# Improving Behaviour in Schools

**Summary of recommendations**

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<td>Know and understand your pupils and their influences</td>
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### 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

### 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

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**Implementing**

**Proactive**
- 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

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