



Behaviour
HUBS



Behaviour Hubs Programme

**APPLICATION GUIDANCE FOR PROSPECTIVE LEAD
SCHOOLS AND MULTI-ACADEMY TRUSTS (MATS)**



Contents

SUMMARY	4
Who is this publication for?	4
Main points	4
Lead school Eligibility Criteria	6
Lead Multi-Academy Trusts (MATs) Eligibility Criteria	7
Expectations of Lead schools and MATs	8
2. APPLICATION PROCESS	10
3. RESPONSIBILITIES OF LEAD SCHOOLS AND LEAD MATS	13
Lead school responsibilities	13
Lead MAT responsibilities	16
Summary of Lead school responsibilities	17
Remuneration	17
ANNEX A: APPLICATION FORM- LEAD SCHOOLS	19
Mandatory requirements	19
Question 1.	20
Question 2.	20
Question 3.	20
Question 4.	20
Question 5.	21
ANNEX B: APPLICATION FORM- LEAD MATS	22
Mandatory requirements	22
Question 1.	23
Question 2.	23
Question 3.	23



Question 4.	23
Question 5.	23
ANNEX C: SCORING CRITERIA AND WEIGHTING	25



Summary

This guidance has been produced to support school leaders in applying to become a Lead school or Lead multi-academy trust (MAT) for the Behaviour Hubs programme.

WHO IS THIS PUBLICATION FOR?

This guidance is for prospective schools and multi-academy trusts (MATs) who wish to apply to become a Lead school or MAT on the Behaviour Hubs programme.

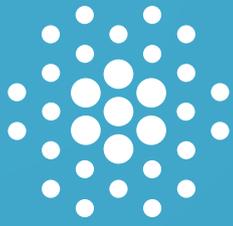
MAIN POINTS

Lead schools and MATs will be responsible for supporting other schools to improve their behaviour culture and practices.

Schools and MATs who wish to be considered should submit an online application by midnight 31 October. To apply, please visit this [link](#).

This guidance also gives an overview of the time commitment and remuneration that Lead schools and MATs on the programme can expect.

For any queries about the application process please contact:
behaviourhubs@educationdevelopmenttrust.com



Behaviour
HUBS

1. Eligibility Criteria



LEAD SCHOOL ELIGIBILITY CRITERIA

The eligibility criteria are set out below. We encourage all interested schools to apply, and all applications will be assessed on a case by case basis.

All schools – Ofsted

Overall Outstanding judgement from Ofsted *OR*

Overall Good judgment from Ofsted with Outstanding Behaviour & Attitudes *OR*

Overall Good judgment from Ofsted with exceptional application form and interview.

For Primary schools

Progress for Reading, Writing and Maths is above average (as defined in the DfE performance tables) for 2 of the past 3 years of published data (i.e. 2 of 16/17, 17/18, 18/19) for either All Pupils *OR* Disadvantaged pupils

Phonics results for 2018/19 are at or above 90%

Percentage of pupils meeting the expected standard in reading, writing and maths is above the national average for 2 of the past 3 years.

For Secondary schools

Progress 8 score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for either All Pupils *OR* Disadvantaged pupils

Attainment 8 score is above the national average for 2 of the past 3 years.

Ebacc entries for 2018/19 are at or above 45%

For colleges

Value added score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for Academic students

Average point score per entry is above national average of all schools and FE sector colleges for 2 of the past 3 years for Academic students

Percentage of students achieving AAB or higher, including at least 2 facilitating subjects, in 2018/19 at or above 20%.



For schools with fewer than three years of performance data:

Schools with fewer than 3 years performance data may apply, as long as the eligibility criteria is met for the years of published data they have (18/19 and 17/18 if they have it).

LEAD MULTI-ACADEMY TRUSTS (MATS) ELIGIBILITY CRITERIA

At least one eligible Lead school in the MAT

Must be considered by the Education and Skills Funding Agency to be of sound financial health. As a minimum requirement, must not have an open Financial Notice to Improve

Should meet each of the following criteria:

School Improvement Metric

Directive Academy Order (dAO) academies: 94% or more improved at first inspection with the trust and other academies: 80% or more remain stable or improve with the trust

OR

the majority of current schools in the trust / planned trust having a Good or Outstanding rating at their last Ofsted inspection.

Phonics attainment metric

Excluding special and AP schools and schools who have joined the trust in the last 3 years: the MAT, from an average of all schools, achieves at least 90% attainment in phonics

Ebacc entries metric

Excluding special and AP schools and schools who have joined the trust in the last 3 years: the MAT meets the minimum standard of 50% Ebacc entry as an average of all schools



EXPECTATIONS OF LEAD SCHOOLS AND MATS

- Experience of having sustained and improved behaviour across a school setting/s, at scale, or having maintained consistently high standards of behaviour
- Evidence of having operated in a challenging setting
- An understanding of how social norms, routines and the appropriate application of consequence systems can be used to effect school culture change
- A commitment to improving your school/s and refining your approach to managing behaviour
- Evidence of your motivation to support other schools to improve and learn from the experience
- An appreciation of how different leadership styles and school contexts may require different approaches to support
- An explicit understanding of how the systems, processes and practices in the school have created your school/MAT's culture of excellent behaviour
- A clear understanding of your schools' behaviour management strengths and areas for improvement

In Lead schools we are looking for inspirational senior leaders who have implemented strong, positive behaviour cultures. In MATs, we are looking for strong executive leaders who have worked with and across a number of schools to improve behaviour. Your work will primarily be supporting senior leaders in Partner schools and Partner MATs to refine and develop their culture, routines, norms and behaviour management systems in their schools.



Behaviour
HUBS

2. Application Process



2. Application Process

Following feedback from interested schools and MATs, we have slightly extended the application window to give schools and MATs more time to apply. The following sets out the new timeline for the application process:

- **6 September 2021. Applications open.** Window for the Behaviour Hubs Lead school and Lead MAT applications opens. Applicants must submit an application form, answering all questions, confirming eligibility and capacity.
- **31 October 2021. Applications close.** Applicants must submit their application form by midnight on this date.
- **By 30 November 2021. Notification of successful application.** Successful applicants will be notified and an interview including focus groups will be arranged with the behaviour adviser team.
- **November 2021 to January 2022. School visit and interviews.** Shortlisted applicants will be interviewed. The adviser team will meet the school/ MAT and discuss the role in more detail.
- **February 2022. Successful Lead schools and MATs notified.** Schools and MATs who have successfully passed the interview stage will be notified.
- **April. Induction event.** Lead schools and MATs will attend an induction event with the adviser team. They will then be matched with Partner schools and MATs.
- **April. Lead school and MATs begin supporting schools.** Lead schools and MATs will begin supporting Partner schools. Action plans are co-developed.

Scoring the application

Please see Annex A and B for the Lead school and MAT application questions and Annex C for the scoring criteria.

Each school and MAT must submit an individual application and this should be completed by a senior leader.

MATs must complete an application, answering the questions from a MAT perspective (e.g. MAT-wide practice, systems, structures, support and how your MAT would support a MAT executive team/ trust-wide approach). MATs should ensure that at least one eligible school in their MAT also completes an application for them to be considered to be a Lead MAT.



We are keen to receive applications from MATs that have a Primary and a Secondary school that could provide Lead support. Therefore if several schools in the MAT wish to apply to be Lead schools please ensure each school submits an application.

Applications will be initially sifted on responses to question 2.

Scores for the questions will be weighted according to the schema set out in annex C. There are a number of mandatory requirements that applicants are required to pass. If applicants do not answer yes to these questions then the application form will not be read or scored.

Scoring for the interview

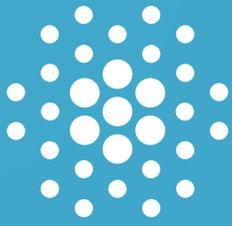
Those successful in the application round will progress to the interview round where a number of questions will be asked. There may also be focus groups held during that day. We may also ask to see relevant school data including exclusions and attendance data.

Successful candidates

For schools/ MATs that meet the bar, final decisions about selection may be made on the basis of ensuring a spread of schools across the country, with schools who work in areas of disadvantage given a preference.

Note: The Behaviour Hubs programme will also conduct due diligence on schools and individuals and reserves the right to reject applications on this basis. We may also share your application with the behaviour adviser team and the Regional Schools' Commissioners as part of the process.

Privacy Notice. For further information about how your personal information will be used by the Department please see the [privacy notice](#).



Behaviour
HUBS

3. Responsibilities of Lead schools and Lead MATs



3. Responsibilities of Lead schools and Lead MATs

Lead schools and MATs will support Partner schools and MATs. There are three types of Partner schools and MATs on the programme:

Core support

This stream is designed for schools who want to work more independently to improve behaviour culture within their school. Schools will have access to high quality training, tools, resources, networking opportunities and be able to visit schools with exemplary behaviour.

Extended support

Designed for schools who would benefit from one-to-one support from a Lead school. In addition to provisions in Core support, Extended support schools will also receive ongoing coaching and mentoring to develop and deliver their new behaviour approaches.

Multi-school support

This stream is designed for MATs who would like to develop and launch new behaviour approaches across multiple schools within their trust. MATs will get one-to-one support from a MAT executive team to help them develop and implement their new behaviour approaches across the trust. There will also be the opportunity to have one-to-one support (Extended support) for one of the schools.

LEAD SCHOOL RESPONSIBILITIES

A Lead school will be expected to commit 39 days a year to the programme, in addition to a three-day induction training event. A Lead school in a Lead MAT will be expected to commit 47 days a year to the programme, in addition to the three-day induction training event.

Lead schools will have the following responsibilities:

One to one support

Lead schools will provide rigorous one-to-one support to two new Extended Partner schools each academic year. Typically, we would expect each Lead school to support one new Partner school in the Summer term and one new Partner school in the Autumn term



of each academic year. For Lead schools in a Lead MAT this may be 3 new Extended Partner schools each academic year. Extended Partner schools may receive ongoing support for up to two years.

Lead school responsibilities:

- Visiting the Partner school and, with the leaders, identifying strengths and areas to improve in the Partner school's behaviour management systems and processes
- Supporting Partner school leaders to devise a comprehensive action plan to improve behaviour management systems, processes and culture within the school
- Working closely with and training Partner school leaders to implement the action plan and monitor associated changes
- Hosting visits from Partner school staff to showcase elements of good behaviour practice
- Supporting the Partner school leaders to deliver behaviour management training to all staff (as appropriate)
- Providing ongoing support and mentoring for Partner school staff as part of the implementation of new behaviour practices
- Providing ongoing monitoring information to the advisers and delivery centre

Action planning surgeries

A Core Partner school which does not receive close one-to-one support will instead have access to an action planning surgery with their Lead school. Action planning surgeries will be focused sessions between a Lead and a Partner school, aimed to assess behaviour strengths and areas for improvement in order to devise an action plan. They will take place at the Lead school Open day in the Core school's first term on the programme, and are expected to be run by a senior leader from the Lead school.

Lead school responsibilities:

- Hosting action planning surgeries with a number of Core Partner schools each academic year
- Holding structured conversations with Partner school leaders to understand their context, areas for improvement, and to discuss possible changes to the Partner schools' behaviour systems
- Supporting Partner school senior leaders to devise an action plan as part of these action planning surgeries



The Behaviour Hubs programme will provide resources and training to support delivery of these responsibilities.

Beyond surgeries, Lead schools will not be expected to provide ongoing mentoring or further support to implement these plans with Core Partner schools, but the schools will form part of the hub and will be able to share their practice at hub networking events.

Lead school Open Days

Lead schools will host termly behaviour culture open days to showcase their behaviour systems and culture, and specific elements of good practice. Attendance at open days may be limited if necessary to adhere to public health advice related to Coronavirus (COVID-19)

Lead school responsibilities:

In delivering these open days, responsibilities will include:

- Planning and hosting open days for Partner schools to attend
- Organising an agenda for the day
- Showcasing specific elements of good behaviour practice as appropriate
- Holding action planning surgeries with leaders from their Core Partner schools as part of these open days (as above)

Each Lead school will be expected to run termly open days for Partner schools. We would expect action planning surgeries to be run by Lead school senior leaders.

Hub networking events

Lead schools will attend hub-wide networking events to share practice and progress with other Lead and Partner schools in their hub.

We would expect two Lead school senior leaders to attend Hub networking events which will happen three times a year.

Lead school networking events

Lead schools will attend networking events to share practice and progress with other Lead schools.

We would expect three Lead school senior leaders to attend Hub networking events which will happen twice a year.



Training events run by the behaviour adviser team

Lead schools may be asked to attend adviser-led training days to showcase their good practice with other schools.

We would expect up to two Lead school senior leaders to support up to 2 days of training sessions a year. Staff who attend training events will be remunerated for their time and any travel expenses.

Initial Lead school induction training event

Lead schools will be required to attend an initial three day induction training event. Three Senior leaders from the Lead school will be expected to attend. There will be follow up one day training event later in the year.

LEAD MAT RESPONSIBILITIES

A Lead MAT will be expected to commit 29 days to the programme, in addition to the three-day induction training event. One of their Lead schools will need to also commit 47 days to the programme as above.

MAT responsibilities include:

MAT to MAT Support

Lead MAT leaders will be expected to support up to 3 Partner MATs each academic year to develop and implement a plan for improving behaviour across a number of schools in their trust. Subsequently, Lead MAT leaders will monitor and support the implementation of the Partner MAT's plan. As part of this work, we would expect a MAT executive (with experience of managing behaviour across multiple schools in their Trust) to provide 3-5 days of support to each Partner MAT executive team to disseminate good practice MAT-wide

Hub networking events

MAT central teams can attend Hub networking events to discuss practice and progress with other MATs in their hub.

Training events run by the behaviour adviser team

MAT central teams may be asked to attend the adviser-led training days to showcase their good behaviour practice with other MATs.



SUMMARY OF LEAD SCHOOL RESPONSIBILITIES

Support item	Frequency	Time Commitment	Remuneration
One to one support	Lead schools will support 2 new Extended Partner schools each academic year.	8-12 days of Lead school time per Partner school (16-24 days total).	Day rate for staff and any travel expenses will be covered.
Action planning surgeries (as part of open days)	Lead schools will support 3 Core Partner schools a year to develop action plans as part of surgeries.	2 hours per action plan surgery as part of termly open days.	Covered as part of behaviour and culture open days.
Behaviour and culture open days	Lead schools will hold one open day each term.	1 day for relevant Lead school staff hosting 1 open day (3 days total)	Lead schools will receive £1100 for each open day hosted.
Networking events	Networking events will be for 5 half days per academic year.	1 day for up to 3 Lead school staff to attend (6 days total)	Lead school staff day rates and any travel expenses will be covered.
Training events	Attendance at up to 1 training event a year	Up to two Lead school staff for up to 1 day a year	Lead school staff day rates will be covered to attend these.
Induction event	One-off	3 days for Lead school staff to attend induction training	Lead school staff day rates and expenses will be paid

RENUMERATION

Lead schools will be paid for their expenses and time (as set out above) delivering the programme, with an agreed day rate and hosting rate:

The rates are as follows:



- £500 per day of MAT leader, principal or headteacher time
- £400 per day of assistant, vice-principal, deputy headteacher or other senior leader time
- £300 per day of middle leadership time
- £1100 for each termly open day held (three per year)
- £500 for hosting each Hub networking session (one to three per year)

Travel and subsistence costs in line with the Department for Education's guidance.

You will send a claim to the delivery centre on a termly basis, and the time commitment set out in the table above should help you map this out.



Annex A: Application Form- Lead schools

Please note this is a copy of the application form. To submit a formal application, please visit this [link](#).

Please read the application guidance before submitting your application. It is not possible to save this application form, therefore if you do want some time to prepare, please view the questions in the application guidance ahead of time.

Please submit a separate application for each school and MAT that you would like to apply to be a Lead school. Note if you are applying to be a MAT then an application must also be submitted from an eligible school within your MAT. These applications will be scored separately.

Are you submitting an application to become: [A Lead school/ A Lead MAT]

This application should be completed by a senior leader at your school.

Name of your school:

URN of your school:

Local authority of your Lead school:

What type of provision is your school? (Note we are accepting applications for additional Primary, Secondary, All-through and Sixth form Colleges)

Are you part of a MAT?

If so, please state the name of the MAT:

Is your MAT also submitting an application to be a Lead MAT, where you would be a Lead school?

Your name:

Your role:

Your contact email address:

Your contact phone number:

MANDATORY REQUIREMENTS

I have read the time-requirements set out in the application guidance and confirm that my school can fulfil these [yes/no].



I confirm the staff named in my application and within my school are willing to travel to support another school, as long as it is safe to do so following government Coronavirus (COVID-19) guidance [yes/no].

Please set out if your school is part of any other DfE initiatives (e.g. other hub programme).

QUESTION 1.

Please set out your motivation for applying to participate in this programme and set out your school's vision, values and behaviour ethos.

[250 word limit]

QUESTION 2.

This question will be used as first means of sifting with schools with a higher score having the rest of the application assessed.

Please provide evidence of having consistently maintained high standards for behaviour within your school or of having significantly improved behaviour in your school. Your answer should reference an evaluation of your schools' behaviour strengths and weaknesses and reference any supporting data. Please include any details of operating in any particularly challenging or disadvantaged contexts with relevant data/ evidence to demonstrate the challenges and improvements.

[250 word limit]

QUESTION 3.

Please provide evidence of your school having successfully supported other schools. This may include details of how you have supported schools in different contexts, built relationships and improved behaviour.

[250 word limit]

QUESTION 4.

Please set out how your school would support another school to turnaround its behaviour culture. Your answer should reference how you would take account of the school and leadership context as part of support. Include examples, as appropriate, and the challenges in turning a school's behaviour around.

[250 word limit]



QUESTION 5.

Please provide details of up to 3 members of staff from your school who will be responsible for delivering support to other schools. Please provide detail about their experience, ethos and approach to managing behaviour. Please also set out your school's capacity to deliver this work.

[250 word limit]



Annex B: Application Form- Lead MATs

Please note this is a copy of the application form. To submit a formal application, please visit this [link](#).

Please submit a separate application for each school and MAT that you would like to apply to be a Lead school or MAT. Note if you are applying to be a MAT then an application must also be submitted from at least one eligible school within your MAT. These applications will be scored separately.

Are you submitting an application to become: [A Lead school/ A Lead MAT]

Your answers must answer from a MAT perspective (e.g. MAT-wide practice, systems, structures, support and how your MAT would support a MAT executive team/ trust-wide approach).

This application should be completed by a senior leader at your MAT.

Name of your MAT:

How many schools are in your MAT

Region:

Name of school/s that are also submitting an application from your MAT:

Your name:

Your Role within the MAT:

Contact email address:

Contact phone number:

MANDATORY REQUIREMENTS

I have read the time-requirements set out in the application guidance and confirm that my MAT can fulfil these [yes/no].

I confirm the staff named in my application and within my MAT are willing to travel to support another school or MAT, as long as it is safe to do so following government Coronavirus (COVID-19) guidance [yes/no].

Please set out if your MAT is part of any other DfE initiatives (e.g. other hub programme).



QUESTION 1.

Please set out your motivation for applying to participate in this programme and set out your MAT's vision, values and behaviour ethos.

[250 word limit]

QUESTION 2.

This question will be used as first means of sifting with MATs scoring highest having the rest of questions assessed.

Please provide evidence of having consistently maintained high standards for behaviour within your MAT, or of having significantly improved behaviour in your MAT. Your answer should reference an evaluation of your MATs behaviour strengths and weaknesses and reference any supporting data. Please include any details of operating in any particularly challenging or disadvantaged contexts with relevant data/ evidence to demonstrate the challenges and improvements.

[250 word limit]

QUESTION 3.

Please provide evidence of your MAT having successfully supported other schools and MATs. This may include details of how you have supported schools and MATs in different contexts, built relationships and improved behaviour.

[250 word limit]

QUESTION 4.

Please set out how your MAT would support another MAT to turnaround its behaviour culture. Your answer should reference how you would take account of the school/MAT and leadership context as part of the support. Include examples, as appropriate, and the challenges in turning a MATS behaviour around.

[250 word limit]

QUESTION 5.

Please provide details of up to 3 members of staff from your MAT who will be responsible for delivering support to other schools and MATs. Please provide detail about their



experience, ethos and approach to managing behaviour. Please also set out your MAT's capacity to deliver this work.

[250 word limit]



Annex C: Scoring Criteria and Weighting

Applications and interviews will be evaluated using a 4-point scale (0 to 4), as set out below. Evaluators will assign a score to each application and interview question response.

In general terms, higher scores will be awarded when the evidence provided demonstrates and provides high confidence in reliable delivery of the required Services. Lower scores will be given when the evidence provided does not demonstrate and/or provide confidence in reliable delivery of the requirement as specified. The criteria for each score are set out in the table below.

Rating	Judgement	Definition
4	Exceeds requirements	<p>The response provided fully satisfies and exceeds the criteria detailed in the question, offering additional clearly recognisable benefits over and above the level required in the specification.</p> <p>The Applicant has submitted a response which fully and successfully demonstrates that they meet the criteria detailed, and in addition has identified and demonstrated factors that will offer additional benefits.</p>
3	Meets requirements	<p>The response provided fully satisfies the criteria detailed in the question.</p> <p>The Applicant has submitted a response which fully and successfully demonstrates that they meet the criteria detailed.</p>
2	Narrowly fails to meet requirements	<p>The response satisfies only some of the criteria detailed in the question.</p> <p>The Applicant's response exhibits some omissions with regard to meeting the criteria detailed.</p> <p>Some evidence is provided to support the applicant's response. However, this is lacking in detail in one or more respects.</p>



1	Clearly fails to meet requirements	The response clearly fails to meet a number of criteria detailed in the question. The Applicant has submitted a response which exhibits clear and significant omissions with regard to meeting the criteria detailed.
0	Nil response	No response provided

Question Weighting

Application questions from schools and MATs will be weighted as follows:

- Question 1. 10%
- Question 2. 30%
- Question 3. 20%
- Question 4. 20%
- Question 5: 20%