

Current Personal Development and Behaviour and Attitudes data at Fen Rivers Academy

Summer Term Review: 25/07/2022

Living our Mission Statement

Every Interaction a Conscious Intervention

Universal Offer:

Therapeutic delivery of the national curriculum, informed by a collective understanding of our children's needs and rights.

This is underpinned by SEMH assessment; 3Ps reflection data; behaviour support plans and risk assessments; an understanding of trauma informed practice and normalised talk around everybody's mental health and wellbeing.

Overview: Rationale & Theory

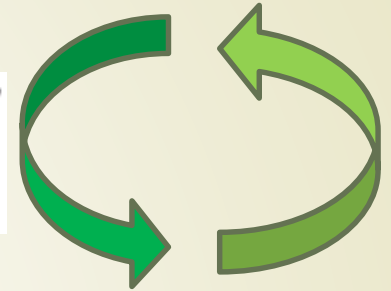
SEMH Learning Setting

**What we know,
What we do next,
How we do it here**

People, Purpose, Place

Overview: Rationale & Theory

Shaping positive members of society: Confident and caring people, purposeful in life, feeling secure within a safe place.



**catch
22**

- ▶ Provide a distinct learning environment (pupil/class/school) that is different from mainstream and is best suited for our pupils
- ▶ Cultivate a therapeutic PDB&A culture that, like Safeguarding, is a state of mind not just assessments and targets - *every interaction a conscious intervention*
- ▶ Unify Pupils' assessment and sense of self, as participating committed learner, across C22 Education to enhance bespoke practice and create a common language for staff, pupils, parents/carers and partner agencies practice common language
- ▶ National priorities through the 3Ps framework:
 - Attendance
 - Pupils voice
 - Staff CPD (Evidence based practice)
 - Data informed practice that is Bespoke and regularly reviewed)

At Fen Rivers we are:

- Committed to **Personal Development** through various effective provisions
- Forensically reflective and preparative in supporting **Behaviour and Attitudes**

Learning about the science of safety

Feeling safe in myself

Feeling safe in a space

Taking risks

Trust

Falling in love with life.

Therapy



Pedagogy

The science of feeling safe

Underlying assertions

- * **Staff work for the pupils; the pupils work for themselves.**
- * **Pupils participation in and ownership of their education are learnt skills.**
- * **The classroom should be intrinsic. Staff makes links between education and life away from school, building capacity to meet the 3Ps is a common denominator, the thread.**
- * **Behaviour is a pursuit of needs and a form of communication.**
- * **Challenging behaviour is in the eyes of the beholder.**

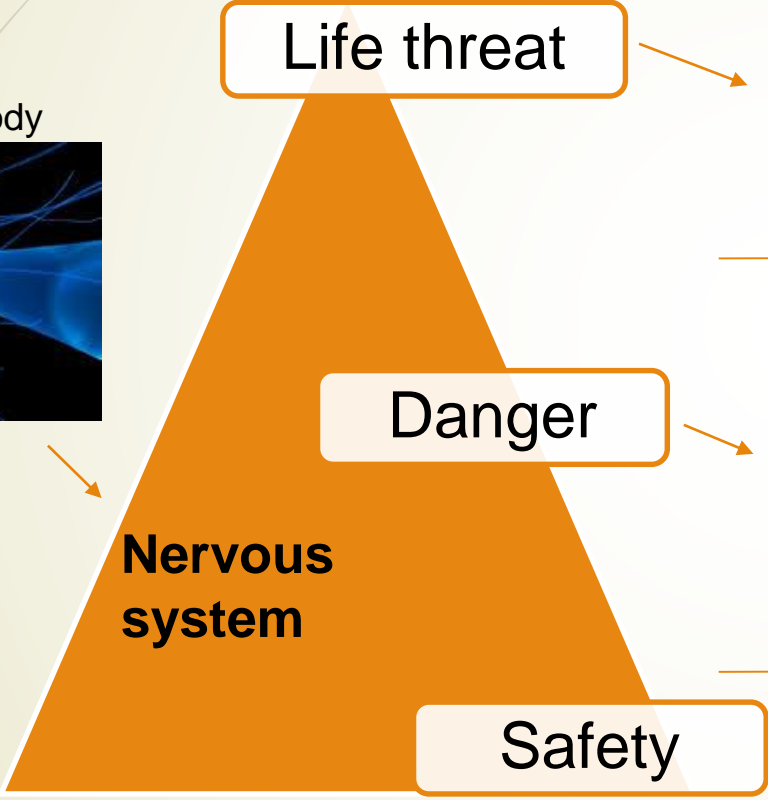
Overview:
Staff awareness of what students have likely experienced to this point of their lives

SEMHS Cycle of response

Trauma Informed Practice

Overview:
Rationale & Theory

Neuroception
In & Out side our body



- Immobilisation
- Hypo-arousal
- Reduced heart rate and shallow breathing
- Numb, dissociated, collapsed
- Withdrawn and shut-down
- Regulated by parasympathetic nervous system

Freeze response

- Mobilisation
- Hyper-arousal
- Racing heart and fast breathing
- Alert, tense, angry or fearful
- Defensive towards others
- Regulated by sympathetic nervous system.

Fight/flight response

- Optimum level of arousal
- Steady heart rate and breathing
- Relaxed, calm and responsive
- Connect to others through eye contact, facial expression, vocalisation
- Regulated by parasympathetic nervous system

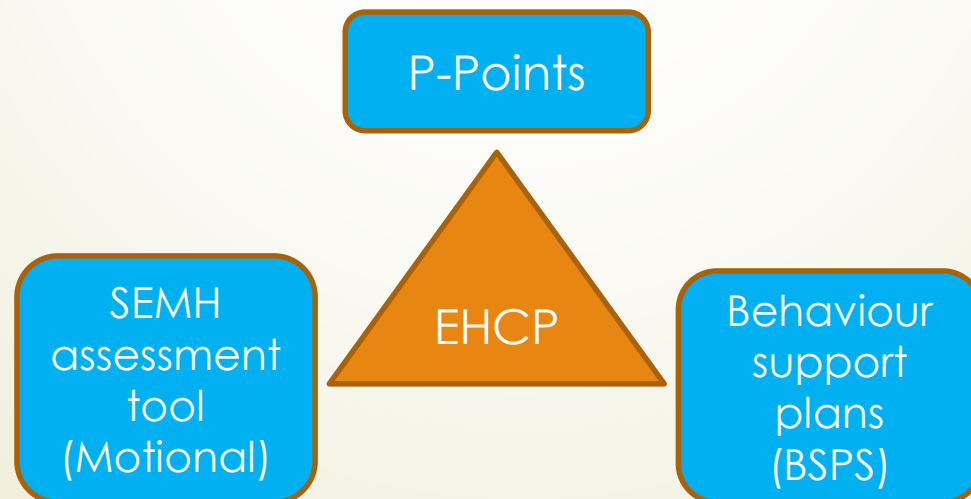
Social engagement system – able to teach/learn

What immediate reflections and preparations must we develop to meet children's needs and tackle threats to their autonomic nervous system?

EHCPs and data systems that maximise our connections and encourage everyone to “Protect”, “Relate”, “Regulate” and “Reflect” continually

Overview: Rationale & Theory

- ▶ **A culture of reflection-restoration-praise-growth.**
- **Triangulation: Continuous assessment** in effective daily debriefs.
- A clear culture where children are reflecting on their efforts after every learning session. Class staff using common language around people, purpose, place and knowing where the gaps in SEMH are now.
- Parents that speak the common language of 3Ps through daily communication with staff.
- Staff who share good practice, develop themselves and others in a trauma-informed culture.



How we support our students

Fen Rivers Staff Know:

Safe Place

1. Communication is positive and professional.
2. Staff regulate themselves before pupils.
3. Staff promote PACE culture - Playful, Accepting, Curious & Empathetic interactions

Purposeful Learning Environment

4. Learning Objectives and Success Criteria are explicitly shared, displayed and referenced throughout.
5. Modelling includes explicit communication of feelings, thought processes, activities, behaviour and attitudes.
6. Feedback promotes progress and growth; Pupils respond to the feedback.
7. Recording is timely: SIMS, CPOMS and lesson recording

Good People

8. Relationships are valued and staff seek to repair harm.
9. All interactions are personalised.
10. Staff engage with pupils in lessons, activities, break and lunch social times.

Fen Rivers Students Know:

Overview:
Rationale & Theory



A commitment to supporting and developing a trauma-informed culture that runs through the Academy

Fen Rivers Staff...

Work in a therapeutic way

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Are trauma informed in their practice.

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Focus on connections before correction.

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Support our students to become more emotionally intelligent and develop empathy and self-awareness.

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Have a mental health and wellbeing focus.

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Work consistently to reinforce boundaries

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Understand the difference between attention seeking and attachment (connection) seeking behaviours

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Want all of our pupils to believe in themselves and what they can achieve and succeed.

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

A school culture will exist whether effort is invested in it or not. Therefore, it is sensible to ensure that the prevailing culture is supportive of good conduct rather than one that impedes it.

(Bennett, T. (2017). *Creating a culture: How school leaders can optimise behaviour.* London,

DfE. <https://www.gov.uk/government/publications/behaviour-in-schools>

- Staff are regularly supported to reflect on their practice. They consider 'What **our** staff know' and self-evaluate their own understanding of this. Areas for development are supported through continuous professional development (CPD)
- Debriefs which focus on reflective and preparative considerations on the day, and how staff practice can be celebrated, shared and adapted for the following days interactions.
- Our culture includes a clear induction that offers new staff reading materials that will introduce them to 'who we are and how we do it here' **e.g. texts around trauma-informed practice, therapeutic teaching practice and Jak Pansepp's work on Neuroscience.**

PART 2

Half-Termly data information review

Summer Term Review: 25/07/2022

What P-Point data tells us?

See B&A Matrix for breakdown

Autumn 1 (2021)		
20,893 Total academy Points (81.0%)		
Category	Breakdown	% total Pts
People	6773	80.3 %
Purpose	6836	81.5 %
Place	7284	82.9 %

Autumn 2 (2021)		
16,892 Total academy Points (79%)		
Category	Breakdown	% total Pts
People	5180	80.3 %
Purpose	5613	81.5 %
Place	5673	82.9 %

Spring 1 (2022)		
19,616 Total academy Points (80.5%)		
Category	Breakdown	% total Pts
People	6436	80.3 %
Purpose	6534	81.5 %
Place	6646	82.9 %

Data shows...

Large points increase on previous academic term/year data. Timetable changes have been noticeably effective.

Data shows...

Many classes/students affected by Covid 19 and staffing has been particularly unpredictable (therefore causing a drop in total academy points).

Data shows...

+80% attainment points achieved each day – this is really positive. Daily communication embeds 3Ps language with children and parents alike.

Spring 2 (2022)		
20,212 Total academy Points (84.0%)		
Category	Breakdown	% total Pts
People	6713	83.7%
Purpose	6696	83.49%
Place	6803	84.8%

Summer 1 (2022)		
18,554 Total academy Points (72.6%)		
Category	Breakdown	% total Pts
People	6063	69.2%
Purpose	5949	69.9%
Place	6542	74.7%

Summer 2 (2022)		
22,958 Total academy Points (69.9%)		
Category	Breakdown	% total Pts
People	7626	69.6%
Purpose	7628	69.6%
Place	7704	70.3%

Data shows...

A points increase in all three aspects, particularly 'PEOPLE', where staff have clearly been working hard to have reflections/restorative time/ feedback.

Data shows...

Points reduction is the impact of high expectations from class staff and 'purpose' points being given only for full engagement in lesson sessions.

Next steps...

Leaders to build on high expectations from staff when awarding 'points' and ensuring there is challenge and support (learning walks and feedback).
Class staff to ensure meaningful reflections go on organically through lesson transitions.

What P-Point data tells us?

Summer 2 (2022)	22,958 Total academy Points (69.9%)	
Category	Breakdown	% total Pts
People	7626	69.6%
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Place	7704	70.3%

See B&A Matrix for breakdown

Data shows...

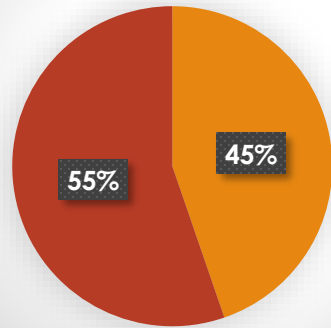
a reduction in People, Purpose, Place points as a direct result of high school standards and changes to academic expectations and levels of staff behavioural aspirations staying persistently high throughout lesson durations.

- Lesson length of academic subjects throughout the day extended to 45-minutes in KS1, KS2 and KS3, which is an adjustment to many students as we aspire to extend learning time.
 - New referrals and students joining us – large number of admission referrals being processed throughout the next year due to school expansion. Transition periods require to for new children to 'know how we do it here' and for staff to develop effective BSPs (behaviour support plans/strategies to support behaviours, see website example [by clicking here](#))
- Staff are challenging low-level behaviour and staff 'script cards' mean all adults challenge common behaviours in the same way, for consistency
 - Significant changes to the site and class staff have been a tricky transition for some children (Secondary building opened – although many have become settled as of late.
- THANK YOU to all staff for contributing forensically to our analysis and demonstrating your support in applying high standards to help our children develop – including challenge to which they deserve.

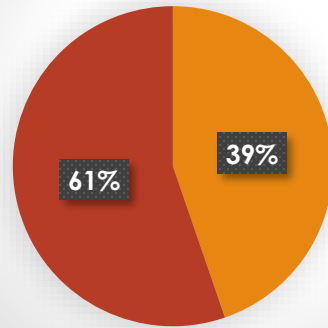
Next steps...

- SLT to support and challenge class teams on their daily reflections with increased emphasis on reflective practice 1:1 with children and is embedded. Pupils to take pride in there [Reflection summary sheets each term](#)
- The use of 'busy breaks' to support those children (Primary) who might find the transition to longer lessons, and more focus time, difficult. Regular review of this within EHCPs.
 - Continue to follow [a consistent 'and persistent' approach to challenge behaviour across the academy](#) (see pg13-15)
- Metaculture consideration – review what is planned for children regularly as part of ongoing T&L review: Effective debriefings allow staff time to reflect on adult behaviour, which is what we can affect.
- Embedding a consistent approach to tackling non-participation in lesson times. Maintaining a high expectation through [KEEP UP, CATCH UP](#)

AM / PM
% of disruption to learning in Spring 1

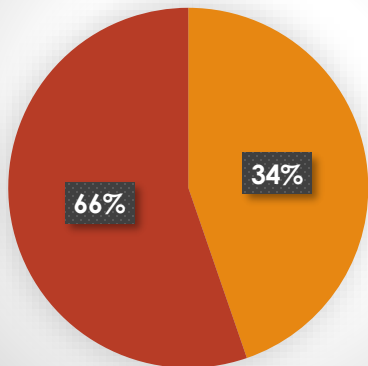


AM / PM
% of disruption to learning in Spring 2

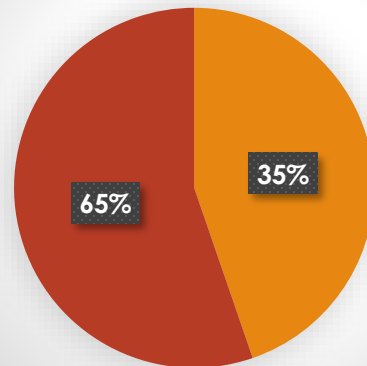


■ 1
■ 2

AM / PM
% of disruption to learning in Summer 1



AM / PM
% of disruption to learning in Summer 2



■ 1
■ 2

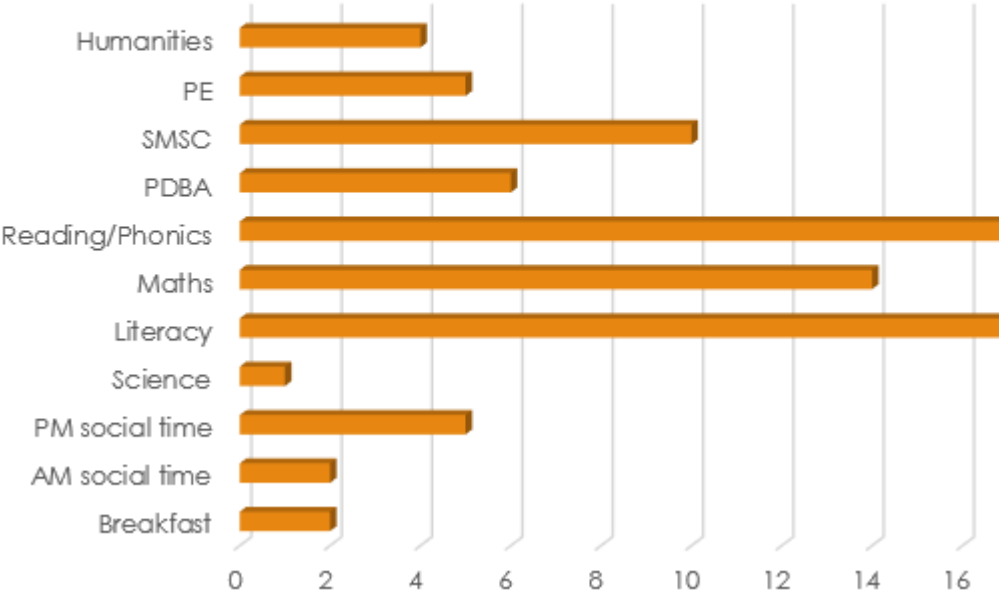
Data shows...

- Data shows that effectively planned and delivered PDBA/ motional sessions in PM time has improved attainment in afternoons, reducing the historic PM disruption to learning patterns at Fen before. Timetable considerations show an effectiveness at learning times since re-structuring TT in mid-year:
- **AM** lessons prioritise NC learning, including core subjects, humanities and vocational subjects – reading continues to be a focus throughout the day.
- **PM** motional snapshots inform effective and purposeful planning that links to pro-social and blocks to learning interventions (personal development value).

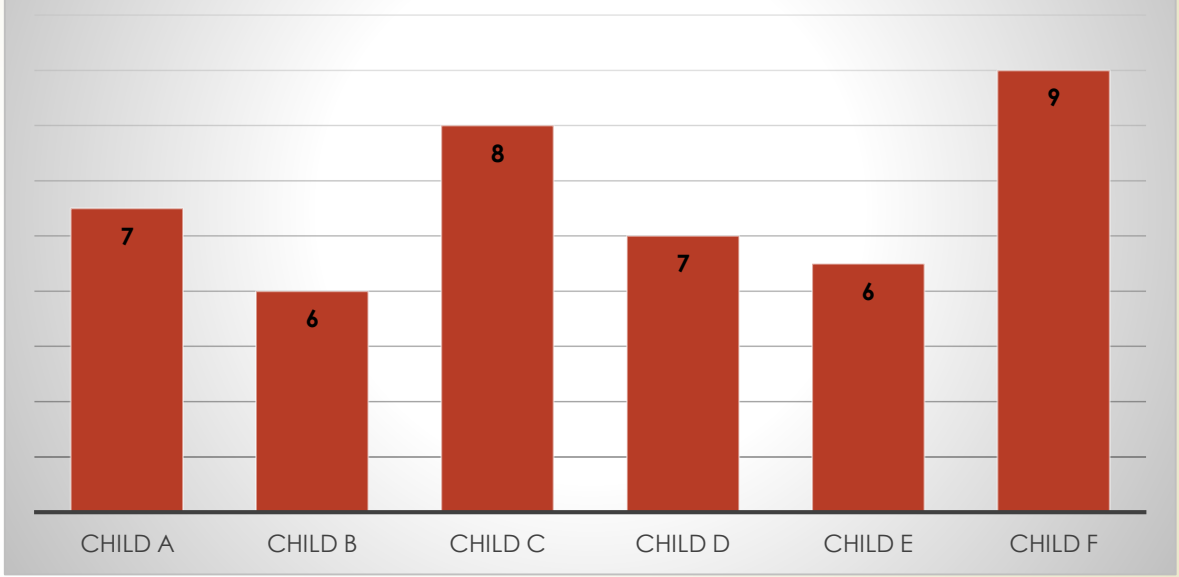
Next steps...

- Further track reduction in the quantity of subjects disrupted by individual off-task behaviour, and challenge class staff on how they are planning for this (i.e. if there is a pattern in Maths then what is being planned? [Up-to-date BSP essential](#)).
- Purposeful core subjects planned and delivered which have pace at the heart of pupil-centred learning – SLT review systematically to quality-assure.
- Continued development of 'reflection' through the school day, with a focus on bespoke interventions in PDBA sessions to strengthen pupil engagement/care in their education (and to instill pride, resilience and aspiration).
- Where 'Writing' has demonstrated a slight dip in attainment SLT have ensured barriers to writing have been discussed and reviewed with all class staff.

Sessions associated to *disruption to learning* trends



Reading/Phonics
Disruption to learning targeted group



Most recent half term findings

Next steps...

1. All staff have completed Sounds, Write Phonics Programme – SLT have ensured staff have been supported in delivering high-quality phonics and reading interventions to support/educate pupils..
2. SLT to review reading and phonics data from across this academic year.
3. All class staff has now recently assessed the various barriers to writing for every individual pupil.
4. Class teacher dialogue with parent – reading record is taken home for reading to continue.
6. Teacher writing assessments and standardizing every three weeks – **ensuring extended writing is a focus across the academy.**

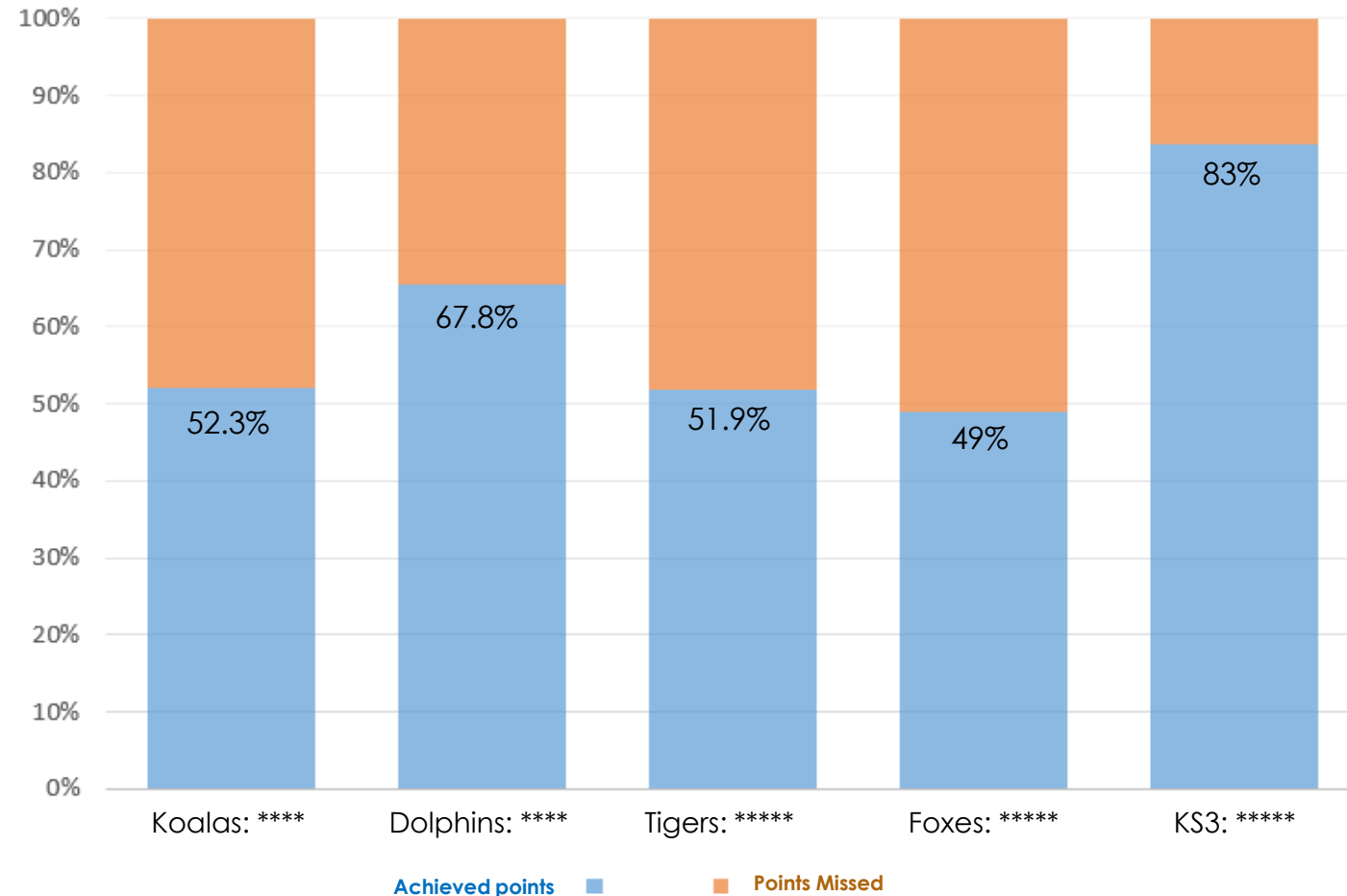
Data shows...

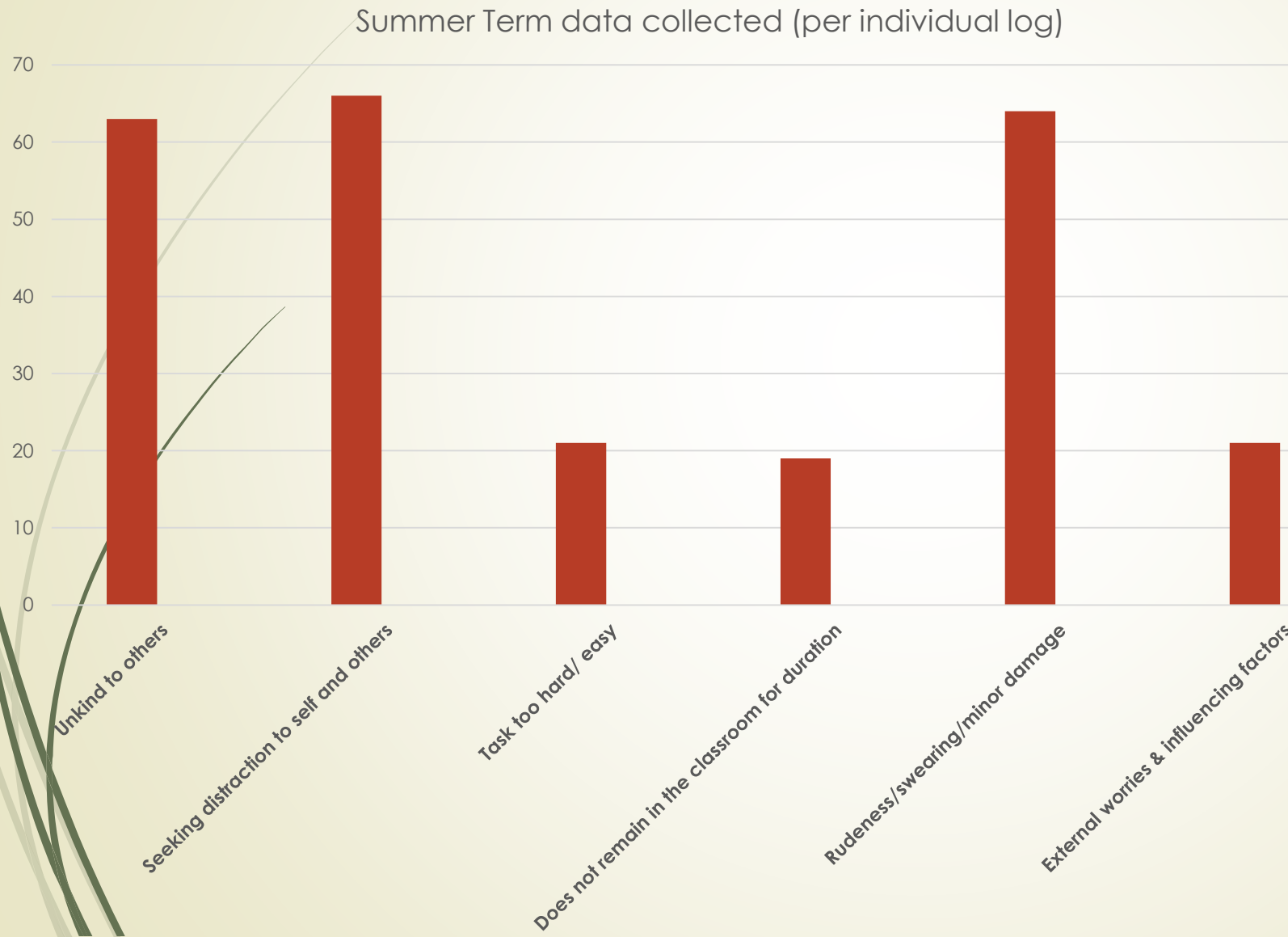
- Data shows the pupil in each class who has the lowest (or *fluctuating*) accumulation of P-Points from the Summer term [\[see tracking example\]](#). Targeted support should be considered for these pupils particularly.
- Trends from previous terms data to be considered.

Next steps...

- Class teams to strategise on how to develop short-term achievement goals (possibly 'now-next' tasks) to motivate and raise P-point attainment in core lessons.
- Personalised sessions in afternoon PDBA time to work towards removing blocks to learning and use motivational data to support with impactful therapeutic interventions.

TARGETED PUPIL P-POINT % ATTAINMENT





Data shows...

Subcategories:

1. Unkind to other peers
2. Seeking for distraction to self and others
3. Task too hard/ easy
4. Does not remain in the classroom for the duration
5. Rudeness/ swearing/ minor damage
6. External worries and factors influencing learning (DSLs made aware, CPOMS)

Next steps...

- Data has been collected and lesson/ pupil breakdowns have been made explicit – THANK YOU FOR SOME EXCELLENT DATA COLLECTING BY STAFF.
- Low-level disruption over the whole term has reduced a lot (per pupil/per lesson), SLT to ensure advocates are delivering meaningful intervention with key pupils for repeated disruptions, continuing to build on school-parent communication relationships.
- “Minor damages” have been addressed systematically by an academy approach and pupils using P-Points as ‘repair points’ to take responsibility when necessary.

What P-Point data tells us?

Additional praise points recorded Spring 2

Considerate Camel



Resilient Rabbit



Curious Cat



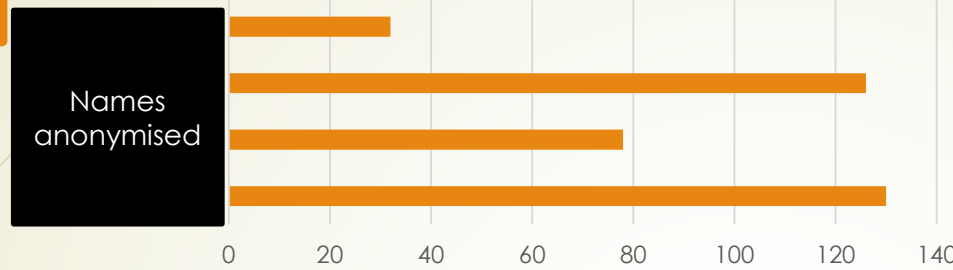
Reflective Rhino



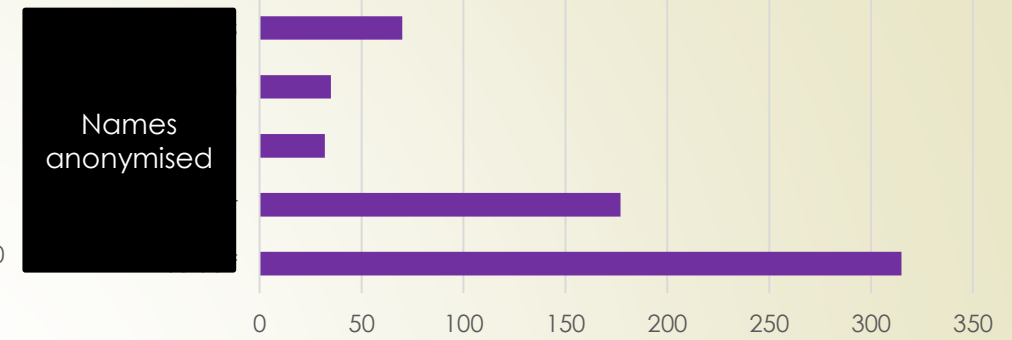
Daring Dragon



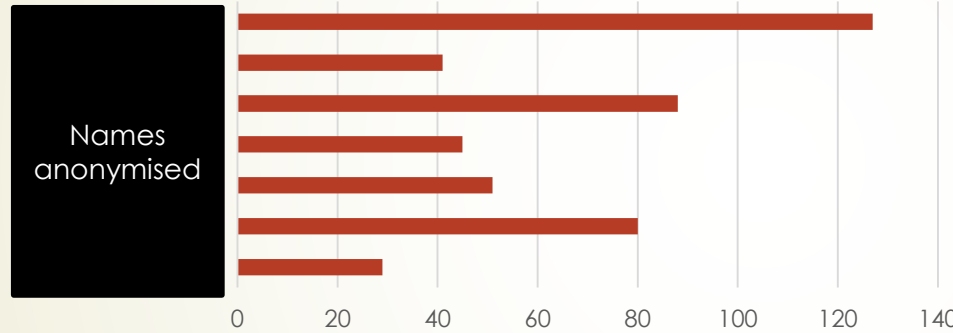
Koalas Class



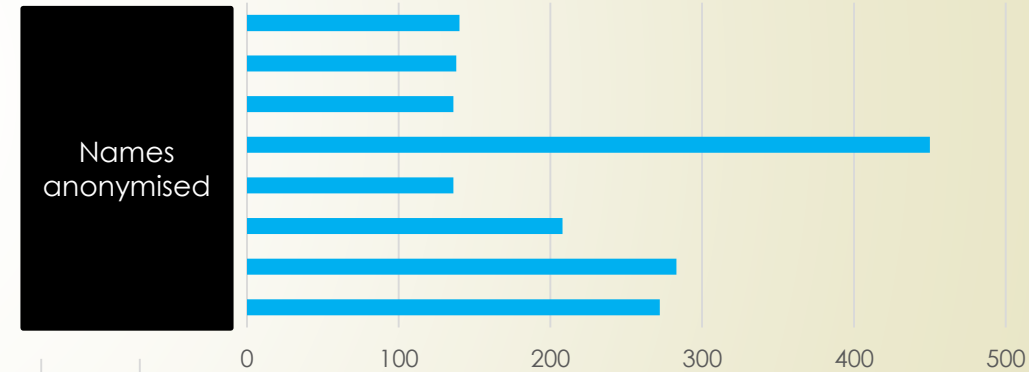
Year 8 Class



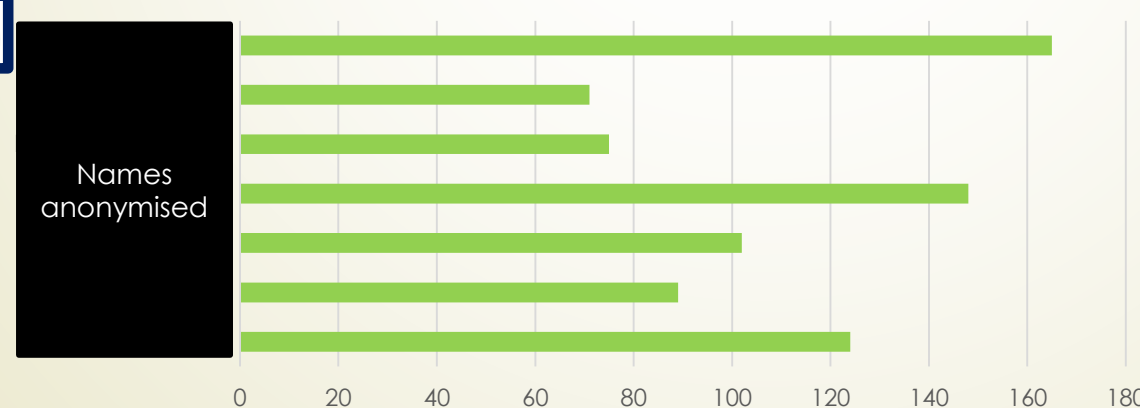
Dolphins Class



Foxes Class



Tigers Class



Additional praise is recorded for children who have achieved in relation to our Learning Skills Toolkit

Motional analysis

2021-22 academic year	Summer term total	Progress from baseline	Pro-social score	Blocks to learning	Executive functions	SEMH Focus / target
Koalas			63.2	62.6	52.1	
Names anonymised	66%	+12	68.8	47.8	77.3	Fear/ Handling stress
	50%	+10	57.6	62.6	42.7	Care/ Fear/ Concentration
	36%	-2	40	71.3	40	Handling stress/ Rage
	58%	-1	75.2	62.6	61.6	Care/ Rage/ Handling stress
Dolphins			70.4	69.5	55.1	
Names anonymised	41%	-13%	64.8	85.2	42.2	Care/ Fear/ Thinking concentrating
	25%	+23%	51.2	74.8	40	Care/ Fear/ Handling stress
	81%	+25%	88	38.3	84.3	Fear/ Care
	49%	-7%	69.6	73.9	52.4	Care/ Rage/ Confidence
	58%	+21%	80.8	69.6	62.2	Care/ Rage/ Emotional literacy
	51%	-4%	83.2	58.2	73.5	Care/ Handling stress
53%	-15%	70.4	67	55.1	Care/ Fear/ Emotional literacy	
Tigers			49.2	52.5	49.4	
Names anonymised	50%	-4%	49.6	55.65	55.56	seeking/fear/confidence and self esteem
	43%	+2%	44	47.83	31.89	Care/fear/thinking and concentration
			absent	absent	absent	
	38%	+7%	46.4	72.17	41.08	care/fear/handling stress
	65%	+6%	72	47.83	70.81	seeking/fear/emotional literacy
	51%	+0%	62.7	66.7	56	Care/ Rage/ Handling stress
	39%	-12%	39.2	67.83	44.32	care/rage/fear/thinking and concentration
	55%		49.23	33.85	49.41	seeking/fear/confidence and self esteem
60%	+9%	64	52.17	68.11	Care/fear/thinking and concentration	
Year 7			52.8	60	55.1	
Names anonymised	47%	-1%	49.2	60	53	Fear/ Emotional literacy
	48%	+0%	52.8	66	56.2	Seeking/ Fear/ Handling stress
	55%	-1%	62.4	60	63.2	Care/ Fear/ Emotional literacy
	51%	-2%	55.2	58.3	55.1	Seeking/ Fear/ Emotional literacy
50%	+2%	52.8	58	43.2	Care/ Fear/ Emotional literacy	
Year 8			44	48.7	53.5	
Names anonymised	50%	-5%	44.8	50.7	55	care,rage,handling stress
	56%	+18%	53.6	46.7	60.5	care/rage/fear/handeling stress
	41%	-12%	29.6	54.7	46.5	seeking/panic/fear
	57%	-12%	56.8	46.7	60.5	care/rage/fear/handeling stress
	45%	-13%	43.2	57.3	47.6	Interpersonal skills/ Fear/ Grief
	50%	-5%	50.4	38.7	61.7	fear/panic/emotional literacy
	37%	-7%	28	61.3	44.3	care/fear
	53%	-7%	43.2	36	52.4	Fear/ Emotional literacy/ Interpersonal skills
Pandas						
Names anonymised	50%	+0%	57	67	39.5	Panic/Grief/ Fear/ Care
	54%	+0%	59	49.6	51.9	Rage/ Emotional literacy
	46%	+0%	44.3	56.7	51	Panic/Grief/Fear/Emotional literacy

SEMH assessment snapshots and Impact from therapeutic interventions

Next steps...

- Regular SEMH assessments have ensured that staff are able to better understand the main emotional systems each pupil currently has as an identified focus. Moreover, afternoon curriculum time in PDBA focuses on learning and therapeutic session groups aimed at increasing executive functions and pro social emotional systems (care,).
- SLT ensure all staff continue to be reflective and preparative around SEMH needs of their cohorts, including CPD time to analyse data and sharing good practice, ongoing.
- SLT ensure all teacher continue to develop strong therapeutic practioners in all classrooms – all have completed the 'Therapeutic teaching online accreditation.'
- SLT continue to identify staff who would value further skill development – including Level 5 Trauma-informed Schools Practioners UK (TISUK) and Adult and youth Mental Health First aiders (MHFA). This, proudly, continues to grow throughout the staff force at Fen Rivers.
- For children on a bespoke package, Motional assessment programme (SEMH snapshots) have provided 'home therapeutic actives and workshops to support SEMH targets without teacher face-to-face support required. Communication for these pupils offsite has continued to strength between parent and school richly.

Reduced incidents of damage to property around our academy community

(Place)

Date	Student	P-Points spent	Repair required (PLACE)
15/09/2021	Names anonymised	200	Corridor display board - materials torn off
20/09/2021		600	Classroom books defaced/torn pages (x2)
25/09/2021		500	Minor damage to classroom door - frame/hinge labour
10/04/2021		500	Fob alarm box cover - corridor
25/11/2021		500	Minor damage to classroom door - frame/hinge labour
25/11/2021		300	Damage to reading book
29/11/2021		500	Whiteboard remote broken
12/05/2021		500	Christmas tree damaged - stand broken
12/07/2021		300	Damage to classroom blind
12/07/2021		1000	Glass panel cracked - reception area door
12/09/2021		100	Corridor wall graffiti
13/01/2022		100	Corridor wall graffiti
01/10/2022		50	Damage in library
24/01/2022		300	Damage to reading book
25/01/2022		500	Damage to class bin, ruler, staff watch case
25/01/2022		300	Damage to reading book
26/01/2022		50	Book cover
28/01/2022		500	Radiator panel cover
28/01/2022		200	Classroom door frame - partial wood snapped
22/02/2022		1000	Art room window smashed
29/03/2022		500	Stones thrown at car
30/03/2022		1000	Damage to corridor door frame and lock
05/12/2022		2047	Damage to classroom
20/05/2022		700	damage to os/explorer map
20/05/2022		500	damage in corridor plug socket off wall
20/05/2022		100	damage to wall in class
20/05/22		250	Damage to door, broken pen and pulling board down
23/05/22		200	drawing on walls, kicking the bin (leading to it breaking)
23/05/22	500	Breaking the bin	

- 'Reduction' is a result of our strategy in taking 'ownership' of any damage, as we develop skills in responsibility and reflecting on behaviour.
- For any deliberate damage, graffiti or vandalism children will spend their P-Points achieved to repair any damage they are responsible for ("**Repair points**"). The rationale and reflections are always completed with the child and the decision is taken collaboratively in deciding what children think should be spent to meaningfully 'repair', but also gives pupil voice. **Staff are finding this strategy very valuable in our children's development and preparing pupils to engage with societal norms and values.**
- The language around this strategy is always POSITIVE – "restorative", "repair points" and is connected to societal norms and appreciation of consequence of actions. Staff are supported through CPD and sharing model practice often.
- SLT have been recording P-Point trade-ins and logging damages so we can reflect and develop this approach alongside communication with parents.

Reduced incidents of damage to property around our academy community (Place)

Analysing impact over time

- How many children have recorded damage to school property? **13**
- How many repeat offenders? **3 (year 6, Year 6, Year 6)**
- What was the damage repair required? **See previous slide**
- How many Dojo repair points are given? **Pupils are included as part of the restorative conversation (“what do you think would be a fair amount to repair this in our community?”). Points vary and decided by the Head teacher. These have varied from 50-1000 points so far, all with pupil voice/feelings discussed as part of restorative process.**
- **Autumn term 2021 – 11 total damages**
- **Spring term 2022 – 9 total damages**
- **Summer term 2022 – 6 total damages**

Next-step actions:

Prevention of reoccurring damage has been considered in pupil BSPs and is in **green text colour**.

What a reflective culture looks like at Fen Rivers Academy

PART 3

Student reflection

My BSP and changes

People, Purpose, Place attainment (See my reflection folder)

Progress towards my motional data

Conflict spiral conversation

Communicate explicitly with parents daily

Praise progress

Short-term goal setting: "Even better tomorrow if..."

BSP amendments/ annotations discussed with class team

Update daily People, Purpose, Place attainment tracking tool (SharePoint)

Further consideration of PDBA lesson time and therapy interventions

Did I achieve what I set out to achieve?
Was I safe today?

Staff reflection

What an effective debrief culture looks like at Fen

STUDENT

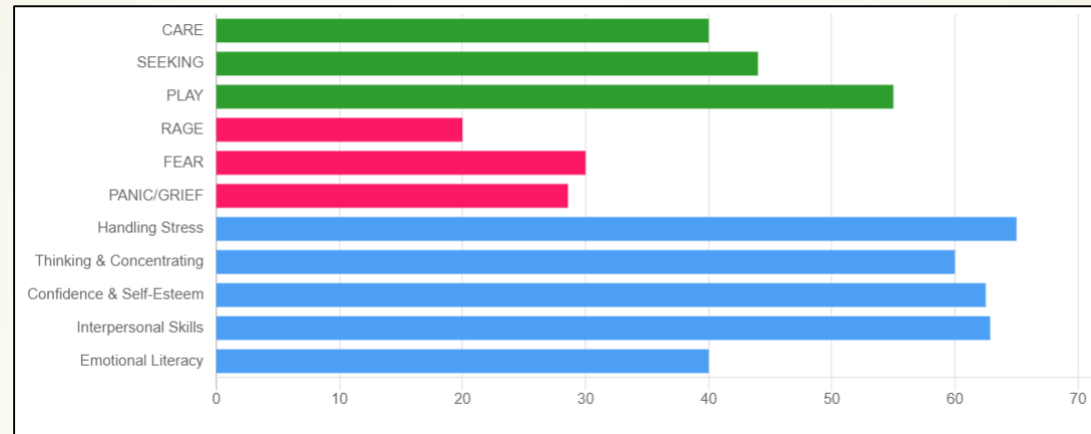
1. Reflection on our practice, not the child's behaviours. Every reflection that deviates from a common or previous behaviour will update their risk assessment (or BSP).

2. Reflective then preparative.

Staff thoroughly unpick 'the tricky moments and problem-solve any unmet needs

3. Collaborative reflections on data collected daily.

Understanding of how data informs or practice



The Fen Rivers Academy
Part of The Caledon Multi-Academy Trust







An effective debrief culture

Focus for class teams

1. Check that you are all regulated. Make a hot drink. Take a minute to be kind to yourselves.
2. Come together with your class team and make sure this time is spent *connected*. This way your thoughts and feelings from the day can be shared, heard and aligned.
3. Reflect on our practice and what can be adjusted, *but also celebrated*. Behaviour plans should be out and continually annotated when new behaviours arise.
4. Have we got data to record? How is this going to inform our preparation for tomorrow?
5. Can we learn from children's **3P's reflection sheet**.
6. How best could our communication with parents and guardians strengthen our preparation for tomorrow?
7. Finally, prepare for tomorrow. Is the classroom ready to welcome children in the morning?

Name: _____

Work with pupil to go through the different stages and see if they are able to verbalise or illustrate what they need from staff to best support them.

Input images which relate to these levels. Either child illustration or emoji				
What this may look like	Frowning Looking angry	Smiling Giggly Talk with peers and staff	Threatening with a weapon helps me feel safe.	Shouting Threatening Using an item for a weapon. Hitting and kicking.
Strategies to support, co-regulate and self-regulate	Support and a hug from staff	Own area Fidget toy Sand to play with. Hand cream	Support from staff to protect me.	Taking me out of the class A hug from staff (offer it).
Protect Relate Regulate Reflect	Support when needed. Call staff and <u>pupils</u> names.	Will be kind to staff if he feels like this.	Ask him to make the the right choices.	Talk to Aaron when he is ready too.



What is reflective practice ?

CPD agenda Summer Term

We will be learning about and considering our practice this term in the following areas...

- What reflection is and how we do it effectively
- Why professionals need to reflect critically
- Developing professional knowledge, skills and attitudes
- Becoming more self aware
- Experiential learning – reflection in action / reflection on action
- Learning from positive and negatives - critical incidents
- Engaging with emotions / processing feelings
- Considering unconscious bias and assumptions
- Getting the most out of your supervisions – reflections
- Reflecting in groups – the effective debrief culture
- Managing change
- Critically reflective practice as a way of being / doing

Attainment / Progress

3Ps SharePoint tracker

Where did children miss points today?

What was the barrier to getting the points? How do we remove it?

If an incident with a pupil

Behaviour Support Plan

- Reflect on and record the strategies from the BSP you used which didn't work—why?
- Consider pupil voice on what they say works for them and if you follow that?
- Add new pupil voice on what they say would have worked for them in this situation and how they wanted you to respond in this situation if it happens again
- Update BSP as a response and ensure all team are aware of strategies to be used moving forwards
- Plan in when you will reflect with the child and update their voice on the plan together

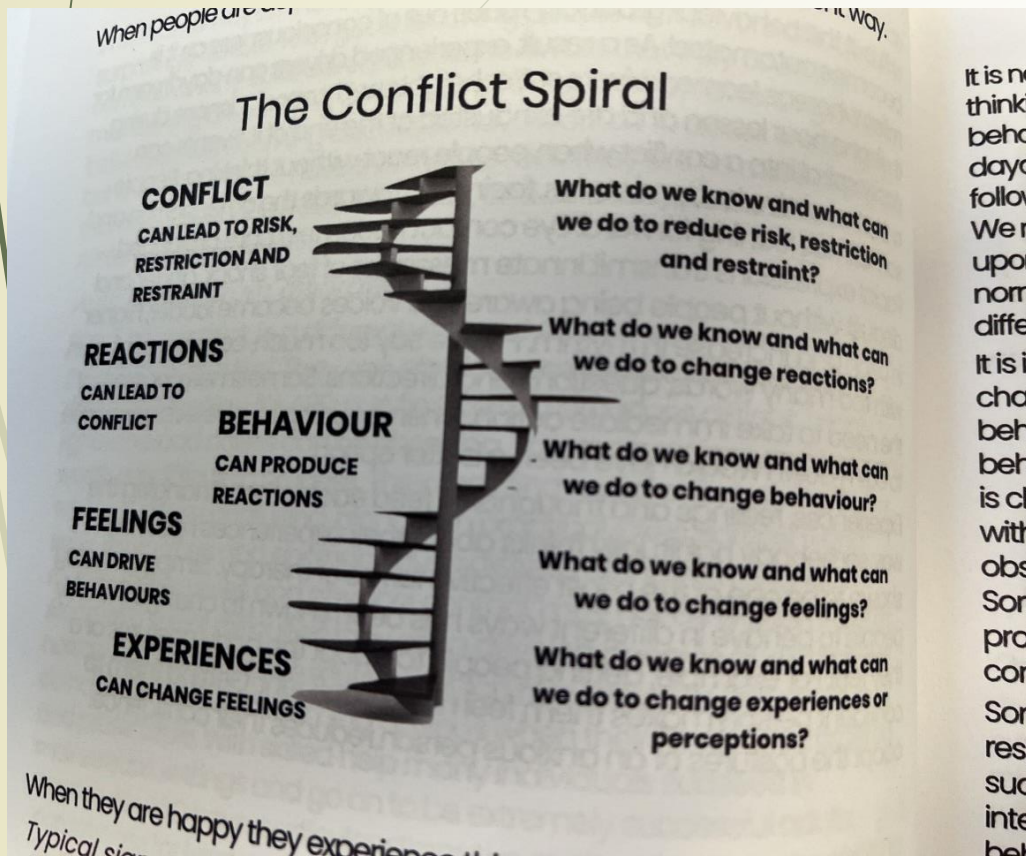
Updated BSP

Annotated by hand in debrief and provided to SLT / Advocates as part of paper trail around incident

Planned support for pupil for next day discussed / recorded

Team Teach and The Conflict Spiral

Reflection and the 3Ps (People, Place, Purpose)



Ref: Team Teach workbook p34

When debriefing with the children on their P points and noticing and wondering why they missed certain points consider as a professional and then with the child

What do we know about...

What could we do differently to change....

...their (the pupil's) experience ...

...that led to their feelings about it...

...leading to a behaviour that communicated this...

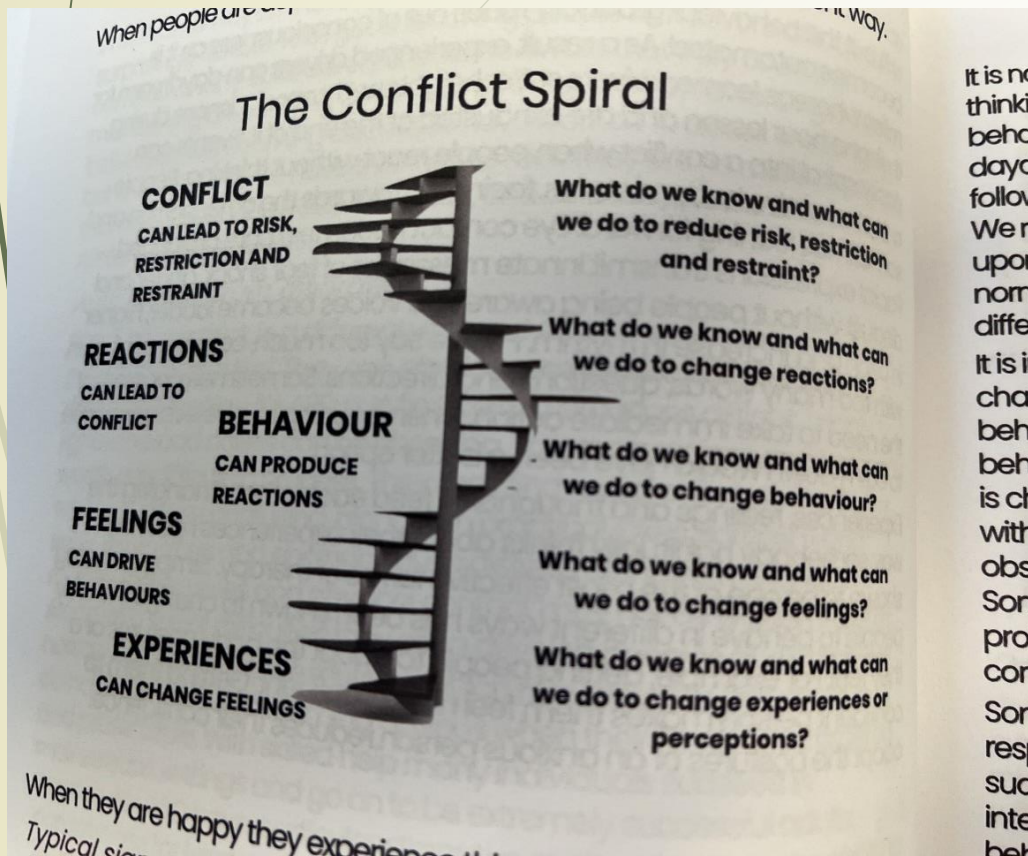
...reactions that may have led to conflict...

...which could have created risk and potentially restraint if reasonable, proportionate, necessary (only this makes it legal)

Team Teach and The Conflict Spiral

Reflection and the effective debrief

STAFF



Ref: Team Teach workbook p34

When debriefing with the team consider as a professional how we are ourselves today,

What do we know about the events of today?
(reflection in action)

What could we do differently and better ?
(reflection on action)

...their (the pupil's) experience ...

...that led to their feelings about it...

...leading to a behaviour that communicated this...

...reactions that may have led to conflict...

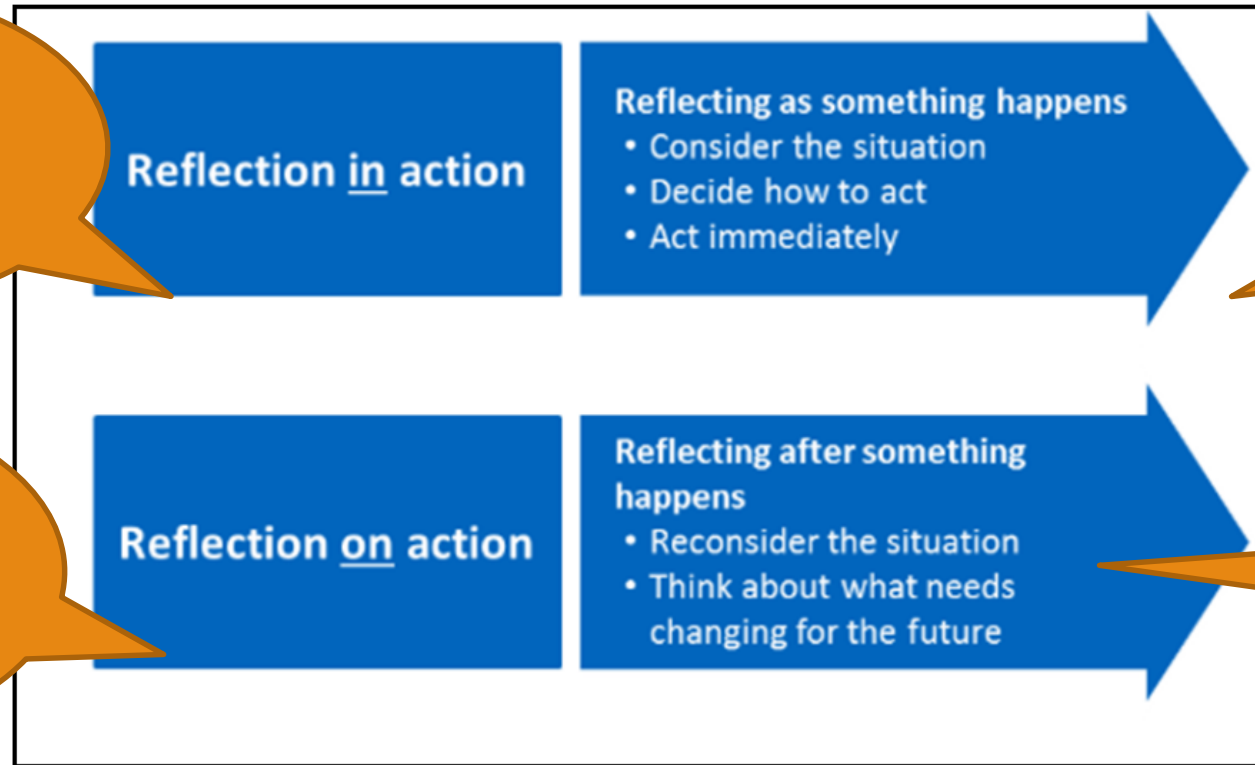
...which could have created risk and potentially restraint if reasonable, proportionate, necessary (only this makes it legal)

Reflection on Action, Reflection in Action

STAFF

De-escalation techniques / trauma informed practice

Looking to continually improve our own decision making practice



Dynamic risk assessment

The effective debrief

(Cambridge International Education Teaching and Learning Team n.d.)

In 'The Reflective Practitioner', Schön draws attention to the need for 'reflection in action' – constant reflection upon experience as it occurs – alongside 'reflection on action' (1983: 243).

Schön's model supports us to use reflection to make an immediate impact during an experience (e.g. a teacher responding to a pupil's behaviour in class).

Video link : [8 Reflection - YouTube](#)