

PBT Ltd - Report

Setting	Fort Royal
Date of Visit	11 th Dec 2018
Time of visit start	9.30am
Time of visit finish	12.40pm
Focus of Visit	Audit of Behaviour
Setting staff attending	Vanessa Scott, Peter Webb, Ed Francis, Dr Mills (Governor)
PBT Ltd staff attending	Sue Stokes, Alex Lyall, Aidan Selman
Visit discussion	
Introduction	Introductions & focus of meeting explained. • Analyse & discuss data – • Number of interventions • Children – Top three in numbers supported • Staff – Top three in numbers implementing • Revisit school policy • Learning walk
What's going well	De –escalation and understanding of children’s needs. Staff passionate about risk reduction to meet children’s needs. <i>A very pleasing reflection of the support given by staff to meet the children’s needs and support positive behaviour development or reinforcement</i> <i>As always it was a pleasure to be invited into school and observe and calm reflective learning environment.</i>
Discussion Points	
In House Tutor	• As school has an in house tutor consideration given to allow additional PPA time to audit records weekly of PPI implemented across school and follow up on debrief off staff or any areas needing clarity. • <i>PW is a valued Tutor and is requested by PBT on occasion to assist outside of school. EF upholds this as it allows for continued CPD in this area.</i>
Debrief	• A survey of staff to ask the question: Do you feel there is sufficient capacity/confidence to manage the really challenging behaviours • <i>PBT would be happy implement this.</i>
School council meeting	• KS2 Children. Purpose of the meeting was to look at the children’s knowledge and understanding of zone board, which is the reward and consequence system, used within school. • Agenda of the meeting was then explained to the group. We began by talking about zone boards and all the children had a knowledge of what these were and

	why they were used - Children spoke about happens when good choices are made and when bad choices are made. The children identified behaviour such as – kicking, swearing, unkind hands, mean words are things that may affect where you are on the zone board, but avoiding these behaviours also means you may move up the zone board. One pupil noted that saying sorry and meaning it, was a good way to identify they have made a wrong choice. • Children could explain about moving up and down the zone board. Some of the children were already in blue that day for hard work and explained that. • Children explained the rewards they get and that the zone board gets reset at lunchtime and the end of the day, and that everyone always starts on green. They explained what happens if someone goes into red. • At the end of the meeting the staff did a health and well-being check with the children, going around each child asking if they feel happy and safe at school? They asked what made them feel happy and if they felt unsafe what could they do. All the children said they felt happy and why and the children knew if they felt unsafe to speak to an adult and some of the children named the adults they would speak to. • This council meeting allowed for pupil voice with the conclusion that the Zone board system is well embedded and understood by the children, Children felt safe in school. By implementing the wellbeing check staff ensured continued nurture and support for the children. • <i>A positive reflection of everyday understanding and practice.</i>
Learning walk	• During the learning walk we went into every classroom, whilst Aidan was looking for Zone boards Alex spoke to the children in each room. Every room that we went into were welcoming and happy for us to be in there. The staff welcomed us and so did the children. • Each room was a positive and calm environment. Children were happy to tell us what they were doing or what they had been doing that day. Any behaviour that we did see was managed in a calm and positive manner by staff and was not made a big deal of. • <i>Overall, the school was calm and positive to be in, and both children and staff seemed genuinely happy to be there.</i>
Removing Shoes	• Recommendation is NOT to remove shoes. IF placed on a risk reduction plan to be implemented staff MUST take a dynamic risk assessment as to how they approach this as a child escalated kicking out will have no regard for kicking a staff member and potentially this may have an impact resulting in injury to the staff member (especially head area). • <i>Consider human rights & staff health & safety</i>
Safeguarding governor	• Met briefly with Dr Mills Safeguarding Governor to feedback an overview of the audit. Recommended that he have a meeting each term to monitor as an overview PPI data and to sign within the Bond Numbered Book his name and role on governing body for monitoring purposes. • <i>On going monitoring by Governors</i>

Staff Debrief	- Place a Template debrief – in each class so that it is accessible as needed both for children and staff. Have a central place for collating of these debrief sheets. These sheets will provide opportunity for reflection by staff involved and allow for SLT / In house tutor to address a debrief need with staff member. The staff debrief sheet will also provide evidence for school that a debrief was offered and either accepted or declined by the individual. Debrief is very important as it allows for reflection and planning whilst addressing emotional well-being of staff member involved in a crisis incident. <i>Follow up with Staff Debrief & Record</i>
Bound and Numbered Book	- Peter and I reflected on some the language within the Recording and highlighted where possible actions could be reflected up on such as; Child repeatedly kicked at... Action to consider be to move away so that the repeatedly would be eliminated. Child responds negatively when given an instruction he doesn't like – Action to consider move out of personal space when giving the instruction. Looking at themes noting for one child behaviours are in the afternoon so discussing with staff what prevention may be possible to reduce. <i>Book was signed off to date by PBT Team Teach Tutor</i>
Sensory ladder	This has been implemented for some children and it was noted how it helps to reduce the risk of physical intervention when implemented effectively by staff.

Targeted reflection	- On auditing the recordings of physical intervention we looked at the top three children who need the support and the staff who implemented this approach the most across the school. Questioning why are these children having this approach so much, why are these staff involved in the implementation of Physical so often. - The children who were frequently supported are being held or escorted to meet need. One example Child held 5 times between 18/10 to 23//11 on average for 3 minutes. Child kicking biting targeting peers and staff. Therefore duty of care to prevent harm to others agreed. SLT were generally present when this individual was supported. He does not have a sensory ladder so this may be worth exploring with a view to further reduce risk. - Staff whom implemented the physical intervention are staff who work beside the three children who present as the most frequently entering a crisis needing this support. Conversation was had to ensure these staff have a debrief and are supported emotionally as well as physically to meet their needs - There are some behaviour that is presented requiring high-end vigilance and support that do not lead to a physical intervention. Conversation was had to ensure that these class teams or individuals also have the opportunity to debrief, as we should not be focusing alone on the staff support for those resulting in Physical support being implemented. VS (SLT) is very aware of this and implements support <i>Physical Intervention is used as a last resort across school and a clear rationale for implementing is upheld. Policy and protocol prior, during and after is followed with clarity and understanding.</i>
Recommendations	
As above	
Follow up	
- External audit repeated Summer Term - Agree to a survey implemented by PBT – Share results with EF, VS, PW	
Return date & Time	
TBC	

Signed:

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