

## Developing Greater Consistency of Behaviour Management

***“The Wall and the training we received allowed staff at all levels to unpick the barriers to successful behaviour for learning and develop effective tailored strategies for our setting.”***

(Mark Anderson, Headteacher, Huntingtower Primary School)

The headteacher requested support on the recommendation of a neighbouring school I had worked with recently. His main concern was that whilst the vast majority are well-behaved and motivated, a significant minority present particularly challenging behaviour. This can significantly tip the balance in the classroom and across the school.

### ***Focal Areas:***

- Reviewing the existing behaviour policy
- Providing an opportunity for all the staff to review their strategies and approaches to managing behaviour
- Rewriting the school values and ethos statement – in a way that was genuinely contributed towards and owned by all key partners

### ***The support included:***

- Helping the Senior Leadership team to clarify their vision regarding behaviour, pastoral care and the links with teaching and learning
- Facilitating staff discussions as to the values that underpin their practice in order to develop a *shared understanding and common language around behaviour*.
- Several training sessions looking at *why pupils behave in the ways that they do*, including reviewing strategies.

### ***Outcomes:***

- Staff have reported having a better understanding as to why pupils misbehave and found the input using the Behaviour Wall particularly helpful
- The school is about to rewrite its values statement, with input from all staff, governors, parents and pupils. They are currently choosing between the acronyms CARE (Care, Aspiration, Respect, Enjoyment) and REACH (Respect, Encouragement, Aspiration, Happiness).
- The head feels more confident that, whilst there will always be the need to keep behaviour under review, the school is doing a very good job in meeting the needs of all pupils.
- SLT are confident that there is more of a shared understanding about behaviour across all of the staff groups.