



SE2a Year Group Taught			
Progress Meeting 3	Grade:		
	CFC	Yes	
		No	
Progress Meeting 4	Grade:		
	CFC	Yes	
		No	
Phonics Grade	NT	D	C
SE2b Year Group Taught			
Progress Meeting 5	Grade:		
	CFC	Yes	
		No	
Progress Meeting 6	Grade:		
	CFC	Yes	
		No	
Phonics Grade	NT	D	C

## **PGCE School Based Training 2 Booklet SBT2a and SBT2b**

**Name:**

**At the end of your School Based Training 2a you must ensure that you have completed the following tasks:**

- **Upload this booklet to the SBT 2a submission point**
- **hand a copy of Page 3 to the Education Partnership Office;**
- **keep a copy of the booklet in your PDP.**

**Please complete the above by .....**

# School Based Training 2a Record

## Primary PGCE 2017-18

<b>Trainee Name:</b>			
<b>Name and Address of School:</b>   <b>Telephone Number:</b>  <b>Email Address:</b>  <b>Head Teacher:</b>			
<b>Class Teacher:</b>		<b>Year Group Taught:</b>	
<b>School Mentor(s):</b>			
<b>University Tutor:</b>		<b>Professional Development Tutor:</b>	
<b>Please ✓ partnership model</b>	<b>Lead School</b> <input type="checkbox"/>	<b>Associate School</b> <input type="checkbox"/>	<b>School Direct</b> <input type="checkbox"/>
<b>Please indicate payment:</b>	<b>Monetary £</b> <input type="checkbox"/>	<b>iPad (if Leading Model only)</b> <input type="checkbox"/>	
<b>Progress Meeting 3 Grade:</b>	<b>Progress Meeting 4 Grade:</b>	<b>Phonics Grade:</b> <small>NT=Not Taught, D=Developing, C=Confident</small>	
<b>Placement Start Date:</b>		<b>Placement End Date:</b>	
<b>School Stamp or Signature:</b>  <b>Signed:</b>  <b>Print Name:</b> <b>Role:</b> <b>Date:</b>		<b>School Stamp:</b>	



# PGCE School Based Training 2a Support

## Preliminary Visit Support

School Induction procedures must include:

- Child Protection and Safeguarding information
- Health and Safety Briefing
- Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Core Subjects
- Overview of the school day including: school routines eg start and end of day, playtimes, lunchtime, assemblies, extra-curricular activities, meetings
- Overview of staff including roles and responsibilities
- Outline of the school's expectations including: time keeping, dress code, behaviour management, e safety, use of social media, planning
- Outline of the opportunities in school for trainees eg involvement in an extra-curricular activity, in CPD, access to excellent practice
- Discuss protocol in observing, shadowing teachers, including completing observation forms and trainee actions
- Information about the context and ethos of the school and the school prospectus
- OFSTED report and the school's priorities
- A tour of the school and the school's facilities

During the preliminary visits, trainees gather a range of information about the school and class as well as getting to know the children. They will be asking a variety of questions about the following aspects:

- Context of the school; drawing on Ofsted information, considering how they may support school with development priorities.
- Planning - procedures and identification of topics/lessons to be taught.
- Adult support in the class - how it is used to support learning and when it is available.
- Provision for children with Special Educational Needs.
- Behaviour Management – policy/practical approaches and general classroom routines.
- Phonics and Early Reading - identify opportunities to teach phonics, or observe if teaching is not appropriate.
- Assessment.
- Please facilitate opportunities for trainees to observe other teachers to develop their understanding of good practice.

Before the Block Placement begins the class teacher/school mentor will need to:

- Discuss trainee's targets and generate strategies for in-school support. Amongst others this could include arranging for the trainee to observe other colleagues in school.
- Develop an appropriate teaching timetable for the trainee for the placement.
- The class teacher and the trainee will need to identify groups that the trainee will plan for and teach, this planning will be personalised to the needs of the group. Learners who would benefit from one to one support should also be identified and their needs discussed so that trainees can plan to meet these needs. This teaching could start during the planning and preparation visits.
- Support planning as appropriate and sign off the planning/preparation if satisfactory to confirm the trainee is ready to start their School Based Training. As part of this, trainees must identify subject knowledge needs and appropriate activities/resource ideas.
- Sign off the School Based Training File.
- Identify a schedule for Weekly Professional Development Meetings.
- Discuss, with the trainee, relevant staff meetings that should be attended.
- If, for any reason, you feel that the trainee is not ready to start the practice, contact [Alison.pemberton@bcu.ac.uk](mailto:Alison.pemberton@bcu.ac.uk) or named university tutor immediately.

## **Placement Information**

Please find below essential information relating to the trainee's experience so far and the expected outcomes for this school Based Training:

- A 5 week block school experience plus planning and preparation visits.
- By week three trainees should be teaching 60% of the time whether that is whole class, intervention groups or one to one interventions.
- This school based learning is designed to build upon trainees' knowledge and understanding of teaching and learning, assessment and behaviour management strategies developed through the taught programme and from School Based Training 1a.
- Trainees have had input on and some experience of:
  - planning and assessing the core and the foundation subjects
  - the new national curriculum and the challenges that schools face in developing planning and assessment processes
  - behaviour management strategies, theories related to learning, formative and summative assessment processes, safeguarding, SEN
  - planning, teaching and assessing small groups, one to one interventions and whole classes.
- Trainees on 3-7 route will have had experience of teaching, planning and assessment in EYFS.

## **Number of formal observations**

	University Tutor	Class Teacher	School Mentor	Total (including a joint observation)
Lead School	1	1	3	5
Associate School	2	3	N/A	5

***One of which for both models must be a joint observation completed between the University Tutor and School Mentor or Class Teacher.***

- The first observation must be undertaken within 7 working days of the placement starting by the either Class Teacher, School Mentor or University Tutor. The observation should be focused on the impact of the trainee's teaching on children's learning.
- Trainees must write a Weekly Reflection to use at the Weekly Professional Development Discussion.
- Trainees must engage in Weekly Professional Development Discussions with the Class Teacher. During these, the Class Teacher should underline appropriate statements from the Assessment Criteria in the trainee's School Based Training Booklet.
- Progress Meeting 3 must be completed by the end of the 2nd week. The judgement will be based on the Formative Assessment Criteria.
- Progress Meeting 4 must be completed in the final week of the practice. The judgement will be informed by on-going assessments against the Assessment Criteria.

## **Lesson Observations**

- In consultation with the trainee identify when formal lesson observations will take place.
- Formal observations should be recorded on the university's observation form electronically, paper versions of this form are also available, and the trainee should have copies for you. Observation forms can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships).
- Verbal feedback from the observation should be shared within 24 hours of the observation taking place.
- The written feedback should be discussed to identify strengths, areas for development and suggest strategies the trainee may use to enhance their professional practice. Please be as detailed and clear as possible.
- Targets should be negotiated with the trainee and clearly recorded and reviewed as appropriate.
- As much informal feedback as possible will also be beneficial to the trainee.
- Any causes for concern should be clearly identified on the observation form against the relevant Teachers' Standards and a 'Cause for Concern' form should be completed and returned to [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk)

**Keeping the trainee informed – Class Teachers will be required to support trainees in the following ways:**

**Weekly:**

- A Weekly Professional Development Discussion must be held with the trainee to review progress, discuss issues and identify the agenda for the following week. Trainees should record outcomes in their School Based Training Booklet and share/add to their PDP.
- Please underline relevant statements from the Formative Feedback Guidance to highlight strengths and development points. This will inform the Progress Meeting.

**Progress Meeting 3 must be completed by the end of the 2nd week:**

- Statements underlined in the Assessment Criteria as part of weekly meetings will inform the Progress Meeting.
- The Progress Meeting is an essential part of the trainee's formative assessment to consider their progress against the initial targets and to set targets for the remainder of the placement.
- For weaker trainees the Progress Meeting should be carried out slightly earlier than the actual midpoint date to enable the trainee maximum time to implement strategies and enhance their potential to succeed.

**Progress Meeting 4 must be completed in the final week of the practice:**

- At Progress Meeting 4 the Assessment Criteria will be highlighted in **ORANGE** to show all applicable statements related to the trainee's achievements and be used to decide a grade.
- A report is written identifying strengths and areas for development in SBT2b.
- These meetings will be chaired by either the School Mentor or University Tutor.

**Where can the Class Teachers get further help and guidance?**

The University Tutor will contact you at the start of the placement and should be the first port of call. Please contact via phone or email as soon as an issue arises.

Useful information is in the trainee's School Based Training Booklet and in the Partnership Handbook which is on the Partnership website: [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships)

**Supporting the Professional Development Profile (PDP)**

- Trainees record evidence of their progress towards the Teachers' Standards in the PDP File.
- Trainees should regularly contribute reflective comments that identify strengths and suggestions of how they may enhance their demonstration of particular Standards.
- They should gather evidence to support this, e.g. observation feedback, photographs, children's work, resources, background reading, planning etc.
- Ultimate responsibility for this document lies with the trainee, however, regular support and guidance is always appreciated.
- The PDP must be discussed at least once a week, during the weekly meeting.
- Guidance and questions to consider in relation to the Standards are included in the Partnership Handbook. These can be used by all parties, including the trainee.

## Observation Feedback

Trainee's name:				Date:			
Course:	BA QTS:	1	2	3	PGCE:	1	2
School:			Subject / area:			Year Group:	
PDT:			Observer's name(s):				
Observer's role:	School Mentor	Class Teacher	University Tutor	Joint	Observation number:		

<p><b>Personal and Professional Conduct (Part Two of Teachers' Standards).</b> If applicable, please identify a Cause for Concern by writing a C next to the relevant comment and complete a Cause For Concern Form.</p>
<p><b>Key Strengths</b> Following the observation, through professional dialogue, please identify key strengths and targets for the trainee in the context of raising pupil achievement and supporting children's learning. Please note related standards.</p>
<p><b>Possibilities, Issues, Reflections and Targets</b> From the discussion, please agree SMART targets. Targets will be reviewed through Weekly Professional Development Discussions and subsequent observations. If a Cause for Concern is identified, please complete a Cause For Concern Form, stating clearly when targets will be reviewed. Highlight a cause for concern by writing a C next to the action point.</p>



## Discursive Feedback

In this section, please identify good practice and specific elements for development linked to the Teachers' Standards in the context of the pupils' progress. Consider:

- The impact on children's learning and progress
- Relationships with children and behaviour management.
- Subject knowledge and pedagogy.
- Planning and lesson structure, including appropriate challenge and pupil engagement/understanding.
- Use of assessment, including children's peer- and self-assessment.

Observer(s):

Trainee:

## Placement Register

Please keep this register daily for all days during which you are on School Based Training. Morning and afternoon attendance are to be shown as follows:

Present:	/	M	T	W	T	F
Absent:	O	/\	/\	O O	/\	/\

- Please blank out any days not scheduled for School Based Training.
- Absence must only be shown for scheduled School Based Training days which were not attended.
- **For trainees claiming expenses:** A copy of this register must be attached to your claim form.

Week beginning	M	T	W	T	F	Half days present	Half days absent	Reasons for Absence
I confirm that this is an accurate record of the trainee's attendance.								
Signed:			Class teacher/School Mentor					

### Absence Reporting Procedure

If you are absent from school for any reason, it is YOUR professional responsibility to:

1. Contact your class teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
2. Telephone school to report absence formally in accordance with school policy for staff.

### School Absence Reporting Procedure:

.....

3. Email [TPabsences@bcu.ac.uk](mailto:TPabsences@bcu.ac.uk) by 08:30am at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
4. If you are on block placement, even if you are not expecting a visit, you should also inform your University Tutor by agreed means.
5. You must keep the school and university informed about continuing absence.

***Trainees must make calls in person except in extreme circumstances.***

## Pre Placement Approval Checklist

<b>Task</b>	<b>Date Completed</b>
Share and discuss School Based Training Guidance.	
Health and Safety Induction/information gathering from the relevant H&S Policies.	
Child Protection Induction/information gathering from the relevant Child Protection Policies.	
Discuss 'Keeping Safe in Education' document	
Complete tasks to support school orientation and target setting.	
<b>Planning</b> <ul style="list-style-type: none"> <li>• Reflect upon planned small group activities – identify resources and subject/pedagogical development needs.</li> <li>• Negotiate the timetable to be taught.</li> <li>• Discuss the school's medium/weekly term planning for the areas you will be teaching.</li> <li>• Complete the first lesson plan for each of the areas you will be teaching in the first week where possible.</li> </ul>	
Find out about the format of the school day, including: children's arrival, playtime(s), lunch-time, moving around the school and leaving school at the end of the day.	
Observe teachers and record practical strategies that you will use in your teaching based upon targets identified with your PDT	
Identify staff meetings/training that you should attend during the School Based Training.	
Identify areas for development during this School Based Training and formulate targets for discussion with your PDT.	
Have read school 'Pupil Behaviour Policy' and 'Staff Behaviour Policy'	
Negotiate times for Weekly Professional Development Discussions.	
Share your PDP to identify Standards which are strengths and Standards which need to be developed.	
School Based Training File organised as follows: <b>Section One ~ Background Information:</b> Safeguarding Confirmation Form, School Based Training Booklet, list of staff and their responsibilities, a copy of your teaching timetable, class lists identifying specific needs. <b>Section Two ~ Planning:</b> Medium Term/Weekly Planning the school's and your own and Subject Knowledge Development <b>Section Three ~ Short Term Planning and Evaluations:</b> organised in weekly sections in chronological order with lesson plans, resources, assessment records/notes and evaluations. <b>Assessment File ~</b> Assessment records, notes etc.	

*I confirm that the above actions have been taken and the trainee is ready to commence this School Based Training:*

School Mentor/University Tutor:

Class Teacher:

## Getting to know your placement school

### ***Safeguarding and Promoting the Welfare of Children (Part Two)***

Please read relevant policies relating to Child Protection and Safeguarding and record key information below:

Any questions or disclosures relating to Safeguarding report to:

If I am aware of neglect or abuse I will report to:

**Designated Safeguarding Lead:** .....

**Deputy Designated Safeguarding Lead:** .....

(Key Indicators at back of booklet for reference)

<b><i>Policy</i></b>	<b><i>Key Points</i></b>	<b><i>Implications for Placement</i></b>

## Getting to know your placement school

### ***Health & Safety Check List***

Please read the Health and Safety Policy. Identify implications for you whilst on placement:

<i>Key Points from H&amp;S Policy</i>	<i>Implications for Placement</i>

Please note the Accident Reporting Procedure:

Find out about First Aiders and Contact Arrangements:

<i>First Aider</i>	<i>Contact Arrangements</i>

Fire Drill/Procedure:

Assembly Point:

Usual Exit Route:

Alternative Exit Route:

Workplace Hazards

<i>Hazards</i>	<i>Controls</i>

Procedure for Reporting Faulty Equipment:

## **Getting to know your placement school**

***Inclusion and Special Educational Needs (Standard 5)*** ~ Identify inclusion issues which need to be considered for this particular class or school. Identify the implications and consider practical strategies you could use. Seek advice from school staff and carry out research or background reading. Identify any children with specific needs and their targets and strategies for support.

<b><i>Initials of Child</i></b>	<b><i>Specific Needs</i></b>	<b><i>Targets and additional information. Identify how your teaching may need to be modified, taking into account the specific needs of children.</i></b>

## Getting to know your placement school

### ***Planning and Support Available (Standards 4 and 8)***

- Find out about the school curriculum map/long-term plan and how medium-term planning fits within this.
- Discuss the school's short term planning process and identify key elements to be included. Trainee teachers need to plan in more detail than experienced colleagues so ensure that your planning format includes all the elements identified in university sessions.

**Plan some small group activities- use this to help develop your planning format, identify effective resources, key questions and subject knowledge/pedagogical development needs.**

- What is the role of additional adults in the classroom? Is it linked to specific subjects/children or is it learning support to be deployed to meet needs?
- How will you deploy staff to support children's learning and enhance progress?

## Getting to know your placement school

### ***Behaviour Management (Standards 1 and 7)***

- Access and read the school's behaviour policy.
- Identify behaviour management strategies used to implement this.
- Identify effective rules, routines and expectations used by your class teacher (including praise, sanctions and rewards). How will you use these to establish an effective learning environment?
- Join your class teacher on playground duty – what have you learnt about managing behaviour around the school?



## Developing Professional Practice

### ***Observations of Teachers during SE2a (Standard 8) eg. Maths Subject Leader, EYFS, Year 6, SENCO, Phonics***

Identify your strengths and areas for development. Observe teachers across the school to build up a range of strategies to enhance your practice. Remember observations of colleagues can take place throughout your school based training.

<b><i>Date &amp; Year Group observed</i></b>	<b><i>What is the focus of the observation?</i></b>	<b><i>Identify strategies to enhance teaching and learning?</i></b>

# Observation Form to Observe a Modelled Lesson

<b>Name</b>	<b>Date</b>
<b>Teacher</b>	<b>Focus of Observation</b>
<b>Class/Year Group</b>	<b>Subject</b>

<b>What to look for:</b>	<b>Observation Notes:</b>
Teaching and learning strategies: Assessment strategies: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Response by the pupils: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Discussion with colleagues after observation:	
Agreed key areas observed that would help to improve your teaching: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
Further support required <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	How?

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<b>Class/Year Group</b>	<b>Subject</b>

<b>What to look for:</b>	<b>Observation Notes:</b>
Teaching and learning strategies: Assessment strategies: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
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<b>What to look for:</b>	<b>Observation Notes:</b>
Teaching and learning strategies: Assessment strategies: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
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Further support required <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	How?

## Pre Block Professional Development Discussion Date:

The trainee should complete this in discussion with the class teacher/school mentor.

## Record of Discussion

Key Evidence towards standards:

Teachers' Standards	Target	<b>Actions Required</b> (Consider types of evidence this might generate)

Cause for Concern	Yes	/	No
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**Trainee:**

**Teacher/Mentor:**

# Prompts for Weekly Reflection

It is essential to analyse and reflect on developing practice in order to improve teaching and to recognise the impact that it has on children's learning.

When reflecting upon your week please focus upon the following key questions:

- ❖ *How successful was the children's learning this week?*
- ❖ *How effective were the teaching and assessment strategies you used?*
- ❖ *What will you do to improve upon your practice to ensure that the children continue to make good progress?*

The prompts below are not exhaustive but might help you when reflecting on your own and the teaching of others.

If you are working in a school with other trainee teachers arrange to work with a peer and observe each other teach at least once a week. Use the learning prompts to feedback to each other.

## Lesson structure, organisation and delivery

- Were there opportunities to make links to prior learning?
- Was teaching clear and accessible to all children?
- Were instructions clear and concise? Did you model and demonstrate key learning points effectively?
- Were there opportunities for children to think about and discuss their ideas?
- Did the timing of different parts of the lesson support the children's engagement?
- Did the children's learning opportunities/activities enable them to engage with the learning?
- What opportunities were there for children to interact with their peers; how did this support learning?
- How were children who are struggling or high achieving children supported to help them make progress?
- How effective were your behaviour management strategies?

## Assessment

- How well had you based the children's activities upon their prior knowledge, skills and understanding
- Did children understand what they were being asked to do during every stage of the lesson
- Did children have opportunities and means to indicate their understanding of the concepts introduced?
- What opportunities were there to assess children's understanding and progress?
- What opportunities were there to give feedback to children; did this feedback improve their understanding
- How did the teacher know what children have learned in the lesson?
- What will be planned next to develop children's learning?

## Written Weekly Reflection for Weekly Professional Development Discussion

“The quality of a trainee’s teaching will be judged by the impact of their teaching on the progress and learning of their pupils.”

In the space below, reflect and write about the impact of your teaching on pupils’ learning (this can be produced electronically and a copy attached). Gather evidence to support your reflection, to include:

- Pupils’ work; observations of pupils; quotes from pupils
- Planning; annotated planning; prior learning; identified learning for groups, individuals
- Tracking of progress; outcomes for groups; outcomes for individuals
- Impact of behaviour management strategies
- Discussions with class teacher, TA, mentor; lesson observations

Use both your reflection and evidence to support your weekly professional development discussion. After the discussion add the evidence to the relevant Teachers’ Standards in your PDP. Remember to focus upon the key questions:

- ***How successful was the children’s learning this week?***
- ***How effective were the teaching and assessment strategies you used?***
- ***What will you do to improve upon your practice to ensure that the children continue to make good progress?***

**Weekly Professional Development Discussion      Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Assessment Criteria to identify progress made.

**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**



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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Assessment Criteria to identify progress made.

**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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- ***How successful was the children’s learning this week?***
- ***How effective were the teaching and assessment strategies you used?***
- ***What will you do to improve upon your practice to ensure that the children continue to make good progress?***

**Weekly Professional Development Discussion****Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Assessment Criteria to identify progress made.

**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No****Signed:****Trainee:****Teacher/mentor:**



# **School Based Training 2b**

## School Based Training 2 Record

### Primary PGCE 2016-17

<b>Trainee Name:</b>			
<b>Name and Address of School:</b>   <b>Telephone Number:</b>  <b>Email Address:</b>  <b>Head Teacher:</b>			
<b>Class Teacher:</b>		<b>Year Group Taught:</b>	
<b>School Mentor(s):</b>			
<b>University Tutor:</b>		<b>Professional Development Tutor:</b>	
<b>Please ✓ partnership model</b>	<b>Lead School</b> <input type="checkbox"/>	<b>Associate School</b> <input type="checkbox"/>	<b>School Direct</b> <input type="checkbox"/>
<b>Please indicate payment:</b>	<b>Monetary £</b> <input type="checkbox"/>	<b>iPad (if Leading Model only)</b> <input type="checkbox"/>	
<b>Progress Meeting 5 Grade:</b>	<b>Progress Meeting 6 Grade:</b>	<b>Phonics Grade:</b> <small>NT=Not Taught, D=Developing, C=Confident</small>	
<b>Placement Start Date:</b>		<b>Placement End Date:</b>	
<b>School Stamp or Signature:</b>  <b>Signed:</b>  <b>Print Name:</b> <b>Role:</b> <b>Date:</b>		<b>School Stamp:</b>	

## PGCE School Based Training 2b Support

### Placement Information

Primary PGCE trainees complete an 8 week block placement.

Trainees start the placement with a minimum teaching commitment of 50% and build up to teaching and taking responsibility for the class for 80% of the timetable by the start of the 5th week at the latest.

### Preliminary Visit Support

At the start of the school Based Training **please remind trainees of the Health & Safety and Child Protection/Safeguarding Briefing completed in School Based Training 2a.**

Before the Block Placement begins the class teacher/school mentor will need to:

- Discuss trainee's targets and generate strategies for in-school support. Amongst others this could include arranging for the trainee to observe other colleagues in school.
- Develop an appropriate teaching timetable for the trainee for the placement.
- The class teacher and the trainee will need to identify groups that the trainee will plan for and teach, this planning will be personalised to the needs of the group. Learners who would benefit from one to one support should also be identified and their needs discussed so that trainees can plan to meet these needs. This teaching could start during the planning and preparation visits.
- Support planning as appropriate and sign off the planning/preparation if satisfactory to confirm the trainee is ready to start their School Based Training. As part of this, trainees must identify subject knowledge needs and appropriate activities/resource ideas.
- Sign off the School Based Training File.
- Identify a schedule for Weekly Professional Development Meetings.
- Discuss, with the trainee, relevant staff meetings that should be attended.
- If, for any reason, you feel that the trainee is not ready to start the practice, contact [Alison.pemberton@bcu.ac.uk](mailto:Alison.pemberton@bcu.ac.uk) or named university tutor immediately.

### Number of formal observations

	University Tutor	Class Teacher	School Mentor	Total (including a joint observation)
Lead School	1	3	4	8
Associate School	3	5	N/A	8

***One of which for both models must be a joint observation completed between the University Tutor and School Mentor or Class Teacher.***

- The first observation must be undertaken within 7 working days of the placement starting by the either Class Teacher, School Mentor or University Tutor. The observation should be focused on the impact of the trainee's teaching on children's learning.
- Trainees must write a Weekly Reflection to use at the Weekly Professional Development Discussion.
- Trainees must engage in Weekly Professional Development Discussions with the Class Teacher. During these, the Class Teacher should underline appropriate statements from the Assessment Criteria in the trainee's School Based Training Booklet.
- Progress Meeting 5 must be completed by the end of the 4<sup>th</sup> week. The judgement will be based on the Assessment Criteria.
- Progress Meeting 6 must be completed during the final week of the school based training. The judgement will be informed by on-going assessments against the Assessment Criteria.
- The final grade will be recorded in the Summative Assessment Report (SAR).
- During this final block, trainees would appreciate the chance to discuss job applications/interview technique and undertake a mock interview with a relevant member of staff.

## Lesson Observations

- In consultation with the trainee identify when formal lesson observations will take place.
- Formal observations should be recorded on the university's observation form electronically, paper versions of this form are also available, and the trainee should have copies for you. Observation forms can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships).
- Verbal feedback from the observation should be shared within 24 hours of the observation taking place.
- The written feedback should be discussed to identify strengths, areas for development and suggest strategies the trainee may use to enhance their professional practice. Please be as detailed and clear as possible.
- Targets should be negotiated with the trainee and clearly recorded and reviewed as appropriate.
- As much informal feedback as possible will also be beneficial to the trainee.
- Any causes for concern should be clearly identified on the observation form against the relevant Teachers' Standards and a 'Cause for Concern' form should be completed and returned to [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk)

**Keeping the trainee informed – Class Teachers will be required to support trainees in the following ways:  
Weekly:**

- A Weekly Professional Development Discussion must be held with the trainee to review progress, discuss issues and identify the agenda for the following week. Trainees should record outcomes in their School Based Training Booklet and share/add to their PDP.
- Please underline relevant statements from the Assessment Criteria to highlight strengths and development points. This will inform the Progress Meeting.

**Progress Meeting 5 must be completed by the end of the 4<sup>th</sup> week:**

- Statements underlined in the Assessment Criteria as part of weekly meetings will inform the Progress Meeting.
- The Progress Meeting is an essential part of the trainee's formative assessment to consider their progress against the initial targets and to set targets for the remainder of the placement.
- For weaker trainees the Progress Meeting should be carried out slightly earlier than the actual midpoint date to enable the trainee maximum time to implement strategies and enhance their potential to succeed.

**Progress Meeting 6 must be completed in the final week of the school based training:**

- At the Progress Meeting, the Summative Assessment Report (SAR) is completed in light of the Assessment Criteria and a summative judgement made about the trainee's level of achievement at the end of the School Based Training.
- A report is written identifying strengths and areas for development in the trainee's early career.
- These meetings will be chaired by either the School Mentor or University Tutor.

**Where can the Class Teachers get further help and guidance?**

The University Tutor will contact you at the start of the placement and should be the first port of call. Please contact via phone or email as soon as an issue arises.

Useful information is in the trainee's School Based Training Booklet and in the Partnership Handbook which is on the Partnership website:

[www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships)

**Supporting the Professional Development Profile (PDP)**

- Trainees record evidence of their progress towards the Teachers' Standards in the PDP File.
- Trainees should regularly contribute reflective comments that identify strengths and suggestions of how they may enhance their demonstration of particular Standards.
- They should gather evidence to support this, e.g. observation feedback, photographs, children's work, resources, background reading, planning etc.
- Ultimate responsibility for this document lies with the trainee, however, regular support and guidance is always appreciated.
- The PDP must be discussed at least once a week, during the weekly meeting.
- Guidance and questions to consider in relation to the Standards are included in the Partnership Handbook. These can be used by all parties, including the trainee.

## Observation Feedback

Trainee's name:				Date:			
Course:	BA QTS:	1	2	3	PGCE:	1	2
School:			Subject / area:				Year Group:
PDT:			Observer's name(s):				
Observer's role:	School Mentor	Class Teacher		University Tutor		Observation number:	

<b>Personal and Professional Conduct (Part Two of Teachers' Standards).</b> If applicable, please identify a Cause for Concern by writing a C next to the relevant comment and complete a Cause For Concern Form.
<b>Key Strengths</b> Following the observation, through professional dialogue, please identify key strengths and targets for the trainee in the context of raising pupil achievement and supporting children's learning. Please note related standards.
<b>Possibilities, Issues, Reflections and Targets</b> From the discussion, please agree SMART targets. Targets will be reviewed through Weekly Professional Development Discussions and subsequent observations. If a Cause for Concern is identified, please complete a Cause For Concern Form, stating clearly when targets will be reviewed. Highlight a cause for concern by writing a C next to the action point.

## Discursive Feedback

In this section, please identify good practice and specific elements for development linked to the Teachers' Standards in the context of the pupils' progress. Consider:

- The impact on children's learning and progress
- Relationships with children and behaviour management.
- Subject knowledge and pedagogy.
- Planning and lesson structure, including appropriate challenge and pupil engagement/understanding.
- Use of assessment, including children's peer- and self-assessment.

Observer(s):

Trainee:

## Placement Register

Please keep this register daily for all days during which you are on School Based Training. Morning and afternoon attendance are to be shown as follows:

Present:	/	M	T	W	T	F
Absent:	O	/\	/\	OO	/\	/\

- Please blank out any days not scheduled for School Based Training.
- Absence must only be shown for scheduled School Based Training days which were not attended.
- **For trainees claiming expenses:** A copy of this register must be attached to your claim form.

Week beginning	M	T	W	T	F	Half days present	Half days absent	Reasons for Absence

I confirm that this is an accurate record of the trainee's attendance.

Signed:
Class teacher/School Mentor

## Absence Reporting Procedure

If you are absent from school for any reason, it is YOUR professional responsibility to:

6. Contact your class teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
7. Telephone school to report absence formally in accordance with school policy for staff.

***School Absence Reporting Procedure:***

8. Email [TPabsences@bcu.ac.uk](mailto:TPabsences@bcu.ac.uk) by 08:30am at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
9. If you are on block placement, even if you are not expecting a visit, you should also inform your University Tutor by agreed means.
10. You must keep the school and university informed about continuing absence.

***Trainees must make calls in person except in extreme circumstances.***



## Pre Placement Approval Checklist

<b>Task</b>	<b>Date Completed</b>
<b>Planning</b> <ul style="list-style-type: none"> <li>Identify groups, individual children and whole classes you will teach.</li> <li>Identify resources and your subject/pedagogical development needs.</li> <li>Discuss your timetable and the groups and classes you will be supporting.</li> <li>Discuss the school's medium term and short term planning for the areas you will be teaching.</li> <li>Complete the first lesson plan for each of the groups and subject areas you will be teaching in the first week.</li> </ul>	
Identify areas for development during this School Based Training and formulate Targets for discussion with your PDT. Include one related to Standard 2, Standard 5 and Standard 6.	
Observe teachers and record practical strategies that you will use in your teaching based upon targets identified with your PDT	
Identify staff meetings/training that you should attend during the School Based Training.	
Negotiate times for Weekly Professional Development Discussions.	
Share your PDP to identify Standards which are strengths and Standards which need to be developed.	
<p>School Based Training File organised as follows:</p> <p><b>Section One ~ Background Information:</b> Safeguarding Confirmation Form, School Based Training Booklet, list of staff and their responsibilities, a copy of your teaching timetable, class lists identifying specific needs.</p> <p><b>Section Two ~ Planning:</b> Medium Term/Weekly Planning the school's and your own and Subject Knowledge Development</p> <p><b>Section Three ~ Short Term Planning and Evaluations:</b> organised in weekly sections in chronological order with lesson plans, resources, assessment records/notes and evaluations.</p> <p><b>Assessment File ~</b> Assessment records, notes etc.</p>	

*I confirm that the above actions have been taken and the trainee is ready to commence this School Based Training:*

## **Getting to know your placement school**

***Inclusion and Special Educational Needs (Standard 5)*** ~ Identify inclusion issues which need to be considered for this particular class or school. Identify the implications and consider practical strategies you could use. Seek advice from school staff and carry out research or background reading. Identify any children with specific needs and their targets and strategies for support.

<b><i>Initials of Child</i></b>	<b><i>Specific Needs</i></b>	<b><i>Targets and additional information. Identify how your teaching may need to be modified, taking into account the specific needs of children.</i></b>

## Developing Professional Practice

### ***Observations of Teachers during SBT2b (Standard 8) eg. Maths Subject Leader, EYFS, Year 6, SENCO, Phonics***

Identify your strengths and areas for development. Observe teachers across the school to build up a range of strategies to enhance your practice. Remember observations of colleagues can take place throughout your school based training.

<b><i>Date &amp; Year Group observed</i></b>	<b><i>What is the focus of the observation?</i></b>	<b><i>Identify strategies to enhance teaching and learning?</i></b>

## Observation Form to Observe a Modelled Lesson

<b>Name</b>	<b>Date</b>
<b>Teacher</b>	<b>Focus of Observation</b>
<b>Class/Year Group</b>	<b>Subject</b>

<b>What to look for:</b>	<b>Observation Notes:</b>
Teaching and learning strategies: Assessment strategies: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Response by the pupils: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Discussion with colleagues after observation:       	
Agreed key areas observed that would help to improve your teaching: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
Further support required <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	How?       

## Observation Form to Observe a Modelled Lesson

<b>Name</b>	<b>Date</b>
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<b>Class/Year Group</b>	<b>Subject</b>

<b>What to look for:</b>	<b>Observation Notes:</b>
Teaching and learning strategies: Assessment strategies: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
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<b>Name</b>	<b>Date</b>
-------------	-------------

<b>Teacher</b>	<b>Focus of Observation</b>
<b>Class/Year Group</b>	<b>Subject</b>

What to look for:	Observation Notes:
Teaching and learning strategies: Assessment strategies: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
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Further support required <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	How?     

**Pre Block Professional Development Discussion      Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

**Record of Discussion**

Teachers' Standards	Target	Actions Required

Cause for Concern    Yes    /    No

Trainee:

Teacher/Mentor:

# Prompts for Weekly Reflection

It is essential to analyse and reflect on developing practice in order to improve teaching and to recognise the impact that it has on children's learning.

When reflecting upon your week please focus upon the following key questions:

- ❖ *How successful was the children's learning this week?*
- ❖ *How effective were the teaching and assessment strategies you used?*
- ❖ *What will you do to improve upon your practice to ensure that the children continue to make good progress?*

The prompts below are not exhaustive but might help you when reflecting on your own and the teaching of others.

If you are working in a school with other trainee teachers arrange to work with a peer and observe each other teach at least once a week. Use the learning prompts to feedback to each other.

## **Lesson structure, organisation and delivery**

- Were there opportunities to make links to prior learning?
- Was teaching clear and accessible to all children?
- Were instructions clear and concise? Did you model and demonstrate key learning points effectively?
- Were there opportunities for children to think about and discuss their ideas?
- Did the timing of different parts of the lesson support the children's engagement?
- Did the children's learning opportunities/activities enable them to engage with the learning?
- What opportunities were there for children to interact with their peers; how did this support learning?
- How were children who are struggling or high achieving children supported to help them make progress?
- How effective were your behaviour management strategies?

## **Assessment**

- How well had you based the children's activities upon their prior knowledge, skills and understanding
- Did children understand what they were being asked to do during every stage of the lesson
- Did children have opportunities and means to indicate their understanding of the concepts introduced?
- What opportunities were there to assess children's understanding and progress?
- What opportunities were there to give feedback to children; did this feedback improve their understanding
- How did the teacher know what children have learned in the lesson?
- What will be planned next to develop children's learning?



## Written Weekly Reflection for Weekly Professional Development Discussion

"The quality of a trainee's teaching will be judged by the impact of their teaching on the progress and learning of their pupils."

In the space below, reflect and write about the impact of your teaching on pupils' learning (this can be produced electronically and a copy attached). Gather evidence to support your reflection, to include:

- Pupils' work; observations of pupils; quotes from pupils
- Planning; annotated planning; prior learning; identified learning for groups, individuals
- Tracking of progress; outcomes for groups; outcomes for individuals
- Impact of behaviour management strategies
- Discussions with class teacher, TA, mentor; lesson observations

Use both your reflection and evidence to support your weekly professional development discussion. After the discussion add the evidence to the relevant Teachers' Standards in your PDP. Remember to focus upon the key questions:

- ***How successful was the children's learning this week?***
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**Weekly Professional Development Discussion      Date:**

The trainee should complete this in discussion with the class teacher/school mentor.

The class teacher/school mentor should **underline statements** in the Assessment Criteria to identify progress made.

**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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**Record of Discussion**

<b>Teachers' Standards</b>	<b>Target</b>	<b>Actions Required</b>

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**



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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

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**Record of Discussion**

Teachers' Standards	Target	Actions Required

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**



## Written Weekly Reflection for Weekly Professional Development Discussion

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In the space below, reflect and write about the impact of your teaching on pupils’ learning (this can be produced electronically and a copy attached). Gather evidence to support your reflection, to include:

- Pupils’ work; observations of pupils; quotes from pupils
- Planning; annotated planning; prior learning; identified learning for groups, individuals
- Tracking of progress; outcomes for groups; outcomes for individuals
- Impact of behaviour management strategies
- Discussions with class teacher, TA, mentor; lesson observations

Use both your reflection and evidence to support your weekly professional development discussion. After the discussion add the evidence to the relevant Teachers’ Standards in your PDP. Remember to focus upon the key questions:

- ***How successful was the children’s learning this week?***
- ***How effective were the teaching and assessment strategies you used?***
- ***What will you do to improve upon your practice to ensure that the children continue to make good progress?***

**Weekly Professional Development Discussion      Date:**

The trainee should complete this in discussion with the class teacher/school mentor.  
The class teacher/school mentor should **underline statements** in the Assessment Criteria to identify progress made.

**Record of Discussion**

<b>Teachers' Standards</b>	<b>Target</b>	<b>Actions Required</b>

**Cause for Concern      Yes / No**

**Signed:**

**Trainee:**

**Teacher/mentor:**

# DEFINITIONS AND INDICATORS OF ABUSE

## 1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

## 2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### 3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

### 4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

### 5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;

- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- **Appetite disorders - anorexia nervosa, bulimia; or**
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

## 6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

## 7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child’s means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances; or
- Inappropriate invasive procedures.

