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| HADRIAN_logo(GREEN) | **HADRIAN SCHOOL GOVERNING BODY**  |     |
| **MONITORING/ GOVERNOR VISIT**  - Vickie Calland |
|  **DATE/TIME OF MEETING:14-3-2025**  |
| **PRESENT:** Dave Robinson - Loveday Fisk – support staff |
|  **PURPOSE OF VISIT:** * To gain a deeper understanding of the challenges that staff face when working in classes with unpredictable challenging behaviour. This may influence resource allocation or additional training needs.
* Staff wellbeing is one focus of this visit to gain an understanding of how staff are supported for the additional stressors and demands working in this environment may bring. I wanted to see the real impact of being within this environment.
* To identify if any concerns or feedback can be passed on to governors and the leadership team.
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| **LINK TO SDP/ SEF:**  |
| **MAIN POINTS OF DISCUSSION**  I visited a cohort of pupils that were unable to access the whole school assembly due to their needs.Firstly I visited an under 8s class where they were finishing breakfast and exploring musical instruments.It was positive to see that the classroom environment supported division of the room with a partition to allow 2 groups to have breakfast separately to avoid conflict between the children.The teacher described how to support learning, activities and resources were brought into the classroom as needed to help maintain the calm environment and focus.The classroom was also sensibly chosen as links to the outdoors give the opportunity for another environment to support regulation.The classroom walls were bare and had evidence of previous sticky tape and marks. I was informed that the children would remove things from walls, shred displays or play with laminated sheets. This low stimulation environment may help support learning, but I would like to discuss this further with the SLT and Governors.**Could a mural or graffiti display be added to walls to bring colour into environments and be at lower risk of damage than paper displays? This could be a learning resource – letters, numbers, or a relaxing vibe to support the mental health of both pupils and staff.**I followed this class to join an older class in the school hall. The children had space to roam climb and had a nominated member of staff to support them. It was good to see how the staff moved between the pupils as they were approached to play on an individual level.I discussed children with 1:2:1 support and the challenges this could bring with dysregulated behaviour and staff sickness. The teacher explained that the children’s 1:2:1s changed throughout the day so they would develop relationships with several staff members. At times where staff needed a break from a child’s behaviour, dysregulation or following an incident staff were aware they could rotate to another child. If staff were overwhelmed by an incident they were encouraged and supported in taking a break outside the classroom.I will discuss this future with SLT and Governors.**Does this practice happen across all classes is this included in staff wellbeing protocol ? IS THERE A STAFF WELLBEING PROTOCOL?**The support staff I spoke with felt ratios were appropriate and that classes had staff with appropriate level of training to support children if the teacher away from the classroom.The visit overall was positive and offered an opportunity to talk to staff directly and allow them to discuss concerns of which there were very little.I would like to acknowledge and celebrate that many positive practices were in place and that I was so impressed by the attitudes and positive staff responses. I also really enjoyed being in this environment that oozed with happiness and fun from the children. Thank yo  | **AGREED ACTION**  |
| **Staff Signature:**  **Date:**  | **Governor Signature: V CALLAND****Date:** 26-3-25 |