Education
Endowment
Foundation

**IMPROVING BEHAVIOUR
IN SCHOOLS**

Summary of recommendations

Sections are colour coded for ease of reference:

Proactive

Reactive

1
Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly

- Understanding a pupil's context will inform effective responses to misbehaviour

- Every pupil should have a supportive relationship with a member of school staff

2
Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour

- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning

- Teachers should encourage pupils to be self-reflective of their own behaviours

3
Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression

- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time

- Reward systems can be effective when part of a broader classroom management strategy

4
Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising

- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour

- School leaders should ensure the school behaviour policy is clear and consistently applied

5
Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students

- For pupils with more challenging behaviour, the approach should be adapted to individual needs

- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6
Consistency is key

- Consistency and coherence at a whole-school level are paramount

- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches

- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level