

Personal Development, Behaviour and Attitudes (PDBA) Evidence Overview

To accurately demonstrate the breadth of our provision for PDBA at Fen Rivers we would like to share our data systems and processes that inform our practice frequently and often in our SEMH setting. This Framework demonstrates our intent and impact to continuously develop PDBA through our culture; curriculum and being clear of what staff need to know for our journey to be successful (trauma-informed practitioners, mental health first aid available and having a clear understanding of children within SEMH provision).

Staff can all evidence:

1. SEMH assessment tracking and use of data to inform our rich therapeutic offer within the curriculum (Motional). Reflective practice is embedded in our feedback to children.
2. People, Purpose, Place (3Ps) attainment data tracking is embedded as our common language and meaningful reflections are completed with every child daily. Children have their own daily reflection files.
3. Behaviour Support Plans (BSPs) which have been created for each child, with each child and reflected/annotated daily. Parent engagement in BSPs has been highly successful also strengthens 'back to school' meetings so serious incidents become fewer and rarer.
4. Use of EHCP SMART targets and Motional data (emotional systems activated) to inform our day-to-day practice and personalise support to every child.
5. PDBA exercise journals demonstrate learning towards improved SEMH snapshots. Feedback is meaningful and develops learning overtime.
6. SLT use 3P attainment data to focus forensically on behaviour for learning and strategic short-term targets that aim to bridge gaps. *See latest half-termly PDBA strategic evidence document.*

Children all have:

1. An up-to-date SEMH Motional assessment that informs teachers of therapeutic planning towards developing emotional systems in the brain.
2. 3Ps daily reflective files that make explicit 'People, Purpose and Place' (the Trust values around developing and preparing positive members of society).
3. Termly Attainment Review Front sheet.
4. PDBA exercise learning journals.
5. BSPs that they have written and developed with class staff.

Class staff all have:

1. Up-to-date SEMH Motional snapshots
2. Behaviour Support Plans (BSPs)
3. Educational Health Care Plans (EHCPs)
4. Children's PDBA learning journals
5. People, Purpose, Place individual student files and Termly Review Front sheet