

Voice of the participant:

Have you achieved what you were aiming to achieve in terms of your own professional development as a specialist?

- Increased understanding and knowledge of the evidence behind key aspects of behaviour, culture and achievement within schools. Further ideas in how to communicate and work with parents. Increased knowledge of SEND.
- Yes, I have confidence in leading behaviour and culture within my key stage and make contribution to wider school community.
- I have achieved what I wanted to achieve through learning how to effectively implement plans to improve areas of behaviour and culture. It has developed my analysis of behaviour and inspired different strategies to address key areas. Through theory and evidence based research, it has provided me with strategies and support to implement plans.
- I feel I have more confidence in addressing something as intangible as 'culture'. Discussing other teacher's/school's approaches to managing behaviour has given me some ideas to implement and also helped me to evaluate my own school's practice. I am now confident with encouraging/maintaining high expectations and feel more able to identify what may benefit our school community and increase positive pastoral engagement.

"I have developed a good understanding of how to improve behavior and culture as a whole in the school and how I can impact change."

Have you gained any skills or knowledge that you did not anticipate?

- Yes - a focus on the restorative approach - especially where students are encouraged to take responsibility for their actions and behaviour and to work with adults to determine an appropriate way forward.
- Yes, my grasp now of how to effectively implement change in my setting has vastly improved - I have a better overview of what the full journey would look like and the ideas implement, do, review. I have also improved my understanding of differing approaches to coaching and mentoring.
- Able to plan for change and analyse the impact it has. Planning for the roll out and scale up has been a useful process. Much more time spent in the planning phase and looking at a variety of data sets to ascertain issues and solutions.

"I have gained skills in effectively implementing plans and support. This included how to talk to other members of staff to ensure the buy in."

- Having participated in the NPQ I have a deeper understanding of Behaviour and Culture in schools. First setting out I predominantly thought it would be addressing behaviours and culture amongst pupils however, from the onset I understood that it was deeper than this and it had to begin with the adults in school. The importance of working collaboratively and gaining buy in from all staff would be key to initiatives/ change being implemented successfully. Working collaboratively with other professionals from different settings enabled me to extend my knowledge and improve practice. I have also gained a deeper insight into the EEF and Tom Bennett's research which I am able to put into my own practise.
- As SENCo I am often asked to support pupils who are dysregulated. Since implementing the changes other adults have become more confident in doing this. We had one or two children who were very oppositional at the start and other adults began to support them with increased understanding. The success of my changes has increased my confidence when dealing with outside agencies and parents which is positive. I worry less about potentially difficult meetings and feel more able to take the lead. I really enjoyed reading the research and it has made me enthusiastic to keep doing so. I didn't really use research before in such a way as I am now so that has had a very positive effect on me.
- I found strategies around parental engagement particularly helpful. I liked the methodical approach of the implementation plans and feel like this has helped me to gain a much better preparatory approach. To be able to work backwards and consider a wide range of different factors and stakeholders is going to make success more likely - to be able to review the big picture in this way will be very beneficial.

“It has enhanced my knowledge and skills to support both staff and students in a timely manner. I have learnt that it is important to allow enough time for effective implementation, particularly in the preparation stage and successful implementation of approaches to behaviour and culture requires expert knowledge which is shared amongst staff.”

Voice of the Head Teacher

What has been achieved in school/within the member of staff as a result of the specialist NPQ programme:

- In the process of creating a 'Behaviour Ladder' for the school, which will detail when and where specific already known (and some new) interventions can be used for maximum effect.
- X is now leading as the Y7 Progress/Pastoral Lead, she has worked really effectively developing a culture of support, and nurture but with clear boundaries and high expectations. X has worked with a group of tutors to further enhance their effectiveness and proactiveness targeting specific areas such as improving attendance, uniform standards and monitoring and action planning for poor behaviour. X engages well with other areas of the school, sharing information to enable a joined up approach to ensure students needs are being met.

- X has been able to consider her strategic approach to her pastoral work. This has been evidenced by her recent whole academy fundraising activity which was expertly planned and executed. X appears more assured and decisive in her operations.
- X has taken a whole school project on as a behaviour lead during this time of challenging behaviour in schools and it is showing impact.
- X has been able to support senior leaders in establishing a strong, positive, and proactive ethos regarding behaviour. Due to a focus on the EEF implementation model we are seeing lasting and positive changes in school.
- Whole school impact on behaviour monitoring and intervention/involvement of behaviour support/escalation.
- X has developed whole school behaviour expectations which are regularly revisited and have been welcomed by staff and pupils. A calmer approach to returning from break time has been adopted which has positively impacted on lesson time and learning.
- Our Director of Pastoral Care and Head have commented favourably on the strategic development of X including the fabulous impact her ideas have brought to the benefit of our pupils.