

## Why IBIS?

Behaviour is a key issue for many schools and for parents in making their choice of school. Where behaviour is managed particularly well, teachers are able to teach and students learn: attainment goes up.

Managing the classroom of today is not easy, teachers constantly need to refine and develop their skills in order to adapt to new challenges.

The IBIS (Improving Behaviour in Schools) team consists of educational practitioners who have worked successfully in Bristol schools where behaviour and classroom management for teaching and learning has been identified as a development area.

## Who are IBIS?

The IBIS project is a successful joint venture of psychologists and skilled classroom teachers. We offer practical, proven classroom strategies, which are supported by research based on knowledge of what works in behaviour management. Alongside our solution oriented approach this helps teachers to develop high quality teaching in order to improve learning.

## What do we do?

IBIS is able to offer a range of coaching based interventions tailor-made to the needs of your particular school. Our work can be with individuals or groups of staff (teachers, LSAs, SMSAs and school managers). We aim to provide co-ordinated support alongside other agencies.

### Classroom Level Coaching

In primary schools, we preferably work on a whole school basis, liaising and planning with the Head Teacher. In secondary schools the coaching is often carried out on a faculty basis.

The project is introduced to the HT / H o F and, wherever possible, all members of the school / faculty. All members have an entitlement to individual coaching and feedback on a strictly confidential basis.

At the end of the coaching period, the IBIS team will analyse and synthesise individual observations to produce Whole School or Faculty Feedback. This highlights good practice and development points for the group as a whole. This can form the basis of an interactive workshop to promote and continue staff development. Ideally we then work with that HT / H o F, to promote continued development after the IBIS work has finished.

Similar packages for other groups of staff e.g. NQTs / staff new to a school are also delivered.

## Whole School Levels

Work at the other levels will be planned according to the school's particular needs. Training can be provided as whole or part INSET days or as twilight sessions. Team members can contribute to schools' planning and review groups as appropriate. At the end of a large scale IBIS-School project the team can provide a summary of actions and recommendations to SMT.

A whole school initiative that we provide and strongly promote in helping schools to become autonomous, is the training and ongoing support required to set up an in-school coaching team.

## What are the Ground Rules for working with IBIS?

- The project works best where Service Managers are enthusiastic with staff about the benefits of the project and support faculties in developing plans.
- Work at the whole school level is most successful where it clearly relates to targets in the school's development plan.
- We believe that protected time for the coach and teacher to discuss issues and develop strategies is essential.
- We insist that individual coaching sessions remain confidential. We never break this rule.

## Confidentiality

IBIS' understanding of confidentiality is based upon the principles of effective support mechanisms and of ownership. We believe that the outcomes of coaching belong to the people we coach and it is their right to own that information. Our practice is therefore that:

### we will not;

- Discuss detail of observation or discussions during coaching which are specific to individual staff, with any other member of the school or persons outside of the ibis team.

- Share information and or development documents with other LEA representatives (EP, SIO) or others e.g. Ofsted without prior agreement/identification through our initial contract. (This may be required pending the status/funding source of the work. Where schools have self funded IBIS projects, the sharing of information is solely at their discretion although will be encouraged where this is felt it could have potential benefits in terms of further whole school development and change).

### we will;

- Share examples of good practice without naming individual staff.
- Discuss issues arising from coaching work within the IBIS team, for purposes of identifying general areas for development for a staff group or school.
- Share our views on priority areas for development for a staff group and/or school for the purpose of further training, development and support.

- Discuss specific issues arising from coaching (without naming individual staff) within the IBIS team, for purposes of supervision.
- Share concerns raised by staff groups with school Line Managers/SMT where this is requested, without identifying individuals within the group who express those views
- Share our perceptions of possible barriers for the school in terms of change and development in relation to increasing the likelihood of learning behaviour and developing emotional intelligence/literacy.
- Share concerns with our school link person teachers do not appear to be engaging with and benefiting from the coaching support.

## What are Schools saying about IBIS?

*"So many things that happen in schools nowadays leave people feeling worse IBIS was different. It left staff feeling more positive and confident"*  
Secondary Head Teacher

*"4 years on and I still recall the coaching conversation when dealing with behaviour difficulties"* Maths Teacher

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## IBIS Improving Behaviour In Schools

### Service Delivery

As a service, we believe and are committed to the following principles. Our practice and service delivery aims to:

1. Be open, honest and reflective about the purpose, structure and effectiveness of IBIS work.
2. Respect the bounds of confidentiality.
3. Listen with respect and empathy to each unique situation.
4. Focus on the future – to utilize 'clients' current strengths and successes to move towards a preferred future.
5. Work in a joint problem solving way with clients, whilst remaining objective and considering the perspective of others.
6. Bring motivation and inspiration with a belief that change is possible.
7. Make efficient use of time and resources in order to promote change.
8. Apply our knowledge and experience of effective practice in order to help 'clients' to identify realistic, achievable next steps.



