

# Lead Behaviour Schools



## **Why Lead Behaviour Schools?**

The Behaviour Challenge, published on 30 September 2009, set an ambition that, by 2012, all schools will either have a good or outstanding Ofsted rating on behaviour or be on track to reach one at their next inspection. The national network of Lead Behaviour Schools will lead our drive to ensure that this happens.

All Lead Behaviour Schools have proven expertise in behaviour management and the promotion of positive pupil behaviour in their school. They will spread this good practice and provide support to other local schools that need to raise their behaviour standards.

Lead Behaviour Schools will already be part of a local Behaviour and Attendance Partnership and working with other schools [and settings] in the area to promote positive behaviour and attendance.

By September 2010, we will have identified 100 Lead Behaviour Schools.

## **Behaviour and Attendance Partnerships**

Behaviour and Attendance Partnerships are important in encouraging secondary schools to work together to promote good behaviour and discipline, tackle bullying and reduce persistent absence. As well as being important in its own right, good behaviour is fundamental to school standards and pupils' ability to learn.

Effective local partnership working enables schools to learn from one another and work cooperatively in driving up standards. This will underpin our drive to improve behaviour and is at the heart of our vision for overall school improvement as set out in the White Paper on 21<sup>st</sup> Century Schools.

## **Characteristics of a Lead Behaviour School**

Each Lead Behaviour School will have:

- Good Teaching and Learning where lessons are lively and challenging and engage and motivate pupils to learn;
- Good/outstanding Ofsted behaviour grade based on the new September 2009 framework. Some may have recently moved their own standards of behaviour from satisfactory to good/outstanding or be working in challenging circumstances;
- Addressed behaviour as a whole school issue, making links to improving teaching and learning as part of the development rather than using 'quick fix' behaviour approaches;
- Key staff who are able to take a lead role in both supporting the

maintenance of good or outstanding behaviour in their own school and developing strategies and approaches to improve the behaviour rating in other schools and settings;

- Key staff who are effective at sharing their craft to improve behaviour, skilled at communicating with a range of adults and pupils and able to work well with Senior Leadership Teams from other schools;
- Commitment to networking with schools locally that need to move their behaviour standards from inadequate or satisfactory to good or outstanding;
- Commitment to engaging with parents to ensure parents understand their own responsibilities in respect of their child's behaviour and support the school's behaviour policy.

### **Minimum commitment expected from each LBS**

Each Lead Behaviour School will be expected to:

- Work with a minimum of 3 secondary schools within a year from September 2010;
- Remain with the programme for at least a year and share learning with colleagues in the school Behaviour and Attendance Partnership;
- Work in liaison with the LA to identify the schools to be supported;
- Identify a lead behaviour professional who will spend a minimum of 3 days in each of the identified secondary schools that need to move from a satisfactory to a good behaviour rating;
- Provide release time in school for the lead behaviour professional to plan and review the work they are doing in support schools;
- Use the National Strategies Secondary Securing Good Behaviour framework to support schools<sup>1</sup>;
- If required, provide the opportunity for staff from supported schools to see the lead behaviour professional in action in the lead school;
- Enable the lead behaviour professional or an equally skilled colleague to provide support within the year to at least one primary school and one short stay school that links with the lead behaviour school;
- Support the introduction and use of a primary version of the National Strategies Securing Good Behaviour Framework, working with primary

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<sup>1</sup> The National Strategies' 'Securing Good Framework' is based around school self evaluation – it is informed by the Ofsted inspection framework and effective practice on behaviour management

LA colleagues to build capacity to improve behaviour.

### **Additional funding**

Each Lead Behaviour School will receive an additional £40,000 per annum while they remain part of the programme.

This additional funding will be used largely to meet any additional costs associated with the school's outreach support to other schools. It can also be used by the lead behaviour school to buy in additional expertise to support school development in an area identified within their school development plan that is not so well advanced or to buy in service support to help improve the skills of the wider school workforce. Examples of such support may include mental health workers, speech and language therapists or parental support advisers.

The funding could also be used to promote an existing member of staff to build in-school sustainability by sharing behaviour responsibility more widely.

### **For further information**

Please contact [sue.bainbridge@nationalstrategies.co.uk](mailto:sue.bainbridge@nationalstrategies.co.uk)

## Pathfinder Lead Behaviour Schools

The schools listed below are our first Lead Behaviour Schools. Each school has been selected on the basis of the characteristics outlined above and each displays excellent practice in behaviour management.<sup>2</sup>

### **Hawkley Hall (Wigan)**

Hawkley Hall is an outstanding school providing an excellent quality of education and care for its students. Central to the school's success is a strong moral purpose, shared by all.

It works in collaboration with four local high schools and together they have formed a skills centre delivering construction and engineering skills for 14–16-year-old students from each school. The school has recently developed a resourced provision with 15 places for students with autistic spectrum disorders. Parents are pleased with the leadership, for example stating, 'The head teacher is very approachable and cares very much for staff and students and has time for all parents.' They feel that the school generally deals effectively with unacceptable behaviour and meets the particular needs of individuals.

There are comprehensive and effective arrangements for pastoral care for all students. A very extensive range of more specialised support and advice from both school staff and external agencies serves students with additional learning and personal needs exceptionally well. Specifically targeted guidance is provided at key points of transition.

### **Upper Wharfedale (North Yorkshire)**

Upper Wharfedale is a good school with a number of outstanding features. Parents are strongly supportive of the school and have great faith in it because it is, as reflected in this typical comment, 'very friendly, welcoming and caring with approachable, capable staff who genuinely desire nothing but the best for the students'.

The vast majority of students are confident, courteous and thoroughly enjoy learning. They are fiercely proud of their achievements and their school. Their determination to succeed and make the most of all that the school provides is evident in the sense of purpose they exude, their exemplary behaviour and outstanding attendance levels.

Students report that the introduction of the student support manager role coupled with the new rewards and behaviour management system is 'great and works really well'. The recently introduced 'isolation unit' provides a temporary haven for those students with significant learning or behavioural needs. This enables these students to access their curriculum and to build their confidence to return to whole-class lessons. As a result the school's exclusion rate is very low.

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<sup>2</sup> The extracts used in this section have been taken from the schools' latest Ofsted reports.

## **St Benet Biscop (Northumberland)**

Students approach learning with highly positive attitudes. They thoroughly enjoy learning, their behaviour is outstanding and they are highly committed to succeed in all they do.

Students say they feel very safe in school and attendance is above average. Their views are regularly shared through the school council and students have a good understanding of what constitutes a healthy diet and lifestyle.

Care, guidance and support are outstanding. Target setting, discussion and reporting are rigorous and the school works well with partners to support students with special educational needs and/or disabilities. More vulnerable students also receive outstanding care and support. Transfer between schools is sensitive and supportive. High-quality information, advice and guidance are provided to support entry to work, college or university.

The response from the overwhelming majority of parents and carers agreed that the school is well led and managed and keeps their children safe. They were pleased with their children's experiences in the school and said their children enjoyed school and received good teaching.

## **Pewsey Vale (Wiltshire)**

Students feel extremely safe in the school. The size of the school and the cohesive nature of the community create an environment where students are known well and feel very well supported. Innovative projects such as the development of the 'know zones' and the availability of specialist support ensure students feel confident that issues they raise will be dealt with.

Teachers and the tutors understand the different needs of individual students. This is reflected in the outstanding level of care, guidance and support the students receive.

The school works particularly well with outside agencies to support vulnerable students and a group has been established to support the needs of 'young carers'. Staff provided striking examples of how they have supported students through troubled periods and demonstrated the positive impact it has had on their achievement, enjoyment and attendance.

Responses from the questionnaires indicate that the large majority of parents and carers are happy with the work of the school.

## **Frome (Somerset)**

Students are developing personal skills very well and are maturing into sensible, considerate young people. This, coupled with their good team working skills, is preparing them well for the world of work. The college has a very welcoming ethos and students get on well with each other. Students, including those who are vulnerable, feel very safe in the college and adopt safe ways of working in practical subjects. The opportunities for students to take responsibility in the college are numerous and varied, and they are ready volunteers.

The pastoral team in the school is very strong and staff know and care for students extremely well. As a result, students feel that there is always someone they can turn to for advice and they speak positively about the support they are given. Very effective steps have been taken to improve both behaviour and attendance since the last inspection. Staff work very well with a wide range of external agencies to ensure that vulnerable students are provided with excellent support. Students with language and communication difficulties are provided with extremely effective specialised support.

### **Kings of Wessex (Somerset)**

Students' high attendance rates and promptness to lessons are indicators of their outstanding enjoyment. Relationships are of the highest order and their enjoyment is seen in their desire to do their best. These contribute to the exemplary attitudes, behaviour and involvement of students seen in school.

Students explain that they feel safe in school and this is confirmed by staff and parents. They embrace the very rich curriculum and extensive partnership opportunities to ensure that they have a clear understanding of how to keep safe. For example, students fully understand the dangers of the internet because of the high profile given to this by staff, while police surgeries support those young people who may be tempted to become involved in unlawful behaviour.

The care and respect students show for adults and their fellow peers in school is extremely impressive. The young people are helpful, considerate and thoughtful. They readily embrace all of the opportunities to take part in the full life of the school and they express a very strong sense of belonging to it. For example, they proudly act as house captains, contribute to staff interviews and willingly run fair trade cafes. The highly effective student council makes a significant contribution to the school and the recent installation of 'super loos' and a 'bike bubble' to store cycles safely is testimony to the high value placed on students' views and concerns.

There is excellent support for students coming into school and links with middle schools are particularly strong. The mentoring programme for Year 11 students is exceptional and the extensive support given to each individual ensures that no one 'falls through the net'. Students and parents speak highly of the support they receive from teachers and specialist services. The support provided for vulnerable students is exemplary. A committed team of staff work very successfully to provide targeted and tailored support for individuals. The school's work with external agencies and families is outstanding and students who face challenging circumstances have the best possible support.

Inspectors endorse the view of the vast majority of parents and carers, who responded to the inspection questionnaire, who consider that it is 'a brilliant school'.

### **Penair (Cornwall)**

Behaviour is outstanding. Students are well motivated by the outstanding curriculum, aspects of which contribute extremely well to their excellent personal and social development.

The students' contribution to the community is exceptional. They engage in meaningful decision making through the school council and numerous focus groups and act as 'learning detectives' as well as attending governors' meetings. They fully recognise and respect the needs of others, for example when mentoring younger students.

Outstanding care, guidance and support for students results from the school's emphasis on meeting their individual needs as much as possible. All aspects of students' progress are very carefully monitored and result in appropriate interventions being put in place.

The very large majority of parents are happy with the school. Many praised the transition arrangements, and felt that their child was well prepared for the future, and that teaching was good.

### **Winchcombe (Gloucestershire)**

In this good school, students make good progress in their learning because of the good quality of teaching and the curriculum. Excellent leadership and management have further improved the high quality of many aspects of the school noted in the last inspection report.

The school has acted swiftly and decisively to rectify concerns that it identified about behaviour. This is now excellent in lessons and around the school.

The students respond very well to the many opportunities for them to contribute to the smooth running of the school, making a superb contribution through the school parliament, acting as student mentors and taking an increasing role in the school's evaluation systems.

Students show commitment to their work in lessons and have excellent attitudes to learning. Students of all abilities and from all backgrounds are very appreciative of the excellent relationships between students and adults in lessons and around the school. Their excellent attendance demonstrates their confidence in the quality of the education that they receive.

Parents and students speak highly of the excellent support provided by the school when students join the school, make subject choices and prepare for their future as they leave. The school knows the students and their families well, working effectively with them and with other agencies when appropriate to ensure that they are able to thrive and achieve well.

### **Bradley Stoke (South Gloucestershire)**

The school provides a very good environment for learning. Students are exceptionally well cared for and safeguarding arrangements are exemplary. As a result, students feel extremely safe and say how much they enjoy the friendly atmosphere around school.

Behaviour is excellent and students' high level of enjoyment of school is evident in their well above-average attendance. The school's ethos encourages a sense of purpose that supports the students' outstanding spiritual, moral, social and cultural development.



The school's 'session 16' days deliver personal, social, emotional and health issues in an imaginative manner and provide real opportunities for students to develop workplace and enterprise skills. There is a very good range of after-school clubs and activities, and these are well attended and positively contribute to students' personal development.

Systems to care for, support and provide guidance to students are excellent. The particularly sensitive and very well-managed support for students with disabilities is exceptional and the needs of vulnerable students and those with special educational needs are particularly well met. This well-targeted support, enhanced by excellent links with external agencies, has enabled them to make the very best of opportunities provided by the school and access all that the school offers, so that they achieve well.

### **Redmoor High (Leicestershire)**

The school provides an outstanding curriculum and excellent care, guidance and support for students. This ensures that students' learning and progress and their personal development, including the extent to which they feel safe, their behaviour, their contribution to the wider community and their attendance, are outstanding.

Students' behaviour in lessons is excellent. They are thoughtful and helpful towards each other.

The curriculum meets students' needs exceptionally well and they spoke fulsomely about it. A major strength is the flexibility which allows the school to plan and adapt it to meet the needs of individual students so they can reach their full potential.

The school engages with parents and carers regularly via multiple means: regular parents' evenings, student progress reports, letter, email, text, telephone and newsletter. In a recent survey this was judged very positively. Parents' views are sought, for example on times of the school day, and there is high attendance at parents' evenings.

### **William Lovell (Lincolnshire)**

William Lovell School gives its students a good quality of education. It has outstanding features. Behaviour is outstanding and makes an extremely strong contribution to good learning in lessons. This is because care, guidance and support from all staff are excellent. Students adopt safe ways of working outstandingly well.

Students achieve well because teaching is good and students' attitudes to learning are very positive. Teachers use practical activities well and so students learn through a wide variety of approaches. Their behaviour is outstanding, in response to the calm but firm demeanour of staff.

The inspectors agree that students receive an extremely high level of care from staff and this is a significant strength of the school. All students spoken to said they felt well cared for because staff are readily accessible. Transition from the local primary schools is very well organised. From the moment they enter the school all students' pastoral needs are met exceptionally well. Students with medical problems are cared for very considerately.

A good partnership is in place between parents and carers and the school.

### **Debden (Essex)**

Lessons are supported by a creative and dynamic curriculum, of which teachers are very proud. This curriculum has evolved to meet the needs of students and is a driving force behind the school's successes. The school is a calm yet vibrant place. Corridors and shared areas are orderly and students are very welcoming and polite.

Classrooms are exciting places for young people, and teachers lead lessons skilfully and generate an enthusiasm for learning that is infectious.

When teachers ask questions the students are desperate to respond, and enjoy demonstrating their new found understanding. They listen to their peers patiently, and enjoy celebrating one another's successes. The precise and deliberate nurturing of such positive attitudes and dispositions has paved the way for the school's recent improvement.

Students feel very safe in school and are confident that their views are valued and acted upon. Staff know the students very well. Sophisticated and effective systems are in place to ensure that additional support, either academic or pastoral, is provided when it is needed.

Prefects and peer mediators are given responsibilities which they take seriously and carry out effectively. In addition, all older students recognise that they are role models for their younger counterparts, and are protective of their well-being.

Pastoral care is very strong. Vulnerable students are identified rapidly and supported well in school and through links with a wide range of outside agencies. Students who need additional help with their work have individual programmes which are tailored to their needs. Support staff are very effective in delivering these programmes and establish strong and productive relationships with students. Regular reviews ensure that any students at risk of falling behind in their studies are identified quickly and support is provided.

### **Judgemeadow Community College (Leicester City)**

The college's strongly inclusive ethos is immediately evident in its friendly and welcoming atmosphere and in the students' positive attitudes and outstanding behaviour.

Students work diligently in lessons and seek to produce their best work. Most make good progress. They are interested and enthusiastic when stimulated by good teaching resources. They are confident in asking questions that clarify or deepen their understanding. Students' outstanding behaviour in lessons further supports their successful learning. They collaborate very well in lessons and in other activities, demonstrating positive relationships and mature attitudes towards each other and staff.

Students and their parents are confident that the college is preparing them well for their future. Students are known as individuals and a strong pastoral structure

provides intervention when necessary. This enables students to make the best of opportunities provided by the college.

Several parents and carers commented on the supportive pastoral structure which had developed the confidence and interpersonal skills of their children.

### **Tile Hill Wood (Coventry)**

Students of all ages feel very safe and secure in the school. The behaviour of the majority of students is outstanding and there is an atmosphere of mutual respect between teachers and students. The spiritual, moral, social and cultural development of the students is outstanding. The school is fully inclusive and girls from minority ethnic backgrounds are fully integrated.

A striking feature of the school is the consistently high standard of behaviour. Students are cooperative and relate to one another well. They recognise the value of good social skills and this is apparent inside and outside classrooms; at break times the outside areas of the school are pleasant and relaxed, as students socialise and play happily.

Arrangements for care, guidance and support are strengths of the school. Good working relationships between the school and external agencies benefit students, ensuring their social and learning needs are met through effective programmes. Tutors, learning managers and Year Heads are fully involved in promoting the academic and personal development of the students.

### **Fulham Cross (London)**

The school is outstanding because it ensures outstanding achievement for all students and strives constantly to provide the best possible care and education for each individual. Through rigorous monitoring of the learning, progress, personal development and well-being of each student, and well-targeted intervention strategies, leaders and managers have raised standards of attainment over the past three years. Students are exceptionally well prepared for the future.

Students' behaviour and attitudes to learning are excellent. They maintain an excellent understanding of their own safety and that of others. Students demonstrate excellent understanding of how to stay safe and they adopt safe practices.

Their behaviour is exemplary and creates an extremely positive climate for learning. The students are highly considerate and very supportive of each other in lessons. Prefects encourage others to conduct themselves well. A programme of social and emotional aspects of learning ensures students' emotional health is strong.

Excellent care, guidance and support are major contributory factors in students' outstanding achievement. Students are known as individuals. Their personal development and academic progress are monitored rigorously and their needs are met by very well-targeted support. This process is embedded exceptionally well in the work of the school and underpins its success. The school works very effectively with families, children and a range of agencies to sustain the learning, personal development and well-being of individual students facing challenging circumstances.

## **St Gregory's RC School (London)**

A special feature of the school is students' outstanding spiritual, moral, social and cultural development. This permeates all aspects of the school's work and supports students' excellent behaviour.

Students feel very safe in the school due to exemplary safeguarding procedures and strong behaviour management. They contribute to an exceptionally wide range of responsibilities in the school and in the community, for example in supporting pupils from a local special school and feeder primary schools.

Excellent attention is given to all aspects of care, guidance and support. Students are known to staff as individuals. Their learning, personal development and well-being are monitored rigorously and their needs are met by very well targeted support. The school works closely with families, children and a range of agencies to sustain the academic and personal development of students facing challenging circumstances. As a result, behaviour and attendance have improved and vulnerable students progress as well as their peers.

The vast majority of parents and carers are happy with the work of the school.

Almost all parents and carers commented on how pleased they were with their child's progress.

## **Mountbatten (Hampshire)**

The school cares for and supports its students superbly, helping them to develop very well as young people. Perhaps most notably, students make an impressive contribution to the school and wider community. The opportunities to do this are wide and diverse and do not just involve a small select group, as impressive numbers of students are involved.

The school prepares students exceptionally well for the future. Very large numbers go on to further study and the number of leavers not in education, employment or training is tiny. Students behave very well in lessons and around the school; they are courteous, mature and friendly. Exclusions are rare. Students feel very safe in school. They say that incidents of bullying are rare. The school meets the diverse needs of different students well: students from all groups, including those with special educational needs and/or disabilities, all do well.

Systems to care for, support and provide guidance to students are excellent. Attendance, for example, is monitored very closely and the school works intensively with families when absence becomes a problem. A particular strength is the way in which the school prepares students for times of transition, for example between key stages and when they leave the school.

## **King Ethelbert (Kent)**

King Ethelbert School continues to provide an outstanding quality of education for its students. It rightly describes itself as a school where 'everybody is valued and supported, everybody is important and everybody works together', making the school an excellent place to be.

A key strength of the school is the way in which it meets the individual needs of students through its outstanding curriculum and high quality care, guidance and support, particularly for those whose circumstances make them vulnerable.

Students behave in a manner which demonstrates their understanding of morals and justice, and their enthusiasm to take on new experiences. Students are polite to each other and to adults as they move around the school, including social spaces and when not directly supervised by adults. Their thinking is often challenged in lessons, and their mature responses show clearly that they accept others' views while developing their own codes, making a highly effective contribution to their spiritual, moral, social and cultural development.

Students are well known as individuals and there is always someone on hand for them to turn to for advice and support. The quality of information and guidance is outstanding, enabling students to make well-informed choices at transition points such as when choosing examination options or prior to leaving school.

The curriculum provides a highly successful match to students' interests and abilities. Lower attaining or gifted and talented students benefit from a curriculum that is very well tailored to their needs. The highly individualised programmes for a number of students have enabled them to flourish, and in some cases achieve national recognition.

Most parents and carers are positive about the school and supportive of it. Parents and carers are particularly pleased with the way in which students are kept safe and how it is led and managed.

### **St Simon Stock Catholic School (Kent)**

Students feel exceptionally safe which enables them to thoroughly enjoy a full school life, make good progress and develop high aspirations for the future.

Students develop strong social skills within this highly inclusive school. They are exceptionally polite and mix well. The school's positive ethos and excellent care, guidance and support encourage initiative. Students make an outstanding contribution to the wider community.

Behaviour in lessons and around the school is outstanding, which helps students to enjoy learning. They are enthusiastic and engaged in lessons because of the good overall teaching. An interesting and relevant curriculum effectively enables students to develop their interests and aspirations.

Well-trained teaching assistants assist students to make progress. Assessment information is used accurately to identify those students who would benefit from additional support. The curriculum, particularly in Key Stage 4, gives students clear pathways into sixth form or further education courses. The 'golden curriculum' for some students in Years 7 and 8 is proving successful in strengthening their literacy and numeracy skills by being part of a supportive peer group.

The recently introduced mixed-age tutor groups have added to the supportive attitudes between students within different years as they share difficulties, resolve problems and empathise with others' situations. Provision for vulnerable students is excellent and staff awareness of their needs ensures that they are well supported.

### **St James School (Devon)**

All groups of students make good progress over their five years at the school. Behaviour is now good and has a big part to play in the positive way students approach their work.

The number of exclusions has rapidly declined in the last two years and the support offered in the behaviour centre has kept students in education who might otherwise have been excluded. Students understand how to keep themselves healthy and realise the risks associated with drugs and alcohol.

They value their school and many take on responsibility to contribute to the school and the wider community in roles such as prefects, members of the school improvement group, and sports leaders. They have a strong sense of right and wrong and show a high level of acceptance of other cultures.

Staff know students very well, and subsequently care, guidance and support are exceptionally well targeted. There is excellent support for potentially vulnerable students and guidance is tailored well to all groups including minority groups.