

Title and Author

Case studies of behaviour management practices in schools rated Outstanding – Skipp and Hopwood (2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf

Summary

Ten key themes were outlined in the research review to highlight features of effective behaviour management:

1. **Policy:** Clear and straightforward policies allow all involved to be aware of the ethos, aims, rewards and sanctions in the school's behaviour policy. Flexibility only applied in the case of mitigating circumstances. It is most effective when the policy has been created out of collaboration between pupils, parents and school staff.
2. **Structures:** Presence of pastoral teams positively impacts behaviour, including the allocation of responsibility for behaviour management within SLT. Messages are consistent, modelled and all staff are supported and trained.
3. **General Behaviour Practice:** Employing a range of strategies to promote good behaviour, including pupils being given positions of responsibility, uniforms, rules, classroom seating, classroom management, curriculum etc.
4. **Rewards and Praise:** Giving pupils a 'clean slate' each day is important, praising good/desired behaviour, using systems to provide role models, consistent use of reward systems and refreshing approaches as needed.
5. **Sanctions:** Key features of managing behaviour are simplicity, consistency and professional judgement. These can be applied through effective practices for low level disruption, sanctions, de-escalation, restorative practices, targeted interventions and, in some cases, exclusion from the learning environment.
6. **SEND:** Behaviour management should be adjusted to make it relevant to individual children. In special provision, relationships, understanding relationships, identifying triggers and responding appropriately are priorities.
7. **Data:** Schools should have strong processes for monitoring behaviour and identifying patterns. This data needs to be updated consistently, receive ongoing monitoring and be responded to with appropriate interventions.
8. **Parents and Other Agencies:** Parents should be engaged with and understand the behaviour management structures in school. It is also important that relationships are built and maintained with other agencies, e.g. local police, youth services and neighbourhood safety teams etc.
9. **Culture and Ethos:** There is a need for a strong and established school ethos around behaviour, which is underpinned by knowing and valuing the child, fostering behaviour for learning, promoting self-esteem and responsibility, offering opportunities for reflection and personal growth, ensuring SLT lead by example.
10. **Consistency:** This is through consistency of process, staff fulfilment of policy, shared expectations, feedback to pupils and involvement of parents. This facilitates self-regulation, clear parameters, boundaries, consequences.

Key Considerations for Practice

- Effective behaviour management is based on consistency in a variety of ways and this needs to be considered from a school-wide perspective.
- Behaviour management is a broad and complex concept and there are many factors that contribute to its effectiveness in school environments.

Prompts for Professional Dialogue and Reflection

- What aspects of the above do you see in your setting? Which are effective and why?
- What are the areas for development and what solutions would you suggest to address these?
- How do pupils respond to the above and what is the impact on their wider engagement with school life?