



Department
for Education

Behaviour Hubs: Application Guidance

**Guidance for prospective lead behaviour
schools and lead behaviour multi-
academy trusts**

February 2020

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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 application guidance is for:

- Schools leaders in Primary, Secondary, Alternative Provision and Special Schools with exemplary behaviour management practices and strong whole-school culture.

Main points

This guidance is for prospective schools and multi-academy trusts (MATs) who wish to apply to become a lead school or MAT in the behaviour hubs programme. Lead schools and MATs will be responsible for supporting other schools to improve their behaviour culture and practices. In order to be considered, schools and MATs must meet minimum eligibility criteria (Annex C and Annex D) and submit an online application.

Schools and MATs who wish to be considered should submit an application by midday 30 March. To apply please visit this link: <https://consult.education.gov.uk/behaviour-hubs-team/apply-to-become-a-lead-school-or-multi-academy-tru/>.

For any queries about the application process please contact: behaviour.hubs@education.gov.uk

1. Overview

All schools should be safe and disciplined environments in which pupils are able to fulfil their potential. As well as delivering excellent teaching, schools must create positive environments where pupils are respectful of one another and are free from the disruption that can damage their education. Schools also need to be safe and respectful workplaces to attract and retain teachers.

The £10m behaviour hubs programme will launch in September 2020 and will run for an initial period of three years. Behaviour hubs will enable exemplary schools and multi-academy trusts (MATs) to work closely with schools and MATs that want and need to turnaround their behaviour management culture and practices. It will do this by sharing good practice, and equipping heads and senior leaders with the tools to improve their approach.

The behaviour hubs programme will build on Tom Bennett's review of behaviour in schools '[Creating a Culture: how school leaders can optimise behaviour](#)' (2017). The review identified a set of core principles which characterise the approach of successful school behaviour policies. These include:

- having a clear understanding of what the school culture is;
- high expectations of pupils and a belief that all pupils matter;
- consistency and attention to detail in the execution of school routines, norms and values.

These principles can help support head teachers to create calm and ordered environments and develop effective behaviour management systems, so that all pupils – including those who are vulnerable or have additional needs – benefit from a school culture where teachers can teach, and pupils can study.

Recruitment of lead behaviour schools and MATs

In advance of the programme launch in September 2020, we are looking to appoint approximately 20 exemplary lead behaviour schools from across Primary, Secondary, Special and AP sectors. We are looking for approximately 10 secondary schools, 6 primary schools, 2 AP, and 2 Special Schools. We are also looking for 2-3 MATs with excellent behaviour management who are willing to support other trusts.

If selected as a lead school or MAT, you will have the opportunity to make a difference and help schools across the country build cultures and systems which promote excellent pupil behaviour.

To apply you must meet the relevant eligibility criteria and submit an application by midday 30 March. If successful in the written application round, we will arrange a school visit and interview. Schools will be informed if they have been successful in June. To

apply, please visit this link <https://consult.education.gov.uk/behaviour-hubs-team/apply-to-become-a-lead-school-or-multi-academy-tru/>

Lead behaviour school and MAT roles

In lead schools, we are looking for inspirational senior leaders who have implemented strong, positive behaviour cultures within their schools. They will provide bespoke one-to-one support to a number of other schools helping them to make whole school culture changes. Lead schools will provide approximately 15-20 days of senior leadership time per academic year to support other schools, additional support maybe delivered by other key members of staff.

In lead MATs, we are looking for experienced executives who have worked across a number of schools. They will support other MATs to develop effective Trust-wide approaches to managing behaviour. A lead MAT will include at least one lead school delivering support to other schools, individuals from the MAT will also support other MAT executives to implement effective behaviour approaches. We expect the MAT to MAT executive component of the programme to take approximately 15-20 days of MAT leader time per academic year.

Advisers

We have appointed a team of behaviour advisers led by Tom Bennett to oversee the programme and support all the lead schools involved. The programme is founded on the principles of Tom Bennett's 2017 behaviour review 'Creating a Culture'.

Reasons for applying

We encourage schools and MATs to apply:

- To make a difference by supporting schools across the country to improve their behaviour management practices
- To meet and work closely with other excellent schools, expanding their network
- To have the opportunity to reflect on effective behaviour practice, consider their own professional development and that of their staff
- To showcase their school's work and be recognised, nationally, as a beacon of excellent behaviour

Lead schools and MATs will be financially rewarded for their work, with leaders reimbursed at a rate of £500 per day for the work they do.

2. Programme structure and support package

The behaviour hubs programme will consist of the following key elements:

- a) **Lead behaviour schools and lead multi-academy trusts.** These will be exemplars of behaviour best practice: responsible for supporting partner schools to improve, sharing their good practice, and supporting partner MATs to design and implement effective behaviour practices in their schools.
- b) **Partner schools and partner MATs.** These schools or MATs will receive support, advice and guidance from lead schools or lead MATs and will share their own practice with others.
- c) **Hubs.** Behaviour hubs will consist of clusters of lead, partner schools and MATs working together and sharing good practice.
- d) **Behaviour advisers.** Led by Tom Bennett, our team of behaviour advisers will oversee and support the work of lead schools and MATs. Lead schools will support advisers to deliver central training for partner schools and MATs in the programme.
- e) **Delivery Centre.** A central delivery organisation will provide logistics and administration including making grant payments to schools, organising training, and acting as a central point of contact for enquiries.
- f) **Evaluation.** An evaluation will consider the effectiveness of the programme and capture learning to aid programme improvement.

The Support Package

Partner schools/MATs referred onto the programme will form a hub. Schools that receive an Ofsted Requires Improvement (RI) judgement (including RI for behaviour) and are ready to make changes to their school will be eligible for support and will be referred onto the programme via the Department's School Improvement offer.

Partner schools will be assessed based on need and will have access to the following package of support:

Bespoke support and advice on behaviour management and culture

For **partner schools** - Partner schools will have access to school-to-school support depending on need—those facing greater challenges will receive ongoing one-to-one support, and others will have access to an action planning surgery service:

- **One-to-one** in-depth analysis and action planning support with a lead school including mentoring, ongoing advice and oversight action planning implementation; or
- **An action planning surgery** with a lead school to provide advice and challenge on the partner school's behaviour management practices and approach.

For partner MATs - MAT-to-MAT support to consider MAT wide approaches to behaviour management. Leaders from a lead MAT's central executive team will work with their partner MAT's central executive team to develop and implement an approach to behaviour management across schools within the Trust;

In addition, partner schools and MATs will have access to:

Training events developed by the behaviour adviser team

Partner schools will have access to training sessions developed by the advisers focused on the principles and practice of effective behaviour management.

Open days at lead schools to observe practice

Partner schools will be able to attend open days at lead schools to observe their good behaviour management in practice.

Hub networking events

Lead and partner schools in the programme will cluster to form a hub to network and share their experiences and practice.

Online resources

All schools in the country, including those in the programme, will have access to a free online repository of good practice resources curated and developed by the behaviour advisers. Resources may include case studies of exemplar practice and tools for schools to audit their own behaviour practice.

3. Lead school and MAT responsibilities

Lead schools and MATs will be responsible for delivering various elements of the support package set out above.

We expect the time commitment from senior leaders from the lead school to be approximately 15-20 days per academic year, with additional support delivered by other key members of behaviour staff in the school. A full description of the time commitment and responsibilities is at Annex A.

We expect the time commitment from the MAT executive team (with experience of behaviour across multiple schools in their Trust) to be approximately 15-20 days total per academic year in addition to the support provided by the lead school within the MAT. A full description of the time commitment and responsibilities is at Annex B.

We expect all lead schools and lead MATs appointed in Year 1 to remain on the programme supporting other schools for 3 academic years.

Working with our advisers

Lead schools and MATs will work closely with one or more of the behaviour advisers in this programme that will provide ongoing support. Our team of behaviour advisers are:

Tom Bennett, Author of 'Creating a Culture: how school leaders can optimise behaviour' and founder of researchED.

Mark Emmerson, Chief Executive Officer of City of London Academy Trust in London and formerly Principal of Stoke Newington School, The City Academy, Hackney and City of London Academy Islington.

Marie Gentles, Co-Director of Magic Behaviour Management and former Principal of Hawkswood AP Primary in London.

Michelle Long, Executive Principal at Dixons Academy Trust and Principal of Dixons Music Primary in Bradford.

Jayne Lowe, Director of Bright Green Learning, Education Adviser, former PRU headteacher and currently supporting Ministry of Justice on 'Transforming Youth Custody'.

Charlie Taylor, Chair of the Youth Justice Board, Former Chief Executive of National College for Teaching and Leadership and former head of special school The Willows School Academy Trust in London.

Jenny Thompson, Principal of Dixons Trinity Academy in Bradford.

Delivery Centre

Lead schools will also work with the Delivery Centre. The Delivery Centre will be responsible for essential logistics, including administering programme finances, supporting the advisers and lead schools/MATs in their work, organising training events, and overseeing the programme.

Induction training

Successful lead schools and MATs will be invited to attend a residential induction event later in the calendar year. This event will be an opportunity for lead schools and MATs to:

- Meet members of the behaviour adviser team and other lead schools and MATs
- Discuss effective approaches to improving whole-school behaviour
- Discuss how they will go about supporting partner schools and MATs to make improvements.

We expect both lead schools and lead MATs to be willing to develop and improve their own practice.

Remuneration and grant arrangements

Lead schools and MATs will be reimbursed for the time their staff spend: supporting other schools; hosting open days and action planning surgeries; and attending networking and training events.

Schools and MATs will be reimbursed at the following rate:

- £500 per day of MAT leader or Principal time
- £400 per day of assistant, vice-Principal or other senior leader time
- £300 per day of middle leadership time
- £1100 for each termly open day held

We will also cover travel and subsistence costs in line with departmental guidance.

We will establish grant and payment arrangements with successful lead schools/MATs.

4. How to apply

To apply to become a lead behaviour school or MAT, visit this link

<https://consult.education.gov.uk/behaviour-hubs-team/apply-to-become-a-lead-school-or-multi-academy-tru/>

Application process and timeline

In order to submit an application to become a lead school or MAT in the behaviour hubs programme, you must meet certain minimum eligibility criteria. The eligibility criteria are set out in Annex C and D. The following sets out the timeline for the application process:

- **28 February. Applications open.** Window for behaviour hubs lead school and lead multi-academy trust applications opens. Applicants must submit an application form, answering all questions, confirming eligibility and capacity.
- **30 March. Applications close.** Applicants must submit their application form by midday on this date.
- **27 April – 1 May. Notification of successful application.** Successful applicants will be notified and a school visit from our adviser team will be arranged.
- **1 – 22 May. School visit and interview.** The adviser team will visit the school/ MAT and discuss the role in more detail.
- **June. Successful schools and MATs notified.** Schools and MATs who have successfully passed the application and interview stage will be notified.
- **September. Induction event and programme launch.** Lead schools and MATs will be invited to attend an induction event with our adviser team.
- **October. Lead school and MAT support begins.** Lead schools and MATs will begin supporting partner schools.

Scoring the application

Please see Annex E for the lead school/ MAT application questions and Annex F for the scoring criteria and weighting that will be used to score the application questions.

Applications from schools and MATs that do not meet the minimum eligibility criteria set out in Annex C and D will not be read.

Applications from MATs will include responses for both the proposed individual lead school in the MAT that will support other schools and the MAT itself that will provide MAT level support. These two responses will be scored separately for each question. If several schools in the MAT wish to apply to be lead schools, additional applications for each additional school will need to be submitted.

If the Department receives a large number of applications, applications will be initially sifted on question 2. Applications which score 4 on question 2 based on the scoring criteria in Annex F will be read in full and scored.

Schools/MATs which score above 60 per cent in their full application will proceed to the interview/ visit stage. Schools/MATs will also need to score a minimum of 3 on each individual question. Scores for the questions will be weighted according to the schema set out in annex F. 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 and scored based on the same scoring criteria (see Annex F). Schools/MATs will need to score above 60% and a minimum of 3 on each individual question posed at interview. 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: DfE 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 Ofsted, Regional Schools' Commissioners and our adviser team as part of the process.

Whilst we are intending to recruit approximately 20 lead schools and 2 lead MATs in Year 1 of the programme, we are aiming to recruit an additional approximately 30 lead schools and 2 lead MATs in Year 2 of the programme (total of 50 schools and 4 MATs). If your school/MAT is unsuccessful in Year 1 recruitment, we may keep you on a reserve list for Year 2 recruitment.

Essential and desirable criteria

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.

Lead schools and MATs will demonstrate:

- Experience of having sustained and improved behaviour across a school setting/s, at scale, or having maintained consistently high standards of behaviour

- 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
- For AP/Special schools, evidence that pupils have high levels of engagement in their education and achieve excellent outcomes

NB. For lead schools, at least one member of staff named in your application, who will be responsible for delivering support to other schools, must be a senior leader.

Privacy Notice. For further information about how your personal information will be used by the Department please see the privacy notice at Annex G.

Annex A: Lead School Responsibilities

One to one support.

Lead schools will provide rigorous one to one support for 2 new partner schools each academic year.

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 behaviour good practice
- Supporting the partner school leaders to deliver behaviour management training to all staff (as appropriate)
- Providing on-going 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

Time commitment:

Each lead school will be expected to support a minimum of two new partner schools each academic year. Typically, we would expect each lead school to support one new partner school in the Autumn Term and one new partner school in the Spring Term of each new academic year. Partner schools may receive ongoing support for up to two years.

Given the nature of the work required, a senior leader and other key behaviour staff from the lead school will be required to commit 8-12 days (in total) per partner school that is supported. Staff will be remunerated for their time and travel expenses.

We would expect lead school senior leaders to be particularly involved in the initial stages of support for partner schools (i.e. evaluation of strengths and areas for improvement, initial training of partner school senior leaders, and developing the action plan). However, ongoing implementation support may fall to other lead school staff as necessary.

Action planning surgeries

A partner school which does not receive close one to one support will instead have access to an action planning surgery with a lead school. Action planning surgeries will be focused sessions between a lead and partner school to assess behaviour strengths and areas for improvement in order to devise an action plan.

Lead school responsibilities:

- Hosting action planning surgeries with a number of 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 surgeries

Beyond surgeries, lead schools will not be expected to provide on-going mentoring or further support to implement these plans, but the schools will form part of the hub and will be able to share their practice at hub networking events.

Time commitment:

Each lead school will be expected to run approximately three two-hour action planning surgeries every academic year to support three partner schools a year (total) to develop a behaviour improvement action plan. We would expect action planning surgeries to take place as part of the termly lead school open days (detailed below). We would expect action planning surgeries to be run by senior leaders from each lead school.

Lead School Behaviour and Culture Open Days

Lead schools will host termly behaviour and culture open days to showcase their behaviour systems and culture, and specific elements of good practice.

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 behaviour good practice as appropriate
- Holding action planning surgeries with partner school leaders as part of these open days (as above)

Time commitment:

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. Lead schools will receive £1100 for each open day they hold (including action planning surgeries) to cover staff time and any administrative costs.

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 up to two lead school staff to attend hub networking events which will happen twice a year. Staff who attend networking days will be remunerated for their time and travel expenses.

Training events run by behaviour adviser team

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

We would expect up to two lead school staff to attend up to one training session a year. Staff who attend training events will be remunerated for their time and travel expenses.

Initial lead school induction training event

Lead schools will be required to attend an initial 3 day induction training event.

We would expect up to three lead school staff to attend the 3 day induction training event. Staff who attend the induction training will be remunerated for their time, travel and other expenses.

Summary of lead school responsibilities

Support item	Frequency	Time Commitment	Remuneration
One to one support	Lead schools will support 2 new partner schools each academic year.	8-12 days of lead school time per partner school (16-24 days total)	Day rate for staff and travel expenses will be covered.
Action planning surgeries (as part of open days)	Lead schools will support 3 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.
Hub networking events	Networking events will be for 2 half days per academic year.	0.5 days for up to 2 lead school staff to attend (1 day total)	Lead school staff day rates will be covered to attend these.
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 weekend induction training	Lead school staff day rates and expenses will be paid

Annex B: Lead multi-academy trust responsibilities

A lead multi-academy trust will consist of:

1. A lead behaviour school (this lead school will provide support to other individual partner schools as set out in Annex A)
2. A MAT leader or leaders with experience of sustaining behaviour cultures across multiple schools in their Trust

In addition to the work of the individual lead behaviour school within your MAT. Your MAT central team will also:

1. MAT to MAT Support. Provide support to partner MATs and help them to develop and design a plan for improving behaviour across a number of schools in their trust. Subsequently, lead MAT leaders will monitor and support the implementation the partner MAT's plan.
2. Hub networking events. MAT central teams can attend hub-wide networking events to discuss practice and progress with other MATs in their hub.
3. Training events run by behaviour adviser team. MAT central teams may be asked to attend the adviser-led training days to showcase their good practice with other MATs.

Overall MAT time commitment

Lead MAT leaders will be expected to support up to 3 other MATs each academic year to develop and implement a behaviour plan. As part of this work, we would expect a MAT executive (with experience of behaviour across multiple schools in their Trust) to provide 15-20 days (total) supporting partner MATs per year.

Annex C: Lead School Minimum Eligibility Criteria

In order to submit an application to become a lead school in the behaviour hubs programme, you must meet the following minimum eligibility criteria. We are looking for schools not only with exemplary behaviour management practices and culture, but who achieve well academically for their pupils:

All schools

- Overall Outstanding judgement from Ofsted

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 for either All Pupils *OR* Disadvantaged pupils
- Phonics results for 2018/19 are at or above 90%
- Percentage 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 special and alternative provision

- Special and alternative provision settings will need an overall judgement of Outstanding to submit an application to become a lead school.

Annex D: Lead Multi-Academy Trust Eligibility Criteria

For MATs, one or more individual schools in your MAT must meet the minimum eligibility criteria in Annex C. In addition, your MAT must meet the following criteria:

Metric	Criteria
FNtl metric	No current published financial notices to improve
Trust size	5 or more schools
	Phonics criteria must be met and 2 out of the School Improvement, Progress, Ebacc criteria met.
School improvement metric (Ofsted overall effectiveness)	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 as a Trust: have improved 4 or more dAO academies from inadequate to good or outstanding
Progress metric (School performance tables bandings)	per academy: On average all schools remain the in same progress band or improve and any sponsored academies that are below average must have improved over the last three years. OR as a Trust: Published MAT progress is above average for Progress 8 and/or Progress in reading writing and maths.
Phonics attainment metric (where applicable)	per academy: Either 75% converter academies or 50% of converter & sponsored academies at or above national average.

<p>Ebacc entries metric (where applicable)</p>	<p>per academy: Either 75% converter academies OR 50% of converter & sponsored academies are above national average OR above 34.7% (5% below national average) and on an increasing trend for the last three years</p> <p>OR</p> <p>As a trust: Published Ebacc entries for the trust are above the national average</p>
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Applications from schools and MATs that do not meet the minimum eligibility criteria will not be read.

Annex E: Application Form- Lead schools/ MATs

Please note this is a copy of the application form. To submit a formal application, please visit this link <https://consult.education.gov.uk/behaviour-hubs-team/apply-to-become-a-lead-school-or-multi-academy-tru/>.

I am submitting an application to become: [A lead school/ A lead MAT and lead school]

Please note: Lead school applicant responses must be no more than 250 words per question. MATs applying will have a limit of 250 words for proposed lead school responses and 250 words for the MAT level responses.

If you are applying as a lead MAT and lead school you should use both answer boxes separately. Your first answer should include detail about the individual lead school (in the MAT) that will support other schools. Your second answer should set out your evidence and experience in the context of your MAT.

MAT and lead school answers will be scored separately.

If as a MAT, you would like several schools in your MAT to be considered as lead schools, you will need to submit a separate application for each beyond the first application you submit.

School/ Trust details

Name of proposed lead school:

Name of MAT (if applicable):

Name of the accountable person for the school:

Name of the accountable person for the MAT:

Local authority of the proposed lead school:

URN of the proposed lead school:

Mandatory requirements

I confirm that at least one member of staff named in my application, who will be responsible for delivering support to other schools and/or MATs, is a senior leader [yes/no].

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

I have read the eligibility criteria and confirm that my school and, where appropriate, my MAT meets the relevant eligibility criteria set out in Annex C & D of the application guidance [yes/no].

I confirm the staff named in my application and within my school and, where appropriate, my MAT are willing to travel to support another school [yes/no].

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

Questions

Question 1.

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

Response for proposed lead school [250 word limit]

Response for multi-academy trust [250 word limit]

Question 2.

Please provide evidence of having consistently maintained high standards for behaviour within your school and, where appropriate, your MAT, or of having significantly improved behaviour in your school and, where appropriate, your MAT. Your answer should reference an evaluation of your schools' behaviour strengths and weaknesses and reference any supporting data.

Response for proposed lead school [250 word limit]

Response for multi-academy trust [250 word limit]

Question 3.

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

Response for proposed lead school [250 word limit]

Response for multi-academy trust [250 word limit]

Question 4.

Please set out how your school and, where appropriate, your MAT would support another school and, where appropriate, another MAT to turnaround its behaviour culture. Your answer should reference how you would take account of the school and leadership context as part of support.

Response for proposed lead school [250 word limit]

Response for multi-academy trust [250 word limit]

Question 5.

Please provide details of up to 3 members of staff from your proposed lead school and, where appropriate, 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 school and, where appropriate, your MAT's capacity to deliver this work.

Response for proposed lead school [250 word limit]

Response for multi-academy trust [250 word limit]

Confirmation

Name of accountable person:

Signature:

Date:

Annex F: Scoring Criteria and Weighting

Expressions of interest and interviews will be evaluated using a 4-point scale (0 to 4), as set out below. Evaluators will assign a score to each evaluation 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%

Annex G: Privacy Notice: Behaviour Hubs

Who we are

This work is being carried out by the Behaviour, Exclusions, Attendance and Alternative Provision Division, which is a part of the Department for Education (DfE). For the purpose of data protection legislation, DfE is the data controller for the personal data processed as part of the Behaviour Hubs programme.

How we will use your information

We receive your personal data via your online application form, and by accessing internal and published data – from Ofsted and DfE – to validate the information in any areas within the scope of the Application Form questions. We may seek advice and information from your local Regional Schools Commissioner and/or DfE-funded educational experts where this is relevant to processing your application. We may also contact any cited parties to confirm information given in this application, and any other party we consider to be relevant to your application for ongoing information should the application be successful.

We are processing this information in order to select the most suitable schools and multi-academy trust (MATs) to take on the behaviour lead school/MAT role in the Behaviour Hubs programme which will launch in September 2020.

The nature of your personal data we will be using

The categories of your personal data that we will be using for this project are: Name; Role; Contact Details (email and telephone number); Address; Details of associated schools/organisations.

Why our use of your personal data is lawful

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the Data Protection legislation. For the purpose of this project, the relevant condition is that the processing is necessary for the exercise of a function of the Secretary of State or the Department as stated under GDPR Article 6 (1)(e).

Whom we will make your personal data available to

We sometimes need to make personal data available to other organisations. These might include contracted partners and/or other organisations with whom we need to share your personal data for specific purposes. Where we need to share your personal data with

others, we ensure that this data sharing complies with Data Protection legislation. For the purpose of this project:

- We may need to share your personal data with the National Schools Commissioner (NSC), Regional Schools Commissioners (RSC) and/or DfE-funded educational experts, their teams and, if appropriate, DfE-contracted external assessors in order to assess the strength of your application.
- Once appointed, we may need to share your personal data with our contracted delivery centre and evaluation team.

For how long we will keep your personal data

Please note that, under Data Protection legislation and in compliance with the relevant data processing conditions, we can lawfully keep personal data gathered from applications for lead behaviour school or MAT designation purely for research and statistical purposes, indefinitely.

Should you be successful in your application for lead behaviour school or MAT designation, we shall keep your details for the provision of data for complaints and internal reporting processes, indefinitely. Any personal contact information will be retained for five years and then securely destroyed.

Should you withdraw your application for behaviour lead school or lead MAT, we shall keep your details for the handling of any future re-applications, complaints and provision of data for internal reporting processes, indefinitely. Any personal contact information will be retained for five years and then securely destroyed.

Should you be unsuccessful in your application for lead behaviour school or MAT designation, we shall keep your details for the handling of any future re-applications, complaints and provision of data for internal reporting processes, indefinitely. Any personal contact information will be retained for three years and then securely destroyed. We will only keep your personal data for as long as we need it for the purpose(s) of this piece of work, after which point it will be securely destroyed. Please note that, under Data Protection legislation, and in compliance with the relevant data processing conditions, personal data can be kept for longer periods of time when processed purely for archiving purposes in the public interest, scientific or historical research, and statistical purposes.

Your data protection rights

Under certain circumstances, you have the right:

- to ask us for access to information about you that we hold
- to have your personal data rectified, if it is inaccurate or incomplete

- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you need to contact us regarding any of the above, please do so via the DfE site at: <https://www.gov.uk/contact-dfe>. Further information about your data protection rights appears on the Information Commissioner's website at: <https://ico.org.uk/for-organisations/guide-to-data-protection/principle-6-rights/>

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know via the DfE site at <https://www.gov.uk/contact-dfe> citing the name of this project (Behaviour Hubs Team), and the responsible division (Behaviour, Attendance, Exclusions and Alternative Provision). Alternatively, you have the right to raise any concerns with the Information Commissioner's Office (ICO) via their website at <https://ico.org.uk/concerns/>.

Last updated

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time. This version is up to date at the time of issue of the Application Pack (February 2020).

Contact Info:

If you have any questions about how your personal information will be used, please contact us at behaviour.hubs@education.gov.uk. For the Data Protection Officer (DPO) please contact us via [gov.uk](https://www.gov.uk) and mark it for the attention of the 'DPO'.



Department
for Education

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