CHILTERN LEARNING TRUST

THE 5 CORE PRINCIPLES TO 'THE BEHAVIOUR CURRICULUM'

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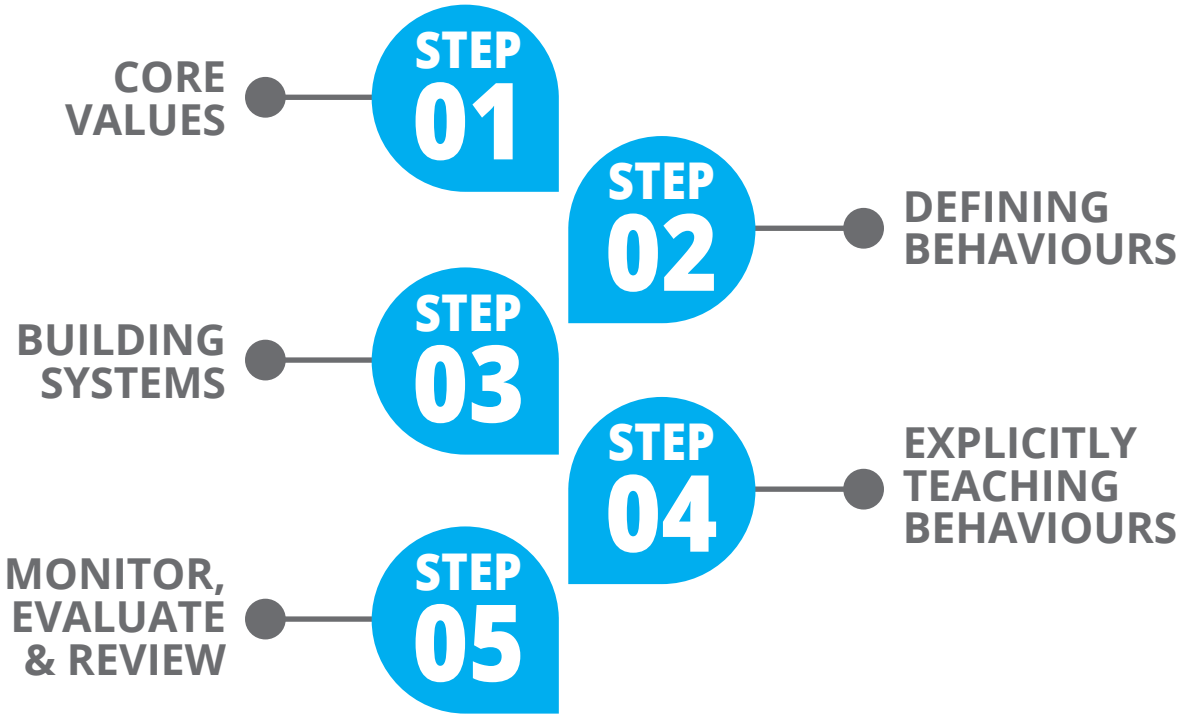
INTRODUCTION

This summary document has been put together in collaboration with colleagues from the Department for Education and further afield.

Within this summary document, you will find a set of principles that, when implemented correctly, will allow for a well built and established Behaviour Curriculum. An audit tool to review your Behaviour Curriculum practices is also included to support a reflective approach to your current systems.



PRINCIPLE 1: CORE VALUES

Core values are defined as the principles that underpin your school's ethos and actions; they lie at the heart of the school's identity and do not change over time. They allow people in schools to make good decisions on their own by simply applying the values to new challenges that come along. By taking an agreed, consistent approach to your core values, systems and processes are more likely to run smoothly.

1.1 HOW TO DEFINE THEM

- Defining your core values:

1.2 HOW TO LIVE YOUR CORE VALUES

- Create your common language that constantly refers to these values.
- Embed these values in all you do, e.g. signage, marketing, meeting agendas, assemblies, continued professional development.
- Quality assure the understanding of your core values, e.g. Google Forms, staff meetings and line management.

1.3 WHY ARE YOUR CORE VALUES NOT WORKING?

- They are unknown - if they cannot be articulated, they are not embedded.
- They are not unique - they do not represent why your school is so special.
- They are not modelled by leadership – if the senior leaders don't model or communicate the values, other staff can't follow by example.
- They do not influence behaviour - having values is one thing, but people need to act in line with them.

KEY FEATURES OF EFFECTIVE LEADERSHIP

- Narrate the values in all interactions with staff and stakeholders.
- Model the values in their behaviour and expectations to staff members.
- Challenge and Follow up on accountability in relation to values; do not let anyone go against them.

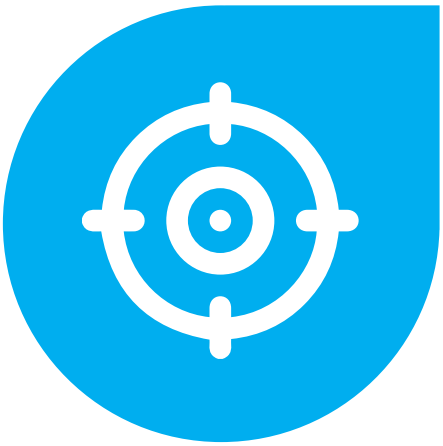
PITFALLS

- Watch out for accidental values, which create a bad culture in schools. They are often hidden and unintentional but can greatly undermine core values. For example, if a core value is 'integrity', an accidental value may be colleagues speaking negatively about pupils in the staffroom. The staff behaviour therefore conflicts with the core value.
- If leaders and staff do not subscribe wholeheartedly to the core values then they cannot be consistently applied and take effect.

"SING YOUR WORLD INTO EXISTENCE"

PRINCIPLE 2: DEFINING BEHAVIOURS

Having values and a vision lets people know the direction you are taking but without defining how you behave in relation to these values, staff cannot fully align to them. This eventually leads to mutated core values.



2.1 BE CLEAR IN WHAT YOU EXPECT

- Make it explicit and write it down.
- Collaborate with leaders, staff and stakeholders to ensure they are part of the process.
- Remove barriers and create conditions for staff to be successful.

2.2 RESPONSIBILITY AND ACCOUNTABILITY

- Define the roles of all stakeholders - how should senior leaders behave compared to a class teacher?
- Refer back to the agreed roles and responsibilities regularly in staff meetings, line management meetings or continued professional development.
- Provide a thorough induction and staff training for new starters to ensure clarity of expectations.

2.3 FEEDBACK CONSTANTLY

- Use public praise to celebrate desired behaviours. This will also encourage others to follow suit.
- Hold challenging conversations privately and professionally.
- Create systems for the feedback to staff, e.g. weekly staff meetings, letters, praise postcards, line management meetings, etc.

KEY FEATURES OF EFFECTIVE LEADERSHIP

- Codify these behaviours into a staff handbook or manual.
- Model and speak the desired behaviours into existence and make them your daily language.
- Do not be afraid of challenging conversations and do not let standards slip.

PITFALLS

- If your language focuses on negatives then morale will be disrupted. Instead, consider the time and place to highlight concerns.
- Inauthentic praise will erode school culture. Staff will recognise when praise is insincere so ensure it is used as a tool to motivate and secure behaviours.

The below table defines the behaviours of senior leaders across a range of outstanding schools and can be used as a guide to support your school.

CHARLIE TAYLOR'S BEHAVIOUR CHECKLIST FOR SENIOR LEADERS:

POLICY	• Ensure absolute clarity about the expected standard of pupils' behaviour. • Ensure that behaviour policy is clearly understood by all staff, parents and pupils. • Display school rules clearly in classes and around the building. Staff and pupils should know what they are. • Display the tariff of sanctions and rewards in each class. • Have a system in place for ensuring that children never miss out on sanctions or rewards.
LEADERSHIP	• Model the behaviour you want to see from your staff.
BUILDING	• Visit the lunch hall and playground, and be around at the beginning and the end of the school day. • Ensure that other Senior Leadership Team members are a visible presence around the school. • Check that pupils come in from the playground and move around the school in an orderly manner. • Check up on behaviour outside the school. • Check the building is clean and well-maintained.
STAFF	• Know the names of all staff. • Praise the good performance of staff. • Take action to deal with poor teaching or staff who fail to follow the behaviour policy.
CHILDREN	• Praise good behaviour. • Celebrate successes.
TEACHING	• Monitor the amount of praise, rewards and punishments given by individual staff. • Ensure that staff praise good behaviour and work. • Ensure that staff understand special needs of pupils.
INDIVIDUAL PUPILS	• Have clear plans for pupils likely to misbehave and ensure staff are aware of them. • Put in place suitable support for pupils with behavioural difficulties.
PARENTS	• Build positive relationships with the parents of pupils with behaviour difficulties.

PRINCIPLE 3: CREATING SYSTEMS

According to researchers at Duke University, habits account for about 40 percent of our behaviours on any given day. Understanding how to build new systems (and how your current ones work) is essential for making progress in your school. Systems, routines and habits will help drive the behaviours you wish to see.

3.1 MAKE IT OBVIOUS

- Embed new routines into the day-to-day work of all colleagues.
- Narrate the process just as much as the behaviour. Discussing the new system or routine often will ensure it remains a high priority.
- Embed your core values into the routines or systems.

3.2 MAKE IT ACHIEVABLE

- Pick one area that needs to be systemised and changed. Work on that until it is embedded before moving on.
- Set SMART targets for what you want to accomplish.
- Discuss the new system and receive regular feedback so that adjustments can be made.

3.3 MAKE IT ENJOYABLE

- Reward those who demonstrate the system or routine well.
- Share the impact. Discuss the results with all stakeholders and bring them along the journey with you as it is evolving.

KEY FEATURES OF EFFECTIVE LEADERSHIP

- Ownership is critical when leading on new systems. Consider carefully which leader will be responsible for this new system or routine.
- Lead from the front. Show and model the new system in action.
- Watch staff perform the new system and collect measurable data to help track improvement.
- Hold staff accountable and provide feedback.

PITFALLS

- Not tracking and measuring the change in the new system.
- Changing the system too soon if the data does not show improvement immediately. Systems take time, so respect and trust the process.
- Not planning logistics into systems or routines. Consider how timetabling, layout of buildings or staffing may impact on the new system being embedded.

The below table provides an example of a codified system used by Dixons Music Primary.

DIXONS MUSIC PRIMARY TRANSITION ROUTINE
Sitting as a group to moving around the classroom
E.g 'carpets to tables' during Maths Mastery lesson or 'sitting to group work' during a music/PE lesson.
Teacher to clearly state that a transition is about to happen and ensure all students are tracking before beginning the transition routines. For EYFS/KS1 use something like. *'It's time to transition to tables, track me.'* For KS2 *'It's now time to transition to tables in our natural state. Track me.'*
1. Teacher to **show** 'One' by holding up 1 finger. *Children stand but continue to track the teacher.*
2. Teacher to **show** 'Two' by holding 2 fingers up. *Children to face in the correct direction but track the teacher.*
Note: Children may be facing in different directions depending on where they are going next.

"YOU DO NOT RISE TO THE LEVEL OF YOUR GOALS, BUT FALL TO THE LEVEL OF YOUR SYSTEMS"

PRINCIPLE 4: EXPLICITLY TEACHING BEHAVIOUR

Once you have created your systems and routines, the next step is to address how staff and students are going to learn and practise these before implementing them in their day to day life.

4.1 FRONTLOADING TRAINING

- Use INSET days or large staff meetings when launching or readdressing systems.
- During these training sessions ensure staff have time to clarify misconceptions.
- Dedicate time to deliberate practice. Ensure all staff have absolute clarity on the new system and their role within it.
- Use the language from your core values throughout the training - explain to stakeholders why you are using this new system or routine.

4.2 ONGOING TRAINING

- Use leaders to track and monitor implementation. Provide a monitoring rota or timetable for leaders during the early stages of the new system.
- Gather feedback regularly to design ongoing training and coaching.
- Plan for different levels of communication and give all stakeholders opportunities to ask questions.

4.3 NUDGES TO MODIFY BEHAVIOUR

- Positive framing and highlighting the students and staff who are following a routine will help embed the changes and behaviour you want to see.
- Explicitly re-teach the system or routine. Tell pupils or staff what you are going to do, how you need it completed and then allow them to complete it.

KEY FEATURES OF EFFECTIVE LEADERSHIP

- Give enough time to deliberately practise the system.
- Have various levels of communication (e.g. assemblies, staff meetings, INSET) to implement the system over a period of time. Ensure all stages are completed before starting the new routine or system so all misconceptions are addressed.
- Model the system with confidence.
- Have high expectations of the new system's implementation.

PITFALLS

- If leaders have any misunderstandings of the new system then they cannot model it correctly to others.
- If not revisited, the system could change over time and not meet the desired outcome.
- Not providing opportunities for further training or coaching of the new system.
- Not providing opportunities to practise the new system away from pupils or parents/carers.

The below table provides an example of how Charles Dickens Academy explicitly teaches pupils' behaviours.

CHARLES DICKENS ACADEMY CHARACTER CURRICULUM: *"SWEAT THE SMALL STUFF"*

WEEK	FOCUS	KEY POINTS
31st October	**How to sit on a chair or carpet**	• Tracking the adult in the room • Feet on the floor • What to do with your hands • Adjusting your chair • Sitting on floor or carpet
7th November	**How to walk along corridors**	• Walk on the left • Single file • Voices off • No jumping or rushing • Walking at all times • Giving enough space between you • Facing the direction of travel and someone else
14th November	**How to introduce yourself**	• Hello..My is name is...and I'm in....class.

"PRACTICE DOES NOT MAKE PERFECT.
ONLY PERFECT PRACTICE MAKES PERFECT."
VINCE LOMBARDI

PRINCIPLE 5: MONITOR, EVALUATE AND RENEW

Having core values, defining behaviours and explicitly teaching how to behave will help to create a desired school culture. However, tracking that processes are working is equally critical to success.

5.1 MONITOR

- Quality assure the system at all levels - define which levels of leadership will be responsible for tracking and monitoring specific processes.
- Gather live data - where possible, visit the process in action to observe its application.
- Collect measurable data - refer back to the SMART targets you've set for the system or routine and quantify the effectiveness using these.
- Ensure the data is reliable and valid by having set data collection points within the school calendar.
- Request internal feedback from staff to compare accuracy of data and use external reviews to provide objective feedback.

5.2 EVALUATE

- Put quality assurance of your system as a standing item on leadership agendas.
- Make the data and evaluation user friendly - other leaders and staff will not engage in data they do not understand.
- Identify where the strengths of the system are and where areas for development need to take place.
- Talk about progress in terms of quantitative and qualitative data.

5.3 RENEW

- Use your data collection for evaluating and rewriting your next targets.
- Strive for better outcomes of your system - use your monitoring and evaluation to modify the system if required.
- Accept and reflect upon feedback from other staff, leaders or external reviewers and use this to set new targets.

KEY FEATURES OF EFFECTIVE LEADERSHIP

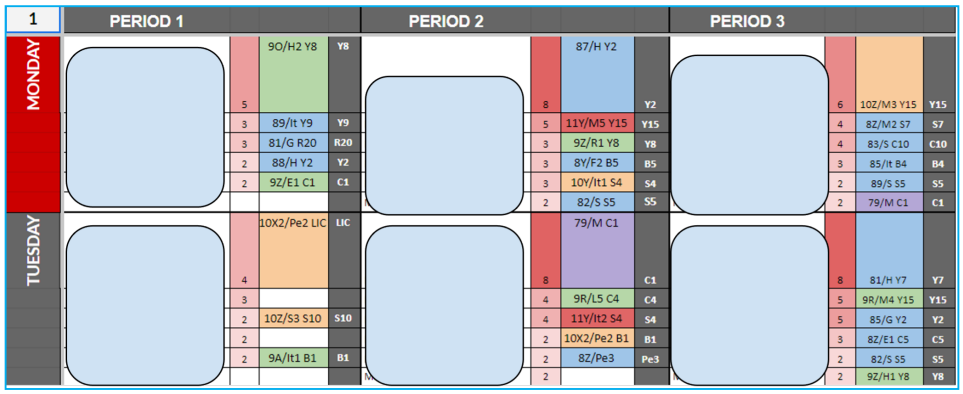
- Prioritise data analysis within a leadership responsibility - allocate a person to be responsible for collecting and presenting data across systems to present for evaluation. Provide time and make capacity for this person to complete their role.
- Contextualise data when sharing it with staff. Some data can look worse before it improves because a new system is now highlighting a previously ignored or overlooked area.
- Make conversations about data a part of meeting agendas at all levels.

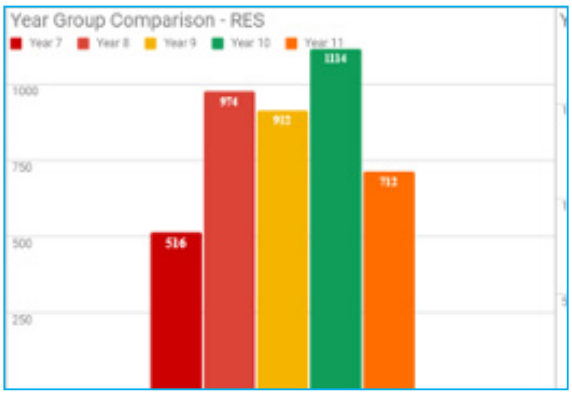
PITFALLS

- If you have too many methods of tracking a system, it will lack consistency and validity. Ensure staff required to collect data all do so in the same way following an agreed process.
- Watch out for staff reacting emotionally to large data changes. Reassure staff it is normal for data to portray changes due to the new system implementation.
- Not setting a SMART target to compare progress against.

The below image demonstrates a method of tracking negative behaviour points issued in lessons on a Monday and Tuesday morning across a half term. Senior staff evaluate the data to plan ahead.

For example, strategically visiting Monday period 2 Year 8 History where 8 behaviour points were accumulated in the half term.





BEHAVIOUR CURRICULUM AUDIT TOOL

This audit tool has been adapted from the work by Tom Bennett and the Department For Education Behaviour Hubs team.

STRUCTURING THE AUDIT:

- Meeting held between the Headteacher and the auditor.
- Meeting conducted with the leadership team.
- Meetings arranged with pastoral leaders, the SENDCO, both experienced/new staff and students.
- Compilation and analysis of feedback through staff and pupil surveys.
- Examination of the main statistics and data.
- Monitoring of student behaviour during arrival, departure, breaks, and transitions.
- Classroom observations conducted to assess the learning environment, teaching practices and school culture.

"WHEN YOU'RE ON TOP OF YOUR GAME, CHANGE YOUR GAME. THIS IS A LESSON OF ALWAYS SELF IMPROVING.

Example Agenda

- Audit Visit -
Date.....

Timings	School Name	Staff
08:00 - 08:45	**MEETING HEAD TEACHER & PASTORAL LEAD** Vision - pastoral structures and systems	
08:45 - 09.05	**START OF THE DAY:** Entrance to school Form Time	
09:05 - 10:00	**STUDENT INTERVIEW PANEL**	
10:05 - 10:35	**UNSTRUCTURED SOCIAL TIME** *(First Break)* Observation of social areas & duty routines	
10:05 - 11:05	**TEACHER INTERVIEWS** *(range of staff voice here)*	
11:05 - 11:35	**UNSTRUCTURED SOCIAL TIME** *(2nd Break)* Observation of social areas & duty routines	
11:35 - 12:35	**LEARNING WALK** Assign locations to cover whole school - Behaviour focus not T&L	
12:35 - 13:35	**LUNCH** Note taking and time to reflect	
13:35 - 14:05	**PUPIL SUPPORT UNIT LEARNING WALK** Visit the Hub area and meet with SENDCO and Senior Assistant Headteacher of Inclusion.	
14:05 - 15:05	**PASTORAL LEADERS INTERVIEW**	
15:05 - 15:45	**DEBRIEF REPORT WRITING** Meeting to discuss observations from the day	
15:45 - Close	**LEADERSHIP TEAM DEBRIEF** Feedback to SLT on findings	**ALL**

Audit Tool

= Not evident = Partly evident = Embedded

School Name:		Headteacher:	
Auditor:		Date:	

Focus Area	Assessment			
Leadership and management:				**Notes:**
There is a clearly defined school culture and organisational philosophy expressed through an accepted vision, mission statement, common language and comprehensive Scheme of Delegation.				
There is a clear behaviour vision underpinned by high expectations and core values, which are understood by staff, pupils and families.				
Leaders communicate, demonstrate and refer to the vision and values constantly.				
Behaviour is a high-status topic and recognised as a key area of school improvement.				
Designated leaders and managers have clearly assigned responsibilities for behaviour.				
Leaders and managers empower and support all staff to take responsibility for behaviour.				
Appropriate levels of resources are invested in creating and maintaining effective behaviour culture including a robust data gathering system.				
Leaders have an accurate view of behaviour culture which is informed by a robust data set.				
Leaders and managers monitor and analyse behaviour and attendance data and take swift, reasonable action to address issues *(including absence, punctuality, bullying, rewards, sanctions, detentions, part-time timetables, suspensions and expulsions).*				

Overall Judgement:				Notes:
Further comments:				

Focus Area	Assessment			
Systems & Social Norms:				**Notes:**
School behaviour, attendance, anti-bullying, safeguarding and pastoral support policies clearly outline principles, rules, routines and consequence systems and clearly define bullying.				
Routines for all aspects of behaviour are underpinned by high expectations, clearly communicated, modelled and reinforced				
Rules are explicit, consistent and reinforce school values and routines.				
Consequences are explicit and reinforce school values, rules and routines.				
Consequences are proportionate and consistently applied when rules are followed or rejected by pupils.				
Detentions or in-school behaviour provision provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate.				
Behaviour policies should consider any additional needs of pupils, take account of any reasonable adjustments required and should comply fully with the Equality Act, 2010.				
Students who fall under the reasonable adjustment category are appropriately catered for and so not impact school culture				
Students who fall under reasonable adjustment have bespoke curriculum and intervention strategies to support their ability to access education.				

Overall Judgement:				**Notes:**
Further comments:				

Focus Area	Assessment			
Staff:				**Notes:**
Leaders build respectful relationships with staff, Leaders model respectful relationships and appropriate communication for staff. Respectful relationships are embedded in teaching practices.				
Relationships between pupils and staff reflect a respectful, consistent, supportive and positive culture.				
New staff are inducted into the behaviour culture of the school and arrive 'ready' to run their classroom/area and to engage in the whole-school approach.				
Designated staff provide appropriate training for all staff on regularly reviewing and understanding the schools systems and routines.				
Leaders and managers support their staff to implement whole-school behaviour systems consistently and effectively.				
Staff understand the policy and their responsibility to create and maintain the behaviour culture.				
Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture.				
Staff are held accountable for their part in the maintenance of the school's systems and processes.				
Staff voice is captured regularly on whole-school issues including behaviour, and their views are considered in the development of the behaviour policy.				

Overall Judgement:				**Notes:**
Further comments:				

Focus Area	Assessment			
Students:				**Notes:**
New pupils are inducted into the behaviour culture of the school and arrive 'ready' to contribute to the behaviour culture.				
Pupils receive regular updates and reminders on how to meet the whole-school expectation on behaviour.				
Pupils have a good understanding of rules, routines and consequence systems.				
Pupils or groups who demonstrate 'good' behaviour are celebrated and praised.				
Pupil voice is captured regularly on whole-school issues including behaviour.				
Pupils' views are considered in the development of behaviour policy and practice.				

Overall Judgement:				**Notes:**
Further comments:				

Focus Area | Overall Summary	Assessment
Areas of strength:	**Areas of Development:**
Overall Judgement:	

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