

BEHAVIOUR 360

CASE STUDY

RADDLEBARN PRIMARY



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



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CASE STUDY

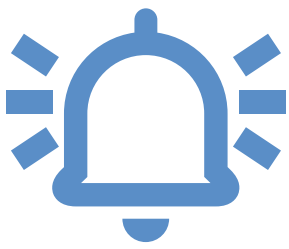
RADDLEBARN PRIMARY

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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 primary 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

emma@beaconschoolsupport.co.uk



RADDLEBARN PRIMARY



“It’s worth every penny ”

Behaviour 360 gives schools something they’ve never had before – a tool that’s always there when you need it. Instead of waiting for outside agencies or relying on inconsistent advice, staff can access clear, practical strategies straight away. That immediacy means challenges are dealt with quickly, confidence grows, and the impact is seen in classrooms right across the school.



Lisa Noughton Deputy Headteacher
Raddlebarn Primary & Nursery School

WHAT WERE YOUR KEY SEMH AND BEHAVIOUR CHALLENGES?



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More children were confused by adults dealing with behaviour in different ways.



More children escalated quickly without the right strategies.

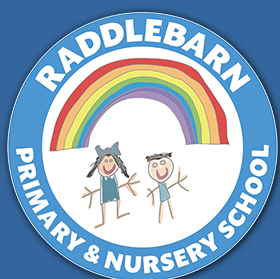


More children missed out on learning when behaviour wasn't managed consistently and valuable lesson time was lost.



More children felt unsafe as they couldn't predict how behaviour would be handled, so they didn't always feel secure.

”



About Raddlebarn Primary & Nursery

Raddlebarn Primary & Nursery School in Birmingham, is a popular and inclusive two-form entry school with a strong reputation for valuing every child. Ofsted describes it as a “good” school where pupils are nurtured, diversity is celebrated. Its ethos of “Success for All” ensures that the well-being and achievement of pupils are at the heart of everything it does. The school has around 460 pupils on roll.

WHAT WAS THE **WHOLE** SCHOOL **IMPACT** OF THOSE CHALLENGES?

On pupils



On teaching staff



On leadership



Pupils struggled to feel secure when routines and expectations were inconsistent, which unsettled them and disrupted learning.

Unmet SEMH needs meant teachers were constantly firefighting, with behaviour escalating faster than it should have.

Behaviour challenges often pulled leaders away from their core priorities, forcing them to step in reactively rather than focus on long-term improvement.

"When boundaries weren't clear or consistent, children were up in arms straight away. They knew something wasn't right, and it unsettled them. That sense of uncertainty made behaviour flare up more quickly than it needed to, creating unnecessary tension for staff and pupils alike"

"Sometimes incidents would occur that could have been avoided. Without the right systems, things escalated much quicker than they needed to. Teachers were pulled away from teaching and left managing crises instead."

"Behaviour issues detracted from the teaching and learning within the classroom. For us as leaders, that meant we were constantly having to step in, redirect staff, and manage situations as they flared up. Instead of driving school improvement and focusing on raising standards, so much of our energy went into firefighting."

THE NATIONAL PICTURE

It's worth noting that the situation at Raddlebarn 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 timely'

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?

“

You're always going to consider cost and whether something new is really going to add value.

I didn't have reservations, because I already knew of Behaviour 360 and the ethos behind it, so I was looking forward to using it and openly embraced it.

The clips are short, clear and easy to use at your own pace, and having those resources at hand means you don't have to wait. If you follow them through, **they always have a positive impact.**





WHAT HAS BEHAVIOUR 360 GIVEN YOU?



“

A wide range of accessible resources ...

...that provide a plethora of ideas. You can sit down, watch the clips which are short and clear, and follow them through at your own pace. Staff like the fact there's something to go to, a tool to support. I don't think there's ever been anything like that before.

The children get a consistent message...

...so, they know that this is how behaviour will be dealt with in school. They know what their expectations are. They know what words are used, what procedures are followed. It gives them that safety and security.

Bespoke training for specific needs...

... that it not only provides a consistent approach for staff training, but also has that bespoke element. When we identify a need in class, we can go straight to Behaviour 360 and ask-how can that help us?

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 *superheroes*...

...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

After COVID, the children came back and they found it very difficult to regulate their emotions. Behaviour 360 gave us a tool we could use to promote good strategies and support children in teaching them how to regulate.

For teaching staff

Since using Behaviour 360, teachers have gained confidence and the CPD they need, with clear strategies they can apply straight away. It's taken away the blame element and replaced it with a supportive resource that helps solve problems.

For school leaders

Behaviour 360 has given us a tool to induct new staff smoothly, support children with different needs, and keep expectations consistently high across the school. For leaders, it means we can maintain high standards and a consistent culture, no matter how the school evolves.

For parents

Before Behaviour 360, behaviour challenges often escalated and meant more contact with parents in not necessarily a positive way. With consistent systems in place and teachers equipped to deal with issues, parents now experience fewer conflicts with school and greater reassurance that their children are being understood and supported fairly.

For lunchtime supervisors

We followed the lunchtime supervisor training plan and they've all loved it and then of course, at the end, they do get a certificate and they love that because that's something that it's great for their CPD and it gives them a self-confidence and self-esteem boost.



WHAT WOULD YOU SAY TO OTHER SCHOOL LEADERS?

“ What I love about Behaviour 360 is that it gives us consistency, but also that bespoke element when you need it. You can say, “I’ve got a child in my class who...” and **straight away there’s a video or strategy that fits.**

You can sit down, watch the clips at your own pace, and follow them through - they’re straightforward and really clear to understand. It’s easy to use, always at hand, and gives staff and leaders the confidence that they’ve got **a trusted tool to turn to.**

It really provides something schools haven’t had before, and that’s why it will always have a place in our school. That makes it a **long-term investment that keeps its value year after year.**

NEXT STEPS

Want to know more about whether Behaviour 360 is a good fit 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.

