

EXERCISE BEHAVIOUR





EXERCISE BEHAVIOUR INTERVENTION | IMPACT DATA



STUDENT REFLECTIONS |
CENTRAL BEDFORDSHIRE UPPER SCHOOL |
NOVEMBER 2018 - JANUARY 2019

EXERCISE BEHAVIOUR



- ▶ *75% of students feel the programme helped. **
- ▶ *75% of students feel their behaviour has improved. **
- ▶ *50% of students reported increased effort levels. **
- ▶ *50 % of students found target setting useful. **
- ▶ *50% of students found the behaviour model useful. **
- ▶ *50% of students found the exercise sessions useful. **

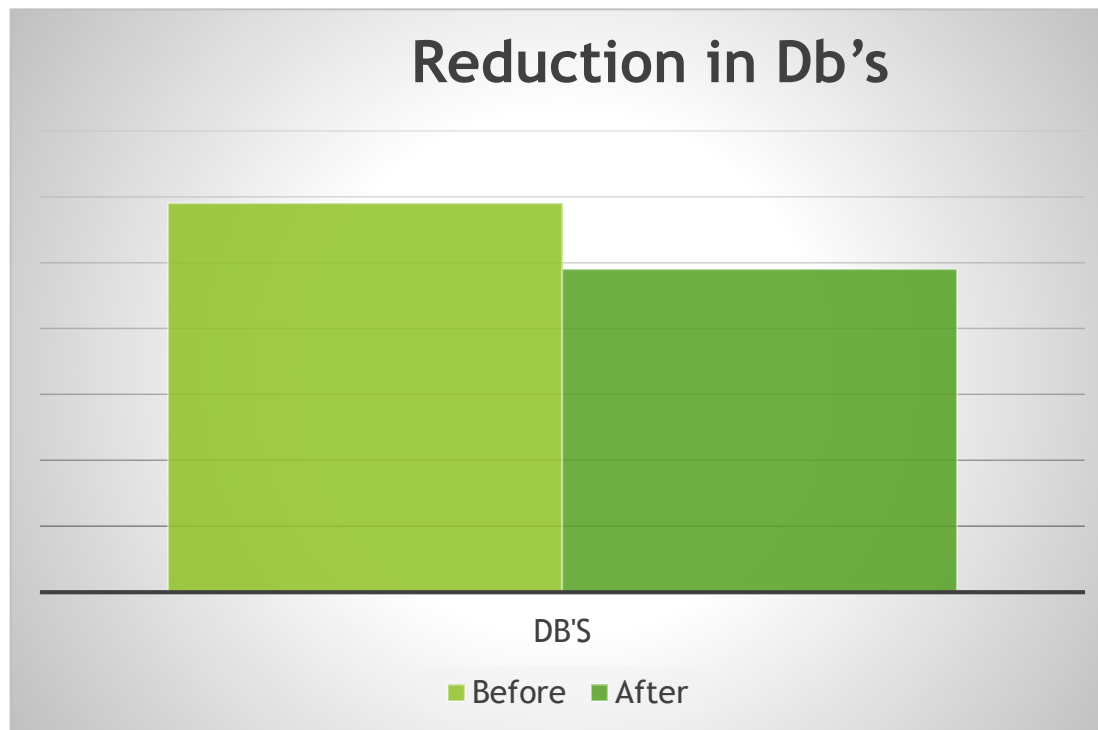
** Result taken from the student evaluations.*

SUMMARY OF RESULTS |
CENTRAL BEDFORDSHIRE UPPER SCHOOL |
NOVEMBER 2018 - JANUARY 2019

Category	First Half	Second Half	DECLINE (%)
Disruptive Behaviour's	118	98	17%
Detentions	49	23	57%
On Call's	6	1	83%

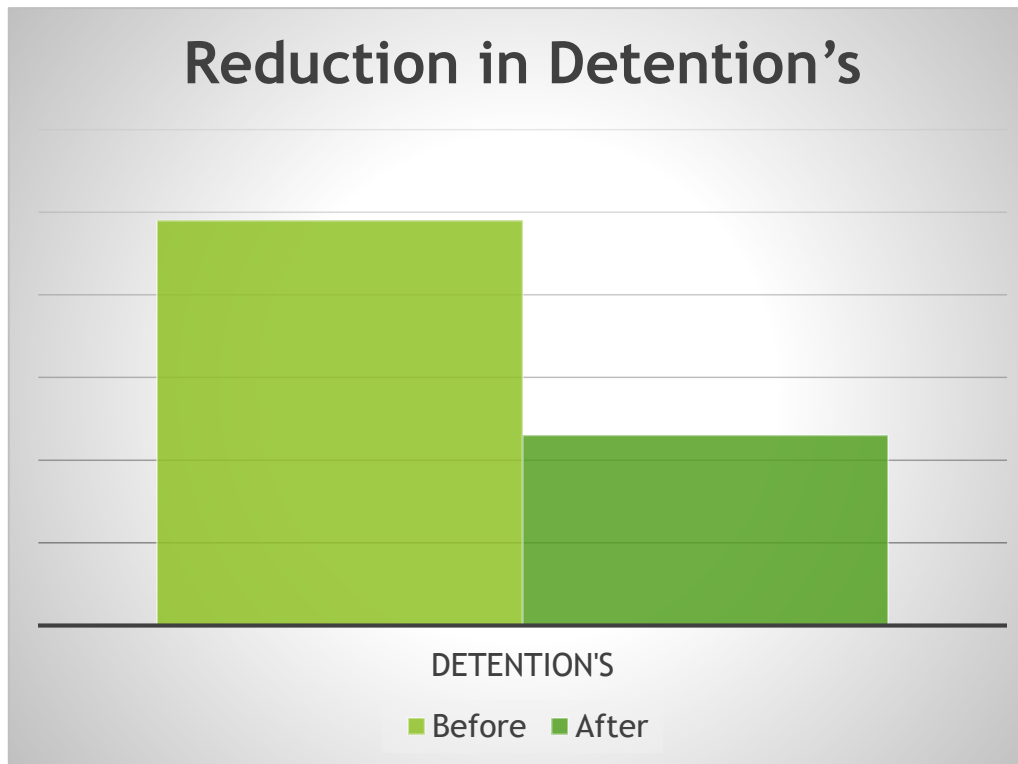
SUMMARY OF RESULTS |
CENTRAL BEDFORDSHIRE UPPER SCHOOL |
NOVEMBER 2018 - JANUARY 2019

EXERCISE BEHAVIOUR

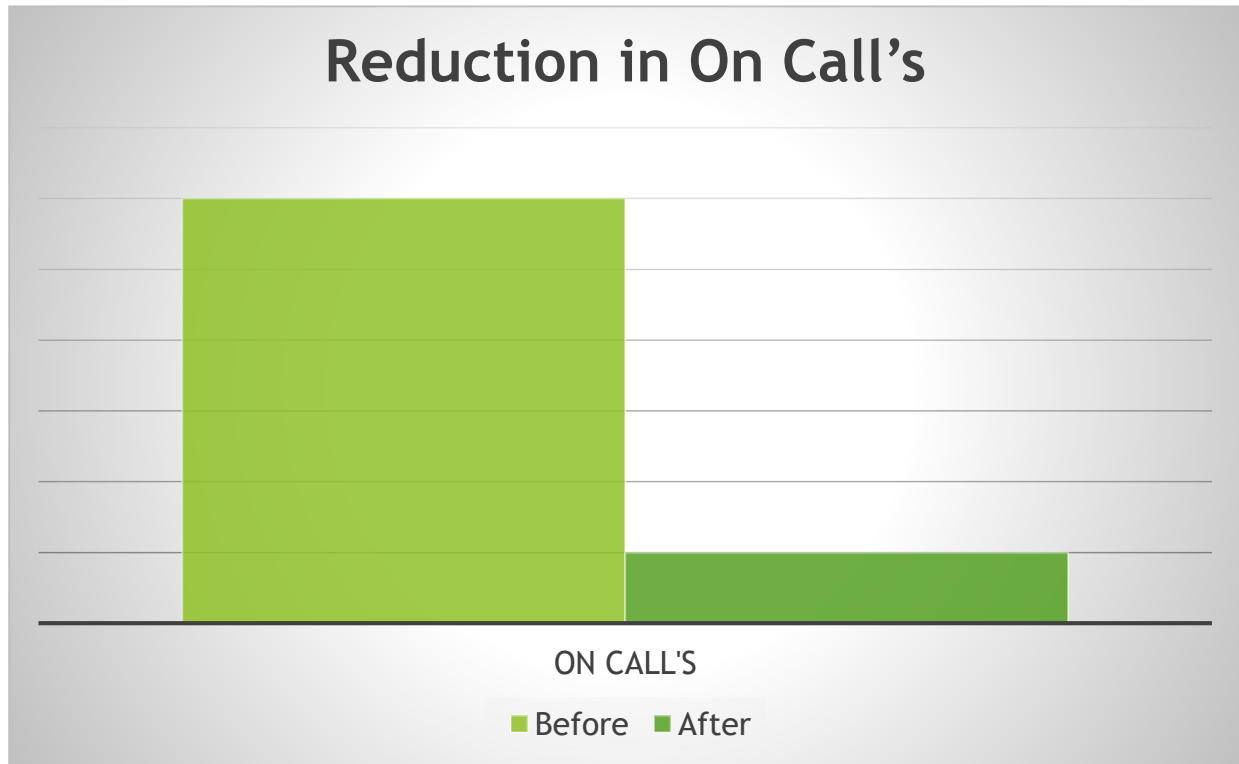


SUMMARY OF RESULTS |
CENTRAL BEDFORDSHIRE UPPER SCHOOL |
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SUMMARY OF RESULTS |
CENTRAL BEDFORDSHIRE UPPER SCHOOL |
NOVEMBER 2018 - JANUARY 2019

- ▶ *66.6% of students reduced DB's, Detentions and On Call's.*
- ▶ *100% of students reduced detentions.*
- ▶ *Across the board DB's reduced by 17%*
- ▶ *Across the board Detentions reduced by 53%.*
- ▶ *Across the board On calls reduced by 83%.*

STUDENT HIGHLIGHTS |
CENTRAL BEDFORDSHIRE UPPER SCHOOL |
NOVEMBER 2018 - JANUARY 2019

▶ **STUDENT A -**

- ▶ *Reduced detentions by 81%.*
- ▶ *Reduced on calls by 100%.*

▶ **STUDENT B -**

- ▶ *Reduced DB's by 43%.*
- ▶ *Reduced detentions by 55%.*
- ▶ *Reduced on calls by 100%.*

SUMMARY OF RESULTS |
JANUARY 2018 - DECEMBER 2018
SOUTH LUTON PRIMARY SCHOOL

- ▶ *74.4% of students stated the programme helped them.*
- ▶ *57.75% of students feel their behaviour has improved.*
- ▶ *62.9% of students reduced their detentions.*
- ▶ *58.75% of students increased their house points.*

STUDENT HIGHLIGHTS |
OCTOBER 2018 - DECEMBER 2018
SOTH LUTON PRIMARY SCHOOL

- ▶ *STUDENT A - Stated the programme helped, increased attendance by 16.4%, reduced timeouts in class by 100%, reduced detentions by 100% and increased house points by 22%.*
- ▶ *STUDENT B - Feels more confident, reduced yellow cards by 50%, reduced timeouts in class by 100% and increased house points by 118%.*
- ▶ *STUDENT C - Feels effort has increased, reduced yellow cards by 5% and detentions by 100%.*
- ▶ *STUDENT D - Increased attendance by 10.1%.*
- ▶ *STUDENT E - Increased attendance by 9.3%.*



WHOLE SCHOOL MODEL IMPACT DATA
SEPT 2017 - DEC 2017 V SEPT 2018 - DEC 2018
SOUTH LUTON PRIMARY SCHOOL

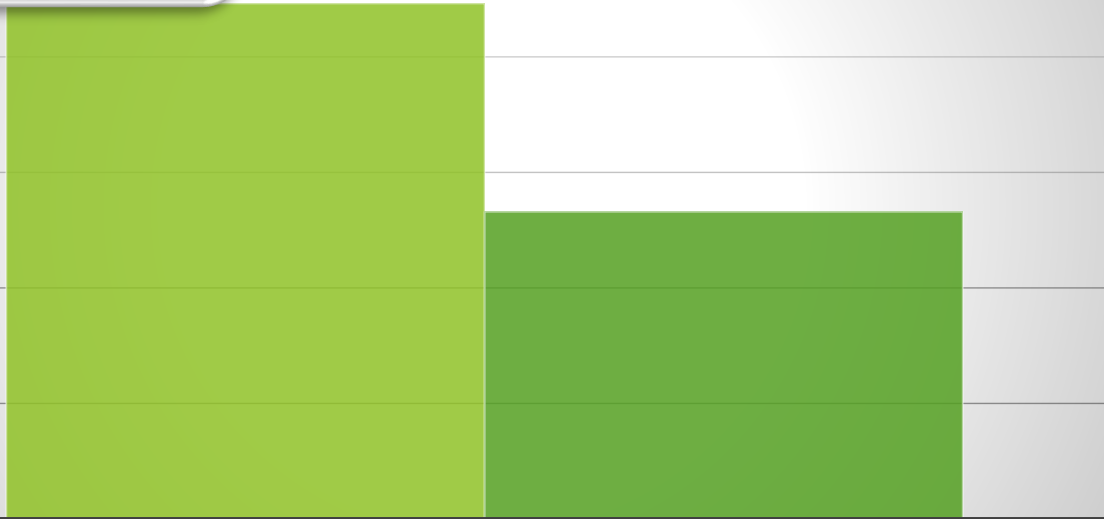
SEPT 17 - DEC 17	SEPT 18 - DEC 18	DECLINE (%)
Detentions = 223	Detentions = 133	40%
Internal Exclusions = 19	Internal Exclusions = 2	89%
External Exclusions = 21	External Exclusions = 1	95%

- ▶ *62.5% of classes feel the behaviour is 'better' or 'much better' in class since the behaviour scale was launched in the school (September 2018).*

EXERCISE BEHAVIOUR



Whole School Impact Reduction in Detention's



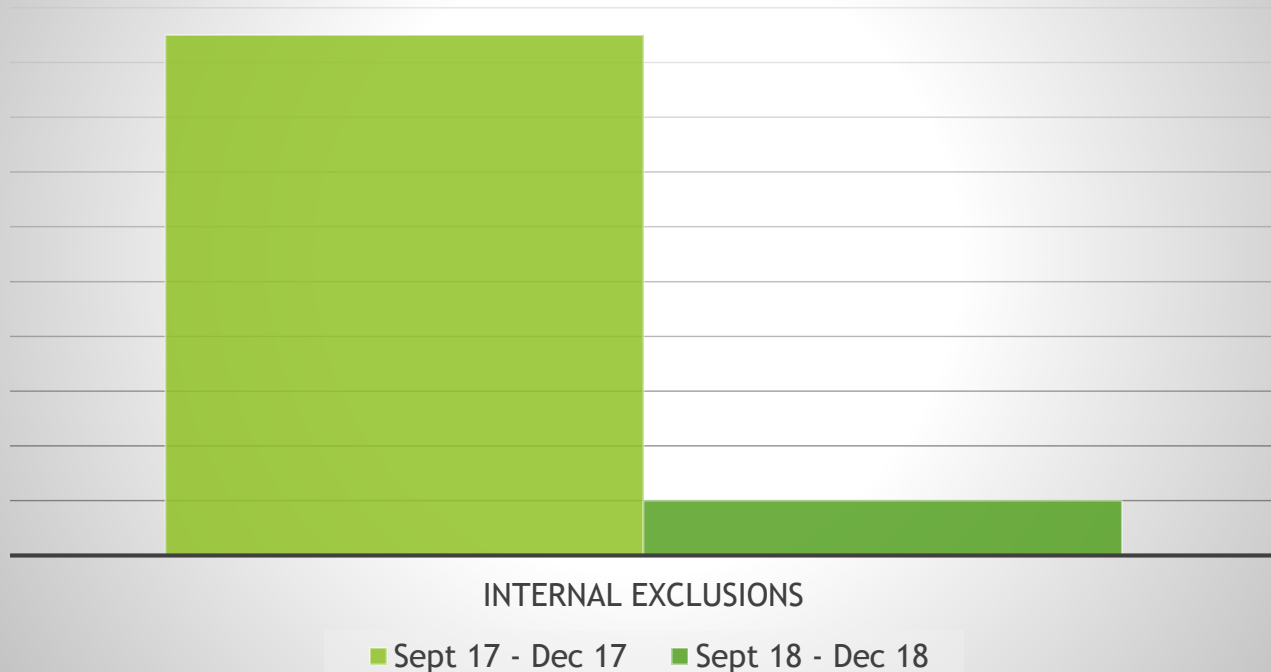
DETENTION'S

■ Sept 17 - Dec 17 ■ Sept 18 - Dec 18

EXERCISE BEHAVIOUR

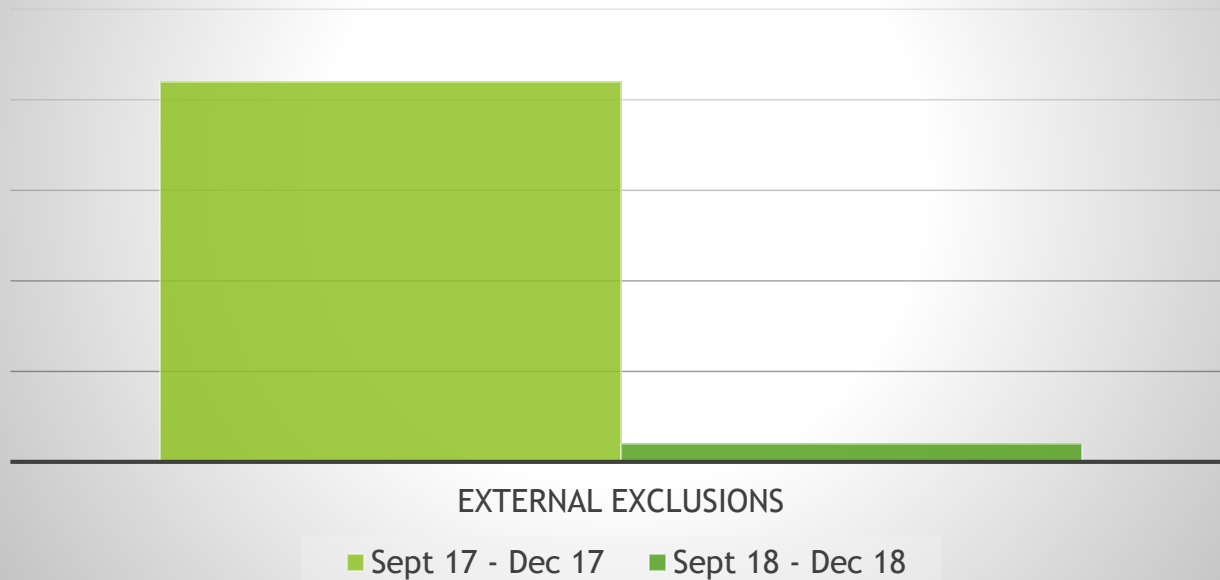


Whole School Impact 89% Reduction in Internal Exclusion's





Whole School Impact 95% Reduction in External Exclusion's

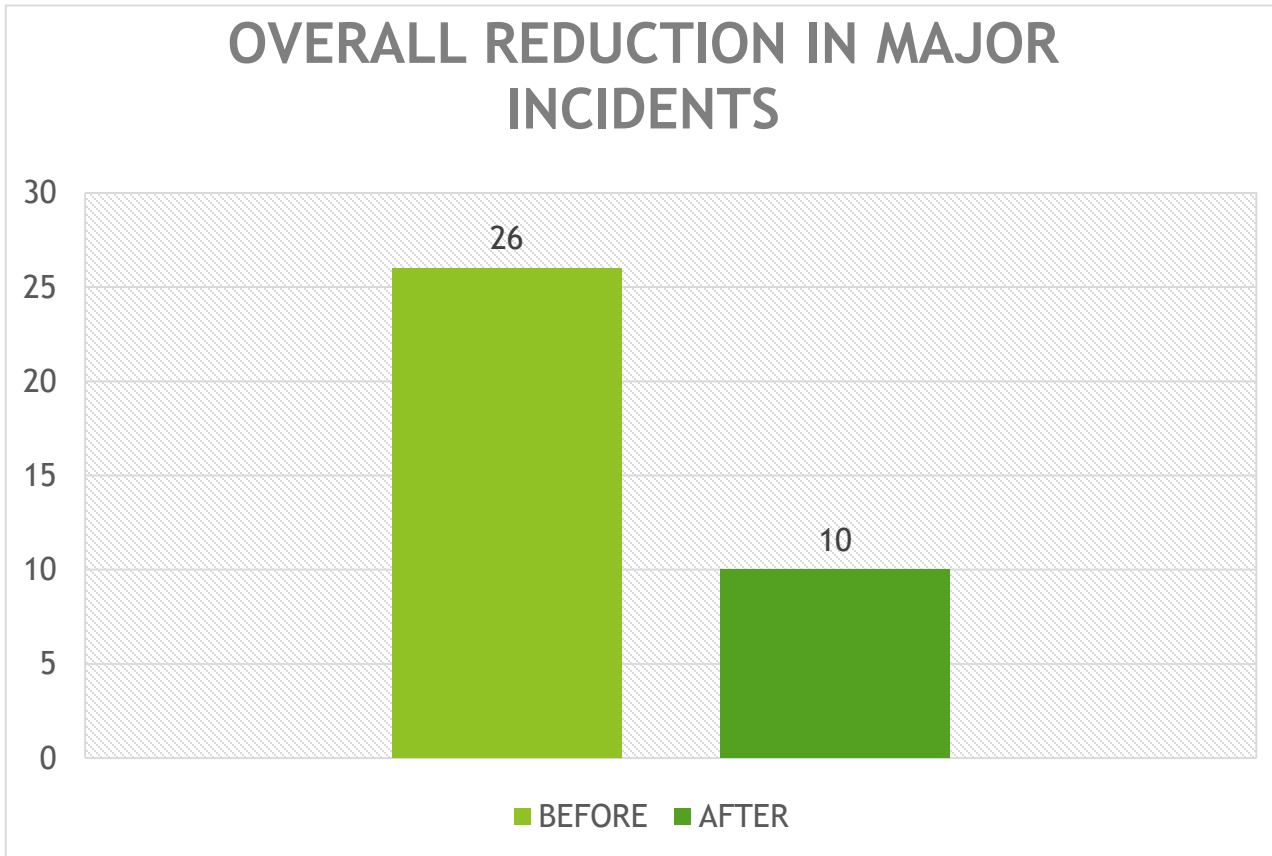


STUDENT REFLECTIONS |
SECONDARY INCLUSION UNIT |
DECEMBER 2018 - MARCH 2019

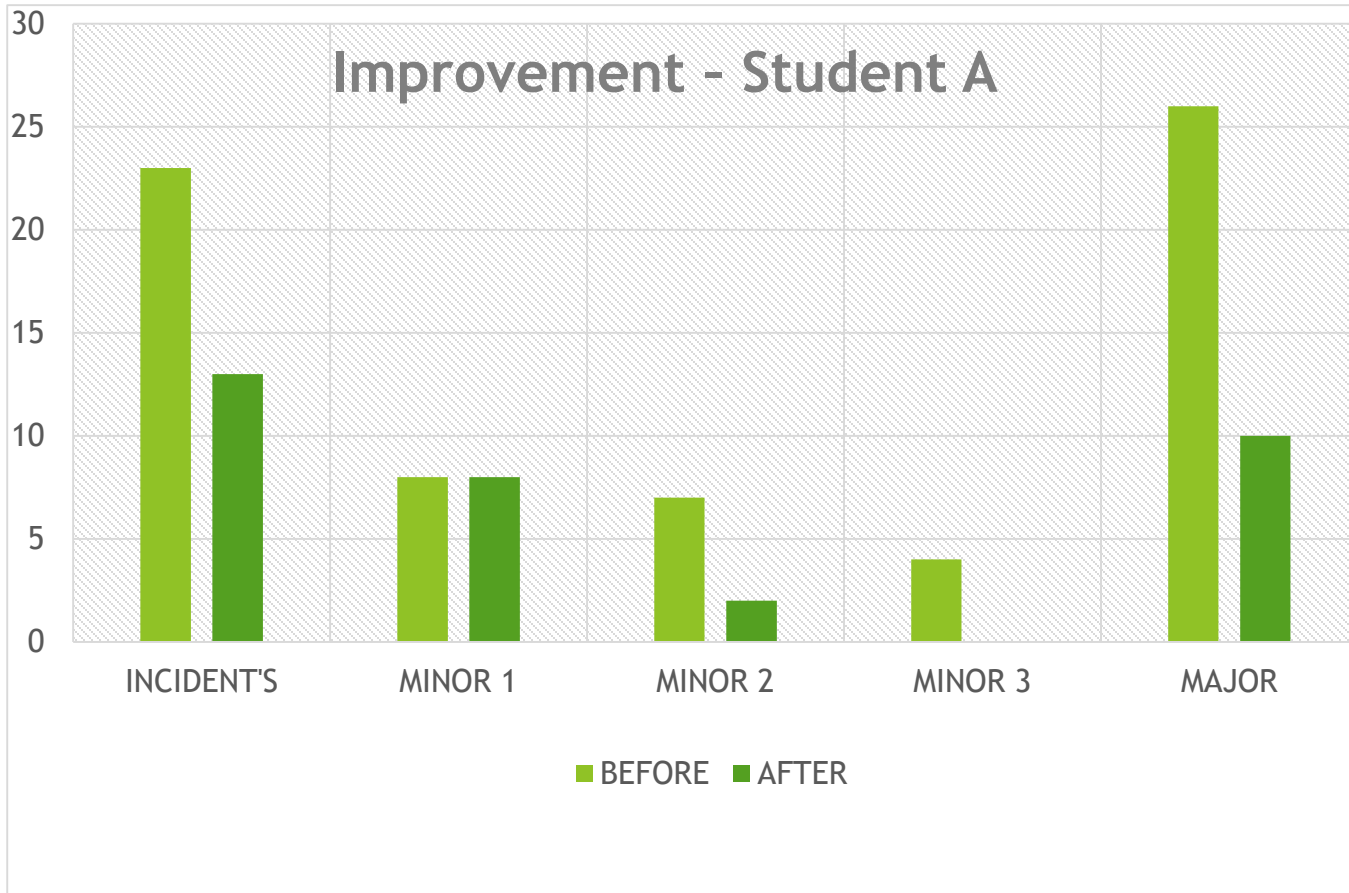
- ▶ *75% of students feel the programme helped. **
- ▶ *75% of students feel their behaviour has improved. **
- ▶ *75% of students reported increased effort levels. **
- ▶ *75% of students feel more confident **

** Result taken from the student evaluations.*

SUMMARY OF RESULTS |
SECONDARY INCLUSION UNIT |
DECEMBER 2018 - MARCH 2019



SUMMARY OF RESULTS |
SECONDARY INCLUSION UNIT |
DECEMBER 2018 - MARCH 2019





Exercise Behaviour has been embedded in our school by his dedication & commitment, alongside his ability to refine it to meet each young person's needs.

The language used around exercise behaviour is now commonly used by staff and students alike in our school, giving all of our young people an opportunity to take responsibility for their behaviour & make positive changes.

Laura Ross
Well - Being Manager
Surrey Street Primary School



We bought into the exercise behaviour programme this year to work with some of our most challenging students. We have been really impressed with the resources used and the way information is updated and then fed back to the key adults working with our young people. Feedback on the programme is consistent. Exercise Behaviour go the extra mile to make sure that you are given the most accurate picture on the students.

Our students have really taken to the programme and like the tangible link between behaviour and exercise, and this coupled with the behaviour scale has seen a marked improvement in our students. We will definitely be introducing another group to the sessions, and have appreciated access to the resources. The behaviour scale is simple, relatable and can be used with students inside and outside of the classroom and it's something we continue to reflect on with the students post programme.

Sam Southwell
Director of BBB Inclusion
Shenley Brook End School



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