



Raising Standards of Behaviour in Schools

**A one-day Conference for Headteachers
and Senior Leaders at Chelsea Football Club**

Friday 12 July 2019

8.30am - 4pm

Stamford Bridge, Fulham Road, London SW6 1HS



8.30am

Registration and welcome

Steve Miley, Director of Children's Services

8.40am

Introduction

Kevin Morris, Principal Adviser, Secondary
and Jan Parnell, Assistant Director Education

8.50am

Keynote: Outlining the key recommendations from the Bennett Review

Tom Bennett, Author, Independent Review of Behaviour in Schools commissioned by DFE

- Examining the key issues illustrated in the independent Review of Behaviour in Schools, 2017 and the resulting recommendations.
- Proposing internal inclusion units in schools to offer early specialist intervention for challenging pupils to integrate them back into school and avoid permanent exclusion.
- Outlining the crucial role teacher training can play in improving school behaviour, such as ensuring staff are trained to respond effectively to inappropriate behaviour to minimise disruption, and building relationships of trust and respect with pupils.

- Examining the common characteristics of schools that deal with behavioural issues and enable pupils to thrive in an outstanding environment.
- LATEST UPDATE- Government Behaviour Expert, Tom Bennett will lead £10 million project to support 500 schools across England to develop policies like detention systems and new sanctions for pupils.

9.50 - 10.45am

Case study

**Vic Goddard, Headteacher Passmores Academy
and featured in Educating Essex**

Taking and early intervention approach to improving school behaviour

- Creating an internal inclusion unit built at the centre of the school. Staffed by fully trained teachers, where pupils receive targeted curriculum support and social support aimed at reintegrating them back into the school community.
- Establishing a Students Towards Excellent Progress (STEP) team, designed to carry out early intervention for challenging pupils, for example by responding to pupil's specific needs through positive reinforcement booklets.
- Designing a 'relationship charter' rather than a behaviour policy, which was co-designed by staff, parents and students, which aims to affirm rather than condemn, and discussing how rewards for good behaviour avoids pupils becoming desensitised to benefits.
- Working in partnership with parents and carers through the mutually agreed partnership agreement and establishing a comprehensive support system for parents, which helped pupils to recognise the impact their behaviour had.



10.45 - 11am

Coffee break

11am - 12.30pm

Hammersmith & Fulham workshop inputs to include:

Workshop 1

Enabling Children to Shine

Katrine Bulley, Deputy Head, Normand Croft Primary School

We are recognised by the local authority and local community to be very successful at including vulnerable children: enabling them to thrive and develop positive attitudes to learning. This has taken a number of years to achieve. At the heart of our practice we have developed three clear strategies

- Embedding shared values
- Developing children's and adults' resilience
- Promoting positive behaviour in the classroom

The workshop focuses on the ways in which these three strategies enable us to keep unsettled children in school, emotionally secure and learning well.

The workshop offers colleagues the opportunity to reflect on their own strategies by sharing our journey. It is open to teachers of all age groups and would also help teachers at secondary school dealing with issues of transition from primary school.



Workshop 2

Led by Educational Psychology and
Family Support colleagues

A relationship - based Approach to Inclusion

What does this mean organisationally?

What is the impact of improving the relationships in schools?

We will bring some ideas about what is happening in other boroughs as they move towards this approach, giving ideas about auditing your schools for resilience and well-being. Using Sociograms to work on building a sense of belonging, bringing you evidence- based practice from research.

In the second part of the workshop, the Family support team will introduce the inclusion projects they are doing in two H and F secondary schools- working intensely with families at risk of exclusion. Introducing a variety of counselling and social media software we shall show you how in action the relationship base in schools that support pupils to learn and change as well as helping the family to think and act in a different way.

The workshop will introduce the research basis as well as being interactive, introducing some activities and interventions that will support schools in thinking in a relationship- based way.

If you have information about audits and interventions, you are doing in your school please bring them along to share.

Workshop 3

Transforming the Culture: a secondary perspective

It's been quite a journey to get Phoenix Academy back on track having slipped into special measures in 2016. Our recent grading of 'good' was the result of 20 months intense and hard work on shifting a culture of poor behaviour and excuses to one of strong discipline and hard work. I will share our journey to this point and identify key successes which supported the shift.

Workshop 4

SHAME

Charlie Rigby, Founder of the Violence Intervention project

In this workshop Charlie will present for discussion the following:

- Shame as a catalyst for Violence
- Shame in relation to gangs and serious youth violence
- How shame may manifest itself in young people we work with
- How we can help young people deal better with Shame
- and how we can help create change to the environments we work with young people.

12.30 - 1.30

Lunch

1.30 - 2.15pm

Kiran Gill, CEO and founder of The Difference

Making the Difference: Breaking the link between school exclusion and social exclusion.

- Kiran is developing IPPR's latest public service workforce reform. The Difference is a new fast track programme to develop school leaders who are specialist in supporting children with complex needs.

2.15 - 3.00pm

What does inclusion look like?

Clare Woolhouse and Fiona Hallett

This session will present results of an on going research project which utilises visual methodology to explore perspectives, particularly those of children and young people, regarding inclusion and exclusion. For the project children produced and annotated photographs, which were anonymised and shared with other children and teachers within school workshops, and with the general public in an exhibition at TATE Liverpool. The presentation will share some of our materials and findings in a way that can be used by practitioners with their own students.

Clare Woolhouse is a reader in Education at Edge Hill University and worked in two secondary schools and an FE college before moving into Higher Education in 2000.

Her areas of interest are education for equality and social justice and multisensory methods of teaching and learning.

Fiona Hallett is a Professor of Education at Edge Hill University and spent most of her teaching career in special schools or children with challenging behaviour and autism.

3.00 - 3.45pm

Planning time for senior leaders

What might a good behaviour policy look like?

3.45pm

Finish

ALL DELEGATES PLEASE SIGN UP FOR YOUR CHOICE OF WORKSHOP

Please select your first choice only:

- ☐ Workshop 1
- ☐ Workshop 2
- ☐ Workshop 3
- ☐ Workshop 4

Name	
Name of school	
Contact number	
Email	

Please RSVP to Kevin Morris:
Kevin.morris@lbhf.gov.uk