Case studies of behaviour management practices in schools rated Outstanding

Research report

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Contents

Executive Summary

1. In 2016, the Department for Education (DfE) asked Tom Bennett to conduct a review of behaviour management practices in schools. The Bennett review drew on a range of evidence sources including observations in schools, headteacher and expert panels and desk research. In the summer term of 2016, DfE commissioned ASK Research to undertake qualitative research into behaviour management practices in schools as part of the evidence base for the Bennett review. The aim was to provide case study illustrations of behaviour management practices used in schools categorised as outstanding by Ofsted in the period 2014-2015 having improved from their previous Ofsted rating. The assumption being that these schools had taken steps to improve their behaviour management.

2. This report provides a summary of the findings from ASK Research's qualitative research in schools as well as case study illustrations of practice.

Method

3. This was a small scale, time limited piece of research. The research involved telephone consultations with headteachers or nominated members of the senior leadership team (SLT) from 20 schools across England. Although not representative, the sample of schools included a mix by phase of education, region, size and type of school, and the level of improvement they had made in their behaviour rating from Ofsted.

Findings

4. There were 10 key underpinning themes emerging across all interviews. These were about the overall approach to behaviour management, **not** specific strategies (i.e. not all 'outstanding' schools were using the same strategies in the same way).

5. Senior leaders interviewed were all clear that any strategies employed had to be chosen and tweaked to fit the school, teachers and local population. Practices also needed to be reviewed, refined and updated over time.

6. What was common across schools was the overarching approach to behaviour management: balancing positive reinforcement and modelling of good behaviours for learning with clearly communicated approaches for dealing with poorer behaviour.

7. This was situated within a supportive culture and ethos within the school, led by senior leaders and was underpinned by high quality first level teaching and a curriculum tailored to the needs of the school context.

8. The 10 key themes were:

      i. Policies and Practice;

      ii. Structures;

      iii. General Behaviour Practice;

      iv. Rewards and Praise;

      v. Sanctions;

      vi. SEND;

      vii. Data;

      viii. Parents and Other Agencies;

      ix. Culture and Ethos;

      x. Consistency.

9. The findings should be treated with caution as the sample size was very small and as the findings were not compared to reported approaches in schools who appear to be having less success (i.e. rated lower than outstanding by Ofsted).

Introduction and Overview

This report presents the key findings from a small-scale piece of qualitative research to provide case study illustrations of behaviour management practices in schools categorised as outstanding by Ofsted for Behaviour and Safety in 2014-15. The Department for Education (DfE) commissioned ASK Research to undertake the research in 2016.

This report presents a summary of the ten key elements of practice emerging across the schools visited together with case study illustrations to document examples of practice from the schools consulted.

Method

The aim of the qualitative research was to understand what leaders of schools who had made improvements in their school behaviour had done to achieve those improvements – particularly in terms of:

- their whole school approach to behaviour management;

- strategies in dealing with poor behaviour;

- changes in their approach (since their previous Ofsted inspection when they had a lower Behaviour and Safety rating);

- their perception of the most effective elements of their action on behaviour issues.

A sample of 222 schools was drawn from the DfE's Edubase. The criteria for selection was that schools were rated 'outstanding' by Ofsted for 'Behaviour and Safety' in inspections between Aug 2014 – Aug 2015, having improved their 'Behaviour and Safety' rating since their previous inspection.

All 222 schools were informed of the research by the DfE and invited to respond, by opting in to being interviewed. Schools either put themselves forward to take part or were recruited via the research team.

A final sample of 20 schools were interviewed from across England. Although not representative, the sample of schools included a mix by phase of education, region, size and type of school, and the level of improvement they had made in their behaviour rating from Ofsted (see **Table 1**).

Interviews were carried out by telephone and lasted 40 – 80 minutes in duration. In-depth semi-structured interviews were undertaken with the headteacher or nominated member of the SLT. Publicly available Ofsted reports and behaviour policies for each school were also collected where available. The interviews explored:

- what had been introduced or changed that was considered to have led to an improvement in behaviour;

- which elements were considered to have been the most important;

- strategies and practices that didn't work or were considered less effective;

- leadership role;

- recommendations to other schools seeking to improve behaviour.

The fieldwork was undertaken in a short timescale with the majority of interviews conducted over a 2-week period in July 2016.

All interviews were written up and coded using a Framework technique. The key issues emerging were explored along with details of how common approaches and techniques were being implemented.

Limitations

The small-scale nature of this research and non-probability sampling strategies employed limits the extent to which generalisations can be made. The research team were asked by DfE to interview schools rated by Ofsted as outstanding. It is acknowledged that Ofsted grading is only one measure of success and other factors (such as cohort changes) may also lead to improvements in behaviour.

As the focus of this research is only on schools rated as outstanding, it is not clear if lower rated schools would report using the same approaches or strategies.

By interviewing senior leaders, the research team collected the 'top down' view of behaviour management. The results may have been different had individual classroom teachers been interviewed.

It should also be borne in mind that this research is one strand of a range of sources of evidence that are being used together to inform the wider Bennett review of behaviour. The evidence from this qualitative research with schools is therefore one small piece of the jigsaw.

Sample Characteristics

The 20 schools included a mix by education phase, geography and size. The sample included schools from both rural and urban areas. Around a third of schools had improved from requires improvement to outstanding and most of these were primary schools. Half of the sample had proportions of pupils eligible for free school meals above the national average (for their school type), whilst the other half were below this level.

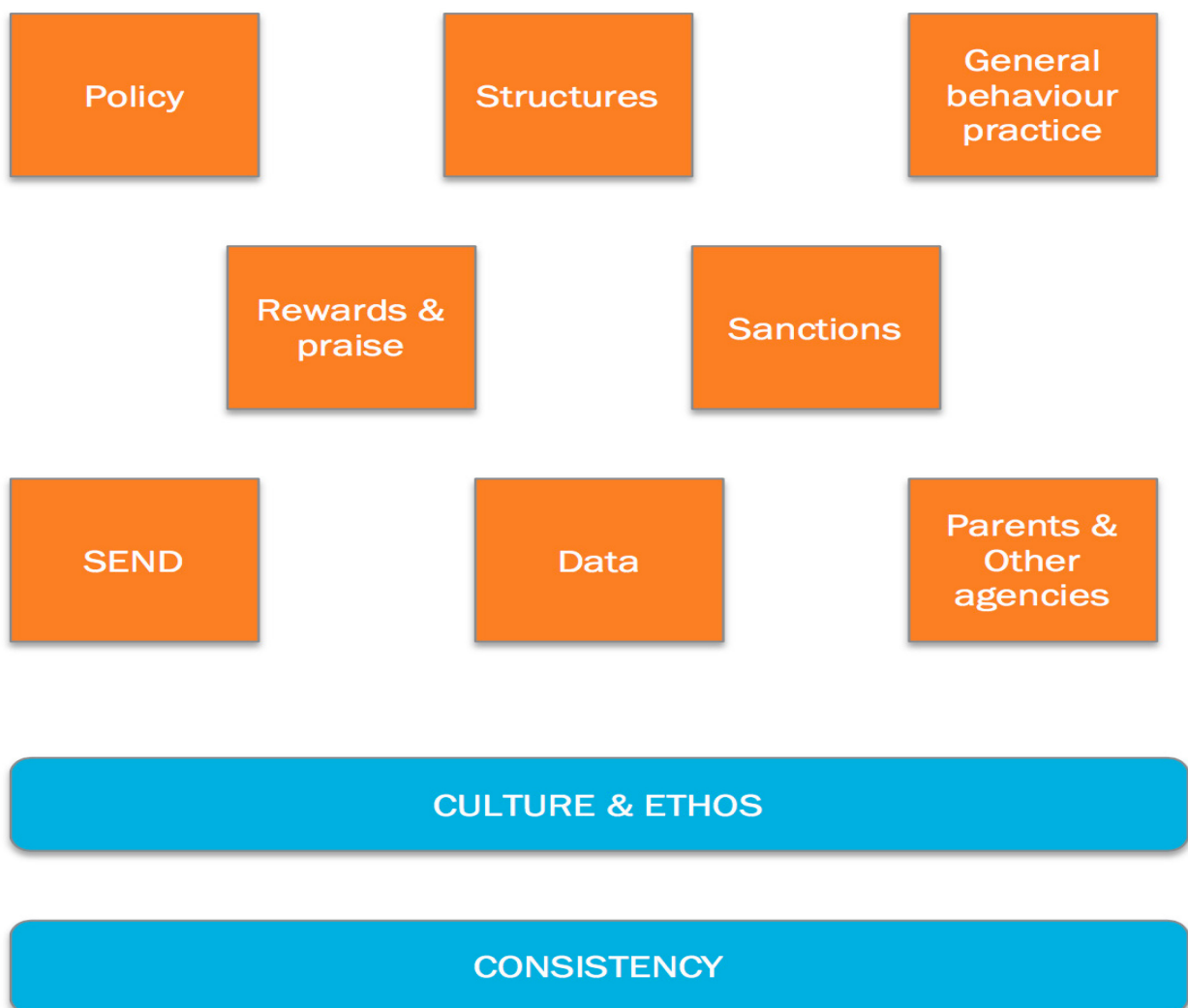| Table 1 Sample School Characteristics		
Phase	Primary	9
	Secondary	8
	Special/PRU	3
Region	South West	2
	South East	2
	London	3
	East	3
	East Mids	3
	West Mids	2
	North West	1
	Yorkshire and Humber	1
	North East	3
Previous Ofsted rating	Good	13
	Requires Improvement	7
FSM %* **(Range: 7-71%)**	Primary above national average (15.6%)	3
	Secondary above national average (13.9%)	5
	Special schools (37.4%) and PRU (41.6%) above national average	2
Size **(Number of pupils)**	Primary	65 – 535
	Secondary	615 – 1505
	Special/PRU	85 – 210

* National averages taken from 'Schools, pupils and their characteristics: January 2015, Statistical first releases. DfE'.

Ten key themes

In this section, the ten key underpinning themes that emerged across the interviews conducted are presented. This includes:

- an overview of the key features identified;

- an extended summary of the practices and strategies used by the schools interviewed. This acts as a means to exemplify the features identified with practical approaches being used in schools;

- a more detailed case study illustration of each of the ten issues.

Diagram 1 – Key themes

Policy	Structures	General behaviour practice
	Rewards & praise	Sanctions	
SEND	Data	Parents & Other agencies

CULTURE & ETHOS

CONSISTENCY

Issue 1: Policies and Practice

The research identified that all schools had clear policies written on behaviour expectations with detail of procedures to ensure this, or respond to poor behaviour. Many of these policies separated out the responsibilities of SLT, staff, pupils and parents.

The key features were that policies:

- were clearly articulated and simple to implement, understand and follow;
- often collaboratively developed and delivered across the school to foster buy-in;
- had clear red lines that were well understood and consistently applied;
- supported early identification of issues and intervention;
- focussed on achievement and codes of conduct and not solely rules for behaviour.

Clear, simple policy

Schools had a clear behaviour policy (included on the school website) that detailed the school ethos, why good behaviour was important, and details of the rewards and sanctions used. These made it very clear what the steps in the process would be, and who would be involved at each point.

Example: Primary school

One primary school's policy states:

AIMS:

We continually strive to achieve our Vision Statement, "We Care, We Share, We Learn and Achieve" by aiming:

- *To provide a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.*
- *To recognise, accommodate and support the needs of all individuals.*
- *To help everyone to make appropriate choices through praise, encouragement and by leading through example.*
- *To treat everyone with respect, encourage self-respect, listen to and value everybody's opinions, contributions and ideas.*
- *To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.*
- *To provide an open school that promotes health and well-being and continually develops effective partnerships with parents and the wider community.*

- *To ensure that effective leadership and management enables us to continually improve all aspects of our school through systematic, rigorous self-evaluation.*
- *To make school fun for everybody.*

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- *learn and teachers can teach;*
- *operate with increasing independence;*
- *develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;*
- *grow in confidence and self-esteem;*
- *feel safe and supported;*
- *develop a wide range of knowledge and skills.*

This document aims to set out the expectations of pupil behaviour and to give an explanation of the agreed methods to be used by the staff in order to achieve this standard of acceptable behaviour. The purpose of this document is to give a clear explanation to parents and new staff of our expectations and agreed methods. [Followed by details of rewards and sanctions processes].

Red lines, consistently applied, with flexibility only where there are clear mitigating circumstances

There were definite 'red lines' for acceptable behaviour, which if crossed resulted in sanctions (including immediate severe sanctions for the most disruptive behaviours). These were made clear to staff, parents and pupils and often spelt out in policies. Schools had a strong culture of communication and application of any rules or red lines in order to ensure compliance.

In addition to securing compliance, schools also worked hard to understand the reasons for non-compliance. This may have been achieved, for example, as part of restorative practices, through monitoring of data or identification of SEND to determine whether there were any mitigating circumstances or factors that would explain the behaviour. This meant that isolated incidents could be dealt with in a more individualised way.

Example: Secondary school

"Swearing is crossing a red line, everyone knows that. But when a girl swore at a teacher we quickly identified that there were problems at home – her gran had just died – and so we didn't deal with her in the same way as our policy says we will. Instead of exclusion we brought in the pastoral support team to help her deal with her issues. But she was pulled out of class so other students saw an immediate reaction to her behaviour".

Example: Primary school

All children have their behaviour monitored by using the class zone board. Pupils all start at the same point every day (or every week for older pupils). Children move up or down the zones based on their behaviour and performance. Negative behaviour instantly moves you down on the board. For one particular pupil with Special Educational Needs and Disabilities (SEND) the system is further tailored so he has 3 car stickers on the board to give him 3 chances before his behaviour is reprimanded. It's made clear to other children why his behaviour is treated slightly differently. There is a 'line' before going into the red zone (where sanctions occur) that triggers the issuing of a final warning.

Early ID and intervention

Rather than repeatedly sanctioning poor behaviour, many of the schools interviewed were identifying potential issues early and intervening to help prevent them from escalating. Intervention strategies included: home support for poor attenders; anger management sessions for pupils who show aggression; and groups addressing uniform (and make up) issues. Schools were also using a range of teaching and learning interventions for those whose behavioural issues may be due to other barriers to learning.

Example: Secondary school

"It's so much more beneficial to intervene earlier. It reduces workload, exclusions are down, 40 less than in the previous year. And we have the chance to uncover issues at home which could trigger safeguarding procedures".

Collaborative approach

Pupils, teachers, non-teachers and parents input into developing the school behaviour policy and/or class approach.

Example: Primary schools

"Monday assembly is focused on the learning behaviour for that week. On Friday we celebrate success in that area with two students rewarded from each class. This keeps it all high profile and reinforces the positive language and approach to success".

At the start of a year each class establishes a set of class rules and targets. These are developed into visual systems for managing behaviour (e.g. a target board, a treasure chest for collecting jewels, sun and cloud board).

Example: Secondary school

One school reviewed and merged a number of existing provisions to better address the

needs of its students. The school set up a new Student Engagement Department. Young people and families were involved in its development through co-designing a package of provision for academic, emotional and social empowerment.

"We developed an on-site student engagement department. This involved adopting an asset-based approach working with students, families, the community and professionals to shape the provision".

In another school, the head reviewed the behaviour management policy alongside pupils and staff. All were involved in the development of a new policy in order to foster buy-in and ownership of any new approach adopted.

Focus on achievement and engendering responsibility, not simply rules for behaviour

Schools spoke of using positive language and constantly reinforcing the school's ethos for success and achievement, as opposed to repeating 'good behaviour' mantras. This was reflected in many of their school mottos and codes of conduct.

Example: Primary school

"Our school motto, all around the school says 'A good learner…'. One of our maxims is to value school. If someone were found scribbling on the desk we would pick them up on not valuing school. We respect differences, so any verbal abuse or bullying would be brought back to that. Our policy is therefore a list of 'dos' rather than 'do nots'".

Example: Primary school

"We do not insist on silence. Silence does not mean getting on with work, actually discussion often means engaging with work. However, students know to be focussed on their work at all times".

ISSUE 1: CASE STUDY ILLUSTRATION

Using a Community Asset-Based Approach to Reduce Exclusion and Improve Achievement

Context

The school is a larger than average-sized all-through school. When the school was last inspected by Ofsted in 2014 it was judged to be outstanding overall. This was an improvement from a 'good' rating in the previous inspection. One-third of pupils are White British with the largest proportions being from minority ethnic groups of Black African and Black Caribbean heritage. The proportion speaking English as an additional language is above average. The proportion for free school meals is well above average. The proportion of pupils with a statement of special educational needs is also above average[1].

Strategies for managing behaviour

The school's policies and processes to set high standards of behaviour are documented in the Behaviour for Learning Policy and include a range of activities:

- seven key character strengths;

- code of conduct;

- documented approach to dealing with unacceptable behaviour (including examples of what constitutes unacceptable behaviour);

- sanctions for unacceptable behaviour (including examples of possible sanctions);

- commitment to learning - where students are given a grade on their commitment to learning (graded from A-D). The school has also developed a checklist of what behaviours are required to achieve an A grade. Grades are logged on the School Information Management System (SIMs);

- rewards system;

- net points recorded on SIMs and tallied each term for every student;

- yellow card system which contributes towards the overall House points tally of the student ('Achievement' card = plus 1 point and a 'Concern' card = minus 1 point);

- attendance and punctuality logs are recorded on SIMs for each lesson (number of minutes late);

- documented staged approach for dealing with low-level behaviour in class;

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[1] Ofsted report

- on-call system;

- referral centre;

- exclusion policy.

Student Engagement Department (SED)

The school's Student Engagement Department (SED) was established approximately three years ago. It was formed from a merger of several existing behaviour provisions (Mentoring Team, Attendance and Punctuality, Resource base and Referral centre). The department was set up in recognition of a need to prevent young people from permanent or self-exclusion. There was also concern that young people were becoming over reliant on existing services and were becoming 'passive recipients to specialist intervention[2]'. In establishing the SED, the aim was to determine which of the prevailing approaches used in school were more and less effective, rationalise existing provision and shift the engagement of young people and families from a position of passive to active participation.

A 3-year initial plan for change was developed:

- Year 1 - focussed on setting the vision, documenting the outcomes to be achieved and determining which practices and services were of value and which were not;

- Year 2 - focussed on co-production - co-production involves the development of a relationship between service provider and service user that draws on the knowledge, ability and resources of both to develop solutions to issues that are considered to be successful, sustainable and cost-effective, changing the balance of power from the professional towards the service user[3]. In year 2, a set of principles values and expertise were co-produced in line with the shared vision and outcomes expected;

- Year 3 - concentrated on action - deploying the co-designed processes to achieve the stated outcomes desired.

What sorts of activities and provision does the SED deliver?

The SED is integrated into the school. Referrals are made to the SED where a core team of staff allocate students to appropriate provision. There are 3 groups of activity within the SED:

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[2] School's own report

[3] Supporting best practice in community development. Community Resilience and Co-production . Getting to grips with the language: A briefing paper . Scottish Community Development Centre. Available at: http://www.scdc.org.uk/media/resources/assets-alliance/Community%20Resilience%20and%20Coproduction%20SCDC%20briefing%20paper.pdf

- Group A - comprises 3 blocks of activity, training and interventions designed to address the social, emotional and physical well-being of students. Block 1 is integrated provision within school and includes: in-house alternative provision (aimed at preventing referrals to the local PRU); mentoring, social work and counselling team; support for students and families around attendance and punctuality; an internal exclusion area with a restorative focus; and external alterative provision. Block 2 is about staff training and development. Staff members from the SED provide regular training and support to teachers through the school to ensure quality first teaching. Training and development for school staff has focussed on strategies for behaviour management, motivating students and restorative practice. Block 3 provides pastoral support and promotes good practice. This is achieved through the allocation of a member of staff from the SED team to each year group.

- Group B - is about community engagement - working with students, families, the community and professionals to shape the SED by co-designing and co-producing interventions and activities. This is achieved through peer-to-peer support, and collaboration and co-production with teachers. Evaluation is an integral part of activity and students and families have been actively involved in evaluating and reviewing provision.

- Group C - is about working in partnership with internal staff as well as external organisations and agencies to improve the quality of the SED. This includes: developing a portfolio of local services to which the SED can signpost and refer families; establishing the SED as a centre of training e.g. for student social workers; half-termly meetings to evaluate practice and performance; and involvement with strategic partners such as the Clinical Commissioning Groups, Health and Well-Being board to share good practice and shape community services.

Some examples

"*What's strong as opposed to what's wrong".* - The central tenet of the school's SED approach is to identify 'the assets', in other words, the positive skills and attributes within each student and to use the attributes identified as a hook to involve, or re-shape the student's engagement with the school. This has included for example, training and supporting a young person to set-up and coach a football team at the primary school site. The aim is to focus on 'what's strong' (assets) about the individual, as opposed to 'what's wrong' (deficits).

Using student social workers - a strong partnership has been developed between the school and the local university to take social work students on placement within the SED. Through this the school has been able to establish itself as a training centre and the student social workers have been able to gain valuable work experience. Social work

students are timetabled across SED activities and help to co-design and deliver engagement programmes.

Ensuring sustainability - by working in partnership with other agencies and through on-going training and reflection, the school is able to ensure that the provision it offers can be sustained as it does not require increasing external funding.

Emerging impact

The school regularly monitors and evaluates the SED. This includes identifying impact. Figures provided by the school suggest that the introduction of the SED has had a notable impact in terms of:

- achievement - in 2014-2015 35% of students in the SED achieved 5 or more A* to Cs including English and Maths compared to 0% of students in the local PRU/ Alterative Provision (AP) and the national average of 1% of students in PRUs/AP in the same year;
- contributing to a reduction in the number of fixed term exclusions which stood at 510 in 2006-2007 before the SED and is now at 17 (figures for 2015-2016 after the SED);
- contributing to a reduction in permanent exclusions. There were 4 permanent exclusions in the year 2012-2013 before the SED was established. In the 3 years that the SED has been running (2013-2016) there has only been 1 permanent exclusion[4].

Issues and considerations

In setting up similar provision, the school has identified a number of issues that need to be taken into account:

- *time and resources* for implementation;
- *skill-sets of staff* - staff in the SED are largely from a youth work, alternative provision, counselling background. Staff in the referral centre are very experienced teachers;
- *time that pupils are taken out of lessons* - the school tries to limit the intervention time so that the young people and base they may attend remain fully integrated within the school. This means a student may receive 50 minutes of mentor time but is then expected to be back spending the next 50 minutes in their subject lesson;
- *taking risks and encouraging staff buy-in* - work needs to be done and feedback provided on the effects of using an asset-based approach in order for some staff not to see it as a means of rewarding pupils (e.g. by giving them responsibility) for bad behaviour in class.

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4 Figures taken from school's own report.

Issue 2: Structures

The research showed that several schools had introduced structural changes to better manage behaviour. These included:

- having a pastoral team – with clear accountability for behaviour;
- allocating SLT responsibility for behaviour management (more common in secondary schools). This involved for example:
    - adding a new level into the school structure such as incorporating non-teaching staff into the SLT;
    - having a senior member of SLT take responsibility for behaviour management, policies, implementation, staff support and disciplining pupils;
- the involvement of governors;
- changing the structure of the school day (e.g. breaktimes/lunchtimes, factoring in time for extra-curricular activity).

Pastoral team

Schools spoke of the need for specific staff to have non-teaching time to allow them to take the lead on monitoring and supporting behaviour, to focus on relationship development and building rapport with students, and to oversee or enact early intervention. Many had brought in a layer of staff at senior level who had 'pastoral' roles and less (or no) allocated teaching time. In larger schools, to ensure these staff had capacity to build relationships with students, the pupil population was split into smaller groups, each assigned a pastoral lead.

Example: Secondary school

"We split the school into smaller colleges, each with a pastoral lead. This was so there was more belonging of students, as well as a greater ability for senior staff to connect with individual pupils".

Example: Primary school

Pastoral leads were introduced with an explicit responsibility for every child's achievement, and showing that they had removed barriers to learning for any children experiencing them.

SLT responsibility

SLT took a clear lead role in behaviour management, often with an assistant head taking overall responsibility. It was expected that the SLT would:

- model expectations (to staff and pupils);
- give a clear and consistent message (through words and deeds);
- give total backing to staff decisions (including justifying actions to parents);
- allow staff ownership / flexibility of class management within school guidance;
- choose staff to fit approach (in interviewing and preliminary meetings);
- invest in training.

Example: Secondary school

SLT are given time and responsibility for being present at the school gates at the start and end of school and during lunchtime. They are also expected to regularly walk the corridors so that they are setting the tone for pupils both in and out of school.

Example: Secondary school

In another school there are no middle leaders. There is a much larger SLT. Each member of the SLT has responsibility for a core aspect such as behaviour, teaching and learning.

Teaching and Non-Teaching Staff

Several schools had changed staffing structures, often as a means to foster stronger relationships between staff and pupils.

Example: Secondary school

In one secondary school a decision had been made to deploy non-teaching staff as heads of year. These staff were often learning mentors or pastoral staff. It was felt that by virtue of having a different relationship with the children, these staff could help unpick the issues that may be affecting the pupil's behaviour or learning for example.

Example: Secondary school

Noting break and lunchtimes as a flashpoint for negative behaviour, the Head chose to allocate directed time for teachers to supervise at break and playtimes. Not only did this lead to a reduction in behaviour incidents but also fostered a different relationship between teachers and students as students were afforded opportunities to engage with staff in a different way than they would in lessons.

Example: Primary school

All non-teaching staff were included in behaviour management training and school discussions. This ensured that they too were aware of the behaviour policy and applied it in a consistent way. Lunchtime supervisors were made responsible for monitoring behaviour and reporting it to the afternoon teaching staff.

Governors

There was a split between governors taking an active role in advising on and monitoring behaviour management and those leaving it more in the hands of SLT, supporting them to try new approaches and take risks.

Example: Primary and Secondary schools

One school spoke of governors willing to take a risk with their Ofsted rating if issues were addressed/allowing approaches to be tried, even if there was not an immediate impact, or not everything tried was successful. Some schools did have governors who wanted to see behaviour management strategies and were involved in developing and monitoring policies. Other schools said the governors showed little or no interest in specific behaviour approaches taken (unless there were large or entrenched issues).

Changing the school day structure

Several schools interviewed had re-structured the school day.

Example: Secondary schools

In one school, time had been released during the last period on one day of the week for non-curricular activities. The activities would start in school time but also extend beyond the school day. This approach helped to keep children in school and prompt them to take up activities in school that helped them to engage with school in different ways.

Some schools carefully monitored take-up of extra-curricular activities to ensure that there was something available for all students.

Example: Primary school

This school had brought in a staggered lunch break as they identified this as a very high-energy time with a large group of students all meeting together in one place. Once the children were split into smaller groups during this session, they exhibited fewer negative behaviours during afternoon lessons.

ISSUE 2 CASE STUDY ILLUSTRATIONS

Structural Changes Introduced to Manage Behaviour

A significant number of schools interviewed had implemented structural changes designed to better manage behaviour. Structural changes included those that were: staff-based (i.e. that changed the hierarchy, chain of command, management systems, job structure in schools); and those that altered the arrangement of the school day.

Example 1

Secondary school - *a larger than average sized secondary. The proportion of disadvantaged students is average. The majority of students are of White British heritage. An above average proportion of students have English as an additional language*.

The school implemented 'major change' in its curriculum offer. The school has adopted a personalised approach to learning and students opt for subjects that they want to do. Students can follow the English Baccalaureate (EBacc) and there is also a range of vocational subjects on offer.

Structural changes implemented by the school have included:

- changing the school day - this included shortening the school lunch break and formally timetabling the last lesson of the school day for extra-curricular activities on one day of the week;
- staffing - this has included using teachers to supervise lunch and break times as part of their directed time. Teachers are given a choice to supervise every break or one lunchtime a week. Currently, heads of year are practising teachers within the school but the school is considering changing this to non-teaching staff.

Example 2

Secondary school - *a larger than average sized secondary. The proportion of ethnic minorities is much higher than the national average. The proportion of pupils with SEND is lower than the national average.*

The school took a number of steps to improve its behaviour management practice from good to outstanding. This included implementing the following structural changes:

- leadership team - the school does not have any middle leaders or Heads of Year. These have been replaced by a leadership team of over 10 people - each with designated responsibility for a core area;

- the instigation of a behaviour, personal development and well-being team - this comprises a team of 4 staff including the deputy head with responsibility for behaviour. The team includes highly experienced teachers as well as staff with a background and expertise in youth work, safeguarding and as a learning mentor. The behaviour team operate an on-call system and team members carry radios to aid communication.

The main advantages of operating using this refined staff structure are:

- responsiveness - all staff have 'absolute flexibility during the day' to respond and deal with any incidences of behaviour. Although the staff have timetabled activities, they have the flexibility to come out of lessons as and when required;
- consistency - all behaviour incidents (consequence points graded from a C1 for minor infringements of behaviour to C4) are filtered through one person in the team. This ensures that responses for managing behaviour are consistently and routinely applied;
- shifting responsibility for managing low-level behaviour to class teachers (who deal with C1 incidents) with more serious or repeated issues of behaviour being tackled by a small and responsive team. This has included working with teachers to ensure that the little things are consistently focussed on and enforced e.g. uniform, punctuality and being prepared for lessons (teachers and students).

High standards of behaviour and punctuality are insisted upon. This, alongside quality first level teaching, is considered central to ensuring high standards of behaviour across the school. Over a number of years by applying a consistent approach to managing behaviour and insisting on high standards, the school has developed a culture where students are not simply obedient but take responsibility for their own actions and choices. This is evidenced both in school feedback and Ofsted inspection reports.

Example 3

Secondary school - *a larger than average sized secondary college. The majority of students are from an Indian-heritage background and most students speak English as an additional language.*

The staffing structure was changed so that non-teaching staff are employed as assistant heads of year. The fact that these staff are not teachers is considered significant in changing the way the staff interact with students. Assistant heads of year selected, were largely operating as learning mentors in the school or came with a background of working within a PRU. Their role is to support achievement and to have a significant focus on attendance and behaviour. Their role includes producing reports that feed into regular pastoral meetings.

Issue 3: General Behaviour Management Practices and Approaches

There was a wide range of different general practices for behaviour management. All of these had been introduced as a way of keeping behaviour in classrooms positive, preventing escalation of issues and maintaining structures within which the school could operate most beneficially for all. These approaches were mainly based on experience or received wisdom (including from initial training) about what helps with managing behaviour.

These included:

- school or classroom rules;
- school motto or ethos statement;
- pupils given positions of responsibility;
- classroom seating allocations/learning environment;
- curriculum;
- personal, social, health and economic education (PSHE)/tutor time;
- teachers being prepared and having well-planned and differentiated lessons;
- students put on task immediately;
- use/reinforce clearly articulated whole-school behaviour policy;
- uniform.

School or classroom rules

Example: Primary schools

Many primary schools were using some form of zone or target boards in their behaviour management strategies. These involve behaviour and effort being rewarded or sanctioned during lessons by moving pupils to a different position on a chart. This could involve: 'going over the rainbow' (for very positive behaviour) or 'sitting on a dark cloud' (for worsening behaviour); or being 'in the raincloud' (for the most serious behaviours). In another example, children are moved up or down a number scale, etc. Once children reach a certain 'score' level (positive or negative), they receive a reward (star or certificate) or sanction (moved out of classroom, sent to the head).

Example: Secondary schools

All students accrue points for their behaviour during each lesson, and can have them deducted for poorer behaviour. Points can then be used to 'buy' rewards. The rewards might be items from the school shop, or for a school trip or event.

School motto, code of conduct, set of values or ethos statement

Schools generally had a school motto, code of conduct, approach or ethos statement that was well-known, documented and visible across the school.

Example: Special school: Approach

- *Respect for the individual.*
- *We attempt empathy.*
- *Challenging behaviour is normal.*
- *All behaviour is communicative.*

Example: Secondary school

- *We aspire by:*
    - *Putting in excellent effort*
    - *Taking on new challenges*
    - *Being self-reflective*
- *We enjoy our time at school by:*
    - *Showing respect*
    - *Being a community*
    - *Being safe*
- *We achieve our best at school:*
    - *With good attendance*
    - *By being punctual*
    - *By being our best*

Pupils given positions of responsibility

Schools had strategies in place to foster pupil responsibility for their own behaviour and learning. This was created, in part, by giving pupils positions of responsibility.

Example: Primary school

KS2 pupils apply for and are interviewed to hold certain 'jobs' within school. This includes classroom tidier, playground monitors, leading activities for children with behaviour issues, for example.

Example: Secondary school

Vertically mixed classes have been introduced which means rules and behaviours are displayed by older students, and modelled to the younger ones. Older students do not want to be reprimanded in front of younger students and older students understand and tolerate younger pupils more (thereby increasing empathy).

Classroom seating allocations/learning environment

Schools talked of creating (more) effective learning environments. This ranged from simple strategies for managing disruptive behaviour such as moving children to a different desk or classroom - to whole school approaches such as getting rid of rows/groups of tables and chairs to create more open, thematically-based learning environments such as African huts, spaceships etc.

Example: Primary school

The dining room was made more comfortable and 'homely' by using smaller tables, tablecloths and having teaching staff sitting with pupils and serving them lunch. Small areas of the school were also made more 'cosy' for pastoral sessions and small group interventions, to help build up relationships of trust.

Example: Secondary school

"We moved into a new build and it made all the difference. It's light and airy and fresh feeling. There are no nooks and crannies where anyone can hide, so it's easy for staff to see everything happening around the school. Students have greater respect for the property than in our last place and that encourages them to have pride in the school, their work and themselves".

Curriculum

Schools of all types and across all phases of education highlighted the importance of a flexible, engaging and creative curriculum that was adaptive, creative and flexible so it could meet the needs of a range of learners.

Example: Primary school

One school decided to take another look at its curriculum offer and challenged staff to make all of their teaching and learning engaging for all pupils. Staff are encouraged to regularly change the format, tempo and content of lessons. They foster delivery that allows pupils to be the experts and offer a range of ways for pupils to engage with topics (such as making something, designing a poster, or writing a story).

PSHE/Tutor time

Schools had strategies in place for talking to students to raise or discuss any issues emerging. This was often part of PSHE or tutor time as well as strategies for intervention and wider school structures e.g. via learning mentors, pastoral teams, family support workers (FSW).

Example: PRU

They start each day with tutor time, to get pupils to sit, get calm, and discuss what's ahead for the day. This allows tutors to regularly reinforce the expectation of achievement and pick up on any potential issues, while offering pastoral support for pupils (many of whom have chaotic home-lives with different behavioural norms). This fosters teacher-pupil trust and encourages them to want to do well.

Teachers prepared

Example: Secondary school

Teachers having well-planned and differentiated lessons was considered an effective way to offer less scope for behavioural problems, keep students energised and on task.

Students put on task

Example: Special school

The details of the first activity pupils are to engage with is on the board ready for students to consider as soon as they enter the classroom. Students are expected to be sat at their desks and 'ready to learn'. Students therefore know what the lesson is going to be about and are more focussed.

Reinforce behaviour policy

Example: Primary school

"I only have to say to pupils 'the 3 S's' and they all know what it means (it's the school's motto which refers to positive behaviours). If the lesson is starting to get a bit noisy I'll ask if we all know what the 3 S's mean and who is displaying them".

Uniform

Example: PRU

"We introduced a uniform policy which everyone said would not be adhered to. But it gave our students a sense of pride and belonging. We made it simple and affordable, but with a zero tolerance approach to not turning up in it".

Example: Secondary school

"We insist on ties tidy, shirts tucked in and jackets on".

ISSUE 3 CASE STUDY ILLUSTRATIONS

General Behaviour Management

Including Examples of Managing Low-Level Disruption

There was a wide range of different general practices for low-level behaviour management in evidence. Most schools were clear that high quality first level teaching and effective classroom management along with an engaging and flexible curriculum were important components of good behaviour.

In many of the schools we spoke with:

- schools had employed multiple strategies to secure high quality first level teaching. This included employing techniques such as: modelling effective practice to staff; practice observations and learning walks; peer-to-peer review; and use of video evidence to discuss and review features of effective practice;
- the curriculum had often been reviewed and changed as part of a wide range of strategies for school improvement. This included: using a growth mind-set; a wide-ranging curriculum offer in secondary school; and examples of project-based and creative curriculum environments being used in primary schools;
- staff were supported to adopt and be responsible for positive strategies for managing behaviour in their own classrooms.

Strategies for Classroom Management and Dealing with Low-Level Behaviour

These included:

- using "the 5Ps (passion, participation, praise, pace, purpose)" within all teaching;
- acknowledging the children when they arrive for class - for example by saying 'hello' and asking how they are;
- effectively planned and prepared lessons with clear objectives set. Often children were given a task written on the board for them to commence as soon as they came into class;
- establishing routines (such as 'come in quietly, books and pens out ready for learning');
- changing the classroom learning environment - in one primary school this involved more use of open plan teaching in cross year groups. More immersive learning environments were created, for example by removing the school desks and chairs to make room for an "African hut' or "spaceship' to learn in;
- use of voice 'don't shout and keep calm' and 'the look';
- using the classroom space - the teacher managing the classroom by moving around the class rather than standing at the front of the room;

- ignoring low-level disruption until a time that it can be better addressed without taking up learning time from other students. In other cases, schools adopted a zero tolerance policy to any form of disruption to learning. This was achieved through a well-documented logging system of consequence points that were recorded on the school management system/SIMs;
- points or rewards systems (for positive or negative behaviour or both), which lead to rewards or sanctions.

Example 1

Primary school - *smaller than average size, most pupils are White British, around one-quarter FSM, high levels of pupil mobility.*

For low-level disruption - the teacher is expected to intervene or divert attention if possible by:

- moving in - continuing with lesson delivery but whilst standing close to the child being disruptive;
- providing eye contact, giving 'the look';
- praising a child who is near the disruptive child;
- mentioning the child's name mid-flow;
- the teaching assistant may move closer and maybe touches the child quietly as a signal for them to move to the time out area.

Classroom sanctions will be applied, such as:

- a move down the class behaviour/reward chart;
- a child told that a warning will be serious;
- a child sent to see the headteacher.

Example 2

Primary school - *larger than average size, around 50% White British background and the remaining proportion from a wide range of ethnic heritage. Above average levels of English as an additional language, lower than average levels of FSM.*

For low-level disruption, children are given two opportunities to improve their behaviour:

- Warning (warning one);
- Final warning (warning two).

After that:

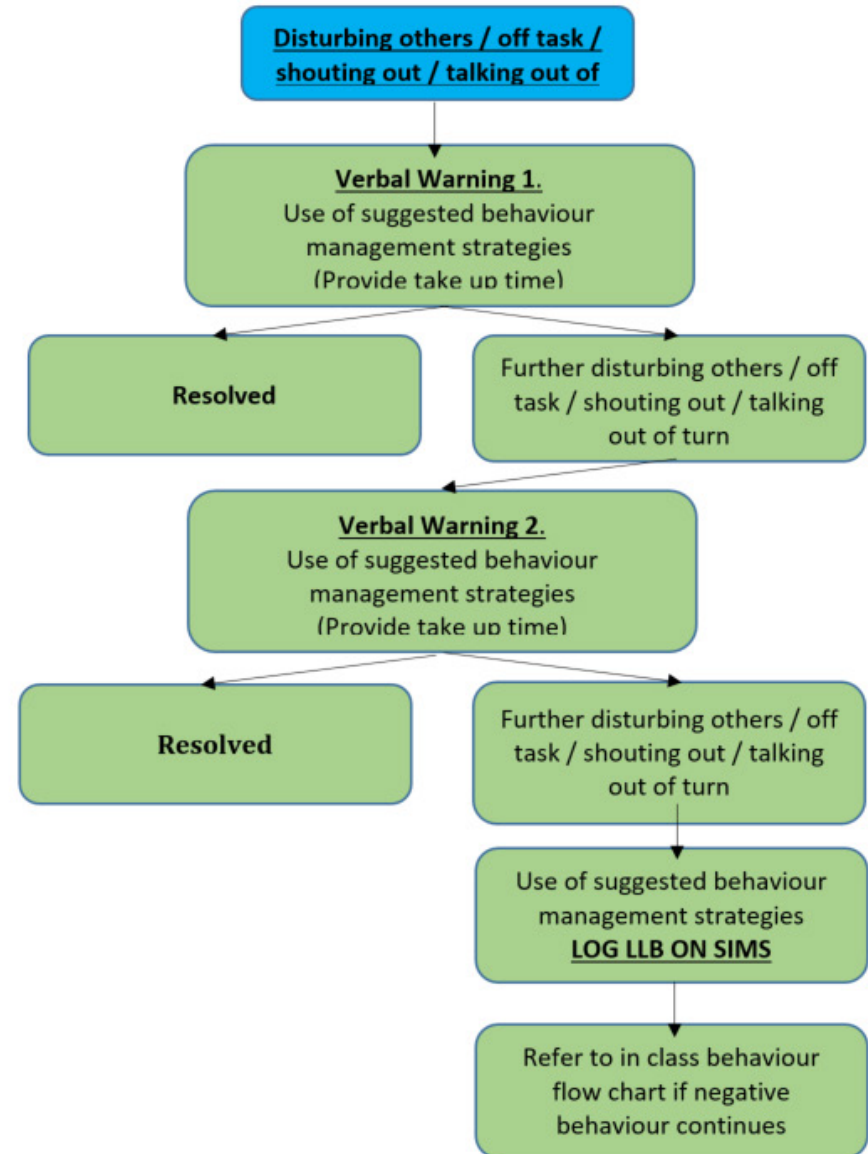- the child's name is put on the board and the child will be moved to a separate table;
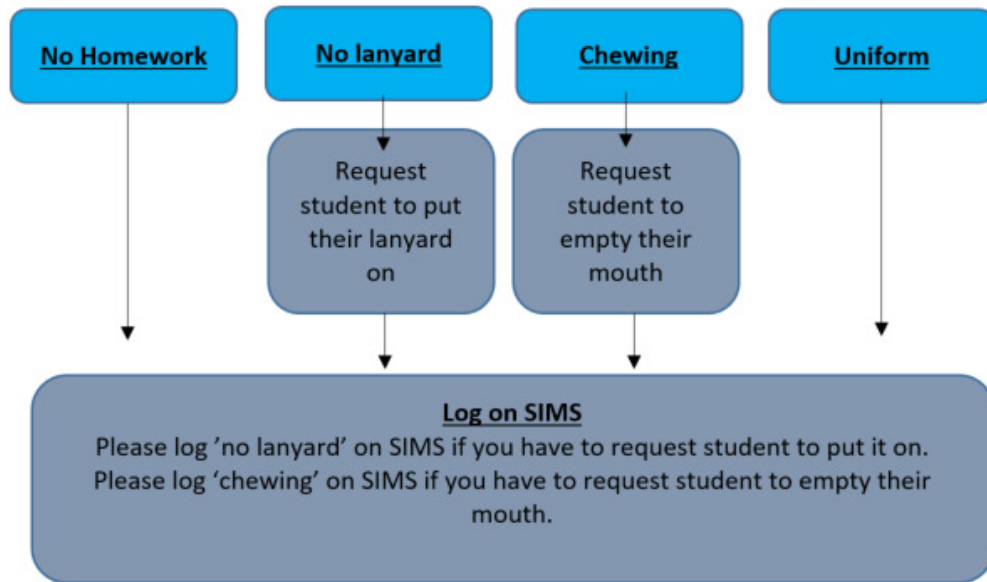
- if still disruptive the child will be moved to a partner class and given lunchtime pay-back.

Example 3

Secondary school *- larger than average in size, majority of pupils from Indian heritage background, most have English as an additional language, above average FSM.*

The school's practices for setting out what constitutes low-level disruption and how this should be dealt with are set out in the diagram below.

Figure 1 – Example of a low-level behaviour (LLB) flow chart

No Homework	No lanyard	Chewing	Uniform

Request student to put their lanyard on

Request student to empty their mouth

Log on SIMS
Please log 'no lanyard' on SIMS if you have to request student to put it on.
Please log 'chewing' on SIMS if you have to request student to empty their mouth.

Disturbing others / off task / shouting out / talking out of

Verbal Warning 1.
Use of suggested behaviour management strategies
(Provide take up time)

Resolved

Further disturbing others / off task / shouting out / talking out of turn

Verbal Warning 2.
Use of suggested behaviour management strategies
(Provide take up time)

Resolved

Further disturbing others / off task / shouting out / talking out of turn

Use of suggested behaviour management strategies
LOG LLB ON SIMS

Refer to in class behaviour flow chart if negative behaviour continues

Issue 4: Positive Praise and Rewards

Schools were clear that creating a positive approach to behaviour management was at the centre of their approach. Many spoke of ensuring that positive practice, praise and rewards should be used to encourage good behaviour much more than fear of sanctions or threat of response if behaviour was not good.

This was achieved through three key strategies:

- praise - starting everyday "as a new day" or "with the positive" and praising the good behaviours and achievements rather than focussing on the negative;

- role models (virtual and actual) - several schools had varying systems for creating role models in school;

- reward systems - all schools had documented rewards systems and strategies for celebrating achievement. These also focussed on praise. It was clear that it wasn't just the value of the reward system that was important. It was also the consistency with which it is applied.

It also emerged as important that the rewards offered were tailored to the school and its students. This was to ensure that any rewards offered were something that students wished to receive or achieve. Schools also spoke of the need to refresh and renew systems to keep up momentum and ensure that rewards kept their status or kudos. ("The school shop rewards just didn't do it for students any more").

Praise

Staff spoke about not judging students by their previous behaviour, so as to allow them to improve. Each day starts afresh, so the slate is wiped clean on behavioural issues that had previously occurred. Often schools spoke of the importance of praising pupils who had displayed negative behaviours in the past – the sense of receiving praise being stronger than the response to poor behaviour. Approaches to praising children included:

- verbal praise and encouragement;
- communication with parents about good behaviour;
- celebration/achievement assemblies;
- identifying pupil assets rather than deficits.

Example: Primary school

One school used "Marvellous Me" - a smartphone or tablet application that can be used to communicate with parents about the achievements or positive behaviour that their child has exhibited during the school day.

Example: Special school

A special school had weekly assemblies where pupils received awards across the subject areas. Over the course of a week, teachers could also nominate a pupil for the prestigious pupil of the week award. The pupil was given a 'trophy' to take home and show to their parents. The trophy would be returned at the end of the week and the students given a mini version to take home and keep.

Role Models

Schools adopted different ways of fostering role models within the school. This included:

- head boy and head girl and vice roles;
- allocating roles such as playground buddies etc.;
- highlighting the behaviour of pupils behaving well in class;
- creating a character to act as the school role model.

Example: Primary school

All pupils have a job, which they apply and are interviewed for – door monitor, cleaner, play leaders. Play leaders are most highly valued with most students aspiring to get this job. Year 4 pupils provide structured activities at lunch (normally for those requiring interventions). This builds positive self-esteem and pride in their role in school and models good behaviours and success to younger children.

Example: Primary schools

One primary school had created a school role model character called TIM (an acronym for "Today I am Mastering"). TIM was visible across the school, in the form of a mascot, school badges etc. Pupils in the school tried to emulate TIM and his positive behaviour.

Rewards

Many schools tended to have a set of school rules (e.g. Golden Rules) and a class code of conduct that was established in each class in collaboration with pupils. The class code of conduct helped to encourage pupils to take individual and collective responsibility for behaviour and learning but these usually tied in with or were reflective of the school rules and ethos. Reward systems in primary schools were highly visible and tangible. They increased in value, and length of time for which they were awarded, as pupils got older. Secondary schools more commonly had a whole school system of rewards (e.g. house points). Several used 'financial' or 'incentive' based systems and privileges.

Simplicity and consistency of application were considered as important as the strategy employed.

Examples of rewards included:

- individual rewards (e.g. certificates, stickers);
- group rewards;
- tokens e.g. house points, marbles in a jar;
- prizes and financial incentives (from the school shop, or high street);
- privileges (table tennis at lunchtime, or an end of term trip to a theme park).

Example: Infant school

In one infant school, children collected jewels. These went into a class pot for a whole class award as well. Children with SEND may also be given their own jewel pot with targeted personalised strategies to gain jewels. These would also be put into the school class pot.

Example: Secondary school

Teachers can award students Vivos that students can save and then spend on the rewards they want from an online catalogue. Vivo is a rewards system that can be purchased from a private company.

Example: Secondary school

Students with positive behaviour and achievement in school were rewarded with the privilege of dining with the headteacher. Those with consistently good behaviour got to choose the class trip.

ISSUE 4 CASE STUDY ILLUSTRATIONS

Rewards and Sanctions

Most of the schools relied on some form of structured reward and sanction system.

Rewards

Rewards included:

- praise – both verbal and written feedback;
- warm encouragement;
- sharing work;
- mentioning in group activities and/or assemblies.

However, in nearly all cases a system also existed to reflect these rewards. The 'value' of these rewards varied, as did the length of time over which they were accrued, and the extent to which they could be 'lost' as well as 'gained'. These differences were particularly evident between primary and secondary settings.

In primary schools*:*

Children were monitored on a 'zone board' or 'thinking tree' or 'class chart', or similar systems. These all allowed pupils to be rewarded for their behaviour, work or effort by being moved further 'up' the scale. Achieving a certain level over a certain timeframe (e.g. above the green line all day or at level 5 all week) could result in a more tangible reward. This might be a certificate at the end of the week or a treat (either physical or experiential). The reward maybe either received at school or at home – such as play time in the park.

In secondary schools*:*

Reward systems were more formalised and, in many cases, were individually calculated. Some schools had jointly accrued systems such as across classes, or school 'houses'. How points were awarded and what for was explicit but at the discretion of staff.

These points had to be earned over longer periods of time than in primary schools and the ultimate goals had higher values. Some pupils had student point accounts that could be exchanged for items at any time, whilst others only 'paid out' at termly or half-termly intervals.

Some schools had a 'shop' at which points could be exchanged – with PlayStations and bicycles as higher value rewards but also stationery and luxury items of lower value available.

Achieving certain levels of points, or showing particular progress worthy of reward, could

also result in a treat. These were often day trips or leisure activities.

A PRU offered outside learning sessions to those who built up points over a half term. Top winners are read out in assembly or get to use the gym equipment at lunchtimes.

Trips to theme parks were often seen as good incentives for pupils to work towards.

Sanctions

However, for these systems to be effective and rigorous, there was also a need for a clear sanctioning process when behaviour norms were not met. These processes appeared fairly consistent across all schools.

Initially, negative behaviour was dealt with by:

- disapproving looks or reactions;
- verbal correction, reprimand or warning;
- moving seating position.

Teachers were felt to be equipped with certain techniques, words or actions to prevent low-level disruption continuing or worsening. These techniques had been picked up from training, through experience, or were provided to staff on their lanyards.

In primary schools, pupils could be moved 'down' the scale. If they fell 'under the red line' or ended the session at 'Level 1', there were further consequences. Pupils could be kept in during break times, or kept away from their friends.

Similarly, secondary-aged pupils could lose points or accrue negative points which could count against them over the longer term.

Severe or persistent behaviour violations could be dealt with by removal from the class (either to outside the classroom or another space). If this did not resolve the problem, their issue could be escalated up to a more senior member of staff, who could suggest greater sanctions. Parents were informed and/or involved at various stages of this process.

There were very few examples of primary schools using after school detentions, but some did keep children back during breaks and maybe hold them back after school to discuss their behaviour (possibly also with their parents).

Internal segregation and exclusions were used by both school phases, although only for the most severe disruptions and with the proviso that a strategy would follow this to address behaviour or underlying issues.

Interventions were introduced by some schools to deal with pupils whose

reward/sanction history identified that they had specific issues. This might be an intervention designed to address behaviour explicitly, for example, the child may be put on anger management or relaxation interventions. Other interventions focussed on achievement, for example, the child may be given a different teaching and learning format or greater staff time.

Fixed term exclusions were considered as a last resort. Schools also identified that having a pupil with specific issues was cause to reflect on school practice and ask how changes could be brought in to better support the student. Again, some schools found that small group interventions helped, that giving rewards for smaller steps of achievement could help, or, that outside, or alternative provision, was the answer to improving behaviour and achievement.

Emerging impact

Bringing in rewards for consistent attendance led to a boost in one secondary school's attendance figures.

Issues and considerations

- Not all staff feel comfortable either rewarding or sanctioning pupils;

- There needs to be consistency in how the system is applied;

- The 'rewards' need regular refreshing so that they continue to act as suitable motivation;

- Increases in or peaks of sanctioning may identify issues beyond individual pupils – such as something not working in their environment, or teacher development needs, for example;

- All pupils like praise and reward and so these must be accessible to all pupils, of all abilities.

Issue 5: Managing Disruptive Behaviour and Sanctions

Schools commented that there had to be clear, documented processes for dealing with disruptive behaviour. These had to be known to all members of the school and parents. Teaching staff had to feel confident to implement them and pupils and parents had to be sure that these processes would be followed fairly and with the express intention to keep all of the school working together for achievement.

Strategies employed included:

- effective classroom practice (see earlier on general strategies) in the general practices;
- practices for dealing with low-level behaviour;
- sanctions;
- de-escalation strategies;
- restorative practices;
- targeted interventions;
- strategies for dealing with challenging behaviour;
- exclusion.

Three key features for managing disruptive behaviour emerged as important:

- simplicity;
- consistency;
- professional judgement.

Practices for managing low-level behaviour issues

Several schools had a 'no shouting' policy reinforced with commonly repeated phrases such as "*listen to how I'm talking*". Likewise, many schools spoke about the importance of building up a good relationship with pupils so that a) they didn't want to disappoint the staff or b) the staff knew how to prevent issues arising for students. "*I only have to give most students a look for a split second and they know they're stepping close to the mark and I know they don't want to step over it and disappoint me*".

Schools articulated a range of strategies for dealing with low-level behaviour. These generally had several stages, with the pupils fully aware that they were progressing through the stages:

- ignoring disruptive behaviour - at least until the rest of the class was on task and dealing with it then;
- body language - "the look", continuing the lesson but standing close to the pupil;
- verbal warning;
- move seat;

- move out of the classroom;
- loss of break time;
- detention;
- internal exclusion;
- removal of privileges;
- warning or strike system;
- sent to head or SLT/pastoral.

Sanctions (and rectifying behaviour)

Primary schools tended to support the approach adopted with visual symbols or systems. Secondary schools fostered whole school documented systems based on a graded approach, a '3-strikes and you're out' type approach, or a points-based system.

Example: Infant school - thinking tree

In one infant school all children started the day on the sun icon. They could be moved to the sun/cloud icon if they exhibited poor behaviour. If this persisted they would move to the cloud icon or back into the sunshine for displaying more positive behaviours. More challenging behaviour would result in the child being moved outside of the classroom to sit by the thinking tree.

Example: Secondary school - internal exclusion

- *"On call system" - sent to isolation room;*
- *Punitive;*
- *Students sit in booths and do their work;*
- *Graded approach to "exclusion";*
- *Internal exclusion from 8.30am to 4.30pm. Don't go out at all for breaks;*
- *3.30pm to 4.30pm move out of isolation room (now in their own time as school has finished) and move into the inclusion room where work takes place on how pupil can do things better. Reflection time;*
- *Key approach - "try all the time to give students time for reflection. We use a restorative approach".*

This is only used "for pretty serious incidents".

De-escalation

Several schools had written and rehearsed procedures to help their staff to deescalate behaviour issues.
Schools also highlighted that it is important to have 'get out' options which include:

- consistent support from team leader/SLT;
- not being afraid to apply and use a sanction if warranted;
- not being afraid to exclude - sometimes it is needed.

Example: Primary school

The school teacher uses the following strategies to keep calm when a child is exhibiting poor behaviour:

- *count to 10;*
- *walk away;*
- *leave the room;*
- *speak to another child;*
- *speak to another adult.*

Example: Special school

The school employ a range of strategies to try de-escalate things:

- *keep calm;*
- *don't allow incidents of challenging behaviour to affect you personally. A child's behaviour is not about you… it is about them trying to communicate something;*
- *do not confront;*
- *don't threaten consequences;*
- *be aware of your body language, facial expressions;*
- *be aware of the language used;*
- *do not get into a power struggle;*
- *it is difficult but sit it out;*
- *don't talk about a child's behaviour in front of them;*
- *give children respect and dignity;*
- *"We will say you can't go and join your friends until you have done x".*

Restorative Practices

Both primary and secondary schools talked about using restorative practices to sort problems out quickly and seek a resolution so that things could move on and not be carried forward. A number of schools had received formal training in restorative practice. A primary school had also trained up pupils in this approach that they used to help resolve playground disputes. Staff who had been trained in formal restorative practice carried a script in their lanyards.

Example: Infant school

Based on formal training staff had received on restorative practice, they had set out a script which staff used following an incident of poor or unacceptable behaviour.

Responding to challenging behaviour - the individual is asked the following questions…

- *What happened?*
- *What were you thinking about at the time?*
- *What have your thoughts been since?*
- *Who has been affected by what you did?*
- *In what way have they been affected?*
- *What do you think needs to happen next?*

Responding to those harmed - those harmed are asked…

- *What happened?*
- *What were your thoughts at the time?*
- *What have your thoughts been since?*
- *How has this affected you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen next?*

Example: Primary school

Children get escalated through the sanctions system: move seat, move out of class, move to the head's room, but once they are dealt with they then have to work back through the same system (moved back to outside head, moved back to outside class, moved to different seat in class, moved back to seat). This teaches them a commitment to addressing their behaviour, and tends to stop them earlier in the process. It also shows other pupils that there is no quick fix – that poor behaviour has consequences.

Targeted Interventions

Schools provided examples of targeted interventions they had used to support pupils. These included:

- report card;
- sticker chart;
- individual behaviour plan;
- one page profile;
- anger management;
- inclusion centre;
- family intervention.

Example: Special school

The school develops Individual Support Plans for each student that set out proactive strategies that can be used to help the individual manage their behaviour on a routine basis. The plan also includes reactive strategies - to be used when behaviour is more challenging to help keep the person and those around them free from harm.

Example: Special school

A special school had implemented the use of one page profiles. One page profiles capture important information about the person on one sheet of paper. The profile may summarise what the child likes, what their 'triggers are' and how best to support them when they are anxious for example.

Example: Secondary school

A secondary school has an inclusion centre within the school. Students may be referred to the centre for a behaviour management programme. The centre is staffed and managed by the school - and uses programmes they have developed themselves.

Example: Primary school

Behaviour charts are developed with focused targets (based around behavioural issues). Targets are set in collaboration with pupils and parents, and are deliberately achievable (e.g. be kind to others). They encourage achievement and success which improves whole behaviour. Rewards can also be carried out at home (to build the home-school link and parents sharing in their child's success).

More challenging behaviour

There was a split in how schools managed more challenging behaviour. Some schools, particularly small (primary) schools and special schools tended to focus on identifying the triggers of disruptive behaviour. Once these were identified the schools could put in place support to tackle those and to support the child or family.

Larger secondary schools were more likely to use punitive approaches as a frontline response e.g. loss of privileges, isolation/internal exclusion, fixed term exclusions, managed moves and fixed term exclusions, as well as then looking to target support to tackle the underlying issues for ongoing issues.

Example: PRU

All staff are trained in Team Teach and some leaders are now qualified trainers. This approach promotes positive behaviours, de-escalation and safe handling, through:

- *promoting the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised;*
- *enabling services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all;*
- *reducing the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance;*
- *increasing the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling;*
- *providing a process of repair and reflection for both staff and children.*

Example: Secondary school

There is an 'on-call system' in all classrooms and a speed dial on mobile phones. The school allocates a member of the SLT to man the on call phone every hour of the school day. There is a clear process for responding, including moving all other pupils out of the environment.

A new approach was brought in to manage a 'boy heavy, disruptive cohort' (so the process was aimed at dealing with incidents of bullying and physical harm).

There are clearly set out stages and everyone is very aware of these:

1. *Issue a Behaviour Notification Plan to parents and have a meeting to discuss the issue. No outside time for 1 week and move onto behaviour chart*
2. *Further meeting. No outside time for 1 week, onto behaviour charts and reporting for 4 weeks (bring in additional staff to support child)*
3. *Final warning – not addressing behaviour will result in exclusion (never reached this stage).*

Exclusion comes as 'no surprise to anyone' as they have all been kept informed throughout the process, but it is given on the basis of evidence that the maximum effort has been made to prevent this.

Attendance

This was seen as a key factor to address when trying to improve the whole school approach to behaviour, but was less of an issue for schools whose behaviour management strategies were starting to bear fruit. Schools' approaches included:

- Rewards for attendance – such as certificates or reward assemblies;
- Targeted strategies for families. These may be supportive (e.g. transport provided,

family support worker, truancy officers) or punitive (e.g. parents fined and/or taken to court);

- Using data to identify issues and changing school structures to address these.

Example: Secondary school

Data showed a spike in attendance issues around Whitsun and November-December. The school put a 3-week qualification period, from which overall attendance and behaviour rewards were calculated, over these times. Attendance is now consistent across the entire school year.

Exclusion

There was a split in schools. Some stated that they never had, and never intended to, exclude a pupil. Others considered it an important part of managing behaviour, although it was always seen as a last resort. This was most often the case amongst larger schools and schools where the context dictated it i.e. if the school was the safe haven in the community. Exclusion was generally not a consequence for persistent bad behaviour necessarily but a sanction for when a line had been crossed - typically because pupils or staff were at risk of, or had been subject to, harm or abuse.

ISSUE 5 CASE STUDY ILLUSTRATIONS

Internal Exclusion Examples of Schools' Approaches

Our evidence from schools rated as outstanding overall and for behaviour, suggests that there is no one simple approach nor a set of strategies that should be applied. Local context is an important consideration in the way techniques are interpreted, refined and implemented within a school. Whilst all schools we spoke to operated some form of internal exclusion, what that consisted of, and the model of delivery operated, varied across schools.

Internal exclusion is an internal process within the school that is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons.

Example 1

Secondary school - *larger than average sized. The proportion of ethnic minorities is much higher than the national average. The proportion of pupils with SEND is lower than the national average. A very small proportion of students attend alterative provision.*

The school operates an 'on-call system' that provides support to all staff from a behaviour team of four individuals who can be called upon when difficulties arise. Support from the on-call team is requested by phoning a designated number or via a log on SIMs. The intention of the on-call system is to resolve the situation quickly so as to allow pupils to continue with the lesson. The intention behind this is to ensure that all subject teachers are empowered in relation to classroom management. Where the member of senior staff considers there to be a risk that poor behaviour may continue, that member of staff may remain in the lesson to assist in settling the class. Students removed from lessons are monitored centrally and parents are informed. Detailed records are kept to log on-call behaviour incidents. The data is used to identify patterns of negative behaviour and to put in place strategies for intervention.

More serious behaviour is dealt by a member of the behaviour team who may issue an internal or fixed term exclusion. The school's system of internal exclusion involves:

- placing students in a designated room;
- students are not sent to the internal exclusion room until the day after the incident has occurred and parents have been informed. If it is not considered appropriate to keep the child in the lesson in which the incident occurred (with the support of a member of the on-call staff) then the child is moved into the class of the behaviour team lead with responsibility for behaviour until the lesson finishes;
- the student is expected to arrive at the internal exclusion room half an hour before the official start of the school day and to take break and lunch at a different time to the main school;
- the student is expected to complete the work which is directly linked to the topic of the lesson in which the behaviour incident occurred;

Following an internal exclusion, the school, parent and student are required to meet to sign a re-integration agreement, which stipulates the expectations placed on any student returning from a period of being supported in the internal exclusion room. The focus of the meeting is on restoration and reflection.

Example 2

Secondary school - *larger than average size. The proportion of disadvantaged students is average. The majority of students are of White British heritage. An above average proportion of students have English as an additional language.*

This school also operates a system of internal exclusion that involves:

- students attending the exclusion zone for a whole school day. The zone is located in a separate area of the school so that students are away from their peers;
- the focus of the exclusion is punitive. Students don't go outside for breaks and lunch is brought across to them in the zone;

It is intended that, in the future, students attending the zone will do so outside of normal school hours. This is so that they come to school separately from their peers.

Example 3

Secondary school - *a larger than average sized college. The majority of students are from an Indian-heritage background and most students speak English as an additional language.*

This school's 'on-call system' involves moving students to an isolation room as part of a graded approach on exclusion. The approach adopted is both punitive and restorative:

- students sit in separate booths and do their work;
- the internal exclusion operates from 8.30am to 4.30pm which is outside of normal school hours.
- students don't go out at all for breaks;
- between 3.30pm and 4.30pm, students move out of isolation (which is now in their own time as school has finished) to the inclusion room. Whilst in the inclusion room, students work on how they can do things better in the future. This hour is used as reflection time.
- We… "*try all the time to give students time for reflection. We use a restorative approach*".

Issue 6: Special Educational Needs and Disabilities (SEND)

For some schools, the needs of pupils with SEND were considered within their whole school approaches for behaviour management. For others, usual behaviour management practices were adapted or refined for children with SEND.

Some mainstream schools considered barriers to learning for all children as part of their whole school approach. More commonly, mainstream schools adapted or tweaked their usual behaviour approach for children with more complex SEND as relevant to the child. Special schools were more concerned with: getting the learning environment right to meet the child's needs; fostering positive, understanding relationships with the child; personalisation; identifying triggers of behaviour and putting strategies in place to help prevent and manage these and using rewards (as opposed to rules and regulations) to manage behaviour. Some of the approaches used in special schools are suitable for adoption in mainstream settings, but others are more reliant on higher staff ratios, specialist settings (e.g. access to a sensory room) and expertise.

Amending behaviour management systems

Some of what might be considered low-level behaviour issues in mainstream schools might be the usual coping mechanisms in a child with SEND. Humming, rocking or swinging on a chair, for example, may be a way of self-soothing or aiding concentration or avoiding more negative behaviours, rather than a tactic to intentionally disrupt the class. This may mean that some elements of what mainstream schools consider low-level disruption may need to be adapted for children with identified SEND.

Some mainstream schools highlighted how they had adapted their rewards and sanctions processes for children with SEND.

Example: Primary school

A pupil with SEND has 3 cars on the class board. These are his 3 warnings before he gets moved on the zone board, whereas other pupils would get moved on the zone board immediately.

"The same rules are disapplied for children with SEND. Management needs to be relevant to the child and a single policy cannot work for all children".

Another child with attachment issues is allowed free access to the head's office – whenever he wants

"He knows no meeting is more important than him".

Example: Secondary school

Pupils with known anxiety issues are given a 'green card' which they can show to class teachers at any time which allows them to leave the classroom without needing to provide any explanation. Young people are encouraged to use this as a way of self-regulating their behaviour. Use of the green card is logged by the class teacher and the student is expected to check in with a member of the pastoral team. Teachers monitor use of the cards to see if there are certain triggers to when students need to leave that they can look to address.

One page profile

One page profiles are a means of summarising key information about a child with SEND on one page. A profile provides a short précis of the person, capturing key information to give family, friends or staff an understanding of the person and how best to support them.

One page profiles were used in the special schools interviewed as a means of documenting and personalising approaches used to support the child/young person and staff with managing learning, behaviour and daily living tasks for example.

Identifying triggers

Special schools highlighted the importance of identifying the child's trigger points as a means to avoid challenging behaviour. It was also considered important to try to get to the root cause of negative behaviour and to see it as a means of a child or young person trying to communicate something. Mainstream schools also looked for ways of trying to understand why a pupil was behaving in a certain way through pastoral care, employing learning mentors, and building relationships with parents for example.

Example: Special school

The school had identified that several pupils were exhibiting challenging behaviour at the start of the school day. These children had often travelled long distances to get to school by bus. The school therefore implemented a system where pupils could go outside or use one of the sensory rooms upon entering school. They were more prepared for lessons once they had been given time to adjust.

Proactive and reactive strategies

The special schools interviewed had often identified and documented proactive and reactive strategies that could be used to help manage incidences of stress/anxiety and challenging behaviour.

This included identifying the child's interests or hobbies for example that could be used proactively as a diversionary technique when the child was anxious. "*If we know the*

young person likes Top Gear and cars we can use that as something to talk about when they are anxious". Special schools also talked about identifying strategies and techniques pupils could use proactively to manage their own triggers and causes of anxiety.

Reactive strategies used in special schools were about implementing behaviour strategies and techniques for managing challenging behaviour such as use of therapeutic interventions (e.g. Lego therapy), moving the child to the sensory room or an outside learning environment.

Rewards and Praise

It was evident that special schools placed greater emphasis on rewards and praise as opposed to sanctioning negative behaviour. "Challenging behaviour is the norm".

Reward systems included whole school and individualised approaches such as celebration assemblies, trophies, points accrued that can be 'spent' in the school shop.

Individualised rewards systems were also a common technique adopted in mainstream schools. Instead of having a whole-class pot to collect marbles for instance, the child with SEND would have their own as a reward for progress towards personal targets.

Use of sensory rooms, therapeutic interventions and outdoor spaces

This included use of outdoor learning environments (which help with sensory overload), sensory rooms and therapeutic intervention such as Lego therapy.

ISSUE 6 CASE STUDY ILLUSTRATIONS

Children with Special Educational Needs and/or Disabilities (SEND)

Strategies for managing the behaviour of children and young people with SEND were explored with mainstream schools interviewed and a small number of special schools.

Mainstream schools more commonly talked about adapting whole school behaviour strategies to accommodate children with more complex SEND. Special schools more commonly highlighted the importance of getting the learning environment right, of personalising the curriculum, and of seeing challenging behaviour as possibly a means of communication or other underlying needs which required better understanding. Behaviour management in the two special schools interviewed also had much greater emphasis on adopting a positive (rewards) rather than a punitive approach. This was reflected in the language and terminology used. Exclusion rooms were "recovery rooms". Behaviour policies were "relationship" policies. One special school also highlighted the need for staff to be given time out and support after having dealt with an incident of very challenging behaviour and to understand that the behaviour was not "*a personal attack*".

Strategies

Strategies to manage the behaviour of pupils with SEND included:

- **Modifying and adapting behaviour management systems, rules and codes of conduct** - for example one primary school had a whole class reward system where jewels were awarded for positive behaviour. A child with SEND was given his own treasure chest and jewels were allocated for positive behaviour and progress toward personal learning targets and goals. In a special school, strategies have been put in place to accommodate children travelling long distances. This is because some children were displaying negative behaviour after a long journey and needed some time to adjust before commencing learning;

- **Adopting a more creative, personalised curriculum** for example, having a thematic or project based approach based around key events such as the Olympics, which allowed for different ways of accessing the learning;

- **Empowering students - giving students more responsibility for their own behaviour and a say in how this is managed.** This was achieved by discussing with the child or young person what strategies should be proactively employed to avoid challenging behaviour and what techniques should be applied in reaction to challenging behaviour or anxiety;

- **Creation of one page profiles** - a one page profile is a one page simple

summary of what is important to a young person and how they want to be supported. It can be a useful mechanism to: learn more about a pupil or young person; change the relationship between a student and those who support them; communicate potential triggers and ways of preventing and addressing these, and thereby, ensure consistency in behaviour management;

- **Whole school training on and deployment of de-escalation strategies** - such as talking to the child about something that the child enjoyed when they started to exhibit anxious or challenging behaviour.

Example1

Special School - *all students have a statement of special educational needs or an education, health and care plan for either moderate learning difficulties or severe learning difficulties. The school has a number of children with more complex needs and the majority have autistic spectrum disorders.*

The school's policy for behaviour is being re-written as a relationship policy. Much has been done in recent years to change the behaviour management policy and practice within the school. The previous system - action A leads to consequence B - was felt to be too inflexible and to have limited effect on the range of students in the school. It was considered to be too impersonal and adversarial focusing on rule breaking, punishment and guilt. The new approach is based on fostering positive relationships between pupils and staff where staff get to know the students. Restorative practice and a person-centred approach are key tenets of the methods adopted. Students and staff are still clear of what is expected of students and there are ground rules but the key approach has been to develop closer relationships between staff and students. This is to enable staff to better understand the young person and what their trigger points may be. The curriculum has been changed and is now more creative and personalised. This is possible because of small class sizes and high staff volumes in the school. The previous approach focussed more on pupil care. There is now a greater emphasis on pupil learning and progress.

Every child has an individual behaviour plan and a one page profile. The one page profile lists a number of re-engagement and distraction strategies. For example, if staff know the young person likes cars, they will try and focus on that if the child becomes anxious. A one page profile is considered valuable because the young person has ownership of it and has had a say in what is included.

Other strategies utilised include: giving the child verbal and non-verbal cues about their behaviour; focusing attention away from the child when their behaviour is becoming challenging: and proactively avoiding challenging behaviour through better understanding and therefore avoidance of factors which may be the cause of a child's negative behaviour or anxiety (sensory overload etc.).

The school's approach to behaviour management is very much 'rewards based'. There are regular whole school assemblies where different awards are allocated across all subject areas**.** The school also employs a merits system through which students accrue points that they can spend at the 'merits shop'.

The school does not have a formal sanctioning approach but middle leaders will support class teachers when needed by removing students from lessons for time out in an internal recovery room.

Example 2

Special school - *for pupils with severe, profound and complex learning difficulties, and autism. All pupils have a statement of special educational needs or an education, health and care plan.*

The school has shifted the culture to adopt a personalised approach to behaviour planning. The ethos of the school is that there is a reason for negative behaviour and staff need to find out what it is. In doing so, the aim is to prevent more challenging behaviour.

The school has a new building that includes provision for more outdoor learning spaces. This is in recognition that sensory overload could contribute to student anxiety that may be alleviated through time out of the classroom.

Strategies to manage behaviour include:

- adopting a personalised creative curriculum;
- creating a positive learning environment including outdoor spaces;
- rewards system - personalised for the student;
- identifying a child/young person's triggers;
- use of sensory profiling - to determine how well children process sensory information in everyday situations and profile the effect on performance;
- fostering collective responsibility - using 'we' not 'I'. "What are we learning today?"
- modelling behaviour - keeping calm and in control;
- de-escalation - by:
  - o distraction techniques;
  - o spotting triggers and acting upon them;
  - o motivating the child - positive praise;
  - o taking the child out of the classroom for periods of the day.

Challenging behaviour is expected and the aim is to work with students to prevent and minimise that using the approaches described. If that is not working then the school has behaviour back-up for staff. The child may be taken out of class for 45 minutes to spend

some time elsewhere such as in a small workspace, the outdoor learning environment, in the sensory room or therapeutic intervention such as Lego therapy (a social development programme for children with autism spectrum disorders (ASD) or related social communication difficulties). Removal of the child from the classroom is considered part of a fluid approach rather than a punitive process.

Key factors identified as helping in managing challenging behaviour include:

- keeping calm;
- don't allow the incident to affect you personally. *"A child's behaviour is not about you. It is about them trying to communicate something"*;
- do not confront;
- don't threaten consequences;
- be aware of body language and facial expressions;
- be aware of the language used;
- do not get into a power struggle;
- it is difficult but sit it out;
- don't talk about a child's behaviour in front of them;
- give them respect and dignity… "*We will say you can't go and join your friends until you have done X*".

Issues and considerations

Mainstream schools and special schools are very different settings, not least in terms of size, staff ratios and environment.

Several of the behaviour management strategies articulated by special schools to manage and prevent episodes of challenging behaviour could be usefully deployed in a mainstream setting e.g. use of one page profiles, identifying potential triggers.

What may be considered low-level disruption by a child in a mainstream school (humming, rocking on chair, etc.) may actually be a way of aiding concentration or be a self-soothing mechanism in a child with SEND. Schools varied in how much they took issues like this into account in their local policies and approaches.

Whilst these actions may be harder to manage in a mainstream school - particularly secondary schools seeking to establish compliance across a large institution, some schools showed that they can effectively adapt or even redefine their approaches to accommodate the needs of children with SEND.

Issue 7: Data

Schools interviewed all had strong processes for capturing and using data to manage behaviour. Whilst the mechanisms used to record and capture data varied across schools depending on factors such as size and extent of IT systems, all used it to monitor and, importantly, to address and manage behaviour.

Key factors in the use of data were that:

- it was regularly updated (daily for most; half termly for small schools where behaviour was verbally discussed on a routine basis);
- it was often monitored on a live basis, as it happened in most, particularly large schools, or those in a context where managing behaviour in school and within the community was important;
- intervention happened - action was taken as a result of the behaviour logged. Staff and pupils were aware that behaviour incidents logged would be dealt with. In some schools, parents were also warned as some schools implemented a system of strikes and consequences.

Regularly updated

In terms of what period of time schools were monitoring behaviour - some schools (often primary) were doing it daily, others were doing it for every lesson (often secondary). What was important was that all staff were regularly updating the data, that it was good quality and collected for a clear purpose.

Example: Secondary school

Teachers input data online throughout lessons. Their data details overall mood/behaviour, any issues and overall scores for behaviour and effort. These are expected to feed into the next lesson in terms of how pupils are approached. Lunchtime supervisors also monitor behaviour and report any issues to staff for afternoon lessons.

Example: Primary school

Teachers are scoring children for effort/performance and behaviour either in half day or day-long blocks. Often this monitored where children had moved on a zone board or recorded how many points, cards or stars they had accrued. All of this data was inputted into an electronic system by a member of SLT on a weekly basis.

Live monitoring

Example: Secondary school

A member of SLT with behaviour responsibility is live monitoring the data throughout the day, to identify any issues or pupils with potential issues brewing. The member of staff

also carries out regular analysis to look for patterns in behaviour amongst pupils, lessons, teachers, times of day for example. It is then that member of staff's responsibility to step in early to try and address any issues before they escalate further. The staff member concerned has been freed up from teaching time to carry out this role.

Intervene

Acting on what the data is showing had to be both timely and appropriate (hence the need to review frequently).

Example: Primary school

The school's data analysis identified that poor behaviour was most likely on a Monday for one pupil and so they brought in extra staff to work closely with that child on Mondays (which prevented poor behaviour all week). The school also noticed issues across the entire school towards the end of the week so brought in SLT to meet and greet pupils at the school gate and provided more staff available in corridors at those times.

ISSUE 7 CASE STUDY ILLUSTRATIONS

Using Data to Manage Behaviour

Data Systems

All of the schools were monitoring behaviour, as well as performance, across their pupils. Many were using electronic systems (e.g. SIMS) which most had tailored to suit their needs (such as by what categories they included, or the type of scale they had in place). Small primary schools were doing this on a less sophisticated basis but the basic tenet that children's behaviour performance was being recorded and monitored was the same.

Data Input

Data about behaviour was routinely input into these systems. For primary schools, this could involve giving an overall teacher judgement 'score' for a whole day, morning or afternoon session or recording where on the class behaviour monitoring system each child had ended the session (for example 'below the red line' or 'in the top 5'). Very small primary schools tended to do this on a less formal basis. For secondary schools, this could involve recording 'points' that were accredited or deducted from each pupil within a lesson, or scoring their overall performance during a lesson. There was a mix of opinion on how useful reporting 'effort' was, or whether this was reflected in an overall 'behaviour' score.

In both cases teaching staff were regularly adding data about pupils' behaviour during a specified session to a shared system. Therefore, these systems were providing a live record of behaviour across the whole school. In some cases, pastoral and lunchtime staff were also monitoring behaviour when they spent time with students and were also adding their data.

Staff often had to be shown the value of what the data could do in order to commit the resource needed to regularly put their data into it, and ensure the data was of good value. The use of data can fall down if it is not kept up to date or a true reflection of what is happening in the classroom.

Data Monitoring

The key underpinning principle with recording this level of data is that it is then used to explore behaviour patterns. Some schools were using it to identify which pupils needed specific interventions, or different approaches to teaching, or which pupils were at risk of falling into challenging behaviour routines. Others, were using it to look for subjects, teachers, or times of day, when behaviour management seemed more problematic.

Smaller schools tended to review their data less frequently – so around half termly.

Larger, and especially secondary schools, were monitoring it much more frequently. Some of these schools were even monitoring the data being input in real time (this was often a duty of the senior pastoral lead or assistant head with responsibility for behaviour, for example).

This data was scrutinised forensically to understand what it could show schools about how best to manage and approach behaviour issues.

Data Use

Examples of the ways in which schools have used data to inform or feed into their behaviour management strategies are outlined below.

Example 1

Primary school - *an above average sized primary with a below average proportion of children eligible for FSM and the majority from a White British background.*

The school noticed from their data monitoring that one pupil who had issues with behaviour in class was repeatedly worse in terms of his behaviour on a Monday. It was also noted that the poorer his behaviour was on that day, the poorer it was for the following week (so affecting more staff and students). Extra resource was therefore put in place to ensure he was greeted at the school gate in the mornings. On a Monday, a member of the pastoral support team spent more time with him. This lessened his behaviour issues on the Monday and reduced the number of behaviour incidents for him throughout the week. The school also assessed his home issues as a possible cause for this behaviour pattern and a family support worker was brought in. Likewise, the school noticed that whole school behaviour became more rowdy and less disciplined towards the end of the week and so they scheduled more SLT members to be present in the school corridors and in communal areas at the back end of the week.

Example 2

Secondary school - *a much larger than average sized secondary school, with around 1500 on roll, predominantly from a White British background.*

The school identified a cohort of Year 13 boys who individually displayed repeated behaviour issues and as a group seemed to be becoming more aggressive. They used data to justify diverting funding to an external provider of anger management classes, which this group of pupils attended. The course only ran with these identified pupils for a half term but had immediate impact. The school have not had the need to run the course again or put any other pupils on it.

Example 3

Secondary school - *an academy with over 1200 pupils.*

The school uses the data recorded on pupils' behaviour when they have to bring parents into school to discuss the child. If a student gets to a certain point within the school's sanction system, their parents are required to attend a meeting with the school. The data will be used to underpin those conversations. This can help take the discussion away from personal opinion and instead act as evidence of a long-term or worsening issue.

Example 4

Secondary school - *average sized.*

This school has taken this a step further by allowing parents to access to the school's shared monitoring system. In the same way some schools encourage parents to look online to see what homework their child has been set, or to monitor their performance over time, the school has provided access to real-time behaviour monitoring data. The school feel that this has enabled parents to notice issues earlier and have conversations with their child before issues escalate.

Example 5

Secondary school - *a single sex secondary with around 45% of pupils eligible for FSM.*

The school had noticed from their data monitoring that whole school attendance dipped at certain points in the academic year, such as before the summer holidays (when older siblings might have finished school). They therefore made this the time for which they judged attendance. Pupils had to have a 100% attendance record in this time period to qualify for an attendance reward (such as a certificate). This incentive had the desired effect, and sent out the message to pupils and their parents, that it was a really important time for them not to be off school.

Emerging impact

- Many of the schools could show that their overall behaviour scores had improved over time. This was in conjunction with a reduction in sanctions issued. By monitoring the number of green, amber and red cards given to pupils for their behaviour, one school could see that by implementing new behaviour strategies, they had reduced the number of red and amber cards given out.
- Schools who had used data to identify changes to be made (e.g. at a pupil, class or school level) could monitor the emerging impact of these changes over time.
- Monitoring the data shows that progress and exam results are determined by the approaches being taken (along with other measures).

- Data allows the early identification of potential issues and therefore allows for preventative action to be taken, i.e. outcomes may not directly improve by approaches taken but more serious consequences may be avoided.

Issues and considerations

- Someone competent needs to be examining the data – number analysis is not everyone's cup of tea.
- It only works if everyone values the importance of it and the contribution it can make.
- Data is no substitute for sharing information and intelligence about pupils in other ways, but it often causes these conversations to happen.
- Generic databases work but most schools were having them tailored to meet their exact needs.
- Whole school staff training was often required upon the introduction of a new system.

Issue 8: Parents and Other Agencies

There was an identified need to have parents on board, not only to support decisions and follow up at home, but also because the home circumstances of pupils affects their behaviour in school. Parents needed to understand the benefits of strategies used to manage behaviour and the school approach.

In some areas, SLT identified that the school felt a greater need to model acceptable behaviour as this was not always being instilled at home.

Likewise, there were instances of needing to involve other agencies to best support pupils in their school and home-life.

Strategies to engage parents included:

- usual - open door;
- parent inductions;
- parent sessions (phonics, maths);
- parents being given access to behaviour monitoring information;
- traditional and innovative methods to communicate with parents;
- collaborative activities;
- external programmes e.g. Achievement for All.

Schools had involved other agencies both to provide intervention or support for parents and pupils.

Parents

Many schools had progressed beyond the usual 'open-door' approach to involving parents and were seeking to more actively engage them with the school and their child's behaviour. This included:

- offering family learning opportunities such as phonics or maths sessions;
- parents being given access to school monitoring systems;
- use of new technologies to communicate with parents about their child's achievements. This included using Twitter and an application called 'Marvellous Me' that enables teachers to send broadcast or personal messages to families about the positive things the child has done at school;
- using external parent engagement programmes such Achievement for All that works with schools to develop extra-curricular experiences that can engage parents (cookery, sport for instance);

- Involving parents and the community in co-producing interventions that best meet their needs - e.g. an asset-based approach was adopted in one school to set up a Student Engagement Department.

Example: Primary school

This school set up sessions for parents in maths, reading and phonics. The school use these sessions as an opportunity to model behaviour management. The hope is that in doing so, they can show parents the expected behaviours that they can then use at home with their children (as well as learning a skill, engaging with the school, and getting a sense of aspiration and academic achievement). Parents then asked to be provided with more details on the behaviour approach used in school and techniques employed. Some wanted to set up their own behaviour systems at home that replicated those adopted in school e.g. zone board. This was both to manage their children's behaviour at home and ensure greater home/school consistency regarding rules and enforcement.

Example: Secondary school

Parents were given access to the school's online behaviour management system so they could see how their child was behaving throughout the day and in certain lessons.

Community

Schools spoke of the importance of building up links with the wider school community. They did this by:

- linking to community groups (coffee mornings, events, invites to attend assembly)
- establishing the role of the school within the community (making it a 'meeting hub', offering adult training)

Fostering pride in the school from the local community by displaying positive behaviours beyond the school gate, and wearing a smart, recognisable uniform.

Other agencies

Schools were involving a range of other agencies to support and manage behaviour. This included:

- building relationships with other agencies involved with the family e.g. local police, social services, youth workers, neighbourhood safety teams to gain a more holistic picture of the family situation. This was considered an important means of understanding what might be contributing to challenging behaviour exhibited by a child in school;

- employing or harnessing other roles such as learning mentors, family support workers to build the link between school and family and to provide better support for pupils and families;
- using external providers to provide interventions such as anger management.

Example: Primary School

A primary school has utilised support from a family support worker to help provide support for the child and the family. Previously support for families was available from the local authority but this has reduced significantly in recent years due to lack of funding. The support provided by the FSW is considered invaluable by the school. The school pays for a FSW part-time and is currently training up a teaching assistant to take on the role within the school.

ISSUE 8 CASE STUDY ILLUSTRATIONS

Involvement of Parents and Other Agencies

The schools interviewed indicated that involving parents in the school could have a positive impact on pupils' attendance and behaviour. Schools reported a wide range of strategies to promote parental engagement with the school. These varied according to the school context and background and needs of parents.

Strategies included:

- offering family learning opportunities - e.g. phonics and maths sessions;
- creation of staff roles to liaise with families to support children's learning, attendance and behaviour e.g. learning mentors, family support workers;
- involvement of and referral to external support services - e.g. social workers, attendance officer;
- collaboration and co-production - such as involving parents in the development of behaviour policies or on specific projects (an asset-based community approach to develop a student engagement unit);
- using wide-ranging strategies to communicate with parents from using 'behaviour books' or school planners to the use of technology (to reach parents who may be less willing to come to the school site).

Several schools highlighted that parents' self-esteem and own experience of education as a child could affect the extent to which they engaged with the school and had put strategies in place that took this into account.

Schools with a previously negative reputation for behaviour also highlighted the need to show parents and community that the school would not tolerate unacceptable or poor behaviour and parents needed to be made aware that consequences and sanctions were being applied.

Example 1

Primary school - *with high levels of deprivation and pupil transition. The school moved from 'requires improvement' to 'outstanding' over a two-year period.*

The school recognised that it needed to change the way it interacted with parents. Families were often in challenging circumstances, did not engage with the school and were unlikely to enter the school site. Many had negative experiences of authority and school. The school put a number of strategies in place to engage with parents. Initially, the school was clear that there are a set of rules that are consistency applied. This sent a clear message to the community that there would be consequences for challenging

behaviour and that these would be enforced in order to ensure the school could act as a safe haven in the community. Strong links were forged with outside agencies such as the local police and community support officer and Neighbourhood Safety Team. A representative from the local police force sits on the governing body.

The school changed the way it communicates with parents - making use of technology to interact with parents remotely. It was felt that this was a better way of engaging with parents who were reluctant to engage with the school in person. Communication with parents shifted from one that was often negative (i.e. your child has misbehaved) to one that was more positive (look at what your child has achieved today). The school did this by setting up a Twitter account that now has over 1800 followers. It also uses a communication application to interact with parents called "Marvellous Me". The application is a way of "*telling parents wonderful news about their child's learning and positive behaviours*". Teachers can send broadcast or personal messages and videos to families on what their child has done in school and award badges etc.

"*We had to learn to interact with parents in a different way… We put out one tweet. We heard parents talking about it… 'look at what my child is doing at school'…. We needed to show parents that school is not a bad place to be".*

Example 2

Secondary special school *for children with moderate learning difficulties, specific learning disabilities and autism*

This school uses the "Achievement for All" programme to engage with parents. "Achievement for All (AfA) is a national charity originally established with Department for Education funding. The AfA Schools Programme is a whole-school initiative and the content is bespoke for each school's specific needs, based on an analysis of its data and perceived issues. However, all schools focus on four elements: leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes (enjoyment and achievement for all pupils in all areas of school life). The activities are decided through regular half-day visits from an AfA Achievement Coach to the individual school, but can include reviews of teaching practice, developing CPD or designing extra-curricular services. The programme focuses on a target cohort of underachieving pupils, but aims to improve outcomes for all pupils[5].

Through AfA, the school has provided a range of extra-curricular activities to foster interaction with parents within the school. These have included: a "Have a go sports day", cooking sessions and utilising parent ambassadors.

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[5] Education Endowment Foundation, 'Achievement for All', https://educationendowmentfoundation.org.uk/our-work/projects/achievement-for-all/, accessed 01/03/2017

Issues and considerations

- Strategies for engaging with the family need to reflect local circumstances and context of the school.
- The deployment of non-teaching staff in roles such as learning mentors help to establish new and different relationships between parents and the school.
- Use of technology such as websites, Twitter and tablet/mobile phone applications can help to engage parents who prefer not to engage with the school in person - perhaps because of their own negative experiences of school.
- Offering varying opportunities for parents to engage with the school in different ways such as family or community learning programmes, sports programmes etc. may also be helpful.

Issue 9: Culture and Ethos

A key aspect expressed by those interviewed was the need for a strong school ethos and culture. Schools were asked to explain what a 'strong ethos and culture' looks like and how they went about developing it.

Schools told us this means:

- knowing and valuing the child;
- fostering positive learning behaviours, not just behaviour management;
- nurturing pride, self-respect and self-esteem and encouraging pupils to take ownership of, and responsibility for, their own behaviour;
- having processes and systems for reflection and development that are embedded in the school approach;
- knowing your school in order to develop an approach that is based on school needs;
- ensuring that SLT support and lead by example;
- being consistent but flexible (for staff to take professional responsibility and utilise strategies that work for them).

Know the child

Valuing the child was seen to:

- encourage mutually respectful behaviours;
- build strong, positive relationships and trust;
- mean support and appropriate handling can be tailored.

Most schools commented on making sure pupils knew that the school was 'there for them'. This often meant a wide-ranging offer of support through extra-curricular activities, knowing about the pupil's home life and engaging with them on a more personal level - knowing their interests for example.

Example: Primary school

All staff are trained in relationship building and the value of having connections with the child (both as a positive for the child and as a means of managing behaviour and supporting attainment).

Relationship building

Schools highlighted the importance of building a supportive relationship with all pupils. However, they were clear that the ability to foster closer relationships with individual pupils was linked to school size and requirements to exert authority. It can strongly depend on the skills of individual teachers, to be able to have these different relationships with students – i.e. to balance the 'friend' role with the need to be a disciplinarian.

Example: Primary school

The headteacher plays table tennis with students at lunchtime. Staff are actively encouraged to mix with students outside of lesson times, to learn about their interests and skills.

Example: Special school

One school had seen a reduction in incidences of challenging behaviour since they had implemented the use of one page profiles. These set out the child's needs and dislikes and provided a mechanism for getting to know the child.

Example: Special school

In another school, the head commented on the importance of developing relationships with students so that you understood what their needs and issues were and how to react to them as individuals. "It is about getting to know and foster relationships with children in a positive way".

Fostering positive learning behaviours, not behaviour management

For many schools interviewed, giving children a reason to come into school was the main starting point. A key tenet of that was ensuring that the curriculum and teaching and learning environment was right in the first place. Hence, many of the schools interviewed had changed their curriculum and had put in a great deal of training and development support for staff. Nearly all schools had addressed teaching and learning quality as a way to address behaviour. Engaging, focussed teaching and learning gives pupils less desire to misbehave. Achieving in a lesson makes students less likely to misbehave. By supporting students to be successful, schools were fostering positivity and good conduct in students.

A number of the primary schools interviewed highlighted that they had changed the curriculum to be more creative and had encouraged staff to take more risks with their delivery.

All schools were trying to remove barriers to learning for all pupils, as these could lead to behaviour problems. Rather than talking about expected behaviour in isolation, they highlight the importance of good behaviour and a positive attitude for academic (and life) success.

Example: Primary school creative curriculum

Several of the schools interviewed had reflected on the classroom environment and had rewritten the curriculum. This included creating more immersive learning environments

(such as turning the classroom into a spaceship or African hut) and adopting project-based learning.

Example: Secondary school – linking behaviour and achievement in school with their preferred future destinations

Many colleges have high entry requirements. The school is always bringing behaviour back to – 'you want to do x at college so you need to achieve y', 'if you want to get a job as a x, you need to show y and z.'

Example: Primary school

When the head joined the school teaching was done <u>at</u> the child, rather than <u>with</u>. The head introduced a culture of success, where academic achievement was valued and 'cool'. The school rewarded 'maths geeks' and 'uber nerds', who chose to spend lunchtimes doing extra work. They rewarded voluntary exhibitions of excellence. Discussions were focussed around how you need to tune in and be positive in order to achieve. Rather than seeing behaviour management as a sticking plaster, the head decided to change motivations, i.e. 'to fundamentally change the underlying drive to one where they always wanted to behave well and do their best.'

Building pride, self-respect, self-esteem

Senior leaders thought it was important for their students to:

- have pride in school and a sense of belonging;
- be educated in a nice place, where they feel cared for and loved by all.

The rationale was that happy and positive students are more successful and that pupils with self-respect find it difficult to be disruptive.

This was supported by:
- environment – light, airy, well-decorated, tidy and cared for with work on display. This was often helped by being in a new build;
- uniform – showing self-respect and pride in the school, representing the school and representing smart attitudes;
- mutual respect - for staff, students, the school and community.

Reflect and develop

Schools encouraged and supported reflective practice, promoting refinement and change. They did this by:

- continual assessment and development - striving for the whole to be the best it can be;
- formal and informal routes – staff meetings, training, feedback sessions;
- sharing practice – videoing practice, learning walks, lesson observations;
- trying new practices, taking everything further. This was considered easier if the school was rated outstanding as you have the trust and support of governors, parents and students.

Approach based on needs

Senior leaders interviewed were clear there is no one size fits all approach to behaviour management. Any approach is only successful if it fits the school. Specific approaches will vary across schools and by teacher. The approach taken needs to consider:

- population – cohorts, gender, and socio-economic circumstances of the locality;
- staff – where they are comfortable (based on experience, personality);
- 'feel' of the school and addressing specific needs.

Whereas some schools had a set script or very defined processes for all staff to follow when dealing with behaviour, others were quite clear that they wanted staff to manage behaviour in a way that they felt comfortable with, that came naturally to them and suited their personality and teaching style. Although they had basic processes for managing very challenging behaviour, staff were given 'free rein' to deal with lower level issues in a way that worked for them.

Similarly, some schools valued silence during lessons, or periods of work, whereas others felt it was not important and was not necessarily a behaviour issue.

Example: Secondary school

"The previous school I taught in was in a really deprived area and the pupils had no rules imposed at home so we were really tight on behaviour and expected ways to behave. We didn't give them an inch, and came down really hard with the rules. They knew not to step out of line. We gave them that sense of discipline, still linked to why it was important for them, how they'd be expected to behave in the world of work and so on. Here, pupils have more of that instilled in them from home, so we have decided to really relax. There are very few rules. They can go anywhere in the school at any time. They don't call us Sir or Madam. They are allowed to make their own decisions and we hope learn from their mistakes".

Example: Secondary school

This school had stopped off site provision, having used it for many years. Although the original idea was that different settings (including behavioural support) and vocational

courses (hairdressing, veterinary, engineering) would work better for pupils who struggled with school, it was found that in fact it caused them more issues. The school has now pulled all students back into the school setting. Here the school is better able to monitor behaviour and progress, get a better understanding of the pupils, and it has encouraged staff to adapt lessons to suit a wider range of pupils. The school has refocused the curriculum with much more academic, rather than vocational, content. Students take fewer subjects and lessons are longer. Other schools felt that offering a wider range and more vocational courses had helped them to improve behaviour.

SLT support

Staff throughout the whole school need to feel that senior leaders will always support their approach and that they will always have backing. Likewise, SLT need to be very visible, modelling behaviours they expect from staff and pupils. SLT should:

- set the bar – take responsibility for behaviour;
- show success;
- ensure staff understand the role of modelling to students – for dealing with issues, dress and conduct.

Example: Primary school

"It is the role of the leader to steer the course, to model, ensure implementation, keep it consistent. I need to be very visible, I need to take responsibility for checking and monitoring behaviour and the school approach to it".

Consistent, but flexible

School leaders were clear that there needed to be a consistent approach taken to behaviour management and that there needed to be very clear 'red lines' set for acceptable behaviour. However, some also spoke of the need within this approach to allow flexibility. This was so the approach could be tailored (to different staff, different pupils, different settings, different actions).

Example: Primary school

Staff are encouraged to use any strategies they choose. It can vary based on different classes, different students, different staff and different times of the day. It is important that they are expected to use their professional judgement and feel comfortable with whatever strategy they use.

Example: Secondary school

"Each week we celebrate success in assembly. But students need a chance to make mistakes to learn about self-regulation. Pupils in our school are not just behaving well because it's what they've been told to do, but instead they are self-policing. They need the freedom to behave well".

ISSUE 9 CASE STUDY ILLUSTRATIONS

Culture and Ethos: an example of shifting the culture and ethos of a school to make it outstanding

Many schools spoke of the importance of having a strong school culture and ethos that focused on high standards achievement and said that established and modelled behaviours that would help achieve this.

This 'culture and ethos' was reflected through all aspects of school life, including in staff-to-staff and staff-to-pupil and other school associate interactions.

Context

This secondary school was rated as outstanding overall by Ofsted in 2015 having been requires improvement at its previous inspection. It is a larger than average secondary school with a higher than average level of disadvantage. The SLT has remained the same over both inspections, but following their previous rating, decided to address teaching, behaviour and achievement across the whole school. The school has a staff of 250 and has recently seen a large growth in its intake due to another local school closing.

Strategies for shifting the culture and ethos

Like many schools, it started with a review of where the school was and where it wanted to be:

- a senior leader (assistant deputy) took responsibility for heading up the whole school approach to behaviour;
- they set out the jointly agreed principles for their approach;
- they wanted to create the climate for a relentless pursuit of progress;
- they train and support other staff in their everyday interactions within the school and they deal with the most serious behaviour issues;
- they model the types of behaviour they wish to see from staff and pupils;
- school mottos were chosen to reflect the approach and what was considered important by the school;
- clear expectations are set out, including a behaviour policy dealing in detail with the reward, escalation and sanction system within the school;
- expected behaviours are modelled constantly in the way that staff deal with each other and with pupils. Staff know their pupils. They share their interest in their achievement and they respect them;
- teachers are expected to handle behaviour in class;
- class staff are supported to manage behaviour of pupils and given responsibility

for how this is achieved;

- staff are supported by colleagues, including senior leaders (team year leaders are the backbone of behavioural support and pupil progress), in their decisions and their responses.

This way everybody in the school knows how to behave, why it is important to behave this way, and therefore want to behave in this way. Not doing so, results in an investigation into the causes of misbehaviour. Opportunities are provided for pupils to reflect on their behaviour develop as a person, to learn from negative behaviour and change their future behaviour.

There are both structured and informal ways in which the approach is shared and promoted:

- senior leaders with a responsibility for behaviour are involved in the recruitment of staff. They are clear on the school's approach and seek to measure how well the staff member will fit in with that;
- regular training events are held on the approach – including its importance and implementation. Originally, this was external CPD training, but now it is internally led.
- staff discussions centre around behaviour and support for pupils' success;
- information is exchanged on what works for pupils and wider approaches to behaviour management;
- staff regularly observe each other and their practice – within their own school through lesson observations (including videoed practice), through mentoring or coaching, and through continuous professional challenge.

The head is passionate about students' performance and being able to support every pupil as soon as any type of concern is triggered:

- a team of non-teaching pastoral staff focus on attitudes to learning and how that impacts on learning and progress;
- conversations have shifted from behaviour to progress and attainment;
- teaching and learning was made a focus and re-energised;
- discipline with dignity was introduced, with a sanctions system that is underpinned by fairness;

Internal exclusions are used, but followed up with strategies to address issues and potentially, increased support and training for staff.

Emerging impact

- The school has seen a shift in mindset, an embracing of the approach by staff and pupils and an improvement in achievement.

- This shift in staff behaviour has come about by shifting the focus from staff performance to pupil outcomes. Staff are encouraged to analyse pupil data and constantly ask 'what is needed next?'
- The need for an on-call system has gone as staff are handling issues in class and preventing escalation.
- The need for using interventions has reduced.

Issues and considerations

- Some staff left when the new approach was adopted, as it did not suit them.
- The structure of staffing was altered to better support this new approach (with increased pastoral senior team).
- The key is having the right staff in the right place and being able to depend on key people.
- Parents took time to shift to a focus on achievement, not effort.
- An IT tracking system was required to allow forensic analysis and monitoring of data, tailored to the schools own system.
- Learn from outstanding practice and tailor ideas to suit the school.

Issue 10: Consistency

All schools highlighted the importance of consistency - in approach to, and application of, behaviour management.

This means:

- consistency of the process rather than the severity of sanctions makes an approach effective;
- consistency of approach, not specific strategies;
- all staff on-board;
- known expectations;
- policy;
- training, modelling, feedback, monitoring;
- involve parents.

A consistent approach across all members of the school facilitates:

- self-regulation by pupils;
- clear parameters and expectations that can be adhered to by all;
- teaching boundaries;
- understanding of consequences.

Consistency of process, not severity makes effective

Schools spoke of having a system that was fair, but also highlighted the need to display flexibility. Rules were set, but individual incidents received tailored approaches.

Individual teachers could deal with behaviour issues differently – including in terms of rewards and sanctions – but students needed to feel that all teachers dealt with pupils fairly and consistently.

Consistency of approach, not specific strategies

The particular strategies used by individual teachers, or promoted in individual schools, did not appear to be leading to their 'outstanding' status, rather it was a consistent approach that was identified as key. All staff, students on board and aware of it, with high levels of expectation.

All staff on board

All staff had to be on board with the approach. They had to take responsibility for classroom management and dealing with behaviour issues, in the knowledge that there was the support of SLT and the ability to escalate if required.

Consistent approaches were established through: staff meetings, informal discussions, learning walks, lesson observations.

Example: Secondary school

Space is made for weekly learning walks with the head. This affords staff the opportunity to watch others, learn and share good practice. Teachers also film themselves and clips are shared in whole school meetings. NQTs join the school early just to observe the school approach.

Known expectations for staff, pupils and parents/carers

Expectations of good behaviour were made explicit for example through ground rules, school motto, or repeated discussion. All of the school community were also aware of the process for dealing with deviations from the schools policies and practices.

Policy reinforcement and language

The school behaviour policies were used to make school expectations and processes explicit. They reflected the ethos the school took to managing behaviour. Often they set out the responsibilities of staff, students and parents – reflecting the holistic approach.

Training, modelling, feedback, monitoring

Several senior leaders highlighted the importance of selecting staff who had the right ethos to fit into their school approach, that new staff were trained in the approach and monitored to ensure their approach was in line. SLT regularly used learning walks and lesson observations as a chance to provide explicit feedback on behaviour management. They also used every opportunity to model the type of responses they wanted to see in response to behaviour issues.

Example: Secondary school

The head dealt with all behaviour issues in first term in order to model what he expected from staff. It also showed that he 'was not afraid to get his hands dirty and practice what he preached' and to show the whole school how important he considered good behaviour to be.

Involve parents - same expectaions and systems

Many schools spoke of bringing parents on board with their approach, making it clear what the school expected, how they would deal with issues, and why they thought this was important (linked to outcomes).

In schools where family circumstances were complex, or expectations of behaviour were different from those of the school, SLT saw a role for themselves in teaching the importance of positive behaviour to students.

ISSUE 10 CASE STUDY ILLUSTRATIONS

Consistency

Schools were clear that effective behaviour management is about consistency of approach and application.

Consistency related to:

- agreement of a whole school approach to behaviour management and whole-school staff buy-in to this;
- setting out what practice looks like within this approach and applying it regularly;
- monitoring and developing practice.

Consistency of approach

The key for many senior leaders was having a consistent, agreed approach to behaviour management. Many had formulated their overall approach through consulting with staff, using evidence and experience. An approach needed to have buy-in from all those who would be expected to implement and adhere to it. Formulating an approach based on a consensus of opinion was therefore seen as useful. Some schools included pupils in this decision-making process (for example, through the student voice forum) and parents.

All of the school policies, ethos and culture were then developed to reflect this approach. For example, the school motto might include 'respect' or 'sensible' or 'polite' to reinforce what the school considered important about its pupils' behaviour.

Consistency of practice

Clear, accessible policies on behaviour (expectations, approach, rewards and sanctions) were drawn up and shared widely – with all school staff, pupils, and parents. This meant everyone was clear about the rules and their role to play. For example, many schools had very clear policies that detailed what rewards and sanctions would be applied in what circumstances and for what types of behaviour. The types of behaviours considered acceptable or unacceptable, along with strategies for dealing with them were clearly articulated in documentation so that staff responded to the same things in the same way.

There had to be consistency in the way pupils were treated and the way in which behaviour management was applied. There was the belief that "it is the consistency, not severity, of sanctions and rewards which makes them effective". For a behaviour strategy to be strong it needs to be fair.

On-going and regular staff training was often considered vital. This included internal and external training (e.g. restorative practice) to inform staff about the approach and how

they were expected to manage behaviour. Regular coverage at staff meetings also ensured that everyone was 'on the same page' and the importance of behaviour management was continually underlined.

In a few cases, events had been held for parents to become more informed about the school's approach, and there were assemblies or other group sessions in schools to inform pupils.

Monitoring and ensuring consistency

Senior leaders spoke of how they 'lead by example'. They display and model the behaviours they want to see. This includes not only polite, respectful behaviour to fellow staff, but also to pupils and the wider community.

It is also important that they model how they expect poor behaviour to be dealt with. Senior leaders achieved this by:

- being the person allocated to deal with more severe incidents of negative behaviour;
- correcting behaviour around the school;
- modelling how to deal with behaviour if the opportunity arose (e.g. in lesson observations / learning walks).

To ensure staff all felt competent in behaviour management, outstanding schools were:

- regularly updating staff training (formally and informally), to give teachers ideas about strategies and advice on how to effectively implement them;
- giving time – in management and staff meetings – to reinforce, develop and discuss any concerns about behaviour management;
- providing high quality feedback specifically on behaviour management, by:
  - o carrying out lesson observations or appraisals with a focus on classroom behaviour management;
  - o routinely giving feedback on performance they had seen whilst carrying out learning walks;
  - o recording teaching practice to share and discuss with colleagues;
- using peer review;
- scrutinising data, not only to look for patterns in pupil behaviour but also application by staff (in terms of recording in e.g. SIMs).

Issues and considerations

- Consistency does not necessarily mean that all staff are managing behaviour in

the exact same way. They are using the same approach but applying it in a way that suits them and their pupils.

- Consistency is brought about by clear policies and procedures, training, feedback and support.
- Consistency is intrinsically linked to whole school culture and ethos.
- Consistency is ensured by all staff and pupils being clear and on-board with the approach. It is essential that staff feel supported and empowered to operate within that approach.

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