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.

**Summary of recommendations**

- 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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