Promoting Conditions for Positive Behaviour

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Transforming lives, inspiring change

– Update on Government's plans and progress of the Education Bill

– Learning from our research - advice and guidance for senior leaders on promoting good behaviour and managing exclusions

– Effective practices for supporting staff and CPD

Pupil Behaviour: The White Paper (2010)

- Strengthening powers of search, issue detentions and 'use force where necessary'

- Teacher anonymity in cases of pupil accusation

- Head-teacher powers beyond the school gates

- Strong stand against bullying

- OfSTED focus on inspection

- Change in appeals procedure

- Changes in alternative specialist provision

- Intention to move away from centrally driven approaches

- Providing schools with greater authority / less prescription

- Generate a culture of 'learning from each other'

- 'Reasserting teacher authority'

- Changes in ITT – greater consistency

- Legislation to replace independent appeals panels with a 'review panel'

- Piloting new ways of funding alternative provision

Research on pupil behaviour and leadership:1999-2010

1. Overview

- Little research on behaviour/leadership – large bodies of research on each theme / Cole, Visser & Upton (1999) / distributed leadership (Garner & Groom, 2010)

- Historical continuities – Elton (1989); Steer (2008)

- No new knowledge or 'silver bullets'

- 'Cases in context' – transferring success

Research on pupil behaviour and leadership: 1999-2010

2. Implications for practice

- 'hard' characteristics – school organisation; curriculum provision; professional practices; links with external bodies

- 'soft' characteristics – school culture and ethos, teacher's personality; perceived ability to be able to include diverse range of learners

Teacher characteristics – 40 years of pupil-feedback

- Well-prepared

- Respectful

- 'Allows us to speak'

- Fair

- Knowledge of subject

- Clear rules and punishments

- Humour

- Not unpredictable

- Honest

- Deals with own 'problems'

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Recent research on leadership & behaviour (NCSL, 2010)

Exploration of 4 leadership-related issues:

- school cultures, relationships and behaviour

- partnerships and communities and

- professional characteristics and behaviour

- promoting inclusion, limiting exclusion

Individual professional characteristics which appear to be significantly present:

- Motivation

- Use of positive affirmations

- Modelling positive behaviour

- Recognition of personal strengths and capabilities

Institutional leadership characteristics which appear to be significantly present:

- Distribution of Leadership

- Promotion of professional learning

- Encouraging calculated risk-taking

- Redefining pupil 'behaviour'

Key findings:

- little in the literature presents as innovative practice in promoting positive behaviour;

- much of what is reported represents perceived 'effective practice' in school leadership

- effective leadership skills, like effective classroom teacher 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 behaviours

- Innovation occurs in context-specific locations; issues of transferability

- the literature is consistent in linking leadership skills and attributes to improved pupil behaviour

Supporting staff

- Sharing ownership & vision

- Creating opportunities to speak, offload & deconstruct

- Learning from each other

- Linking behaviour & learning

- Avoiding snake-oil & squeegee merchants

An electronic copy of the full version of this presentation may be obtained from:

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