

Creating a Culture:

How school leaders can optimise behaviour



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Independent review of behaviour in schools

Contents

Foreword	4
1. Executive summary	6
1.1 School culture: the way we do things around here	6
1.2 Commonly found features of the most successful schools	7
1.3 Strategy recommendations for school leaders	8
1.4 Challenges that frequently impede improvement	8
1.5 Policy recommendations	9
1.5.1 Recommendations for the Department for Education to consider	9
1.5.2 Ofsted	10
1.6 How data was gathered	10
2 Introduction	12
2.1 Better behaviour benefits everyone	13
2.2 All schools, not some	14
2.3 Is there a behaviour problem? A review of the evidence	14
2.4 Defining the problem	14
2.4.1 Evidence against	15
2.4.2 Evidence for	15
2.4.3 Teacher voice surveys' key findings	15
2.4.4 Further evidence	18
2.4.5 Conclusions	21
2.5 What do we mean by 'good enough'?	22
2.6 Reframing what we mean by good behaviour: negative and positive	23
2.6.1 Is expecting good behaviour oppressive?	23
2.7 Commonly found features of the most successful schools	25
3 Recommendations for school leaders	30
3.1 Designing the culture	30
3.2 Creating a vision of the school culture	30
3.3 Making behaviour a whole school focus	30
3.4 Social norms	31
3.5 Communicating that culture to the school community and beyond	31
3.6 Leadership team curation	32

4	Building the culture in detail	34
4.1	Managing staff through transition	34
4.2	Teacher training	35
4.2.1	High expectations and consistency	36
4.2.2	School routines	38
4.2.3	School rules	39
4.2.4	Consequences and recognising the considerations for pupils with SEND	40
4.2.5	Internal inclusion units	43
4.2.6	Using cultural markers and levers to create cultures	46
4.2.7	Using premises to support behaviour	48
4.2.8	Attendance and punctuality	49
4.2.9	Technology	50
4.2.10	Role models	51
5	Maintaining the culture	53
5.1	Reinforcing the expectations	53
5.1.1	Continuous professional development (CPD)	55
5.1.2	Sharing good practice with other schools	57
5.1.3	Parents, families and the community	58
6	Obstacles to developing cultures of good behaviour, and how to overcome them	60
6.1	Responses to these challenges	62
	Appendix 1: Summary of ITT behaviour management recommendations: case study method	63
	Appendix 2: Behaviour audit survey for schools/inspectors	65
	Appendix 3: Literature review	68
	Appendix 4: Bibliography	72
	Appendix 5: Acknowledgements	75

Foreword

School leaders are well placed to drive substantive, widespread school improvement in England. The range of responsibilities are as broad as the measures by which they are held accountable. Even in the most difficult of circumstances, I have seen headteachers who have transformed the life chances for hundreds or thousands of young people.



A student's experience in school remains one of the most insightful indicators of later life success in any one of a number of metrics. For many it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them develop good behaviour is therefore one of the most important tasks a school faces.

This report has developed from the previous work of the Initial Teacher Training (ITT) Behaviour Review Group, led by me. The Group was commissioned in 2015 by Rt Hon Nicky Morgan MP, then Secretary of State for Education, to review and advise the Department for Education (DfE) on ways to improve the core provision for training teachers in the initial phase of their careers. The resulting report concluded that there were substantive opportunities for improvement in both the content and pedagogy of how new teachers are trained to run classrooms and direct the behaviour.

As that review progressed, it became increasingly clear that while a highly skilled workforce of teachers trained in a variety of reactive and proactive strategies was desirable, strong leadership could offer even greater possibilities for driving better behaviour in schools. How a school was run was an even greater determinant of school behaviour than any one of a number of well-trained staff working in isolation.

My objective was to understand what common factors, if any, could be derived from successful schools. Of particular interest was if there were any strategies or themes that could be successfully shared, and to what extent such strategies were contextual. I wanted to understand if there were any commonalities in successful behaviour systems, suggest impediments to achieving that success, and then conclude with a brief series of recommendations, both for school leaders and for policy makers. This report is the result.

I have seen some excellent practice in leading for good behaviour; we have some truly inspirational leaders in this field. My goal in this report is to capture and celebrate what they do, so that everyone can learn from it. This report showcases our school leaders at their best. The situation across the system is not perfect but is vital that we get it right. We should not settle for second best, we can build on the progress made to achieve great things for our students.

It has been an honour and a privilege to meet so many expert school leaders, and to visit so many wonderful schools as part of this process. In truth, there is a good deal of work to be done to improve matters. But there is equally a great deal of talent and ambition in the school system to meet that challenge. After several decades of relative neglect, it is reassuring to see behaviour once more in the spotlight and I look forward to a better future that we now have a chance to build.

I hope this report is helpful to school leaders. It is a distillation of some of the best of their community's wisdom, and I have tried to represent that as faithfully as I can.

Tom Bennett

A handwritten signature in cursive script that reads "Tom Bennett".

March 2017

1. Executive summary

The national picture of school behaviour is complex, but numerous indicators suggest that it can be better in a great number of schools and contexts. Every leader should consciously aspire to the very best behaviour possible in their schools as a matter of priority. There are a number of strategies that schools with outstanding behaviour use frequently, and these should be shared and made available to all school leaders in order for them to decide if they are appropriate for their schools.

1.1 School culture: the way we do things around here

The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- students achieve more academically and socially
- time is reclaimed for better and more learning
- staff satisfaction improves, retention is higher, recruitment is less problematic¹

Standards of behaviour remain a significant challenge for many schools. There are many things that schools can do to improve, and leadership is key to this. Teachers alone, no matter how skilled, cannot intervene with the same impact as a school leader can.

The key task for a school leader is to create a culture - usefully defined as 'the way we do things around here' - that is understood and subscribed to by the whole school community.

Schools vary enormously in composition and context. Their challenges are similarly varied. It is therefore impossible to prescribe a set of leadership strategies that will guarantee improvements in all circumstances.

However, many of the main challenges fall within a finite range of variety. There are some strategies that have a much higher probability of being useful in more or most circumstances than others.

Common to the schools visited for this report were many features, values and leadership themes, which were expressed through a variety of strategies.

These strategies were often interpreted in different ways. School leaders should also interpret these themes in ways that suit the idiosyncrasies of their school context, demographic, resources and staff.

¹ <https://www.gov.uk/government/publications/the-impact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes>

1.2 Commonly found features of the most successful schools



Features include:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff and parental commitment to the school vision and strategies
- high levels of support between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectations of all students and staff, and a belief that all students matter equally

1.3 Strategy recommendations for school leaders

Design the school culture you want to see

Cultures require deliberate creation. A key role of leadership is to design a detailed vision of what the culture should look like for that school, focussing on social and academic conduct. Expectations must be as high as possible, for all.

Build that culture in practice with as much detail and clarity as possible

Staff and students need to know how to achieve this, and what the culture looks like in practice from behaviour on buses, to corridor and canteen conduct.

This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.

One key way this is achieved is by designing routines that students and staff should follow. Any behaviour that should be performed identically, most or all of the time, should be made into a routine, for example, which corridor side to walk down, how to queue for lunch.

Maintain that culture constantly

School systems require maintenance. This is often where good cultures break down. It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards.

1.4 Challenges that frequently impede improvement

Challenges include:

- lack of clarity of vision, or poor communication of that vision to staff or students
- a lack of sufficient in-school classroom management skills



- poorly calibrated, or low expectations
- inadequate orientation for new staff or students
- staff over-burdened by workload, and therefore unable to direct behaviour effectively
- unsuitably skilled staff in charge of pivotal behaviour roles
- remote, unavailable, or over-occupied leadership
- inconsistency between staff and departments

1.5 Policy recommendations

The following recommendations are presented for ministerial consideration. They are designed to stimulate change and improvement in the field of school leadership for behaviour. Further discussion is needed to investigate cost implications, feasibility and strategic considerations.

In an area as crucial as school leadership, it is vital that these methods and levers are explored. The potential for these to generate a wealth of improvements and opportunities for countless children's futures is extraordinary. Additionally, the implications they may have on teacher recruitment, retention and professionalism are potentially very significant.

1.5.1 Recommendations for the Department for Education to consider

1. Fund schools to create internal inclusion units to offer targeted early specialist intervention with the primary aim of reintegrating students back into the mainstream school community. This funding should be focused on schools with higher than average levels of challenging behaviour, and should also be focused on schools that have already demonstrated reasonable efforts to create this provision using their existing budgets and resources.
2. Design a revised certification process for all headteachers that includes a requirement to demonstrate an appreciation of behavioural cultural levers and how to use them.
3. Support the use of a national standardised method, for capturing data on school behaviour that goes beyond present formal recording methods. For example, in order to capture staff and student experiences of behaviour in school, an anonymised survey, with both quantitative and qualitative yardsticks, could be trialled as a way to produce an anonymised data map of school behaviour. This could then be used as a comparative metric between schools, and over time. An example of questions that should be included in such a questionnaire is given in appendix 2 of this report.
4. Ensure school leaders have access to training in a range of behavioural strategies and examples of best practice in the school system, by the creation of an optional training scheme. School leaders should be encouraged to visit

other schools of similar structure and demographic where excellent behaviour is apparent.

5. A pilot scheme of the above to be trialled in areas of identified need, including consideration of Opportunity Areas, and evaluated after one year.
6. Further discussion is needed about the way special educational needs and disabilities (SEND) and alternative provision is funded, both inside mainstream schools, and in specialist sites. Schools, particularly in clusters such as multi-academy trusts could be incentivised to pool resources and share expertise.
7. Provide greater guidance for schools about how to manage and support the most challenging students. This could take the form of a follow up report, as an annex to this, for example to investigate best practice in pupil referral units and alternative provision.

1.5.2 Ofsted

8. Ofsted should review its arrangements for obtaining staff and pupil views on behaviour and ensure those views are taken into account as part of school inspections. This should include:
 - considering how all sources of evidence on behaviour management, for example the standardised behaviour survey in 3 above, can be taken into account during inspection
 - reviewing the coverage of behaviour related issues within Ofsted's pupil and staff questionnaires, and exploring ways to ensure that inspectors have appropriate access to the views of the range of staff and pupils at the school. Some suggested good practice in this area is in appendix 2 of this report
 - maximising staff and pupil discussions to establish school culture and practice in relation to behaviour levels, support and structures. For example, the interview samples could target the most vulnerable and at-need staff: trainees, supply staff, NQTs, administrative support staff, catering staff, as well as more senior members of the school. This would provide valuable data from those who most critically require the school system's support
9. School leaders should be interviewed to account for the results of the staff and student interviews and survey.

1.6 How data was gathered

This report is the product of a combination of several sources of data:

- Visits were made to a number of schools throughout England identified as having very effective behaviour management. In some cases, schools were selected due

to their rapid improvement in Ofsted-rated behaviour. In other cases, they were schools that had been singled out for recognition by, for example, Her Majesty Chief Inspector. Some schools were selected because they had succeeded in not only creating but sustaining good cultures of behaviour for long periods.

- Interviews were held with practitioners with recognised success in the field of school leadership. A range of face-to-face interviews as well as phone interviews were conducted in the period April 2016 to September 2016.
- Round table discussions took place with recognised experts in the field of behaviour management leadership, in order to provide the opportunity to reflect collaboratively with peers on data gathered throughout the process.
- A series of 20 independent case studies focusing on behaviour management strategies were commissioned from ASK Research, and taken into account for this review. This research is available in full as a supplementary document to this report.

This report is an attempt to distill the experience and wisdom of practitioners, for the most part still current in their field. As a result, it is authoritative but not definitive or exhaustive. While its conclusions are a distillation of very broad experiential constituencies, it is also a meditative document. Its observations and recommendations are designed to be practical and represent the real issues faced in school leadership, and the very great possibilities offered by improvement in the area of whole school behaviour.

2 Introduction

Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly.

‘Behaviour’ in this report means any actions performed by any members of the student and staff communities. It includes conduct in classrooms and all public areas: how members work, communicate, relax and interact; how they study; how they greet staff; how they arrive at school, transition from one activity to another; how they use social media, and many other areas of their conduct. It does not merely refer to how students do or do not act antisocially.

Schools in all circumstances can achieve high standards of behaviour. The difficulty in achieving these standards will vary from school to school, community to community, depending on the challenges specific to the circumstances of that school.

‘Culture’ in this context means the ideas, customs, and social behaviour of a particular people, society or community.²

Cultures will occur whether attention is paid to their creation or not. It is unlikely that, left to their own devices, the multiple members of the school community will decide spontaneously to behave in such a way that learning, civility, good character and flourishing are optimised. Any community or society must enter into a pact or contract within itself, between all members of that community, so competing interests are not allowed to conspire in such a way as to defeat one another’s mutual goals.

The school leadership team and in particular the headteacher are key to attaining this culture. School leaders possess the widest and most influential levers to influence the school culture. What they do or do not do - is crucial.

Schools vary enormously in their demographics, economic circumstances, staff composition, histories, premises, location and multiple other variables. Looked at through this lens, it seems axiomatic that the strategies required to drive school improvement will depend enormously on these contextual factors, and the wholesale import of ideas and strategies from alien school circumstances would be ill considered. What drives improvement in an established, high-achieving coastal secondary school may not be what drives a comparable improvement in an inner-city primary school facing closure.

² <https://www.merriam-webster.com/dictionary/culture> definition 5:b,c,d

On the other hand, the common factor between all schools, mainstream or otherwise is children. Human behaviour is culturally specific but exhibits broad and deep commonalities. All people exhibit behaviour, and inhabit psychologies, within a reasonably definable spectrum. We depend on biological imperatives like hunger and fatigue, and we demonstrate social and personal reactions that emerge from both our homes and our cultures.

This report has attempted to examine both: to understand what leadership strategies are contextually dependent, and which are reasonably consistent, portable and effective in multiple arenas.

Behaviour means the physical actions of the agent. Behaviour flows from character, intention and circumstances. School leaders should rightly aim to influence student character and attitudes in order to help students to flourish as learners and individuals and members of their communities. More directly, they have a clearer responsibility to expect students to behave in positive ways (outward behaviour being a far more obvious lever to address than internal mental states).

2.1 Better behaviour benefits everyone

The aims of education are contested, but usually revolve around one of a number of candidates such as:

- the academic education of the student
- the nurturing of their best interests
- the inheritance of the best of what has been learned before
- the propagation of good character
- the training of a workforce and socialisation

Whatever one believes the aim of education to be, all of these are best realised in schools where good behaviour is the norm, and antisocial, selfish, or self-destructive behaviour is minimised. Staff well-being, retention and working conditions are also optimised by the propagation of good behaviour. Time and material resources are saved. Highly socialised communities where good conduct is common provide a more stable and transparent environment where mental health issues can be observed, anticipated or supported more effectively.

There is no substantial disadvantage to investing in a successful behaviour culture in a school, apart from the effort expended aiming towards it. The dividend, however, is potentially very great.

2.2 All schools, not some

A key consideration of this report is how can all schools improve? Not some, or the fortunate, but all. How can all pupils achieve, not merely the ones showing most promise? We deliberately sought out schools demonstrating success, sometimes in the most challenging circumstances. These schools have shown that great progress is possible in even the least amenable of contexts, through ambition, industry and good strategy.

2.3 Is there a behaviour problem? A review of the evidence

This report is designed to convey an urgent message. A great many schools provide a safe and supportive environment for their pupils, and a great many students enjoy an excellent education because of it. Simultaneously, many pupils in many schools could enjoy a significant improvement in their school experiences, if greater focus was made on improving their school behaviour culture. Many children are expected to learn in conditions that could be substantially improved. This section will address the evidence bases that substantiate this statement.

No school's behaviour should be characterised as entirely good or bad. There are pockets of both that vary in duration, severity and extent throughout every school community.

Some students endure very challenging school cultures where behaviour is broadly poor. Many other schools have good overall behaviour but suffer persistent disruption intermittently.

It is hoped that this report will act as a catalyst, a guide, and an inspiration to improve leadership practice. We need a renewed and vigorous re-examination of what high expectations look like, and how we best achieve them. The lessons we can learn from the best schools in this field are proof that many already run behaviour well, and that others can learn from their example.

2.4 Defining the problem

In many schools, possibly in most classes, at most times, behaviour is largely civil and cooperative. Serious breakdown of school cultures are relatively rare, and truly chaotic schools are not the norm. However, this should not be reason to dismiss the problem. one burst tyre on a car using four is still a serious issue.

Is there a national problem with behaviour? The evidence suggests that there is. Just as importantly though there are many schools that demonstrate it is possible to improve in even the most beleaguered of circumstances.

2.4.1 Evidence against

Previous reports in this area have produced different answers to the question 'is there a behaviour problem?' The Steer Report (2009)³ principally used data from Ofsted to conclude that most schools were good or better in this regard. House of Commons Education Committee, Behaviour and Discipline in Schools, First Report of Session 2010–11 (2011) found that because opinions varied so much about the nature or extent of a problem it was difficult to say to what extent the problem existed (or even if there was one).

2.4.2 Evidence for

However, other sources have been less optimistic of these conclusions. Surveys of teachers and pupils routinely throw up data that contradicts the optimism of the Steer report or the uncertainty of the Education Committee's findings. There is a striking contrast between data gathered from school leaders or school inspectors, and the experiences of front line teachers and students. This is partly understandable. School leaders are held to account by their ability to demonstrate they have secured a safe, calm school environment. Stakes for leaders are high. It is natural for the most positive interpretation of one's school to be presented publicly, especially in circumstances of external inspection.

This report suggests that this is a significant issue and that there are concerns that need to be addressed.

2.4.3 Teacher voice surveys' key findings

The Teacher Voice Omnibus, May 2013⁴: Pupil Behaviour, conducted by the National Foundation for Educational Research surveyed 1,700 teachers from a range of schools. DfE submitted nine questions about teachers' perceptions of pupil behaviour training, and many other issues. The results showed:

- 77% of teachers felt that student behaviour at their schools was good or better
- 87% felt that they were well equipped to deal with student behaviour
- half agreed that there was appropriate training in their schools to manage classroom behaviour



³ <http://www.teachernet.gov.uk/wholeschool/behaviour/steerreport>

⁴ <https://www.nfer.ac.uk/publications/teachersvoicesurvey2013>

- 61% felt confident using the powers they already had to discipline students
- over half (53%) felt that parents respected a teacher's authority
- 93% believed that their school had a clear and comprehensive behaviour policy
- 70% said they would not be reluctant to talk about behaviour management with other members of staff

In 2014, 74% of teachers considered behaviour in their schools to be good or better, broadly the same as 2013 (76%) and up from 70% in 2008.

These figures present some obviously positive indicators. This is evidence that many teachers often experience what they perceive to be good behaviour.

On the other hand, if these figures are representative, there is an obvious counter narrative implied:

- almost a quarter (23%) of teachers believed that behaviour wasn't at least good
- one in eight teachers did not feel well equipped to deal with student behaviour
- half felt that appropriate training was not available in their school to deal with behaviour
- one in three (30%) felt they could not discuss behaviour problems with other members of staff

It is also hard to measure the comparability of responses. What constitutes good behaviour to one teacher may represent poor behaviour to another. Standards of tolerance vary. Qualitative measures like 'good' and 'acceptable' can mean many things. Even 'acceptable' needs some unpacking as a concept.

The Teacher's Voice Omnibus 2015⁵ indicated that 76% of teachers consider behaviour in their school to be 'very good' or 'good'. The pattern of responses for this question (excluding the senior leader booster summer survey) were similar to previous years, suggesting that there has been little change in teachers' attitudes to student behaviour.

A similar result is shown in the latest 2016⁶ Teacher Voice Omnibus, with some interesting additional information:

- when asked to describe behaviour at their school, three quarters of the respondents (75%) reported that it was 'good' or 'very good'. Most of the others (17%) described it as 'acceptable'
- a higher percentage of all respondents in primary schools (41%) judged it was 'very good' than was the case in secondary schools (24%)

⁵ <https://www.gov.uk/government/publications/teacher-voice-omnibus-november-2015-survey-dfe-questions>

⁶ www.gov.uk/government/publications/teacher-voice-omnibus-may-to-july-2016-survey-dfe-questions

- at the same time, the percentage of senior leaders who responded that behaviour was 'very good' (48%) was higher than was the case with classroom teachers (21%)
- although this difference was evident among both primary and secondary school respondents, the difference was most pronounced among secondary school respondents

This indicates another divergence of perception between senior staff and classroom staff.

There is some cause for encouragement in this data but it should not inspire complacency. If one in eight doctors felt poorly trained, and one in two said they could not access training, few would settle for that. Our national education service could be seen in this light. If we are to achieve any of our educational ambitions as a nation, it is necessary to raise our bar.

2.4.4 Further evidence

To emphasise the case that there is a substantial opportunity to improve behaviour in schools, it is useful to quote extensively from Professor Terry Haydn (2014)⁷ below, who made a careful exploration of both the appearance and the lived reality of classrooms in the UK.

‘For the past two decades, there have been differing views expressed about the extent to which behaviour is a problem in English schools. In 1994, the then Secretary of State for Education stated that poor pupil behaviour affects ‘a small number of pupils in a small number of schools’ (Patten, 1994). In the same year, Claus Moser argued that in inner-city areas, the problem of indiscipline in schools was much more common and that ‘tens of thousands, perhaps hundreds of thousands of children still have totally unacceptable educational experiences, disadvantaging them for life’, because teachers were able to do no more than ‘crowd control’ (Moser, 1994). Michael Barber’s (1994) survey of 10,000 secondary school pupils in the Midlands appeared to lend support to Moser’s view. The survey reported that 25% of pupils acknowledged behaving badly in school, and 33% reported that they encountered disruption in class on a daily basis. Barber argued that ‘a disruptive minority of 10–15% of pupils are seriously undermining the quality of education in as many as half of all secondary schools’ (Barber, 1994). Citing the same study, he claimed that 92% of pupils in their GCSE exam year (for pupils aged 16) suffered from disruption to their learning through poor pupil behaviour. The Steer Report reported a very positive and reassuring picture, stating that ‘the overall standard of behaviour achieved by schools is good and has improved in recent years’, noting ‘a steady rise in standards’ (Steer, 2009, p. 4).

However, there is evidence that questions the fairly rosy picture painted by Ofsted and Steer, including recent surveys of teachers and headteachers in England.

A Times Educational Supplement 2010 survey of 400 heads found that 35% of heads believed that pupil behaviour had deteriorated over the past 12 years, and an Association of Teachers and Lecturers 2009 survey of over a thousand teachers reported that 60% of them believed that they had disruptive pupils in their classrooms, with 98% reporting that this had at times resulted in disruption of pupils’ work. An earlier survey of teachers by the National Union of Teachers found that 69% of teachers reported experience of disruptive behaviour ‘weekly or more frequently’ (Neill, 2001).

Surveys of pupil perceptions of classroom climate also suggest that disruption is not confined to a small number of inner-city schools. A recent Programme for

⁷ Haydn, T (2014), To what extent is behaviour a problem in English schools? Exploring the scale and prevalence of deficits in classroom climate. Review of Education Vol. 2, No. 1, February 2014, pp. 31–64

International Student Assessment report stated that in England, 31% of pupils felt that ‘in most or all lessons....there is noise and disorder’ (Bradshaw et al., 2010), and Chamberlain et al. (2011) reported that a majority of pupils in England said that they had experienced disruption to their learning.

The figure of 330,000 pupil exclusions in 2010–2011 (DfE, 2012b) also sits uneasily with the generally positive picture presented by the Steer Report and recent Ofsted judgements on the proportion of schools that were deemed to be less than satisfactory in terms of pupil behaviour. Even though only 5,080 of these exclusions were permanent, given that the most common reason for exclusions of all types was persistent disruptive behaviour (accounting for 33.7% of permanent exclusions and 24.8% of fixed period exclusions from all schools), it seems unlikely that this disruption was limited to the 0.3% of schools where behaviour was deemed by Ofsted to be satisfactory or better. Given the fact that Ofsted figures on exclusions do not take account of ‘managed moves’ and ‘unofficial’ exclusions (Domokos, 2012), even these figures may understate the number of exclusions from English schools.

Thus, over the past six years, ‘official’ reports on behaviour in schools (Ofsted reports, and the government commissioned 2009 Steer Report on behaviour in schools) have presented a very positive picture of classroom climate and pupil behaviour, with Ofsted consistently reporting that behaviour was satisfactory or better in over 90% of schools (Ofsted, 2006, 2010, 2012; Morris-King, 2011), a figure rising to 99.7% in 2012 (DfE, 2012a). This portrayal of classroom climate and pupil behaviour has been challenged by other sources. In December 2012, Sir Michael Wilshaw, Her Majesty’s Chief Inspector of Schools painted a less positive picture of behaviour in schools, which is at odds with the ‘99.7% satisfactory or better’ figure cited by the DfE (based on Ofsted inspection reports) in 2012 (DfE, 2012a).

There is evidence to suggest that the very positive picture of behaviour in schools presented by the Steer Report (2009), and the suggestion that behaviour is at least satisfactory in 99.7% of schools (Ofsted, 2012a) seriously underestimate the extent to which deficits in classroom climate and poor pupil behaviour are a problem in English schools. Even Michael Wilshaw’s assertion that low-level disruption may impede the academic progress of over 700,000 pupils in the English school system may seriously underestimate the scale of the problem of classroom climate and the working atmosphere in English classrooms (Ofsted, 2013). When looked at in conjunction with recent international evidence in this field (see, for example, Elliott & Phuong-Mai, 2008; OECD, 2009), it is possible that deficits in classroom climate (and as part of this, pupil and parent attitudes to learning, and to the project of ‘education’ more generally) play a significant part in explaining ‘in school variation’ in pupil attainment in English schools, differing levels of attainment, as well as exerting a negative influence on educational attainment in relation to other jurisdictions.’

‘Calm or ordered classrooms where effective learning can take place are what the overwhelming majority of parents, pupils, teachers and policy-makers want. However, until the scale, nature and complexity of this problem is acknowledged, these deficits are likely to persist’.

Other sources of evidence: Below the Radar, practitioner surveys, Teaching and Learning International Survey (TALIS)

Behaviour remains a serious concern in the UK school system. As the 2014 Ofsted report ‘Below the radar’⁸ report said:

‘A YouGov survey show that pupils are potentially losing up to an hour of learning each day in English schools because of disruption in classrooms. This is equivalent to 38 days of teaching lost per year. A large number of pupils, therefore, are being denied a significant amount of valuable learning time. Many teachers have come to accept some low-level disruption as a part of everyday life in the classroom. One fifth of the teachers surveyed indicated that they ignored low-level disruption and just ‘tried to carry on’. However, this behaviour disturbs the learning of the perpetrators as well as that of others. According to the teachers themselves, an average secondary school might contain five or six teachers who lose at least 10 minutes of learning time per lesson as they struggle to maintain good order. In primary schools, this averages out at nearly one teacher in every school’.

The report also says:

‘The findings from that survey show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour. This report demonstrates that, in too many schools, teachers are frustrated by this sort of behaviour and are critical of colleagues, particularly those in leadership positions, who are not doing enough to ensure high standards of pupil behaviour’.

The 2015 National Association of Headteachers recruitment survey⁹ indicated that many headteachers felt that behaviour management was one of the most significant gaps in new teachers’ ability: 70% said that this was the case, placing it in the top three concerns.

⁸ <https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms>

⁹ <http://www.naht.org.uk/welcome/news-and-media/key-topics/governance/naht-recruitment-survey-shows-growing-problems-in-schools/>

An Association of Teachers and Lecturers behaviour survey¹⁰ in 2014 showed that ‘dealing with students’ aggression has caused 60% of staff who have experienced it to feel a loss of confidence in their work, over a third (34%) to have mental health issues, such as stress, anxiety or depression, and a third (33%) to refuse to teach the pupil concerned. It also indicated that ‘The survey also found that 40% of respondents have considered leaving the profession because of the poor behaviour of students’.

Similarly, a 2014 survey carried out by the The National Association of Schoolmasters Union of Women Teachers¹¹ said that ‘over two thirds of teachers (69%) believe there is a widespread problem of poor pupil behaviour in schools and nearly four in ten (38%) believe behaviour is a serious problem in their own school’.

The 2012 report Pupil Behaviour in schools in England¹² found that data was pointing in opposite directions at times, noting the positive picture from Ofsted reports, but also noting that, ‘Surveys have shown that between a fifth and just over a quarter of children report being bullied in school but violence or physical aggression are less commonly reported’ (Hoare et al, 2011; Chamberlain et al, 2010; Green et al, 2010).

International inspection evidence also supports the view that significant problems remain in pupil behaviour. According to the 2010 TALIS¹³, up to 25% of teachers in most of the 23 countries surveyed (including England) report losing at least 30% of their lesson time to disruptions or administrative tasks, with an international average of 13% of teacher time spent on maintaining order in the classroom (OECD, 2010).

And from Programme for International Student Assessment (PISA) (OECD, 2010):

‘PISA results also showed that a sizeable minority reported some disruption in classrooms – for example, 31% of pupils in England felt that ‘in most or all lessons’ that ‘there is noise and disorder’ (Bradshaw et al, 2010).

2.4.5 Conclusions

There is sufficient evidence to suggest that there is enough of a problem nationally with behaviour for it to be a matter of concern. The existence of some very good practice should not encourage complacency, but it can also catalyse and encourage our ambitions to raise standards even further, reassured by the existence of living demonstrations that improvement is possible.

¹⁰ https://www.atl.org.uk/behaviour_survey_2014

¹¹ <http://www.telegraph.co.uk/education/educationnews/9961182/Poor-parenting-leading-to-decline-in-pupil-behaviour.html>

¹² <https://www.gov.uk/government/publications/pupil-behaviour-in-schools-in-england>

¹³ <http://www.oecd.org/edu/school/talis.htm>

Although beyond the scope of this review, it would be useful to investigate if existing mechanisms for collecting data about levels of classroom behaviour typically operate with sufficient accuracy, given the disparities found between Ofsted reports and other, more detailed investigations.

It should be noted that Ofsted has revised its own guidelines on behaviour inspection, and made substantial and credible improvements in this area. This is to be applauded, and further improvements are suggested in the recommendations.

2.5 What do we mean by ‘good enough’?

Poor behaviour can describe many things. It can describe behaviour that is distracting to oneself, to others, or to the teacher. It can range from actions that insult, to ones that endanger safety. This report considers any behaviour that detracts from the academic and social success of the school community, along with behaviour that diminishes the dignity of staff or students (for example harassment or name-calling).

Every school tends to have pockets where behaviour is more or less good. Certain classrooms, or at different times, or in different areas or circumstances, for example, lunch. In a great many schools behaviour could be far, far better, beyond compliance and well into the realms of independent, mature student behaviour.

Additionally, in every classroom there will be good and less good behaviour, and indeed, varying at times within the individual student’s school day. As any teacher will testify, it only takes a few disruptive students to derail an entire lesson. Disruptive behaviour does not need to be extreme such as fighting to cause real problems. Low-level disruption for example, repetitive whispering can also prove toxic to a calm classroom.

The capacity and skill set to create a national system of high achieving schools exists. It is well within our grasp to achieve. It requires will, persistence, wit, and a determination to support one another until it is achieved. There are funding implications for some aspects of reform such as improving alternative provision, but only minimal ones in other areas for example, changing in-school strategies. This report argues that successfully improving the behaviour culture of a school provides a dividend in both time and finances.

Everywhere in the UK we can find excellent schools and leaders promoting exemplary habits and strategies. The key is to learn from them so their success is replicated more widely.

Success at school remains a key correlate to many metrics of later life success, from earnings to health. A major factor in school success is pupil conduct in the school community. Designing schools where good habits of conduct are encouraged, scaffolded, reinforced and expected, must be one of the key aims of every school leader. There can be few more important endeavours facing us in the world of education, and it is essential that we stay focused on this most valuable prize.

2.6 Reframing what we mean by good behaviour: negative and positive

Good behaviour is not simply the absence of ‘bad behaviour’ (swearing, fighting, or retreating from classroom tasks). Good behaviour includes aiming towards students’ flourishing as scholars and human beings. So, while good behaviour does include the absence of, for example, vandalism, rudeness and indolence (which we can describe as negative good behaviour, loosely after Berlin’s Two Concepts of Liberty¹⁴) it also describes behaviour is more broadly desirable. This could mean helping students to learn good habits of study, or reasoning, or interacting with adults, coping with adversity, or intellectual challenges (*positive* good behaviour). This could also describe the learning behaviour we wish to see develop in students such as behaving as a scientist, an artist, a mathematician. School leadership has the responsibility for creating circumstances where both forms of good behaviour are encouraged and supported.

2.6.1 Is expecting good behaviour oppressive?

Directing students to behave in a specific way is often mischaracterised as an act of oppression. This is both unhelpful and untrue. It is the duty of every adult to help create in students the habit of self-restraint or self-regulation. This must be mastered before students can consider themselves to be truly free. To be in control of one’s own immediate inclinations or desires and fancies, is a liberty far more valuable than the absence of restraint. Compliance is only one of several rungs on a behavioural ladder we hope all our students will climb, but it is a necessary one to achieve first. Once obtained, students can then be supported into true autonomy and independence, where they reliably and consciously make wise and civil decisions without supervision or restraint. This process closely mirrors the broader model of human maturation, in which schools have a part to play.

In fact, the belief that directing student behaviour is harmful to their development is a serious attitudinal impediment to developing schools with better behaviour cultures. It inhibits the confident and assertive character of both teacher and school leader that is required for the performance of both those roles.

Considering this, we must redefine our original question. When we say ‘is there a behaviour problem?’ we must ask two questions: ‘is there too much misbehaviour?’ and ‘is there enough excellent behaviour?’ The first question, addressed by some of the research already mentioned, can be answered with ‘yes’ and the second ‘almost certainly not’. The mistake when considering the features of a behaviour system is to see it only in terms of minimising poor behaviour that disrupts efficient and civil learning although this is an important and vital aspect to expect. A more empowering and aspirational model is

¹⁴ Berlin, I. (1958) “Two Concepts of Liberty.” In Isaiah Berlin (1969) Four Essays on Liberty. Oxford: Oxford University Press.

to understand that good behaviour surpasses merely minimising the negative and seeks to maximise positive behaviour.

A final note of caution. While increasing positive behaviour should be the aspirational goal of school leadership, this must be realised in conjunction with the reduction of negative ones. More straightforward student goals of calm, safe working environments must be secured robustly before (or at least simultaneously with) attempts to build more sophisticated models of behaviour. If students routinely verbally abuse one another openly in class, for example, they will find it much more difficult to learn habits of concentration, argumentation and discourse. As with academic subjects, mastery of the basics is necessary before proceeding to more complex tasks.

2.7 Commonly found features of the most successful schools

These were the features that were most routinely encountered in schools visited, or described by school leaders in interview. There was a remarkably high consistency between these schools, despite their wide variety of circumstances, intake, age groups and ability ranges.

These features were the ones that schools and school leaders interviewed deemed most significant. In some cases, attention was drawn to them by other school key partners (teachers, students).

In most cases, they coincided closely with the findings of the ASK research which is included as an adjunct to this report. There was a strong correlation between the independent findings of that report, and the self-reported observations of the expert groups, interviews and school visits. These similarities were found most clearly in the common features of their behaviour policy, vision and aims. Where they differed most noticeably was in the exact form their strategies took that allowed them to achieve these aims.

This list is not exhaustive, and none of these features are by themselves sufficient conditions for success. It should also be noted that some of these features are also present in schools that are less successful at creating effective behaviour cultures. But they represent a reasonably concise distillation of features that appear to be highly important in the creation of robust cultures of good conduct.

Throughout this section, and subsequent sections, examples are used of actual practice in a number of schools. These are meant to be illustrative rather than prescriptive. Suggestions of how strategy should be executed rather than dogma.

- **Committed headteachers**, with high levels of focus, ambition, mission, altruism and tenacity. These qualities were frequently mentioned by school leaders themselves, their staff and the students. Sometimes leaders themselves were unable to express what qualities they possessed that mattered. Some of them expressed the belief that they 'had' to make changes in the school and that they would not be persuaded otherwise. Many of them viewed challenges and obstacles in a sanguine, pragmatic manner. All of them expressed a deep and sincere commitment to the success of the school as a body, and everyone within it. Many spoke of it as a very personal belief.
- **Strong management teams with a balance of aptitudes**, employed in areas that suited those aptitudes. Due to the unique demands placed on leaders in challenging circumstances, and due to the impossibility of any one person managing all aspects of school culture, many leaders interviewed mentioned the need for a highly effective team of senior leaders. It was clear that slavish compliance to the principal was not required nor useful but committed acceptance of their mission and vision was. More, these sub-leaders needed to be highly

effective themselves. Little room is permitted for sub-optimal performance at this level.

Case study

The Ebbsfleet Academy, formerly Swan Valley Community School, is a co-educational secondary school in a deprived area of north Kent. Alison Colwell, the principal, began work in 2012. The school opened as a new academy in November 2013 as the The Ebbsfleet Academy. 40% of its students were eligible for pupil premium and only 24% of all students gained A-C in English and Maths in the last full year of the predecessor school. All staff had their classes monitored and performance management put in place. This resulted in many teachers resigning of their own accord and some being dismissed. The former leadership team was made redundant. The school currently has 66 members of staff and only 2 teachers of these are from the former school. In 2015, 54% of students gained an A-C in English and Maths.

Alison attributes the turnaround to factors such as:

- clear systems in place, appointment of a new leadership team and creation of middle-tier leaders
- a leadership team with a clear culture, standards and vision for the school
- banned whole class detentions
- rules, standards and expectations clearly communicated to both students and parents
- clear systems in place, appointment of a new leadership team and creation of middle-tier leaders
- people wanting to be part of the new school
- attention to detail – strict rules, weekly equipment checks, detentions for such things as rubber or pen missing, uniform infractions, colour of hair
- mobile phones – any child caught with a mobile phone has it confiscated until next school holiday
- meeting held with 50 of the most challenging students and their parents to be clear about the behaviour systems in place
- banned whole-school detentions

- **A clear and detailed sense of purpose and strategy.** It is not enough to possess merely a vague notion of how the culture should be. It is necessary for school leaders to describe that dream with clarity. What are the eventual (or perpetual) goals? What would behaviour look like when they were achieved? What strategies will they require? How will the strategies be monitored? And so on. None of these are unusual aspects of leadership, but the most effective leaders carried out this crucial function with high levels of dedication and attention to detail.

- **A robust, firm communication of that purpose and strategy** to all members of the school community. In the best schools visited, all students knew in detail what the school vision was, and exactly how that was being achieved, what the school rules and values were, and who the senior team were. All staff interviewed expressed sincere and positive regard for the school behavioural policies, felt supported in their ability to carry it out, and crucially also felt confident in communicating that to the students.

Case study

Charlie Taylor was the headteacher of The Willows School, a north London primary for children with severe behavioural problems. When Mr Taylor took over The Willows School it had lost its previous headteacher and a significant number of school staff. He was clear at the outset what his vision and culture of the school was going to be. Key actions included:

- high visibility leadership, ensuring he was seen at every opportunity, including in the classroom, lunch, breaks, school gate
- setting up weekly meetings with each individual child and developed plans on providing support and managing their behaviour
- expectations, sanction and rewards were made clear
- reduced the use of restraint as a first reaction

- **Consistency between all staff and students about cultural and academic norms.** Many teachers spoken to highlighted their appreciation that school values and rules were consistent throughout the school, and that expectations were therefore simplified and more easily realised.
- **Close attention to detail.** In the most successful schools few things were left to chance and every aspect of the school life, from break duties to library passes to counting in the basketballs, was considered thoughtfully, and made to comply with the values and processes of the school behaviour policy. That policy was itself spelled out in sufficient detail and clarity, constantly referred to, and made explicit throughout the course of school life. There was little chance that staff or students would misunderstand the school's values and routines when they were demonstrated so thoroughly.
- **Well-advertised, repeatedly demonstrated routines** in every aspect of civil and academic conduct. Just as classrooms run on well-designed routines, so too did schools. They benefited enormously from clear, consistent expectations of habitual conduct. Any aspect of school life that could successfully be made into a routine should be clearly defined as such. Leaders should proactively seek to identify what behaviour is universally required in every aspect of school life, and then strive to make it clear to all stakeholders what the routine involves.

Case study

Charlie Taylor emphasised proactivity in planning for good behaviour:

‘Too often school leaders and teachers don’t think about behaviour when it’s good. They only think about it when it’s bad, which is counter-intuitive. When they have not thought about it and planned effectively they are disabled by the behaviour of just a few students. Planning for each individual child is vital especially when setting behaviour goals. Teachers just react to the child’s misbehaviour rather than having planned strategies in place.’

Example

In some schools there was an expectation to walk on one side of the corridor only, wear uniform in a certain way, attend assembly in silence, or row by row, or some other procedure. What mattered was that there was a shared understanding of this behaviour, embedded in the collective consciousness, and expected at all times.

- **A commitment to staff development** with the concomitant expectation that staff reciprocate by contributing their best efforts. Continuing professional development and performance management conspired to raise success in the staff’s collective skill base in this area. Conversely, all staff were expected to be accountable for their decisions, their adherence to the school routines, and their demonstration of school values.
- **Highly visible leadership** were a normal part of the public life of the school. For example, classes were unsurprised by seeing the headteacher turn up without announcement, and disruption was minimised as a result. Leaders were present on lunch queues, at breakfast clubs, at the school gates, and in every area of the school community.
- **Behaviour policies that were made a continual focus** in every aspect of school strategy and planning. Rather than referring to behaviour only when problems are encountered, behaviour was one of the permanent agenda items on the best schools’ planning cycles at meetings of the governing body, the school council, faculty, department and leadership meetings.
- **A commitment to every student’s wellbeing and success**, despite the challenges they may present. The schools demonstrated that they had a duty to every student under their care, from the least to the most able. Every student was seen as an opportunity for success rather than the vehicle for failure. When students failed to behave, it was seen as a problem to be solved rather than merely a nuisance. The schools had high levels of positive regard for every

member of their community, although this ran parallel with clear, high expectations of student behaviour. Challenging students when they misbehave, reprimanding them and setting sanctions, for example are consistent with having high regard for students' potential, as well as the dignity of their peers.

Case study

At Passmores Academy in Essex, due to a rebuild, the school leaders had a large say in the school design. It was decided to build the inclusion unit at the centre of the school, a starfish shaped building. Called 'The Egg', this large multi-storey unit is staffed by full-time, fully trained teachers and support staff. Students with additional learning needs can be temporarily based here, where they receive a targeted curriculum comprise of core academic strands, and remedial social support aimed at reintegrating them into the mainstream school community. In this way, pupils internally withdrawn from lessons are still seen as members of the school.

- **A focus by senior staff on supporting the most challenging students appropriately.** Pupils with the greatest behavioural needs, need to be proactively supported rather than waiting for their difficulties to manifest themselves, and require a response.

Example

At Robert Clack School in Dagenham, the principal Sir Paul Grant took a close interest in the students with the biggest difficulties meeting the school behaviour standards, developing a warm but professional relationship with them based on positive, high expectations, focussing on what the students can do and what they could do, as well as what they should try to avoid. He had a close appreciation of where they were in their progress, and the students expressed high levels of respect and regard for him as a result.

3 Recommendations for school leaders

This report suggests that the following strategies would have the most impact in creating a culture that promotes excellent behaviour. These strategies can be interpreted in many ways.

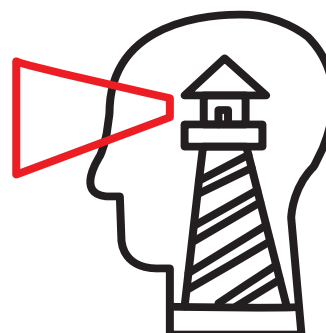
The recommendations have been separated into three categories. They reflect the three stages of promoting a school culture that deliberately and carefully optimises conduct, character and academic achievement - designing the culture, building the culture in detail and maintaining the culture.

3.1 Designing the culture

A school culture will exist whether effort is invested in it or not. Therefore, it is sensible to ensure that the prevailing culture is supportive of good conduct rather than one that impedes it. Good school leaders are the conscious architects of their school cultures. They have a clear idea of the behaviour they want to achieve, and the methods they will use to achieve them.

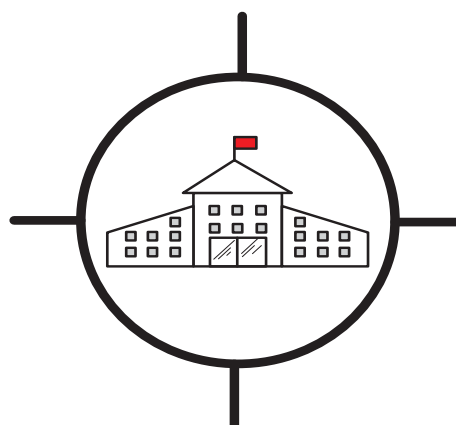
3.2 Creating a vision of the school culture

Leaders have a responsibility to provide their school with a clear behaviour vision, commonly understood, and explained point-by-point. This vision should refer to permitted, prohibited and encouraged behaviour, as well as attitudes, values and beliefs. Visions are trivial unless they are demonstrated in practice, and they should be referred to constantly, revisited, and revised when necessary. The formal school behaviour policy is merely a starting point. The leader's role is to unpack the values of the policy in practice, throughout school life.



3.3 Making behaviour a whole school focus

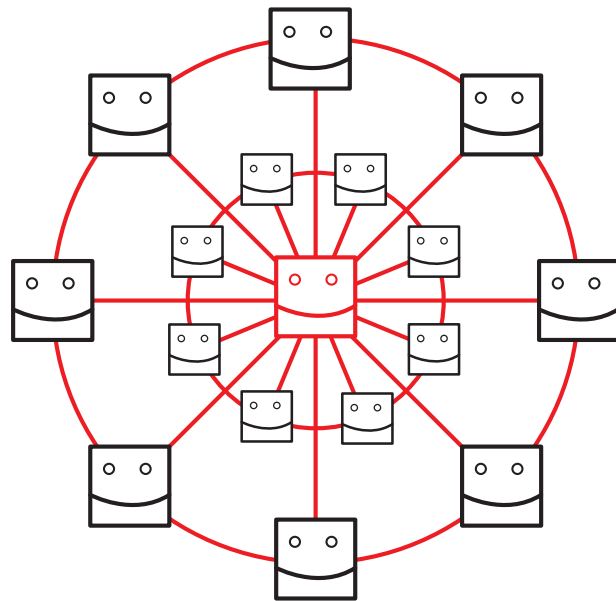
This means ensuring that school behaviour is a high-status topic in every meeting, in public discussions and at every level of strategy. The creation of a mature and cooperative culture of excellent behaviour should be one of the



fundamental goals of the school. Effort, finance and industry must be directed constantly in its direction. This is far from the sometimes piecemeal and superficial importance that some schools mistakenly assign to it, for example, dealing with misbehaviour as it occurs, but having no strategy in place to minimise it in the first place.

3.4 Social norms

Creating school culture is about designing social norms that one would want to see reproduced throughout the school community. Leaders must ask, 'What would I like all students to do, routinely?' 'What do I want them to believe about themselves, their achievements, each other, the school?' Once these questions have been answered, the leader can then translate these aspirations into expectations. Social norms are found most clearly in the routines of the school. Any aspect of school behaviour that can be standardised because it is expected from all students at all times should be, for example walking on the left or right of the corridor, entering the class, entering assembly, clearing tables at lunch. These routines should be communicated to, and practiced by, staff and students until they become automatic. This then frees up time, mental effort and energy towards more useful areas, such as study.



3.5 Communicating that culture to the school community and beyond

Leaders are responsible for setting the terms of what constitutes good behaviour.

Shared values, behaviour and practices do not happen spontaneously. They must be modelled, explained and promoted carefully by school leaders.



Example

At Michaela Community School (Free School) Wembley, the headteacher Katherine Birbalsingh decided that all students beginning year 7 should experience a week-long induction 'Boot Camp' where they are socialised into the behaviour, rules, and expectations of the school community. This serves as both an introduction to the social norms, but also reinforces these norms with staff.

This process is repeated for the year 9 group ('Boot Camp Rebooted') to refresh or update the procedures for them, or to unpick any lack of clarity.

Expectations must be exemplified in as much detail as possible. Many problems with creating a strong culture are rooted in the misapprehension that a vision has been demonstrated clearly when it has not, or that an expectation has been made clear but in fact remains only vaguely comprehensible to its recipients.

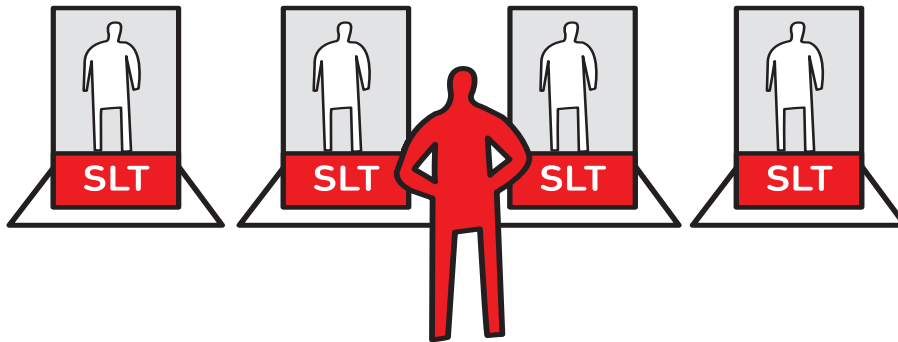
It is easy to make bold and visionary demands on colleagues and students, but without concrete examples of what that vision would look like in practice, leaders run the risk of being misinterpreted. Audiences will have enormously different perceptions about what 'high expectations' mean, for example. To one teacher it might mean 'recovering homework from most members of the class, within a week or so of setting it'. To another it could mean 'all homework recovered from the class on time, and to a high standard'. Many common terms in education are subject to interpretation. Leaders who wish to see their expectations understood, then met, must attend carefully to this.

Example

Don't only say 'Assemblies should encourage good behaviour'. Say, 'For example, in every assembly I want to see merits given out to the best students for [behaviour x]'. This should be at the end of the assembly, and the pupils should be asked to go on stage to collect their certificates.

3.6 Leadership team curation

In many interviews, school leaders referenced how essential a highly committed leadership team was, one that was ambitious, optimistic and bought completely into the school vision. Some of them mentioned specifically the need for one loyal, talented and dedicated lieutenant.



School leaders must ensure that their team is loyal, well-supported to perform their roles, positive and ambitious towards the students' well-being, and possessing skill sets suited to their designated roles. In order to achieve this, leaders must focus on retraining existing staff, recruiting new ones, or moving unsuitable members into different positions, in order to achieve the leverage that an effective team can provide. This may involve losing staff, as well as recruiting.

Example

At a headteachers' round table for this report, it was agreed that building capacity is essential and people should be promoted for the right reasons. Senior leaders should effectively monitor the teachers to identify who they believe:

- has the personality and potential to be a leader and is ready for the next stage of teaching and learning
- has the potential but are not utilising their skills
- can't be bothered with engaging with the ethos/culture and
- are actively trying to destroy what the school is trying to achieve

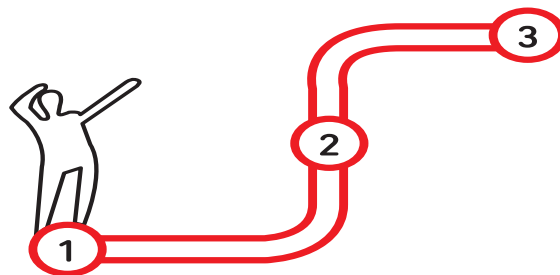
Building a core team of effective, active leaders

The headteacher's role is crucial to the success of a school. Their success is closely associated with a close-knit team of like-minded individuals who believe in the school values and vision, and are prepared to routinely put those values into practice. In some cases, their roles will be to innovate and lead, for example, taking responsibility for discrete areas of operations, and taking initiative within those roles. At other times, their roles will be managerial such as the efficient maintenance of established systems, and guaranteeing that staff roles are being fulfilled, projects are on schedule, and goals are reached. The ability to discern when to innovate, and when to consolidate, is key to the role of every leader or manager in the school. It is crucial to the success of an excellent school behaviour culture.

4 Building the culture in detail

4.1 Managing staff through transition

School leaders involved in taking a school from existent circumstances to an improved state must be ready to offer high levels of support to staff so they understand new systems and expectations, and clear descriptions of the benefits to be obtained. They should offer targeted training in order to achieve this. They must also be prepared to 'fight their corner', defending their policies and ideas. They must also of course be prepared to see their ideas fail to land successfully with a minority of teachers who cannot be persuaded. Once every avenue of support and reflection has been exhausted, they must be prepared to move staff into other positions or ask them to consider other options.



Case study

Seymour Road Primary School, Manchester, Executive Principal Sophie Murfin found that staff transition was key.

Sophie was clear: 'You cannot change the culture of a school overnight, and the biggest challenge to win was the staff. You have to gain their buy-in and shared vision and the fact that they want it to change as well. One size doesn't fit all and you have to take account about what you can introduce in the first instance and what you should introduce further down the line'.

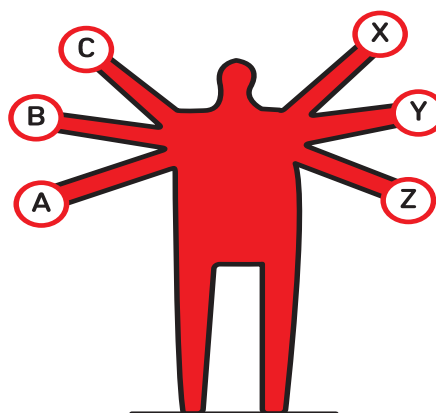
Many school leaders adopted a simple but important technique: publicly supporting staff in their decisions in front of students, and holding them accountable in private in the event of the need to correct practice. The leaders interviewed viewed this as the most supportive way of building a team, treating staff with dignity and building capital with the school body.

Leaders need to make sure that all staff appreciate this principle: behaviour is everyone's responsibility. School leaders and their teams are not police, nor are classroom teachers

solely responsible. Leaders and staff have different roles to play at times in supporting an effective school culture, but all staff have a role, from catering staff to governors.

4.2 Teacher training

Staff must be inducted clearly into the behaviour culture of the school, as soon as (and preferably before) they join the school. Staff training in this area must be viewed as a right rather than a perk, guaranteed by membership of the school community. Training should not be seen as merely an optional staff offer, a burden or a disposable feature of school life.



Front-loading staff training

Many schools find success by ensuring that all staff are trained in behaviour management at the time of their induction or even before. This is to ensure that all staff begin with a minimum understanding of the general principles of running a classroom, the broad range of available strategies to them, and an understanding of the whole school approach. In this way, the behaviour policy becomes embedded in practice and ceases to be a merely administrative document.

To understand what constitutes good, core teacher training, school leaders could look at the findings of the ITT behaviour review panel (2015)¹⁵ where a skeleton set of training standards can be found. All new staff must be assessed, observed and trained up to the school standard as soon as practical, as a matter of urgency.

The organisation Deans for Impact have written an excellent free guide to effective teacher training 'Practice with Purpose - The Emerging Science of Teacher Expertise'¹⁶ that could be usefully used by school leaders or the relevant leader of teacher training.

¹⁵ <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter->

¹⁶ <https://deansforimpact.org/resources/practice-with-purpose>

Example

The ITT behaviour review (2015) concluded that all staff needed, at a minimum, training in the following areas:

Routines

Knowing what classroom processes could be automated, taught and practised in such a way that they were performed habitually, such as task transitions, lesson beginnings, debating etc. Knowing ways of conveying, monitoring and reinforcing these routines.

Reactions and responses

Understanding when and how to react to inappropriate behaviour in such a way that normal classroom systems are resumed, and further disruption is minimised. These can involve a repertoire of possible responses such as sanctions, body language, reminders, removals, summoning assistance.

Relationships

Understanding and consciously creating relationships of trust, dignity and support between all students and oneself. This is a wide and diffuse area and involves how to speak to parents and guardians, knowing about a student's specific learning needs, prior attainment and other data, understanding the effects of stress on decision-making and many other factors.

These areas require continuous and intelligent reinforcement through the duration of the teacher's career. At all times, the teacher's routines should aim towards supporting the aims and outcomes of the school routines, which in turn demands that these are robust, clear and aimed at a defined and public good.

Further detail is available in the original document, referenced on the previous page.

Case study

At Seymour Road Primary School, all the new qualified teachers undertake the OLEVI accredited training package from a private provider. It includes watching good practice sessions throughout the year with model teachers, peer teaching and being matched with a mentor within the school. Training packages are also shared across the Wise Owl Trust.

4.2.1 High expectations and consistency

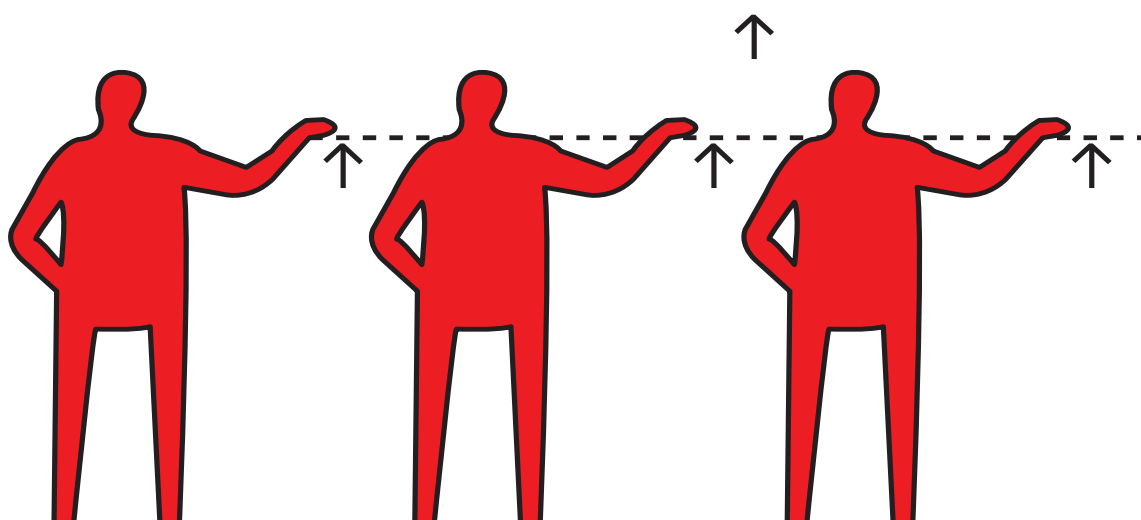
These two qualities were the most frequently mentioned themes throughout this report's formation. Every leader agreed that together they represented the foundations of any

attempt to create a school culture. The school leader must embody ambition, aspiration and high expectations for every member of the community. They must demonstrate through their actions and words the belief that progress is not only possible, but expected. These aspirations must be embodied and expressed by staff.

The school ethos, its vision, and the strategies used to achieve it, must be consistent with one another, and must be consistently demonstrated. Rules and values that fluctuate too much confuse what the school stands for. Exceptions may be permitted, but they must be exceptional.

The vision for what constitutes acceptable and desirable behaviour should be clearly communicated to all members of staff and students. Students must be made constantly aware of the expectations required of them. Expectations must be not only high, but demonstrated repeatedly, and consistently.

In both their school behaviour policies, and in their management of individual students, schools do need to pay regard to the Equality Act 2010 (the Act).

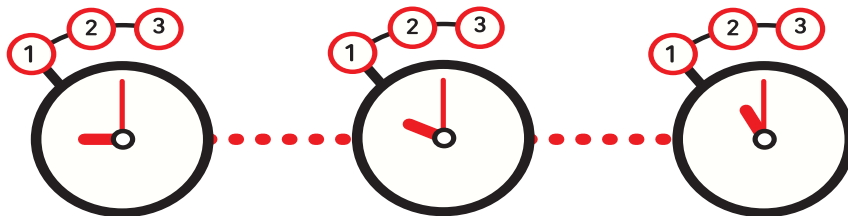


In essence, the Act places a duty on schools to take into account the circumstances and the needs of each student when managing behaviour issues. Thus, for a student with a known disability, treatment must be proportionate, in the light of the student's disabilities. The same treatment cannot simply be given to everyone in the same situation.

A common feature of all high performing schools is pride, students and staff taking pride in their school, valuing themselves and the institution they were part of. This consisted of talking up the school's potential at every realistic opportunity, being positive and aspirational at all times in public ceremonies and conduct, showing appreciation to staff and students in highly visible ways, and ensuring that the building however cosmetically appealing or not, was treated with respect, kept immaculately clean, free from vandalism, graffiti, and as professionally turned out as possible (via displays).

Example

Robert Clack School, Dagenham was built in 1955, and features design and materials common to that period. Despite the age and relative difficulty of maintaining stock from that era in good condition, the school is cosmetically immaculate. Litter and cosmetic blemishes are tackled immediately with vigour. Walls emphasise student achievements, school awards, and other opportunities. In this way, students are reminded that they should aspire to success, regardless of circumstance.



4.2.2 School routines

The school must have well-established and universally known and understood systems of behaviour, for example, student removal, consequences, and sanctions, corridor and classroom expectations, behaviour on trips, arrival, transition and departure behaviour and so on. Any area of general behaviour that can be sensibly translated into a routine should be done so explicitly. This removes uncertainty about school expectations from mundane areas of school life, which reduces anxiety, creates a framework of social norms, and reduces the need for reflection and reinvention of what is and is not acceptable conduct. This in turn saves time and effort that would otherwise be expended in repetitive instruction. These routines should be seen as the aspiration of all members of the school community whenever possible.

Case study

King Solomon Academy in North London, the Code of Conduct states that:

'In the academy and the local community, I will do whatever it takes to help create a safe academy and local community which respects the rights of others by:

- listening to members of staff and following instructions politely and calmly
- walking in single file, not running or shouting, and maintaining silence in corridors
- going straight to my lessons and holding doors open for others when the corridors are busy
- never damaging school property, defacing the building, dropping litter or spitting
- never insulting, undermining or swearing at anyone
- remembering I am always an ambassador for the academy. Leaving school and making my way home in an orderly, responsible way
- when travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property

I understand that there will be consequences if I do not observe the Code of Conduct.'

These standards, and many others, are discussed, reminded, and lived constantly throughout the day, and every student and member of staff is familiar with them.

4.2.3 School rules

Central to the concept of embedding routines, is the idea that there must be rules. Rules can be explicit and implicit, but for the sake of good conduct, it is advisable that they are explicit, as short as possible, compact and memorable.

They must be widely known and demonstrated throughout school life. When they are broken, it is no trivial matter. There must be some form of consequence which is not to say that exceptions should never be permitted, only that they must be exceptional.

Rules are a form of routine and the difference is that they are explicit, codified and formal. Typically, their adherence or rejection are attached to some form of formal or informal school consequence, which will be shared and agreed through school policy. Rules are a reliable way of ensuring that conduct is communally understood. They should be designed for the benefit of the many and the few, for example, they should have maximum utility as well as promoting the rights of the individual. They help students to learn, keep them safe, and feel secure. They assist staff every lesson, every day.

Not everything forbidden must be governed by a rule, and rules cannot cover everything. But a core set of rules creates a skeleton for good conduct in a communal space where the definition acceptable behaviour can often be in dispute.

Many schools have rules, but do not adhere to them. Some schools have bad rules. Some prefer to believe that schools do not need them. All three of these approaches should be avoided. Schools should have as few or many rules as they need. Older students with a clear understanding of how to behave may require less structure and guidance, for example, but no less or more than that.

There are no perfect lists of rules. School leaders must work out which rules are the most important to their own school context. Schools only starting to improve their behaviour may need to design extensive rules with breadth, depth and detail in order to facilitate order and the creation of routine. Other schools with less challenging intakes may find fewer rules are not only acceptable, but necessary.

Promoting character development

All of the schools engaged made the development of good character an important part of their processes. Rules can neatly encapsulate values, but cultures are exhibited in complex and subtle ways, and rules are often too inflexible or uncomprehensive to direct every possible scenario. This is where character becomes a useful concept.

Particularly in the primary school context, students were encouraged to be a certain type of person. The 'ideal school student' was frequently mentioned in several schools. The qualities expected of these students frequently revolved around being kind, brave, hard working and polite. In the primary schools visited, this was demonstrated by such messages as 'at school we have kind hands'.

4.2.4 Consequences and recognising the considerations for pupils with SEND

In this context, consequences simply means 'any reaction a student should expect in response to their behaviour'. The most commonly understood forms of this term are sanctions and rewards, both of which are an essential part of the school's repertoire of strategies to reinforce encouraged and discouraged behaviours. Other consequences are possible - if a student is unable to complete an exercise in class because they are becoming myopic and are too far from the front, the consequence of this is to support eye testing, and perhaps move the student closer in the meantime. This is neither a reward nor sanction, but a reasonable response.

At all times, leaders must consider if the consequences administered to the student are purely as sanctions (to deter others and influence future behaviour), or form part of a supportive response (where the student needs help which can only be given outside of the mainstream classroom), or a combination of both. Behaviour is influenced by many

complex factors, and it is important not to sanction where help is the appropriate response. A student with low literacy skills may misbehave in a class, for example, where they are embarrassed to read aloud. A good school will acknowledge both the need to act in a civil manner, as well as the student's need to remedy their literacy impediment. Failure to do so would be to simply punish a student without scaffolding a way into better behaviour.

Of course, many students struggle to meet key school behaviour milestones for reasons connected to an identified SEND, and as much assistance as possible should be given to these students to do so. In particular, where a student has a disability that affects their behaviour, the school must make reasonable adjustments. To use an example previously quoted by the Equality and Human Rights Commission, if a school has a policy that if a pupil breaks the school rules on three occasions he or she will automatically be given a detention. Their legal duties over equality will be relevant. Some disabled students, such as those with attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties, are much more likely to break the school rules than other students. Rigid application of this policy would be likely to amount to indirect disability discrimination because, where a reasonable adjustment has not been made, a school will find it very difficult to justify the treatment as a proportionate means of achieving a legitimate aim. However, schools must still always aim high. A school should do as much as possible to demonstrate high expectations of all students, and to scaffold the best behaviour that a student is capable of, otherwise there is a risk that some students with SEND will suffer from the poverty of low expectations. Schools must be careful to publicly and consistently apply consequences to students' actions. If a student misbehaves and no response follows, the student is encouraged to assume that the school does not mind. Worse, there is a possibility that the student will explore greater misbehaviour.

At all times, the school should scaffold ways towards better behaviour for students as far as they are capable. It is unacceptable to accept misbehaviour from any student who is capable of modifying their actions, and the best schools look for ways to equip students with better skills, habits and qualities no matter their circumstances. Compassion, high expectations and wisdom must be carefully blended to decide where this point lies for students with SEND.

Consequences are a conversation. The school culture's reply to the actions of the individual. That reply can either be to permit, to prohibit and discourage, or to encourage and praise. Without



consequences, this conversation between the students' behaviour and the school's culture is lost.

The simplest and often most misunderstood method of communicating the concept that actions have consequences, is through sanctions and rewards.

Sanctions and rewards

All schools should have a clear and clearly communicated policy on consequences, what they are, how they are incurred and avoided. Most importantly, they must be used consistently, across the whole community. The absence of this consistency is one of the key factors in the failure of a school behaviour policy to sustain or support good behaviour. Policies are only as real as their demonstration in practice. A policy that is frequently ignored is one that will never succeed.

The reliability of the school system is a key factor in its success. This does not mean that no exceptions can be made (particularly when there is good reason, such as an identified SEND), but that exceptions must be exceptional, with good reason, and coherent with other exceptions.

Sanctions need not be severe, as Bill Rogers states, their 'certainty is more important than their severity'. Rewards need not be material. In many circumstances, proportionate, sincere recognition of the student's achievement is the most valuable reward available. Intrinsic rewards to good behaviour (better learning, the value of the subject in itself) should be prioritised in order to avoid 'reward fatigue' where students become desensitised to benefits. External indicators of intrinsic success can be powerful motivators, and reinforce existing norms, for example, prize ceremonies, used judiciously.

Case study

Passmores Academy in Harlow, Essex is a large mixed comprehensive secondary. Vic Goddard, the headteacher, is a well-known figure nationally.

Goddard explained his school prides itself on its high standards of discipline and mutual respect, which they have worked hard to build. The school has a 'Relationship Charter' rather than just a behaviour policy, which has been created by the students, parents/carers and staff, as well as canvassing the views of the local community.

The charter seeks to affirm rather than condemn, to reward as well as challenge. It applies equally to all members of the school community and communicates the behaviour they expect both school staff and student to model.

The charter includes the behaviour expected of pupils on their way to or from school and when in uniform as well. Students and adults associated with the school have a duty to protect its good name in the community and digital world, and to act in accordance with the principles set out in the charter.

Should a student disobey the charter they may find themselves open to one or more sanctions, depending on the severity or nature of the offense committed. Sanctions could include:

- a student spoken to
- participation in a restorative justice experience
- after school detention
- isolation from lessons
- an offset school day housed away from peers
- fixed-term exclusion or permanent exclusion from school

Goddard believes a centralised detention system has many benefits. There was a short period of time when he stopped using a centralised system and soon found the behaviour in the school deteriorated. Detentions ensure the students are aware of the consequences of their behaviour. Every student at the school has a SamLearning account that gives them access to hundreds of activities in all subjects. It helps improve the student's skills and knowledge as well as encouraging them to be independent learners. During detention, they use SamLearning for approximately one hour. The centralised detention system itself is run by a full-time administration officer costing around £9000 per year.

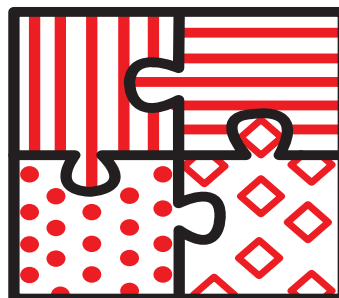
4.2.5 Internal inclusion units

The most successful schools value every student, and make ambitious efforts to include children in mainstream lessons wherever possible. However, the mainstream classroom is not always the best space for all problems to be addressed and needs to be met.

Mainstream classroom teachers will find it stressful to cope with multiple students of even moderately challenging behaviour, or one with severely challenging behaviour. Once available strategies have been exhausted, it can be necessary and in the student's best interests to be somewhere their needs and behaviour can be better provided for.

This may be for a number of reasons: aggressive or rude behaviour; a learning difficulty that challenges the ability of the teacher to remedy without greater support or remedial work needed for gateway skills like literacy or numeracy. The point is that removing a student from a mainstream classroom when necessary should never be seen as a failure but as a positive solution. If the teacher is unable to deliver a lesson due to the continued behaviour of a student, removal is not only unavoidable, but right.

Removal can be temporary, or for a more extended period. If the reason for the removal is poor behaviour, then consequence systems must be used. If circumstances warrant it the school should consider if the student needs more extended support.



However, what happens next to the student is crucial. The response must be appropriate, fair, and targeted at helping the student improve their behaviour. This might mean time spent elsewhere in the school, away from their peers, being instructed and supported by a variety of trained staff. In cases of extreme misbehaviour, for instance, an assault on a student, they may even be excluded externally from the school on a fixed or permanent basis.

If this is needed it should be considered when all other options have been exhausted and only then. In all such cases, there must be a clear and robust administrative trail demonstrating what has been done prior to the exclusion, in order to avoid spurious exclusions. The government has outlined plans in the 'Educational Excellence Everywhere' White Paper to give schools ongoing accountability for students that have been permanently excluded. This is likely to make schools take action earlier where they have concerns, and think harder about whether they have put the right support in place for students who are at risk of exclusion. This will make it even more important that schools are confident and skilled enough to minimise the need for exclusion, rather than simply not exclude when necessary.

In rare circumstances, all prior steps to exclusion can be put aside if the offence is serious enough, for example, some forms of assault, depending on the context.

The best schools seen during this review had mature, well-planned internal inclusion units, where children with extreme behaviour could be supported in their journey back towards education. Although out of the remit of this report, one of the suggested recommendations is that a subsequent report could look into best practice in this area.

Cost was often cited by schools as a major obstacle to designing more muscular units of this nature, although as one headteacher said, 'the cost of not doing it was higher'.

Clarifying inclusion

This report defines exclusions as any form of removal from the mainstream classroom. This can include fixed period, local exclusions to nurture groups for literacy support, settling-in zones where new students become acclimatised to school culture in a low-stakes environment, or permanent exclusion (threatening a member of staff with a weapon). These circumstances vary so much in detail, the word exclusion needs to be understood carefully. In addition, the language surrounding its use often connotes in inappropriate ways.

However, this report uses the word exclusion in a nuanced way: to mean an educational setting out of the mainstream, more standardised environment that most students in schools will experience. It is a recognition that many students will present behaviour that cannot easily be assisted, or supported, unpacked or indeed challenged in the conventional classroom where typically one adult directs the education of up to thirty children.

Exclusions

Exclusions are not a necessary evil. If they are necessary, they are not evil, and the belief that they are is a limiting one. They can be an important part of a healthy school system, demonstrating that even tolerant supportive communities have red lines, and terminal destinations when all else has been tried, or an acceptance that some students will need the level of support provided by specialist settings.

Punitive exclusions are a last resort. Every school should aspire to their extinction, but by making their use unnecessary rather than by simply refusing to use them. When they are required, they should be used. Inspections must not unfairly deter schools from meaningfully using exclusions by treating their existence as an exclusively negative strategy. It is important to examine the patterns of exclusion carefully, and to consider the context of exclusions in order to understand how appropriate they are. In some schools, a temporary, high exclusion rate may be a sign of effective leadership, not weak or over-punitive.

All students have a right to learn. This means that if a student is making it impossible for a teacher to teach or students to learn, and in-class strategies have been attempted, they must be removed from the lesson temporarily until the situation can be resolved in some way.

A restorative meeting or conversation to set the terms of reintegration should follow fixed period exclusions (FPEs) or even temporary removals. FPEs must lead to meaningful discussions about how to avoid recidivism, and to unpack problems that may provide context to misbehaviour.

Exclusions should, wherever possible, lead to meaningful educational experiences within, or as an adjunct to, mainstream schooling. Every school should invest in inclusion facilities that separate (as far as possible) students attending for disciplinary reasons, from those attending for remedial, restorative or re-integrative reasons.

Permanent exclusions are a necessary part of a functional national and local school system. However, every effort must be made to retain and amend such students' behaviour before that happens. Several schools reported that, while they attempted to do so, other schools did not. These schools excluded too quickly in order to improve their examination results and remove the need to deal with the challenging behaviour. But this benefit to them came at the expense of other schools that had to admit disproportionate numbers of very challenging students. It also failed to support the excluded pupil.

When schools are responsible for excluded pupils, and have control over alternative provision funding, there will be a strong incentive to only use exclusions where they are necessary.

To reiterate: schools with highly successful systems of behaviour made every effort to support all of their students, even the most challenging ones. This attitude permeated their whole school approach, and no students were seen as less valuable than another. Where permanent exclusions happened, it was because the school had exhausted all other options, and could no longer cope with the extremity of behaviour, meet the student's needs, or guarantee the safe learning environment in the school for other students and staff.

While excessive levels of exclusion might appear to offer a short-term improvement in school results and culture, they are ultimately corrosive as a long term or primary strategy. This is because they indicate an instrumental approach to student behaviour that treats students as a means to an end, as a credit or debit to the school balance. This report argues that schools have a greater purpose than their summative data.

In summary, exclusions must be only used when they are needed. This means they must be used when all else has failed, and not before.

4.2.6 Using cultural markers and levers to create cultures

There are many ways that a school's culture can be publicly conveyed. These serve as visible reminders that the school has a shared identity with shared values. They are also an opportunity to usefully instruct or redirect students towards positive social habits.



For example:

Assemblies

In several of the schools visited, assemblies were treated as very important. Core school values were reinforced, both implicitly (through speaker and topic choice, rewards and reminders) and explicitly (direct reference to school rules). Students were praised and directed in good measure. Multiple speakers hosted the assembly. Students were encouraged to treat it with the greatest respect, and they were staffed and run with precision. The time spent in assemblies was seen as a valuable adjunct and scaffold of the whole school life, rather than a bolt on or buffer between registration and first lessons.

Additionally, such assemblies frequently followed clear routines with rigour, timings, music played upon entrance, songs, prayers made if required, entrance and exit procedures. In this way, the day begins with calm, a sense of structure, and a valuable reminder to students and staff within the school premises that expectations began long before the classroom.

Wall displays

Display work varies from school to school. It can send a powerful message to students and staff. Of particular importance was the celebration of achievement school awards, student certificates, lists of head students, names of honoured alumni. Work of the highest standard was celebrated, as was recent as well as historic achievements of the school. Letters of praise from parents and community leaders were seen in several schools.

Other schools took a more utilitarian approach and preferred minimal display work. In both circumstances, the guiding principle seemed to be that the practice was equally or less important than how the practice was carried out.

Timekeeping

Perhaps unsurprisingly, successful schools paid close attention to, and made good use of time, and saw it as a precious commodity as much as anything material. Particular emphasis was placed on lesson transitions, public events (assemblies etc.) and scheduled breaks. However, this attitude extends throughout the school day and into the classroom: lessons were planned in most schools seen that were comprised entirely of compact and useful activities. In some schools, this was emphasised strongly, and students were aware that time was precious, and the school would not tolerate its deliberate waste, nor poor usage through badly planned lessons.

Uniforms

There is no clear answer to the question 'do uniforms aid school behaviour?' Perhaps the clearest answer is that it can be used as an effective lever of cultural change, but not always. Many schools have some form of a uniform. Uniforms by themselves have no

power to modify behaviour. They are simply symbolic levers. Some schools use them to good effect, by using them to help instill a sense of communal identity, by making their neat execution a way of communicating a sense of self-pride, pride in their institutional membership, and how they convey themselves to the world.

Even in schools that claim to have no uniform, most will have a dress code of some form, for example, no jeans, no track lines in hair, no excessive make-up.

If the school does not reliably or routinely insist on good uniform, then there is little, from a behavioural point of view, to recommend having a uniform policy in the first place. Worse, it can perform the opposite effect. It can associate the school culture with low standards, inconstancy or exemplify the chaotic way that other aspects of the school are run. If uniform rules do not need to be followed, why follow any other rule? If uniforms are not used, then the school can and must find other methods by which they exhibit or signpost the communal identity alongside individual ones. Without an appreciation that one is part of an institution, it becomes more difficult for that institution to expect members to adhere to institutional norms.

Stationery/equipment

A lack of appropriate materials is an impediment to learning. The best habit is to have all items to hand whenever needed. Habituating students to this routine expectation prevents many misbehaviours and conflicts before they occur.

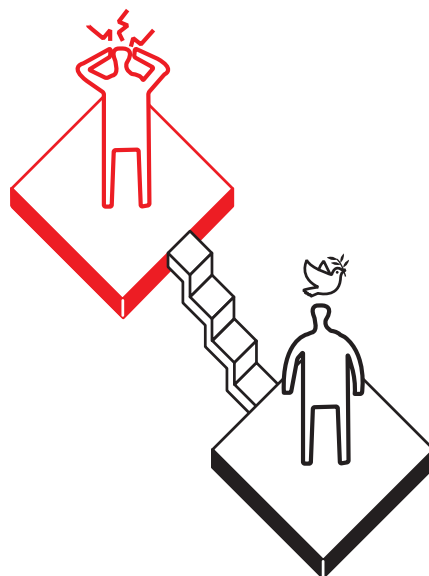
Some of the schools we saw had facilities for equipment to be purchased inexpensively. Most of them had a policy where lack of equipment provoked a consequence from the classroom teacher after the lesson rather than during it. In some of the schools, missing equipment was automatically provided at the point of learning, but its absence was dealt with later.

There are many other events and opportunities within the school to demonstrate the cultural cues that say 'this is who we are'. It is the responsibility of leadership to filter every aspect of their school's culture through the lens of their expectations, and decide for themselves how they can use every opportunity available to convey the school's expectations, beliefs and values.

4.2.7 Using premises to support behaviour

All schools should have an area where students presenting temporarily challenging behaviour can be housed safely, quickly and quietly without fuss. This zone should be staffed with personnel trained in its management.

These areas can be used for multiple reasons, for example, to provide a cooling-off period after emotional incidents, as a temporary way of



separating students presenting disruptive behaviour from their peers, as part of the school sanction process, as a way to isolate students who are upsetting the calm, safe environment that students and staff are entitled to. They also serve an important social function, sending a clear signal to the student body that anti-social or destructive behaviour will not be taken lightly by the school system.

These areas are not merely holding pens, and when used in this way are of limited effectiveness. They are spaces that assist the school's aim to reintegrate the student into mainstream classrooms.

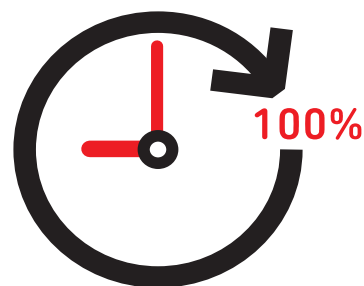
Students with the greatest needs, need the greatest focus. This can be inside or outside of the mainstream classroom in nurture groups or other specialist and supportive contexts. The aim of such environments should be to educate the student, as well as the eventual reintegration of the student into the mainstream as soon as possible but not before.

Locational, physical inclusion without strategies to create social inclusion (returning a student to a classroom after a serious behavioural incident without any reintegration process) is a punishment to all parties and the school community. Conversely, exclusion without an attempt at remedy is an abdication of the school's duty to the individual student.

4.2.8 Attendance and punctuality

Attendance and punctuality are an important part of good behaviour. Students who miss valuable time in classrooms fall further behind, and become more disengaged from the work of the class, which in turn encourages misbehaviour. In successful schools, the expectation is 100% attendance and 100% punctuality. This admittedly near-impossible goal is embedded as an aspirational norm. Crucially, it is monitored and tracked in real time rather than retrospectively. Administrative staff are allocated for this duty and just as crucially, deviation from this 100% results in a school reaction, an investigation, a sanction, support, whatever is needed. As with many other such structures, setting it up is the hardest part. Once the expectation is clear, as are the consequences, the system needed maintenance rather than constant reinvention.

It should be noted that many headteachers also applied this to their staff expecting 100% attendance where possible, and sympathetically but robustly tending to this expectation. Staff quizzed on this policy were remarkably sympathetic to it in return, expressing the view that when staff contact time is maximised (and cover minimised), workload for all teachers was lighter.



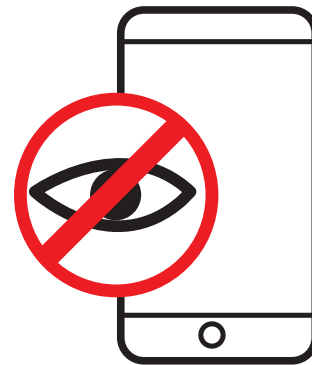
4.2.9 Technology

Use of technology varied between all schools. Some emphasised the opportunities for more efficient home communication. Other extolled the virtues of better and faster systems of tracking, collating and analysing behaviour incidents in order to assist asset management, communication and diagnoses of need.

Case study

Executive Principal, Wise Owl Trust, Sophie Murfin launched Seymour Primary School's Twitter and Facebook page to educate their students how to keep themselves safe online as they all have mobiles and iPads. They also have clear guidelines on the use of social media.

In-class technology covers a wide variety of physical devices, apps and software. As far as behaviour is concerned, teachers should not use technology as a means to pacify or merely occupy a class. It is easy to imagine that students are meaningfully engaged by an online task, when in fact they are merely distracted from the lesson content.



All the schools visited had precise and fairly restrictive codes of practice relating to student use of personal technology, such as, tablets and smartphones. All had a minimum default of 'no visibility' for smartphones and only permitted their usage in closely prescribed circumstances. While some teachers found utility in their integration, this was only in classrooms where high levels of self-regulation and restraint were already evident. Most teachers and school leaders interviewed believed that the possibility of distraction outweighed the possible benefits, and many expressed that their usage was largely unnecessary.

This is supported by 2015 research from the London School of Economics¹⁷, which found that after schools banned unrestricted access mobile phones, the test scores of students aged 16 improved on average by 6.4%, and time lost in classes that permitted free access to smartphones was equivalent to around five days of schooling per year.

¹⁷ <http://cep.lse.ac.uk/new/publications/abstract.asp?index=4639>

Smartphones should only be used in circumstances where the teacher has clearly defined a specific learning need they can satisfy. Many students find them irresistibly distracting, and this has a damaging effect on their focus and learning. While some students can reliably avoid using them irresponsibly, unless all students are equally mature then some students will suffer from their availability. Research has shown that this group is predominantly composed of the least able and furthest behind.

School leaders should decide for themselves where the line lies, but should be cautious about the dangers as well as any perceived opportunities, weighing up the benefits and costs.

Case study

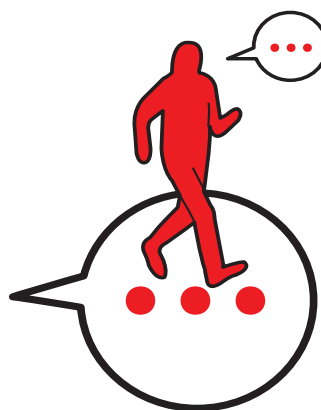
Mobile phone policy

At Passmores Academy, mobile phones are not allowed in lessons or between lessons. Phones will be confiscated and given to student services who will, in the first instance, store the phone safely and return it at the end of the day. On the third instance of a phone being confiscated, the phone will only be returned to the parent/carer.

Students are allowed to use their mobile phones during their lunch break. Vic Goddard believes there needs to be a middle ground. Students need to be educated about the use of technology and it can be very useful during subjects such as maths and science. Enabling the students to use their mobile phones in these subjects empowers them to a certain degree. As a precaution, the school's wifi only works in certain areas and the password is changed on an hourly basis.

4.2.10 Role models

Students need to see others behaving well in order to emulate them. This is consistent with the view that social norms are powerful inhibitors and catalysts of behaviour. What is seen commonly is absorbed as custom. In this regard, it was important for staff and students to see exemplary behaviour - both positive and negative in their peer groups. Headteachers spoke of the need for them to constantly display the values and habits they wanted to see in their staff by setting a good example. This not only builds the positive social norms for behaviour but also increases trust between students and staff. They also agreed that senior staff were key role models for the staff body, as well as students.



'If the head isn't bothered,' said one student, 'I'm not bothered'.

Good schools often have formal structures that reward merit in the student body, student councils, prefect teams, helper programmes and similar. These students were keenly aware of their responsibility as role models and regarded it as hard work as much as an honour. Nevertheless, they did feel it was an honour and the school more importantly treated it as such.

5 Maintaining the culture

Once routines, habits, and expectations have been conveyed and embedded, it is necessary to continually patrol these expectations and aspirations. No system, however well designed, can sustain itself without conscious and persistent maintenance. The same level of supervisory effort should be maintained once systems are in place as when they are being installed. As Charlie Taylor said, 'schools need to be thinking about improving behaviour when things are going well, not only when there are problems to fix.'

5.1 Reinforcing the expectations

Consistently high expectations are the only high expectations that have long-term impact. School rules that are conveyed, but never enforced or required, are no rules at all, and students learn quickly the difference between what boundaries are supposed to exist, and which ones actually exist.

All students need to meet the expectations set of them. Any one not meeting the expected standard must expect an intervention of some form, a reaction from the staff body. Any member of staff not maintaining these boundaries and expectations must be challenged, retrained or otherwise engaged to aim more closely to the standards expected.



Case study

Passmores Academy's early intervention Students Towards Excellent Progress (STEP) team.

The STEP team is designed to carry out early interventions for students who are having difficulties in terms of their behaviour within school, and having troubles adhering to the Passmores Relationship Charter. Alongside this, the team are also there to support students who are having particular difficulties in school, either socially, emotionally or academically by:

- carrying out early behaviour interventions for identified students
- working with particular students who have specific needs, which are preventing them from engaging in learning through positive reinforcement booklets and progress record cards
- managing the whole school sanction of 'Ed Zone' on Tuesdays and Thursdays (when required)
- working alongside the senior leadership team, head of house, tutors and other staff to identify problem areas and to assist in re-engagement with learning, carry out student observations in classrooms, and offer in class support and advice

School rules and values must be lived, explicitly, constantly in every aspect of school life in corridors, in the playground, on trips, with visitors, in games, on the way to school, at assemblies, church services and awards evenings.

Everyone is responsible for behaviour, this message must be repeated and transmitted to all members of the school community.

Case study

'Boot camp Reloaded' from Michaela Community School (Free School)

All students in year 9 are given a refresher course in whole school expectations at the beginning of the autumn term. Shorter than the initial 'boot camp' of year 7, this reinforces the school norms in a clear and public way, for both staff and students.

The leadership team and the headteacher in particular needs to exemplify and embody the values of the school at all times, without complaint and with a missionary zeal.

The leadership team must be extremely visible. Their presence is an essential component of building and maintaining the learning culture.

Case study

Robert Clack School

A good example of 'practise what you preach' is Sir Paul Grant, headteacher of Robert Clack School in Barking and Dagenham. Everyone knows when Sir Paul is on the school premises. He models the behaviour of an exceptional school leader. He is at the school gate, school buses, and in and out of classrooms. Teachers and students expect to see him frequently. Sir Paul addresses all students by name and knows some small detail about them with which to prompt short conversations. He is, in all interactions, relentlessly positive about the capacity and potential of his staff and students.

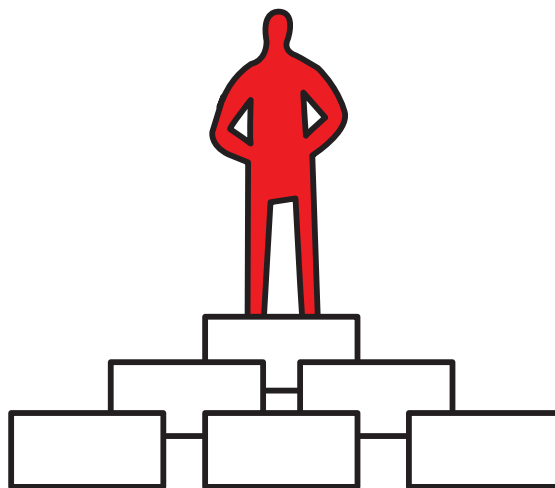
5.1.1 Continuous professional development (CPD)

While front-loading staff training for behaviour is helpful, it must be a continuous process throughout the career. All teachers must have a guaranteed right to access training or retraining in behaviour management. It should also be a requirement of continued practice throughout a career that teachers display the ability to manage rooms well.

If staff (as well as students) are to believe that they are capable of more than perhaps even they think possible, it is crucial that they experience high levels of support from their leadership. Providing them with robust and effective CPD plays a substantial part in the formation of the professional identity.

Professional development does not only occur in discrete quanta such as external training days or INSETs. It is a fluid continuum composed of every interaction between professionals, particularly between the managed and the managers. Every line management interaction is a potential moment of training, instruction, reinstruction or correction.

Every interaction between school leaders and staff members must promote dignity, positive regard and high expectations. Staff should feel (and be) supported, but also acknowledge their responsibilities.



Example

New Rush Hall School is a special school in Ilford, Essex, for students with behavioural, emotional and social difficulties. The headteacher John d'Abbro ensures that all staff are trained continually throughout their careers in order to meet the needs of the student body. From the 2016 Ofsted report¹⁸:

'Staff receive safeguarding updates and training regularly throughout the year. Recent updates have included information on the 'Prevent' duty, female genital mutilation and online safety. Designated officers for child protection and looked after children carry out their responsibilities effectively and work closely with other professionals and carers to ensure that pupils get the support they need. Staff know how to report any concerns that they may have and understand the needs of their pupils well. Important information is shared on a daily basis to ensure that appropriate support is arranged and everyone is kept safe.'

This can be difficult for some school leaders. Many schools visited or interviewed had robust and extensive staff development programmes, or a clear vision of the contract between leadership and staff in terms of what both parties should expect from one another.

Nevertheless, many school leaders agreed that some schools needed to focus far more on holding staff accountable for the way they direct their classrooms. Teachers displaying poor judgement should receive extended and targeted support that is aimed at raising their skills rather than simply sanction them. However, teachers who refused to cooperate with the school ethos needed to be firmly directed themselves. Accountability should be applied to all levels of the school system, students, teachers, support staff and leadership. Failure to do so means that the school system is incoherent, inconsistent, and ultimately weaker than it should be. Leaders should always remember that failure to comply with behaviour policies may be the result of unreasonable workload issues, or because in some cases the policy itself is too time-consuming to execute as intended.

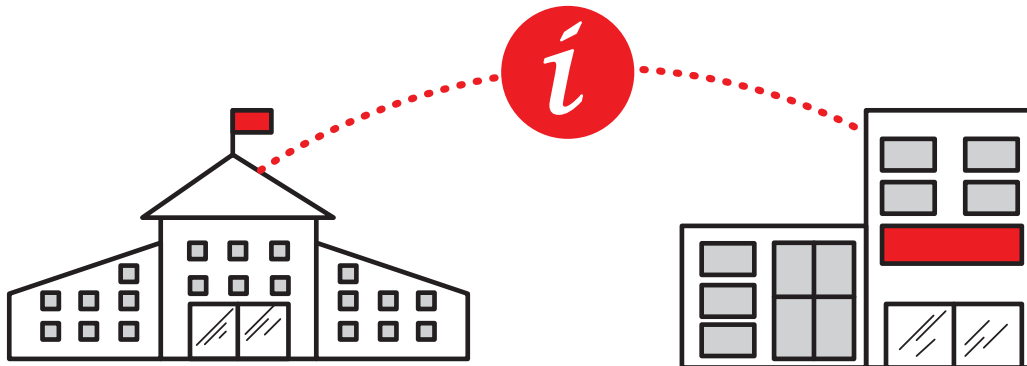
¹⁸ <https://reports.ofsted.gov.uk/inspection-reports/newrushhall2016>

Example

The Teachers Professional Development Standards Group (2016)¹⁹ led by David Weston produced a significant and positive framework for what constitutes effective continuing professional development.

For example, the standard suggests that effective professional development is that which:

- **develops practice and theory together**
- links **pedagogical knowledge** with **subject/specialist knowledge**, which draws on the **evidence base**, including high-quality academic research, robustly evaluated approaches and teaching resources
- is supported by those with **expertise and knowledge** to help participants improve **their understanding of evidence**, and
- draws out and **challenges teachers' beliefs and expectations about teaching and how children learn**



5.1.2 Sharing good practice with other schools

School leaders must not be insular, or remote from their peers. They should observe and copy good practice from other schools as long as they feel confident that the strategies

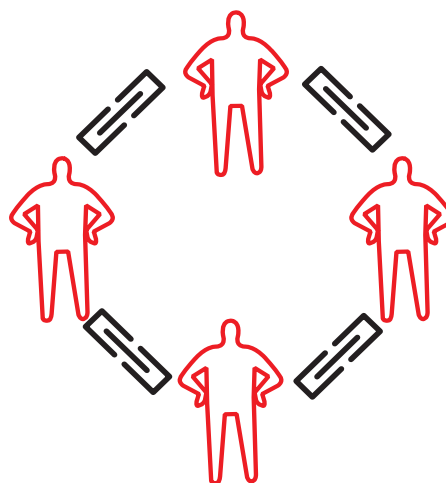
¹⁹ <https://www.gov.uk/government/groups/teachers-professional-development-expert-group>

are portable. They should share with other schools where possible. They should broker staff training opportunities in these schools.

5.1.3 Parents, families and the community

Successful schools are aware that they are members of their communities, serve their communities, and are composed of their communities. Their success rests on making strong links between themselves, parents, local businesses, community groups and institutions. This helps students to see themselves as members of both the school community and the community at large, which contributes to their identity as social beings.

Some schools visited had developed deep and mature relationships with local industry and business that informed their enrichment programs, work experience and nurture groupings. Local shops knew the names of senior staff and in some cases had hotlines to the headteacher in case of any issues. Some schools made sure that local buses to school had visible staff presences, as well as local bus stops and train stations. External visits made good use of community resources, and students were explicitly taught how to conduct themselves while in any way representing the school.



Case study

Passmores Academy has worked in close partnership with parents/carers. On entry to the school, parents/carers, students and the school, sign a partnership agreement. The following strategies are available to support parents/carers:

- termly reports
- annual academic review meetings
- frequent staff contact with parents/carers
- parenting skills groups
- parents on the governing body
- parent forums
- principal's drop in sessions

This attitude often continued throughout the schools. Home communication was fast, efficient, and treated with high importance. Files, names, and contacts were updated

frequently. Multiple platforms for home communication were used, for example, texting, email, Facebook to ensure same day contact. Contact was made in response to positive behaviour as well as bad, proactively rather than reactively, and to keep parents and carers updated about school life rather than as a punitive function.

Students were encouraged to see their behaviour existing within the community, having an impact and mattering to others. It ensured that local communities supported school efforts to improve behaviour, created valuable goodwill, and helped students and parents to feel a sense of pride in school membership.

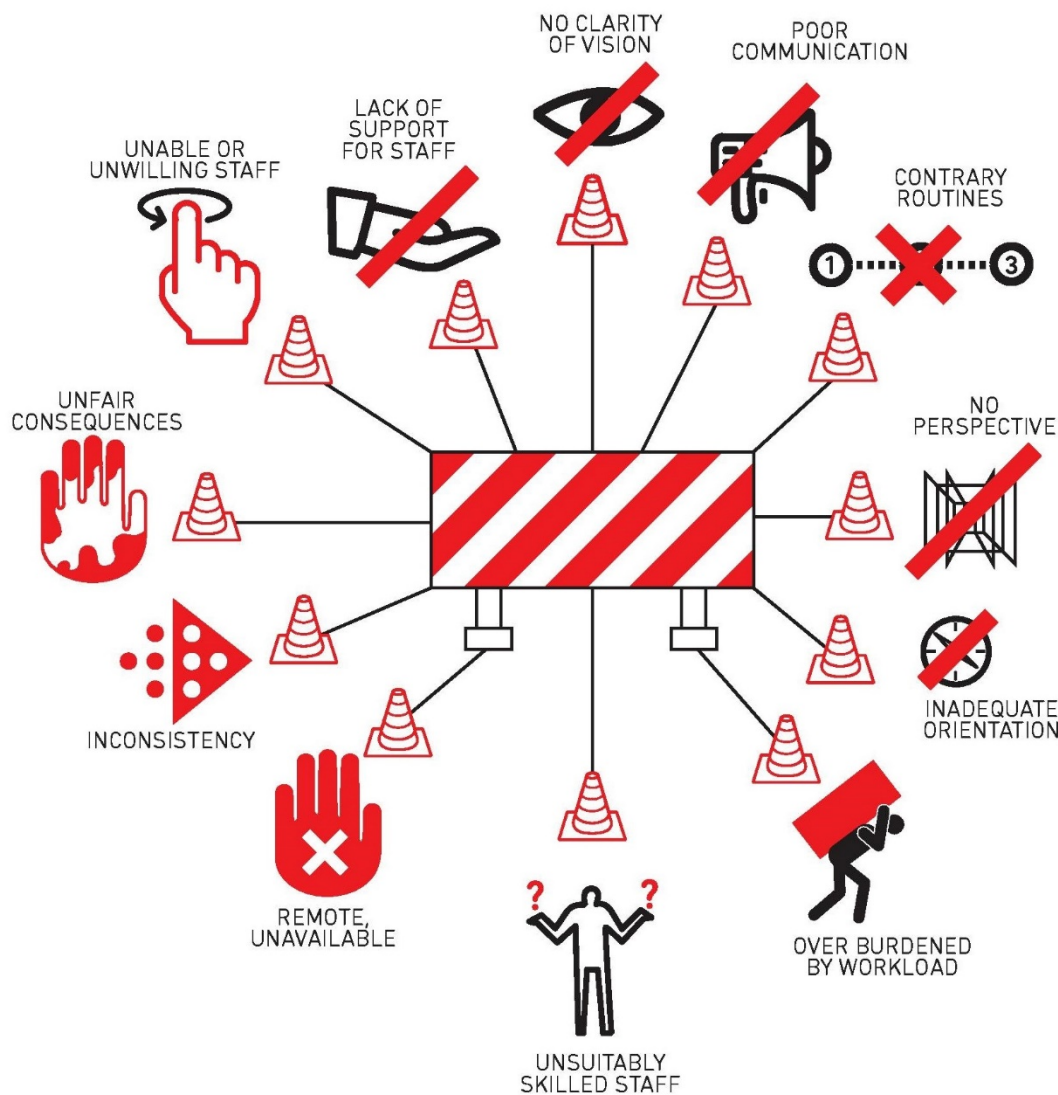
Case study

Sophie Murfin, Executive Principal of the Wise Owl Trust successfully moved Seymour Primary School from 'requires improvement' to 'good' within 2 years. Because of her success and whole school approach/ethos it has led to her being appointed Executive Headteacher across another three very challenging schools.

From the outset, they had clear sanctions/rewards and ensured they took the parents on the journey with them. Parents were an important part of the process. At times, they were difficult to engage in such a disadvantaged area, the parents viewed 'parenting' in many different ways. Some found it hard to accept the strict sanctions and rewards systems and the school trying to set boundaries within the school and at home. Murfin said, 'There is still a long way to go with getting some parents to actually come into school. The school has had to adapt to diverse and changing demographics. There are more than 30 different home languages spoken by students and a small minority of students are at an early stage of learning to speak English as an additional language.'

However, the parents have been their main vehicle of support. They rely on Facebook and Twitter. The school has used this to their advantage to engage with parents. They have an open door policy for parents, a support worker who visits homes, and they have held behaviour training sessions for the parents. They work closely with the teachers to ensure the classrooms are conducive to learning.

6 Obstacles to developing cultures of good behaviour, and how to overcome them



It would be easy for many school leaders to look at some of these recommendations and assume that 'they already do that.' This is precisely why so often, the strategies that many would say were common knowledge, or common sense, fail to be used correctly. It is too easy to believe that one is being consistent. Consistency means many things to many people and it is easy to imagine one is being consistent when others might perceive your actions as capricious.

Therefore, in every category of recommendation this report makes, it is possible to observe a false version of each strategy or principle that appears to be the thing it emulates, but is a superficial imitation. For example:

- lack of clarity of vision
- poor communication of that vision to staff or students
- demonstrating values or routines contrary to the stated ones

- lack of perspective, considering low standards to be high
- inadequate orientation for new staff or students
- staff over burdened by workload, unable to plan for effective behaviour
- unsuitably skilled staff in charge of pivotal formal roles
- remote, unavailable, or occupied leadership
- inconsistency between staff and departments
- unfair consequence systems that punish industry or reward poor conduct
- staff unable or unwilling to promote the school routines
- lack of support for staff to promote the school routines

These examples are merely illustrative. Some of the successful strategies outlined in this report can also prove to be unhelpful if pursued to excess. It is possible to map out a vision for school staff that is too precise or too detailed. Detail must always be matched by clarity, and detail with too onerous a burden of effort will exceed the capacity of even committed staff to deliver.

There is a virtuous mean in every strategy, a point where the intervention or strategy is applied to the correct degree, at the right time, for the right duration. Establishing where this is, is a core responsibility of leadership.

Furthermore, it was observed that in some schools where behaviour was poor, the following factors also appeared to have a significant relationship to the school's lack of success:

- **Limiting beliefs.** The belief that students cannot improve, or achieve, because of their circumstances.
- **Inadequate understanding.** School expectations have not been made concrete, demonstrated clearly, or repeated often enough.
- **Lack of skills.** Many schools have insufficient skill bases in behaviour management to effectively maintain consistency of training. Additionally, some schools have inappropriate staff in charge of behaviour, for at least one of the two reasons given above. Executing a behaviour programme is a highly skilled and difficult role, and should not be assigned to staff without the experience, character or skills to deliver it.
- **Poorly calibrated expectation.** In some schools, it is necessary for leaders to step out of one's context and observe schools with similar contexts but better behaviour, in order to re-assess what is possible in their own circumstances.
- **Lack of resources.** Additionally, there was general agreement among school leaders surveyed that there is a resourcing issue for some schools with a disproportionate numbers of the most challenging students. Even ambitious and skilled school leaders can only do so much without funding, premises and suitably trained staff.

Example

At one of the round table discussions, school leaders suggested that, in order to tackle the issue of inadequate local alternative provision, schools could collaborate, potentially through the free school route, to set up collegiate alternative provision.

Self-auditing

Some have suggested that schools undergo a form of self-inspection in order to ascertain developmental needs. This is a sound idea, where capacity exists for critical reflection along with the experience and skills to remedy their difficulties. The problem arises when schools have inadequate capacity to do so, which may well be a factor for why they experience problems in the first instance. In these circumstances, the school may well have to rely on sharing practice with partner schools, members of multi-academy trusts and other clusters.

6.1 Responses to these challenges

Awareness of these obstacles is crucial. If leaders rely on only their own instincts, or experiences, it is possible to lack perspective on how the school's behaviour compares with other similar schools. Some strategies to overcome this could be:

Import experience. Visiting other schools, engaging new members of staff, participating in professional social media, can all be useful ways to revisit the parameters of one's own expectations.

Staff survey. A non-judgmental, low-stakes, anonymous survey of staff and students about their views on behaviour can be a sobering and powerful reconnection with the cultural landscape of the school, experienced by those who inhabit it.

Re-prioritising behaviour as a whole-school ambition. Establishing that behaviour is one of the school's key progress targets, and designing success milestones across the whole school year in every aspect of planning, helps to refocus minds on its promotion. Re-visiting the school's vision of what a successful culture looks like on a regular basis, should be a key task of leadership.

Ensure workload permits core staff functions. If staff do not have time to monitor and follow up on behavioural incidents, then they will not, or will not do so as efficiently as they should. It is of utmost importance that school leaders design systems of practice that free staff to perform their roles. When adding an additional burden to a member of staff's tasks, ask which tasks can now be safely deprioritised to free time. Ask if the new task is worth the loss of time available to staff for other matters as a result.

Appendix 1: Summary of ITT behaviour management recommendations: case study method

The following is an extract of the findings of the 2016 ITT²⁰ working party tasked with reformulating the core training offer for new teachers in behaviour management. It also provides a useful suggestion for a basic framework that schools could use to design their induction training, as well as continuing development leading on from this.

The full document is available at:

<https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>

2. Recommendations

2.1. Opportunities to develop practical skills

Behaviour management is an enormously practical matter; it is therefore essential that its instruction must emphasise practicality. Three elements must be clearly evident in all aspects of behaviour management ITT: **observation**; **practice** and **review**.

- i. Observation of excellent practice: New teachers must be able to observe outstanding teachers demonstrate what is possible, and how it is done, in order to lock in high expectations early in their careers.
- ii. Practise: New teachers should be able to demonstrate discrete strategies and skills in an environment as close to classroom conditions as possible, on a regular, frequent basis throughout the length of the course and into the first year of teaching.
- iii. Review: These demonstrations must be subject to routine, deliberate and assisted reflection in collaboration with expert coaches and mentors.

Managing behaviour is best learnt by doing, by making those mistakes all teachers make early in their careers and having the opportunity to reflect upon those mistakes and get back in the classroom to try again as soon as possible. Consequently, trainee teachers must be introduced to strategies, beliefs and skills with as much practical use as possible. The initial phase of teacher training must focus on practical experience and more abstract or complex material should be introduced after initial skills have been consolidated.

²⁰ <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>

2.2. High quality tutors with appropriate experience

ITT providers should be required to train or locate mentors, tutors and coaches with demonstrable abilities in behaviour management. It is imperative that those training in behaviour management are taught by those with highly developed skills and understanding in this area. Evidence of current or recent practice should be preferred.

2.3. Guaranteed and evidenced training

ITT providers must provide the resources required for the new teacher to create a tangible portfolio for them to demonstrate relative proficiency in behaviour management; both as evidence that the course has been effective in helping the new teacher become proficient in managing children's behaviour, and as a tool for refinement for further practice. This must include, digital recordings of the new teacher demonstrating his or her behaviour management techniques with real classes

It is the provider's responsibility to ensure that the trainee has access to suitable training experiences, in a variety of settings, stages and scenarios.

2.4. The 3 Rs of the behaviour curriculum

Behaviour training should focus on three areas that are essential for the design and maintenance of ordered, safe and productive classrooms. Providers must ensure that trainee teachers can access a broad range of strategies in order for them to select the most appropriate strategies for the classrooms and schools in which they find themselves. By having a repertoire of strategies available they will be better prepared for different classroom circumstances, and be more inclined to reflect professionally on the relationship between their actions, and the impact of those actions.

- i. **Routines:** classroom routines as a fundamental source of high expectation, a scaffold for conduct, and a community vision of optimal habits and behaviour.
- ii. **Responses:** strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviour, and reacting to antisocial behaviour in a just, productive and proportional way. These include formal interventions (for example: consequences described by the school behaviour policy) and informal ones (for example: verbal/ non-verbal cues, body language).
- iii. **Relationships:** regulating one's own emotional state; understanding personal triggers in one's own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger's; the basic psychology of: motivation; long and short-term memory; concentration; learning; cognitive load, spacing and interleaving; group dynamics.

Appendix 2: Behaviour audit survey for schools/inspectors

This is a guide rather than a template to audit a whole school cohort on behaviour. School leaders can build upon and use as a starting point for a document that works for their individual school circumstances and cohorts. A behaviour survey should be aimed as broadly as possible to students and staff, aspiring to the whole cohort where possible. Failure to reach this aspiration should be included as part of interpreting the data. Few schools could manage a 100% success so where possible, a weighted sample should be devised.

Survey response should be compulsory rather than optional for the selected group. The questions themselves should be devised in such a way as to filter the qualitative experience of staff and students into as quantitative a form as possible. Frequency of incidents should be recorded, types of misbehaviours, time lost to misbehaviour, average lateness of late pupils. A good example of such a set of questions can be found in the 2014 Ofsted report 'Below the Radar'²¹

Sample suggested questions:

1. What types of misbehaviours occur in lessons and how often?

	How often does this happen in lessons?	Never	Once a day	1 or 2 lessons a day	About half of the lessons	Almost all lessons	Every lesson
Type of misbehaviour							
Lateness to lesson							
Talking inappropriately							
Fighting							
No equipment							
Shouting out							

Please add or delete types of incident as appropriate to the school circumstance. With this we can assess what behaviours occur and how often in the average day.

2. How much time is lost on average in a lesson due to misbehaviour, teacher dealing with misbehaviour?

²¹ <https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms>

No minutes	1 or 2 minutes	3 or 4 minutes	5 minutes	Up to ten minutes	Up to twenty minutes	More than twenty minutes
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3. How much impact does classroom disruption have on the learning of the class/ your learning? (this could be two questions)

None	Low impact	Medium impact	Quite a lot of impact	High impact
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4. When misbehaviour occurs, do you feel you/ your teacher deals with it quickly and efficiently?

Always	Mostly	Sometimes	Occasionally	Never
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5. Do the staff/ students follow the behaviour policy?

Always	Mostly	Sometimes	Occasionally	Never
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6. Does the school support you/ the teacher with class behaviour?

Always	Mostly	Sometimes	Occasionally	Never
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7. How much do you agree with this statement:

'If behaviour was better, I could teach/ learn much more'

Completely	Mostly	A bit	Not at all
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Other questions that might be useful include:

- When teachers in this school issue a student with some form of sanction for behaviour, the student will reliably attend (at lunchtime or after school - sometimes, rarely, never).
- When teachers in this school issue a student with some form of sanction for behaviour, they can count on senior teachers to support their decision in front of the student.
- When teachers in this school issue a student with some form of sanction for behaviour, the parents of that student are supportive of the school.

- This school has an effective strategy for working with students who persistently misbehave in lessons.
- This school has an effective strategy for dealing with low-level disruption in lessons.
- This school has an effective strategy for dealing with serious incidents of behaviour (fighting, swearing at the teacher).

The survey needs to be designed in such a way that it fits the school's needs. It could be online (using survey monkey or similar) or done manually, although the latter will require effort to collate and analyse.

Appendix 3: Literature review

This is far from the first investigation into the link between school leadership and the promotion of good behaviour. In *Promoting the conditions for positive behaviour, to help every child succeed - review of the landscape (2011)* Professor Philip Garner makes this clear:

‘Over the last 20 years or more, concern over levels of challenging behaviour...in English schools has been a constant theme....and is a topic of substantial amount of academic research and government guidance....a consistent perception remains that students behaviour constitutes a significant and ongoing issue for teachers. Ofsted (2009) also noted that schools are finding it difficult to deal with increasing levels of violence and sexualised behaviour...all of these issues have been the focus of attention in the 2010 White paper *The Importance of Teaching*, further signalling their central importance in the process of enhancing the role schools and other settings play in enabling all students to be successful learners.’

Garner digested a wide range of materials in his review, including:

- government publications
- reports from professional associations
- other UK government publications (Welsh assembly, Scotland)
- specific papers in journals
- samples of international research

His concluding thoughts are revealing:

‘Little in this survey of literature presents as innovative practice in promoting positive behaviour; much of what has been reported represents perceived effective practice in school leadership

...effective leadership skills, like effective classroom skills appear to be generic and have been recognised over time. ...Leaders who emphasise educational attainment tend also to place equal importance on appropriate social behaviour; both appear to have an axiomatic relationship. Innovation does occur in context specific locations; it is uncertain whether the strategies used in these instances are generalisable. However, evidence in the literature is consistent in linking leadership skills and attributes relating to student behaviour to positive developments in each of the four themes.’

Findings are significantly consistent over time throughout many of the reports and literature reviewed.

On one hand, this is reassuring: there is some consensus, which assists in any endeavour that seeks to transmit these findings. On the other hand, it prompts a further question: if the knowledge base is so consistent, why don't more schools exhibit high standards of behaviour consistently? Some observations about this are summarised in section 4: *Why do schools fail to achieve good cultures of behaviour?*

Garner found that the consistent features of school leadership that effectively promoted behaviour were:

- **School Culture and ethos.** The 'leadership processes which develop, maintain and transform the culture,' specifying 'an emphasis on developing values, norms and behaviour'. The Elton report, (DES, 1989) contained 138 recommendations, 86 of which specifically mentioned the headteacher's role. Daniels, Visser and Cole and de Reybekill (1999) noted that a positive school environment was one where 'leaders communicate explicitly their values, linked to the ethos of the school'. Grundy and Blandford (1999) defined good leadership as 'an ability to communicate a positive vision which is coherent and consistent and where all staff feel able to contribute to moulding the school's positive ethos.'
- **Community and partnerships.** Schools must see themselves as members of a greater community. The Elton report 'presents specific recommendations for head teachers to promote greater engagement between school, home and the wider community.' And as Garner mentions, 'Much of what is covered in these materials is consistent with subsequent studies on community engagement.'
- **Personal and professional characteristics.** An emphasis on what type of leader or leadership is frequently associated with good behavioural practices. Information directly relating to leadership qualities was usually tangentially inferred. For example, some studies, such as MacBeath, Gray & Cullen (2006) 'noted the need for leaders in such circumstances to have an explicit vision, but also to have an apparently contradictory combination of flexibility and stubbornness.'
- **Promoting inclusion and limiting exclusion.** These schools tended to make maximum efforts to retain the most challenging students by finding methods of including them in the school community. Note that this has often been misinterpreted - disastrously - as an oversimplified approach that returns students to the classroom with no program in place to remedy their behaviour. The opposite should be true; the most challenging children need provision that is often not possible within a mainstream classroom, but can be provided more efficiently in nurture units, until ready to return to mainstream education.

Garner concludes by saying:

'It remains clear that successful outcomes for students in school, including the promotion of good behaviour and learning, can be firmly linked to effective leadership.'

This report concurs. Good behaviour - even exemplary behaviour - is possible in every school setting, whatever the baseline. This must always be the aspiration, no matter how far the execution falls short at times, because without that aspiration, the goal can never be realised. This includes schools with the most challenging intakes as well as the least.

Simultaneously it must be realised that school cultures are difficult and complex projects to direct and maintain, and that schools facing lower baselines of initial behaviour will have more work to do reaching an acceptable, let alone exemplary, plateau.

None of the recommendations in this report, or the identified strategies of scalable success, are without cost implications, whether financially or through material or non-material resources. However, there are several remarks to be made about this potentially insurmountable issue:

- Many systematic changes to behaviour policies involve a process of changing how staff work and students learn; they incur an opportunity cost more than a financial one; staff and students are invited to work differently, rather than additionally to their existing workload.
- The cost of not improving the behaviour culture is far greater than doing so in the long run.
- Once implemented, the maintenance costs of behavioural programs are far less than start-up costs.
- Finally, school behaviour is intrinsic, and essential to, the success of a school's core ambitions - the safety and educational flourishing of its students (and staff). Given the benefits accrued in almost every area of school processes and outcomes, it is difficult to see a better aspect in which to invest.

Other literature reviews have also found links between school leadership, culture and behaviour in schools. Pupil Behaviour in Schools in England (2012) made the following summary remarks:

- 'Studies (mainly in the US) have shown that there is a positive link between school climate (beliefs, values and attitudes) and student behaviour (LeBlanc et al, 2007; Chen, 2007; McEvoy and Welker, 2000). However, the exact extent and nature of the relationship remains disputed.
- Analysis of the Effective Pre-School, Primary and Secondary Education (EPPSE) 3-14 study showed that a poor school behaviour climate as perceived by students was a significant predictor of poorer social-behavioural outcomes in Year 9 and of poorer social-behavioural developmental progress between Year 6 and Year 9 (Sylva et al, 2012).
- School climate is also linked in the literature to the effectiveness of school leadership (Day et al, 2009).
- In the literature, there is a distinction made between proactive approaches (those that aim to prevent bad behaviour) and reactive approaches (those that deal with bad behaviour after it has happened) to discipline. However, the evidence suggests that combining aspects of both approaches is particularly effective. For example, the use of both (proactive) clear and consistent rules and (reactive) disciplinary policies are required to ensure that students know what behaviour is expected of them and what the consequences are of not meeting these expectations (Roy Mayer, 2002; Gottfredson, 1997, quoted in Skiba and Peterson, 2003; Scott, 2012).

- Gregory et al (2010) propose an authoritative approach to improving behaviour, with both structure (involving consistent and fair enforcement of rules) and support (making adult assistance available and students being able to perceive care and concern), mirroring the effectiveness of authoritative parenting styles.
- There is evidence that in-school provision for student behaviour management, such as learning support units, removal rooms and internal exclusions may result in positive student outcomes (Ofsted, 2006; Ofsted 2003a, Hallam and Castle, 2001; Wakefield, 2004; Becker et al, 2004).
- A review of the evidence on effective strategies for children with emotional and behavioural difficulties (EBD) in mainstream education showed some evidence of effectiveness for children of primary age for strategies based on behavioural models (including reward systems). Approaches based on cognitive behavioural models showed positive effects for children aged between eight and 12 (including counselling programmes, social skills training and a role-reversal programme) (Evans et al, 2003).
- Other school-level strategies shown in the literature to improve student behaviour to a lesser or greater extent include: the use of token systems for delivering rewards and sanctions; arranging seating in rows and the use of seating plans; and the use of support staff (Blatchford et al, 2009; Evans et al, 2003; Wannarka and Ruhl, 2008; Ofsted, 2005). The evidence on the effect of school uniforms is mixed (Brunsma and Rockquomore, 1998; Han, 2010).
- The direct involvement of parents with their child's school (e.g. through meetings with teachers or volunteering in school) has also been shown to be positively related to student behaviour (Pomerantz et al, 2007). ‘

The author of this report would agree with many of these findings. As so often before, there is a remarkably strong thread running through much of the literature, that emphasises several key themes of effective leadership of school culture.

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