

APPENDIX II: BEHAVIOUR IMPLEMENTATION MODEL

Problem (Who?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How Well?)	Final Outcomes (And so?)
<p>Leadership</p> <ul style="list-style-type: none"> Staff perception survey demonstrates they do not feel supported by leadership to respond effectively and consistently to behaviour incidents. <p>Pupils</p> <ul style="list-style-type: none"> Lack of clarity over expectations, rewards and sanctions. 'High needs' provision for those with behavioural issues works for some pupils but not others. Pupil survey shows many pupils feel disconnected from or unsupported by school. <p>Staff</p> <ul style="list-style-type: none"> Lack of coaching for staff to develop their classroom management. Lack of training available to experienced staff, middle & senior leaders on delivering effective coaching/mentoring sessions to support staff in dealing with behaviour. <p>Policy Implementation</p> <ul style="list-style-type: none"> Policies not always being followed. There is variability and lack of consistency for staff, students and parents. 	<p>Active ingredient one</p> <p><i>Effective leadership:</i></p> <ul style="list-style-type: none"> Leaders set clear expectations and enable staff to follow a consistent behaviour policy. Leaders coach staff to respond appropriately where behaviour does not meet expectations. <p>Active ingredient two</p> <p><i>Supported students:</i></p> <ul style="list-style-type: none"> Students are clear about the school expectations. They know the consequences if they do not meet these. Proactive work based on survey data and information from other stakeholders means that senior leaders, class teachers and pastoral team have more information about individual pupils (shared as appropriate). Individuals with high behaviour needs have tailored support. <p>Active ingredient three</p> <p><i>Empowered staff:</i></p> <ul style="list-style-type: none"> Staff are clear on the behaviour policy and confident their colleagues, including senior leaders, will respond to incidents consistently. Training enables staff to get to know pupils and understand their influences and motivations. Department and Learning House leads and deputies are available to provide instructional coaching sessions for dealing with behaviour departmentally. <p>Active ingredient four</p> <p><i>Relevant policy:</i></p> <ul style="list-style-type: none"> The behaviour policy makes sense to staff and pupils. It is used in both culture-setting and corrective behaviour conversations. Roles of different staff (class-based, leadership, pastoral team and others) are clearly defined and understood. 	<p>Collaborative expectation setting</p> <ul style="list-style-type: none"> Refresh behaviour policy in collaboration with pupils and staff. Launch 'Expectations' and provide clarity to all pupils about the standards expected. Half termly assemblies promoting ethos and behaviour expectations. Staff briefing to have daily reminders about expectations (over-communicate). <p>Training</p> <p><i>Leadership:</i></p> <ul style="list-style-type: none"> Use the 'Creating a Culture' paper from Tom Bennett to re-establish the basics for how a leader should operate. Charlie Taylor behaviour checklists used and circulated to departments. Coaching framework to support senior leaders to ensure they are meeting the following criteria: <i>Attention to detail, Staff engagement, Consistent practices, Visible leaders, Detailed Expectations, Clarity of culture, High staff report, All students matter.</i> Internal CPD to facilitate coaching training for leaders at all levels. <p><i>Teachers:</i></p> <ul style="list-style-type: none"> Intensive work around behaviour included in induction process (all staff for intro year). Provide clarity on expectations as classroom teacher, form tutor and on duty as well as support and non-teaching staff. Half-termly half-days for one year. Package of support to help staff who are experiencing difficult classes, focused on classroom management strategies: two training days per half term for 3 half terms. Coaching framework supports middle leaders in developing classroom practice for their department. Clear strategies to help support classroom teachers. Promote HoD involvement in sorting behavioural issues, including seeking tailored training for high-needs pupils. <p>Policy Implementation:</p> <ul style="list-style-type: none"> Behaviour leader to conduct weekly QA of behaviour and pastoral processes, inviting feedback. Regular Learning House meetings to discuss pastoral issues & reaffirm policy. Create an Incident Response process to provide clarity of roles and escalation procedures. 	<p>Short term (3 months):</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Pupils and staff demonstrate knowledge and understanding of support and consequences if they do not meet expectations QA of policy implementation demonstrates increase in consistency High needs pupils identified and targeted with tailored support; gaps in high needs provision identified Incidents logged correctly <p><i>Reach:</i></p> <ul style="list-style-type: none"> Every student can name core 'Expectations' All staff have CPD and INSET delivery with regards to behaviour journey we are now on All most challenging students are supported through high needs provision, usually tailored <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Policy implementation demonstrates acceptability to staff and pupils Reduction in the amount of exclusions for high needs students <p>Medium term (6 months):</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Sanctions and support are consistent Middle/TLR/Senior leaders actively taking part in coaching/training sessions Correct support is being offered to students, with gaps in provision addressed Systems and processes being implemented effectively New data is integrated effectively to adapt support packages for high needs and at-risk pupils <p><i>Reach:</i></p> <ul style="list-style-type: none"> All Middle/TLR/Senior leaders All pupils assessed as 'high needs' are receiving tailored support Proactive tailored interventions offered to pupils at risk of needing specific support with behaviour <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Staff engaging in coaching meetings with middle/TLR/Senior leaders with regards to behaviour in class Fewer students involved in serious behavioural incidents The language of 'Expectations' is used spontaneously by staff and pupils in conversations about behaviour and learning <p>Long term (12 months):</p> <p><i>Fidelity:</i></p> <p>Staff experience a robust and informative induction process that provides clarity over expectations for being effective in their role</p> <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff understand their role and access specific training <p><i>Acceptability</i></p> <ul style="list-style-type: none"> Positive feedback for induction programme New staff complete induction programme. Any new staff to post holder positions also attend additional coaching/training. Staff opinion on SLT (via staff voice) starts to make significant improvement. 	<p>Short term (3 months):</p> <ul style="list-style-type: none"> Pupils understand the school rules and the behaviour expected of them There are fewer incidents of pupils challenging a staff member on their response to a behaviour incident <p>Medium term (6 months):</p> <ul style="list-style-type: none"> Pupils who are classed as 'high needs' report that they feel supported when asked by behaviour leader or pastoral lead More behaviour incidents are resolved within departments, without pupils being sent to SLT Fewer students involved in serious behavioural incidents <p>Long term (12 months):</p> <ul style="list-style-type: none"> Pupil survey shows pupils feel supported by and connected to their school Embedded provision for high needs students means more pupils remain in class with fewer fixed-term internal or external exclusions Average academic progress of high needs pupils begins to increase