



## Governor Visit Record

<b>Date</b>	26 <sup>th</sup> October 2023	<b>Governors</b>	Lisa Robson
<b>Links with School Development Plan 2023-24</b>			
<b>School targets 2023-2024 – Behaviour and Attitudes</b>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
To meet with Julie Brown, Assistant Headteacher to discuss behaviour strategies used within school and how these are monitored and reviewed.			
<b>Governor Observations and Comments</b>			
Cleaswell has a behaviour and attitudes implementation plan and a positive behaviour policy both of which are reviewed annually. These are available on the school website.			
Cleaswell use the NAPPI approach (Non-Abusive Psychological and Physical Intervention) when there is a behaviour of concern, which includes five Principles:			
<ul style="list-style-type: none"><li>• Stay One Step Ahead - provide effective support using a person-centred approach.</li><li>• Move One Step at a Time - communicate at a level and pace that the learner can understand, especially when under stress.</li><li>• Attend 100% - review how negative attitudes can affect the language that employees may use to describe learners and their behaviour.</li><li>• Refocus the Attention - change the direction someone looks, thinks or moves.</li><li>• Together – working as a team as well as with each individual learner and their family.</li></ul>			
Julie and Clare are both trained at level 1 in NAPPI and are responsible for training all staff across school up to Level 1 so that there is a consistent approach.			
Level 2 of NAPPI involves physical intervention - staff must be trained by an external provider for this. There are a number of staff around school trained at level 2.			
Each pupil at Cleaswell has a Consistent Approach Plan which is a working document summarising the needs of each individual.			
A system called Positive Behaviour Support Cloud (PBS) is used throughout school as a means to record individual's behaviour and alert staff members across school. The PBS traffic light system makes it easy to use and feeds directly into each learner's Consistent Approach Plan.			
<ul style="list-style-type: none"><li>- The Amber Section identifies reasons why a learner becomes distressed.</li><li>- The Red Section is used as a tool to assess the level of behaviour of concern.</li><li>- The Green Section is populated by activity that represents quality of life.</li></ul>			

When a behaviour of concern is recorded on the PBS cloud, this alerts members of staff – Phase Leaders and always Julie, (Assistant Head). The PBS system allows staff to reflect on the behaviour and how this was managed effectively, it can also provide data, patterns and trends, and identify where support may be needed within school. This analysis is used to inform support and training around certain behaviours and individual pupils.

This helps staff to:

- Reflect on issues that may lead to behaviours of concern.
- Think about ways of responding to behaviours of concern.
- Develop their own practice, and that of others, through the sharing of skills and experiences.
- Highlight any training needs where appropriate.

Staff are confident in managing behaviour and using the PBS system, they know individual children and their needs extremely well and know who to approach in school for further support if needed.

Next Steps:

Jenny (who is the Personal Development lead in school) and Julie have formed a working party made up of a mixture of staff across school. They are developing further staff training to support managing behaviour linked to the Paul Dix approaches to behaviour, 'When the adults change'. This will be a shared approach across school where staff will be encouraged to reflect on their own practise in order to enhance positive behaviour through relational practice.

<b>Plans for Follow-up Visit</b>

<b>Date reviewed at FGB 28/11/23</b>
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