Plan with the whole school community, giving the opportunity for feedback to further inform it.
 | Evidence of actions as a result of consultation…Representation of change by learners on the school website |
| 1. The SLT establishes a school culture that encourages rigorous monitoring, evaluation and review of systems, procedures, and interventions to improve pupil outcomes. Unintended ones should also be considered.
 | SEFAnalysis of and actions resulting from feedback…Pastoral and academic support systems…Examples of links with agencies and partners…Analysis of, and actions resulting from feedback… Reduction in exclusionsEducation Health Care Plans (EHCP) |
| 1. The school environment is welcoming, clean and cared for and respected by all.
 | Code of Conduct…Ofsted reportInvestors in People AwardEco Schools |
| 1. The SLT ensures the whole school environment promotes/ supports appropriate behaviours. E.g. physical activity spaces including playgrounds and emotional environment, including the facilities for eating.
 | Website…Lesson plans on…Examples of enrichment activities…Examples of pupil voice…Representation of change by learners on the school website |
| 1. The SLT provides a quiet space available for facilitating support for learners, families, and staff.
 | Examples of spaces… |
| 1. The SLT ensures there is clear signposting, in appropriate languages and/or visuals, to information and support services within and beyond the school. All of which are with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | Examples of a range of signposting… |
| 1. The SLT ensures the whole school community has access to free, clean, and palatable drinking water throughout the day.
 | Whole School Food and Drink Policy |
| 1. The toilets, showers and medical facilities ensure the privacy and dignity to meet the needs of all members of the school community.
 | Examples appropriate to need… |
| **10.3 POLICY DEVELOPMENT** |
| The Leaders and Managers ensure that the school’s systems and procedures facilitate consistent policy development | Policy of choice contains relevant Values and Aims Statement/Intent statement, including evidence of wide consultation… |
| The school develops policies which: -* support and reflect the school’s aims, values, and ethos
 | Values and Aims Statement/Intent statement |
| * make explicit the commitment to:
* value the contributions made by individual members of the whole school community
* show mutual respect and
* guarantee the entitlements of all with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture, gender identity
 | Curriculum overview/SoW…School Council minutesExamples of involving families…Staff meetings minutesGovernors’ Meetings minutesEqualities Policy/Analysis |
| * have been developed through inclusive consultation with appropriate members of the whole school community
 | There is a planned programme for policy development and review…Consultation documents/minutes of meetings |
| * are implemented, monitored, and regularly reviewed and the mechanisms and timescales for this are documented within each policy
 | There is a planned programme for policy development and review…Consultation documents/minutes of meetings Governors' meetings |
| * make clear the roles and responsibilities of members of the whole school community so everyone understands the relevance of each policy to them
 | Specific to each policyJob/role descriptionsHome/school diary/planners…Website… |
| * indicate how the school uses appropriate data to inform and improve provision
 | Needs analysis…Examples of use of education and health data e.g. Health LSIP… |
| * make links to other relevant policies and initiatives
 | Specific to each policy |
| * are reflected in the school prospectus/ website, are shared with and adopted throughout school and are available to be seen by all.

 | School prospectus/ website…Method of publicising… |
| **10.4 CURRICULUM PLANNING, MONITORING, EVALUATION AND ASSESSMENT** |
| 1. Leadership and Management ensure the curriculum reflects the school’s aims, values, ethos, relevant policies and addresses the needs of the whole child.
 | RSHE Statutory GuidanceSEFSchool prospectus/website…Curriculum maps…Examples of curricular and enrichment activities which demonstrate this… |
| 1. The SLT ensures data and local information used to inform planning to address the identified issues facing the whole school community.
 | RSHE Statutory GuidanceExamples of data used e.g. Health LSIP…PAQ or equivalent and information from agencies…SOW with examples of use of data… Lesson plans on… |
| 1. Leadership and Management ensure all activities are planned, resources selected, and visitors deployed, monitored, and reviewed with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceEqualities Policy/AnalysisExamples of activities and resources…Methods of evaluation…Examples of themes within assemblies/collective worship…  |
| 1. The PSHE/Healthy Schools/SMSC Lead has a clear role and responsibility to lead this area of school provision.
 | Evaluation processes and systems…Actions taken as a result of the evaluation…Self-evaluation cycleJob descriptionPerformance management system Timetable…  |
| **10.5 GIVING CHILDREN AND YOUNG PEOPLE A VOICE** |
| * 1. There is a planned process to ensure the purpose of participation is made clear, those involved are representative, appropriate methods are selected, time is allocated to feedback appropriately, and it is made fun and interesting.
 | School calendar…Group agreements…Evidence of selection processes…Examples of pupil voice…Representation of change by learners on the school website  |
| * 1. SLT ensures there is a range of creative listening systems to ensure the views of all LEARNER including those who are less vocal and visible are gained, valued, and acted upon to inform Leadership, Management and Managing Change.
 | SEFAnonymous post box…Ask it baskets…Evidence of peer/buddy support…Examples of pupil voice written/visual…Circle timeAdvocacy if appropriate…Learners' attendance at review meetings |
| * 1. SLT ensures systems are in place to continually monitor, evaluate and review learner’s participation and involvement.
 | School self-evaluation systemsActions taken as a result of the evaluation… |
| * 1. Leadership and Management ensure that learners are encouraged to become responsible and caring members of society. They have a clear understanding of what is expected of them and how to show self-discipline.
 | Ofsted reportExamples of opportunities for learners to have roles of responsibility, to care for other members of the school community and to participate in activities in the wider community… |
| * 1. Learners are encouraged to develop leadership skills and to participate in the process of change
 | Evidence and examples of opportunities for learners to develop leadership skills… |
| **10.6 PROVISION OF SUPPORT SERVICES FOR CHILDREN AND YOUNG PEOPLE** |
| * 1. The SLT ensures that provision is made for early identification and assessment of need and procedures are in place for learners and their families to be supported.
 | Admission/ transition information…SEND, inclusion and pastoral information…Identification and assessment of need procedures for learners and their families…Evidence of services provided on site…Evidence of signposting…Teams Around Children (TAC)Teams Around Families (TAF)Education Health Care Plans (EHCP), Individual Education Plans (IEPs) Confidentiality Policy |
| * 1. The SLT ensures the learning environment empowers learners to access support services through school, families and/or independently.
 | Support systems…Curriculum overview/SoW…Lesson plans on…Examples of notice board displays signposting services…Confidentiality Policy |
| **10.7 PROFESSIONAL DEVELOPMENT NEEDS, HEALTH AND WELLBEING OF STAFF** |
| 1. SLT ensures that all members of staff are involved in the decision-making process.
 | Process for informing the SIP…Examples of consultation process… |
| 1. SLT promotes an open and respectful climate in which the staff can share and explore any concerns and difficulties, problem solve collaboratively and seek help and support.
 | Staff survey – wellbeing programme or equivalent… Meetings structure…Staff support system, e.g. line management, SLT support…Confidentiality PolicyPerformance management system |
| 1. SLT ensures that members of staff, who are supporting the most vulnerable or challenging learners, are provided with the opportunities to discuss and debrief with supportive colleagues or other professionals within clear boundaries of confidentiality.
 | Reflective Practice Model…INSETHandbookConfidentiality PolicyCAF Training  |
| 1. SLT encourages the best use of all spaces, including the staffroom and workrooms to facilitate the wellbeing of all staff. Toilets are maintained to a high standard.
 | Evidence to show how spaces used by staff are cared for… |
| 1. SLT ensures that opportunities will be provided for the staff to develop skills in managing social, emotional, and behavioural aspects of learning.
 | SIPCPD file |
| 1. SLT ensures that there are systems in place to identify, address and minimise levels of stress.
 | Risk assessments…Staff support systems…Staff wellbeing programme or equivalent…Staff mindfulness…  |
| 1. SLT ensures that there is signposting to information and expert advice and assistance, e.g. financial advice, health screening, counselling.
 | Notice boards/website…A planned process exists to signpost staffInformation from professional associations…School Nurse… |
| 1. SLT ensures that there is a clear structure of roles and responsibilities throughout the school which is understood by all.
 | Job descriptionsOfsted reportDiaries/ planners…Induction process…Website… |
| 1. SLT ensures that the staff are consulted on training and support needs through a regular review process and the SIP supports staff in having access to relevant professional development activities.
 | CPD fileSIPPerformance management system Opportunities to attend Leadership courses…  |
| 1. Training includes opportunities on a range of areas linked to health and wellbeing such as relaxation, stress management, health and fitness, anger management and assertiveness.
 | CPD fileINSET ProgrammeOccupational healthBehaviour management |
| 1. There is a member of SLT designated with responsibility for leading staff health and wellbeing along with a named governor. Access to them and advocacy are easily available.
 | Named member of SLT and governorJob descriptionSelf-evaluation process…Development plan and/or relevant section of SIP |
| 1. The Lead is highly competent and has credibility with colleagues. They have a clear vision of the issues and is able to communicate this. They lead the work on health and wellbeing although it is recognised that other members of the school may be best informed to manage a particular focus of work or action.
 | School self-evaluation systemDevelopment plan and/or relevant section of SIPPerformance management systemCPD fileStaff surveys… Healthy Schools Improvement Plan |
| 1. SLT and Governors support the Lead by arranging appropriate time to allow for planning, implementation and evaluation of activities to promote physical and emotional health and wellbeing.
 | Timetable or evidence of other arrangements…Planning, preparation, and assessment timeProcess for informing the SIP by whole school staffSIP…Governors' report |
| 1. The SLT, Governors and the Lead create opportunities for others to undertake training in relation to health and wellbeing. Members of staff are given the opportunity to share information, learning and experience with other schools, visit them and attend network groups to gain support and knowledge of improved practice.
 | CPD file Evidence of networking…Evidence of school to school support… |
| 1. Reasons for change are clearly explained, sufficient notice is given, and views are sought to facilitate adjustment if required. This process is linked to the identification of training needs and addressing them effectively.
 | Evidence of how change has been led and managedCPD file… |
| **10.8 CELEBRATING ACHIEVEMENT** |
| 1. The SLT ensures the whole school community has time to reflect on and celebrate effort and achievement across a wide range of experiences, within and beyond the taught curriculum, including those attained outside of school.
 | Open days…Awards/presentation evenings…Family celebrations as appropriate…Examples of themes within assemblies/collective worship… DoJo's…Awards boards…CPD file |
| 1. The school may use its own reward systems and/or externally recognised awards to support the enhancement of physical and emotional health and wellbeing of the whole school community and is consistent in their use.
 | External awards e.g. ASDAN, Duke of Edinburgh, First Aid Certificates, Work Related Learning, Music Grades…Behaviour PolicyExamples of themes within assemblies/collective worship… DoJo's…Examples of displays…Website/newsletter…Awards boards…CPD file |
| 1. The SLT enables learners to contribute to the organisation of celebratory events including displays.
 | Examples of specific events and displays and the contribution of learners to the planning process… |
| 1. The SLT ensures the Governors receive an annual report on the impact of work to enhance the health and wellbeing of the whole school community as identified in the SIP.
 | Annual Report to GovernorsRelevant sections of SIP |