

BEHAVIOUR 360

CASE STUDY

WOODGATE PRIMARY



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



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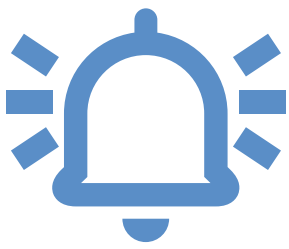
WOODGATE PRIMARY

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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

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WOODGATE PRIMARY



“Impacts every single member of staff”

Because of the fact it's available the whole year, it has an impact on every single member of staff that you want it to... As well as the work you can do with your parents, your lunchtime supervisors. So it's that whole school approach, **it's incredibly good value for money.**

Debbie Colley
Headteacher
Woodgate Primary



WHAT WERE YOUR KEY SEMH AND BEHAVIOUR CHALLENGES?



“

More children joining the school with complex and significant SEMH needs.



More children suffering with anxiety and emotional well-being concerns.



More children struggling with focus and concentration.



More children having difficulties with boundaries.”



About Woodgate Primary

Woodgate Primary in Birmingham has an above-average proportion of both disadvantaged pupils and students with SEND. It is described by OFSTED as “an extremely caring and nurturing school” where the “needs of pupils are at the heart of all the school does.” It has approximately 400 students on roll.

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

On pupils



On teaching staff



On leadership



“ SEMH needs impacted on pupils’ learning and could show itself as verbal and physical aggression, and frustration.

Teaching is already a hard job... and managing children’s emotional and behavioural well-being adds another layer to that.

With these additional, complex challenges, we’re very mindful of the amount of stress and pressure that staff are under.

“That can be very hard to watch, when you’re watching children that are dysregulated, and emotional, and don’t have the language to explain how they’re feeling.”

“The challenge is managing the needs of those children alongside the needs of the rest of the class, and not allowing [those needs] to impact on the well-being and learning of everybody else.”

“That certainly means we were more involved in managing some children... and that we [the leaders] were the people that needed to go and find the solutions to support the staff.”

THE NATIONAL PICTURE

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

60% of school leaders and teachers said pupil misbehaviour had had a negative impact on their health.

National Behaviour Survey

50% Permanent exclusions up 50% between 2021 and 2022 (suspensions up 65%)

Department for Education

78,000 more EHCPs in 2023 than 2021 (and 99,800 requiring additional SEND support).

Department for Education

41% of school leaders said that external support was 'not timely at all'

National Behaviour Survey

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

50%

National Health Service

37% 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 have concerns and reservations using a new resource, you're always going to have questions about how effective and impactful it's going to be, but I think those doubts are magnified when it's online, because you don't know what the quality of the resource is going to be like, you don't know how flexible it's going to be.

But once I'd looked at it, and started to have a look at the quality of the material that was on there, **any concerns I had were quickly dispelled.**





WHAT HAS BEHAVIOUR 360 GIVEN YOU?



“

A huge range of material...

...that really does cover any concern or challenge that we might come across in school. It's such a responsive programme that enables us to work together towards challenges in school.

A consistent approach to behaviour...

...that's fed into our school policy and procedures. It gives us another depth, another layer to what we're already trying to do.

Flexible resources to support my staff...

...so we can find strategies to support children with specific needs, because individual children can have very unique and specific needs. That flexible approach has proved to be really valuable.

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

It's given individual children more bespoke support, but overall it means that children are operating in an even happier school, and they're getting the support that they need, specific to them.

For teaching staff

Collectively, as a group, it gave us some real focus and it enabled us to talk about our challenges and validated them. And, as individuals, it's given people more strategies and tools to use in the classroom. Feedback from teachers has always been very positive and they've found it engaging. A useful tool.

For school leaders

As a senior leader, it means I'm not reinventing the wheel. I can go and find some really quality materials, with just a few minutes of research, as opposed to me trying to find or create something to use with the staff myself. It also gives us reassurance and affirmation we're doing the right things. And it's very cost effective.

For parents

You want to target the right families for Family First. We had a small number of families that engaged with it and found it useful, but we're going to relaunch it this year. This time we're doing it as a group activity, because our families respond better when they come together as a group, where they can work alongside other people.

For lunchtime supervisors

Lunchtime supervisors is a given. You can see the difference in their day-to-day practice. And the fact they felt recognised and valued, through doing the training, that was really valuable.



WHAT WOULD YOU SAY TO OTHER SCHOOL LEADERS?

“ What stands out to me is the huge wealth of material, and the fact that you can have such a flexible approach as to how you use it to meet the needs of your school.

All of the resources are really professionally put together. That's important, because when you start [using] a new resource, you've got to trust it.

Think about the cost these days to send one person on one course for a day. It's becoming very prohibitive. Whereas if you invest in Behaviour 360, you've got all these resources, for all your staff and parents to engage in, for the rest of the year. **It represents very, very good value for money.**

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.

