



The
**Mulberry
Bush Outreach**

Showing the way in teaching, practice & research

Observation and Reflective Forum Model

Formerly known as Observation and Reflective Workshop Model



Our model is designed for schools who are struggling to find a way forward with individual children.

These children may be displaying behaviour which feels very challenging, finding learning difficult, disrupting learning of others and may perhaps even be at risk of exclusion.

This process is informed by our experience at The Mulberry Bush School of working with children who have experienced trauma and the emotional impact this can have on staff working alongside them.

The model is rooted in understanding behaviour as communication, reflective practice approaches and developing

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collaborative working. Our approach helps staff to understand what children may be communicating about their emotional needs through their behaviour, and how to use that understanding to develop helpful ways to respond.

How does it work?

We will carry out an observation, which will be written up. Following this there will be a reflective forum for staff led by a member of our team. This creates a safe, collaborative space in which each participant can have a voice and speak openly and honestly about their experience of working with the child and the associated feelings.

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Further information

The six stages of distress structure will be used to support discussion and record our understanding of what the behaviour may be communicating, possible responses and ideas. The process leads to a shared understanding of the child's needs and helps develop school-wide, consistent approaches.

What is the framework of the model?

1	An initial phone consultation will take place to share information on the child's background, behaviours of concern and supportive measures which have already been implemented. This will help our team to determine if this model is the best fit for the needs of the individual child and of the school. This is free of charge.
2	One of our team will carry out an observation of the child. This will focus on how the child relates to adults, peers, tasks, sensory inputs and the environment with specific focus being given to the behavioural communication. This normally takes two hours.
3	The observation will then be written up. This will highlight key points, and raise questions for team discussion, whilst supporting possible next steps and opportunities for development. The observation will be sent over and should be shared with the staff team before the reflective forum takes place.
4	We will then return to the school for a two-hour reflective forum with staff. This must be attended by at least three members of staff including one member of the school leadership team and key staff working with the child (e.g. Headteacher, SENCO, pastoral team, class teacher, teaching assistants, lunchtime supervisors, heads of year, tutors etc). This creates a safe space enabling each participant to have a voice, and to speak openly and honestly about their experience of working with the child. Everyone is encouraged to contribute something of the challenges they have faced, and be encouraged to consider associated feelings. The six stages of distress structure will be used to aid the discussion and record responses and ideas. This process develops a shared understanding of the child's needs.

How much will this cost?

A 2-hour observation, comprehensive written report and 2-hour reflective forum is £770 plus VAT.

What do staff say about this model?

“...each member of the group was safe to tell the truth about how they were feeling during the session.”

“The teachers found the session really useful and are already using the strategies this morning...”

“...main turning point in the use of the positive/nurturing approach to supporting social, emotional and mental health...”

Reference: Earl et al., 2008. *Professional Learning Conversations: Challenges in Using Evidence for Improvement* edited by Lorna M. Earl, Helen Timperley., Dordrecht: Springer.

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