Behaviour Strategy
2014 - 2016

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All behaviour is communication

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Rationale

Referrals for additional support for behaviour have more than doubled from 2012/13 to 2013/14 (25 to 55).

Hours of support allocated have also more than doubled from 245 hours in 2012/13 to 460.5 hours in 2013/14.

The need for support for behaviour has risen from 3% of all referrals in 2009/10 to 19% in 2013/14.

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Rationale

Higher expectations of all schools

To build capacity within schools

Need to share good practice which currently exists.

Media Headlines

- *Headteachers under fire over bad behaviour in schools;*

- *Expelled…the classroom thugs aged just FOUR;*

- *Teachers must learn to control pupils – or quit;*

- *Decline in pupil behaviour is an increasing problem for teachers.*

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Coherent Strategy

- Major cultural change;
- Equipping of adults to inspire, motivate and create effective change in behaviour, relationships and learning;
- Clear policies – LA and schools, other educational settings;
- Consistent approaches & expectations;

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Coherent Strategy (continued)

- Building of capacity;

- Sustainable progress in behaviour management;

- Acceleration in learning.

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Leadership

Characteristics of Good Leaders

- Meet & greet staff & learners every day;

- Recognise the critical importance of culture;

- Recognise the inextricable link between learning & behaviour;

- Ensure that communication is timely, accurate & detailed;

- Model & encourage problem solving;

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Leadership (continued)

Characteristics of Good Leaders

- Implement a graduated approach to meeting challenging behaviour;

- Relentlessly catch their staff doing the right things & tell them so;

- Set & maintain the standard for adult behaviour;

- Live the behaviour standards every day in every interaction.

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Strategy

- Training for Senior Leaders and Governors;

- Policies, procedures, protocols;

- Consistency in processes.

- Managing the well-being of staff.

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Teaching and Learning

- An appropriate pathway;

- High quality learning experiences;

- A variety of learning styles;

- Differentiation.

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Teaching and Learning (cont'd)

- Positive cultures e.g. anti-bullying

- Pupils attain the 'passport' and the 'guidebook'

- Pupil voice heard and valued

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Training

- Training
- Support for the behaviour designate
- Teach Teach training
- Support for identified groups, e.g. NQTs, Resource Base staff
- Support for staff in special settings
- Clear communication with the Education Achievement Service (EAS)

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Support for families

- Good relationships between home and school

- Families turn to school for support

- Consistency in approach of all adults

Support for families (cont'd)

- Bespoke training
- Clear signposting to other services
- Helpful information easily accessible
- Authentic links to youth provision
- Multi agency working

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Specialist Services

- Clear roles and responsibilities

- Consistent approach from all staff

- Straightforward policies and procedures

- Clear fair systems for referrals and access to support

- A fair and consistent manner in dealing with situations.

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Training

- Development of policies, including Managed Moves.

- Development of protocols for Panels.

- Review of working practice of Education Psychology, Behaviour Support and School Based Counselling.

- Review of additional support allocation and monitoring.

- Review of behaviour resource provision.

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Monitoring the Impact

- Regular stakeholder meetings
- Inspection reports
- Questionnaires
- Referrals – number and classification
- Exclusions rates
- Standards of achievement
- Feedback from pupils' schools / LA staff
- Appropriate responses to needs of learners
- Discrimination incidents reported
- Case studies for sharing good practice

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Next Steps

- Procurement almost completed;

- Presentation in full to Stakeholder Group;

- Development of policy;

- Design of training programme;

- Review of provision

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