BEHAVIOUR 360
CASE STUDY
OAKLEY SCHOOL



Learn about the impact Behaviour 360 is having in schools just like yours.

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IMPORTANT NOTE

All of the quotes you're about to read in this case study are genuine.

So, unlike other case studies you may have read before, this document doesn't just include positive comments and praise.

I've deliberately included doubts - and areas the school had difficulty implementing at first - because I want you to have balanced information about whether Behaviour 360 is a good fit for your school.

That means, if you decide to move ahead with the programme, you'll be able to get Behaviour 360 up and running more quickly in your school.

And remember, if you have any questions about Behaviour 360, I'm always here to help. My email address is at the bottom of this page (and at the end of the case study).

To your success,



Emma Shackleton
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OAKLEY SCHOOL

"The reach is whole-school, and that's what makes it work."

Teachers having that understanding, and being able to dip in and out of the training, has been really beneficial – not just the knowledge, but the specific strategies that make a real difference. It impacts every member of staff, as well as the work we do with parents and lunchtime supervisors, which is what makes it feel like a genuine whole-school approach.



Katie Whitney
SENCO
Oakley School

WHAT WERE YOUR KEY SEMH AND BEHAVIOUR CHALLENGES?



More unmet needs turning into behaviour issues, frustration and stress for pupils, parents and staff.



More difficult transitions from primary to secondary, with pupils struggling to adapt.



More firefighting for leaders, leaving less time for whole-school improvement.



More stressed and unsure teachers, feeling unprepared to manage SEMH in the classroom.

About Oakley School

Oakley School, located in Warwickshire, is an all-through school that first opened in September 2023. Oakley has a notably high proportion of pupils with additional needs, including many with SEMH needs, reflected in both the number of pupils with EHCPs and those on the SEN register. Its team work hard to support pupils in a needs-led, holistic way.

WHAT WAS THE WHOLE SCHOOL IMPACT OF THOSE CHALLENGES?

On pupils



Pupils had a difficult time when needs weren't met, often leading to behaviour issues… and frustration for them and their families.

"The pupil has a really difficult time, and that then often goes into being seen as a behaviour issue... [Because of that] it becomes difficult for the pupil, it becomes difficult for the parent, and you just end up with a lot of frustrated people all round."

On teaching staff



Teachers felt stressed and unsure how to manage situations, which disrupted their focus on learning.

"For the teachers, it's stressful because you're stood there thinking, I don't know how to manage this situation that's happening right in front of me. You want to focus on learning and getting that knowledge across, but when there are unmet needs, you just can't get that across in the same way."

On leadership



Leaders faced constant difficult conversations and pressure to find whole-school strategies.

"For senior leaders, it ends up being lots of difficult conversations. As SENCO, it can sometimes feel like you're always trying to find the right place for that pupil. And when there are unmet needs, we're constantly having to come up with new strategies and whole-school approaches just to keep things manageable."

THE NATIONAL PICTURE

It's worth noting that the situation at Oakley is in line with national trends, where:

58% of school leaders and teachers said pupil misbehaviour had had a negative impact on their health

National Behaviour Survey (published 2025)

10,900 number of permanent exclusions has increased by 16%, from 9,400 in 2022/23 to 10,900 in 2023/24)

Department for Education

97,700 new EHC plans issued during the 2024 calendar year, 15.8% higher than 2023

Department for Education



52% of school leaders said that external support was 'not timelyl'

National Behaviour Survey

53% Increasing diagnosis rates for autism up, with number of referrals up

National Health Service

29% of school leaders and teachers didn't agree they had access to training and development support for behaviour management

National Behaviour Survey

DID YOU HAVE ANY DOUBTS?



"

I did initially question whether the content might feel too primary and if the strategies and videos would be truly relevant for secondary teachers. In practice, though, that concern hasn't proved to be an issue—nobody has come to me and said the videos feel irrelevant. The **strategies have translated well and been valued by staff**.

Everything in school has a financial decision. Particularly at the moment, it's difficult. That was definitely a concern for us. Could we prove that the money was worth it? We have seen the benefits and our headteacher has been **confident enough to renew it again this year**.



WHAT HAS BEHAVIOUR 360 GIVEN YOU?

Helped to build a culture of understanding…

…that gives everyone an arsenal of strategies they can use. Behaviour 360 was the perfect place for us to start embedding that culture right from the beginning.

Support for new staff and teaching assistants...

...irrespective of their starting point, staff can watch a video, try the strategies and return for a conversation, ensuring staff felt confident from day one.

Flexible, high-quality professional development...

... allowed staff to choose what's most useful, link it to appraisals, or bring it into team briefings. Therefore, understand when a child is dysregulated, transforming responses and outcomes.

HOW BEHAVIOUR 360 SUPPORTS ALL YOUR STAKEHOLDERS

The different elements of Behaviour 360 fit together perfectly, giving you a consistent, positive approach to SEMH, for your teaching staff, lunchtime supervisors and parents, at a single stroke.

TEACHING STAFF



Elevate your teaching staff's ability to manage SEMH and behaviour needs in your school…

…with a range of step-by-step training videos made by teachers, for teachers. Behaviour 360 finally takes the latest evidence-based approaches and simplifies them into classroom techniques your teachers can actually use.

LUNCHTIME SUPERVISORS



Transform your lunchtime supervisors into lunchtime super***heroes…***

…with our proven Successful Supervisors training programme. Bite-sized training videos, delivered over time, build your supervisors confidence and change their practice in the long-term. Includes a complete CPD programme.

YOUR LEADERSHIP TEAM



Key strategic information every leadership team needs for outstanding SEMH…

…from writing a behaviour policy that has impact, to understanding how SEMH works in school, to whole school training resources pinpointed around specific needs, everything you need is here to get SEMH and behaviour strategy right.

PARENTS



Instant SEMH support for families, whenever they need help to support their children…

…with our 12-week Family First positive support programme. Family First guides your parents through the SEMH strategies and information they need to help their kids thrive both at home and at school.



WHAT IMPROVEMENTS DID YOU SEE?

For pupils

On the whole for pupils, they have more safe adults in school, more people that they trust. Pupils feel more understood during the difficult move from primary to secondary because staff had prior training and strategies to support them.

For teaching staff

With better strategies in place, I have found teachers felt less overwhelmed, as they learned specific approaches (like the hand–brain model and de-escalation strategies) that helped them manage situations calmly, confidently, which prevents more difficult situations from escalating into behaviour issues.

For school leaders

As a senior leader, it now means far less firefighting, with the majority of staff equipped to handle challenges so fewer issues reach my door. This shift has reduced crisis management and freed up time to focus on embedding culture, strengthening training, and driving long-term approaches.

For parents

When I have difficult conversations with parents, I can now show clear evidence of the strategies teachers have used and the impact they've had. That makes a big difference. There's far less conflict, and parents feel their children are being understood in school rather than misunderstood.

For lunchtime supervisors

As our school grows, we're looking forward to using Behaviour 360 with lunchtime supervisors, so every adult on duty has the strategies to support pupils consistently and create calmer, more positive lunchtimes.



WHAT WOULD YOU SAY TO OTHER SCHOOL LEADERS?

“ It definitely gives value for money if you use it correctly. You need your senior leadership team on board and a clear plan for how you'll use it, because if you just buy it and leave it, only a couple of people might watch the videos. But used well, it's **absolutely worth the investment**.

For us, it was about building a culture of understanding specific needs and giving everyone an arsenal of strategies they could use, and **Behaviour 360 was the perfect place to start**.

When I've had particular situations, I've often reached out for help [from the team] and found that really valuable. Beacon doesn't feel like a huge corporate company just handing you videos; it feels like a personal relationship. **They're invested and want it to work in your school.**

NEXT STEPS

Want to know more about whether Behaviour 360 is a good ft for your school?

Visit **beaconschoolsupport.co.uk/behaviour360** to learn more - or email Emma Shackleton directly (**emma@beaconschoolsupport.co.uk**) to book a no-obligation chat.

