

Tom Bennett: DfE webinar (Behaviour Hubs focus) Summary notes from the webinar.

There was considerable reference to inclusive practice, the importance of relationships, needs of SEND students and a more trauma-informed approach.

Behaviour Hubs

- Currently not recruiting new schools to programme but can register your interest with the DfE
- Lead schools are matched to partner schools and work in partnership
- Key is LEADERSHIP of behaviour and inclusion. It is about building SYSTEMS of implementation.

Tom's key points:

- ❖ There is still a need for more professional development/training in ITT
- ❖ Schools have to WANT to change their practice
- ❖ Systems drive improvement: implementing, checking, lots of management and leadership needed
- ❖ Least effective schools: only **respond to misbehaviour**
- ❖ Most effective schools: where students are **taught HOW to behave**
- ❖ Staff also need to be taught/trained in how you want them to do things
- ❖ Pupils need an explicit behaviour curriculum that teaches them what you want to see; **"here is how to succeed here"** (e.g. how we behave in the queue, library, assembly, corridor etc) This has to be codified and trained; part of student induction (in all years)
- ❖ It is not enough to think, "we hope they behave"
- ❖ Schools need **"committed and visible school leaders"**
- ❖ Involve parents/carers as much as possible
- ❖ When new staff start: a whole day of training on the Behaviour policy and how we want you to implement it
- ❖ If staff are not adhering to it- this must be addressed
- ❖ The school culture must be **created consciously and assertively**
- ❖ "Design it" and then train people to do it; monitor that then and hold people accountable (Tell, train, demonstrate, correct and repeat) [Students and staff]
- ❖ Think: **formative assessment for Behaviour**. In a Maths test if a student gets something wrong, you wouldn't shout at them; you would help them understand their error, correct it and then practise again... give students formative feedback about how to do it next time
- ❖ Sanctions: often misunderstood. The core is your Behaviour Curriculum. It is like "learning to drive". We need the sanction as a "backstop"; there have to be boundaries and consequences. Important to remember that a consequence could be conversational: formative feedback. (For example: think about speed cameras. Most people slow down- it is a deterrent for most. There will always be a small number who don't; they will have a consequence..)
- ❖ Sanctions need to be **consistent, predictable**- certainty much more important than severity; remember we don't manage staff by saying, "if you don't do this right now you will be in capability proceedings"...
- ❖ Praise: **students need to feel they matter and they are cared for**
- ❖ All students, but especially those with SEND/who have experienced trauma need a safe, calm, predictable, structured environment. It is our job to create this. **"It's a kindness to have routines"**

- ❖ Reasonable adjustments for students with SEND are needed; appropriate to the student needs
- ❖ DfE are to make some of the Behaviour Hub training modules available soon online on the DfE YouTube channel and the Gov.uk webpage
- ❖ Start with one new routine and practise it; staff will see the benefit then. **Routines are "a rising tide that lifts all ships."**
- ❖ Tom says the following schools have good Behaviour curricula: Charles Dickens primary; Bedford Free school and King Solomon, Marylebone.
- ❖ Don't just take another school's Behaviour policy though- go and see it in action; see it happening. Look for a school with a similar context to yours.

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