

Governor Visit Record

Date	9 th October 2025	Governors	Lisa Robson
Links with School Development Plan 2025-26			
School targets 2025-2025 – Attendance and Behaviour			
Scope of visit / Breadth of visit Scrutiny			
To meet with Julie Brown, Assistant Headteacher to discuss behaviour updates since last governor visit including observations, strategies used and impact of these within school.			
Governor Observations and Comments			
<p>Cleaswell has a Behaviour is Communication Policy which is reviewed annually and accessible for reference on the school website.</p> <p>Relational Practice has been embedded across all areas of school This draws on Paul Dix's approach outlined in 'When the Adults Change'.</p> <p>Observations highlight a strong, positive culture of engagement, emotional awareness, and inclusive practice, underpinned by consistent relational strategies and a whole-school ethos of understanding and support.</p> <p>Key Observations:</p> <p><u>Behaviour Support and De-escalation:</u></p> <ul style="list-style-type: none"> • All staff demonstrate high level of awareness and empathy to pupil needs. • De-escalation strategies are implemented promptly and effectively, helping to prevent behavioural escalation. • Staff consistently use language aligned with behaviour scales and consistent approach plans. • Specialist training ensures staff respond to behaviour with curiosity, compassion and strategies linked to trauma and neurodiversity-informed approaches. <p><u>Inclusive Practice:</u></p> <ul style="list-style-type: none"> • Bespoke timetables ensure inclusive access to learning for all pupils, supporting academic and social-emotional progress. • Staff actively engage with pupils and are consistently positive, respectful, and nurturing with no use of negative language. • Staff employ appropriate questioning techniques, including the use of Blank Levels, to support understanding and communication. • Consistent use of the "Cleaswell Code" (Ready, Respectful, Safe) language reinforces shared behavioural expectations. 			

- Pupils are supported to develop independence through visual aids, communication boards, fringe boards, personalised resources.
- Staff employ appropriate questioning techniques, including the use of Blank Levels, to support understanding and communication.

Classroom Environment:

- Learning environments are calm & comfortable
- Groupings are thoughtfully planned to encourage positive peer interactions.

Whole-School Impact

Noticeable shift in whole-school culture is evidenced by:

- Increased tolerance and understanding of root causes of behaviour
- Change in attitudes towards dysregulated behaviours
- Positive impact on overall school ethos
- New staff influenced by relational approaches modelled by existing staff team.
- Staff support each other by actively listening and valuing each other's perspectives.
- Staff reflect on incidents to gain better understanding of antecedents and improve practice through enhanced de-escalation strategies.

Behaviour Data Analysis:

- Behaviour data regularly analysed and used to inform practice.
- Behaviour data for 2024 - 2025 shows a positive trend.
- Increase in proportion of low-level incidents suggests effective use of de-escalation strategies and relational approaches.

Next steps:

Attendance:

- New Ofsted framework closely links behaviour with attendance - Julie will have half termly meetings with Karyn to view, monitor, analyse patterns and trends based on attendance data – results will be shared with EWO.
- Build strong relationships with families to understand and address barriers to attendance alongside EWO and Family Engagement Partner.

Plans for Follow-up Visit

Date reviewed at FGB