



Department
for Education

National behaviour survey

Findings from Academic Year 2021/22

June 2023



Government
Social Research

Contents

Acknowledgements	4
List of figures	5
List of tables	9
Executive Summary	10
Findings 1: School behaviour culture and policy	10
Findings 2: School environment and experience	11
Findings 3: Prevalence and impact of misbehaviour	11
Findings 4: Responding to behaviour	12
Introduction	14
The objective of the NBS	14
Topics covered	15
Methodology	16
School and College Panel	16
Parent, Pupil and Learner Panel	18
Interpreting the findings	20
Findings 1: School behaviour culture and policy	21
Understanding of behaviour policy	21
Ease of following rules	26
Consistency of application of behaviour policy	30
Visible leadership	32
Approach to managing behaviour	36
Use of data and pupil voice	38
Working with parents and pupils	42
Findings 2: School environment and experience	46
School environment and relationships	46
School belonging	52
Wellbeing	59
Findings 3: Frequency and impact of misbehaviour	64
Overall perception of pupil behaviour at school	64

Frequency and impact of misbehaviour	68
Bullying	77
Findings 4: Responding to behaviour	80
Confidence in managing pupil behaviour	80
Confidence to support pupils to understand how to behave well	82
Confidence to address bullying	83
Support and training	84
Accessing training for behaviour management	89
Interventions and targeted support	89
Annex	94
Methodology	94

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List of figures

Figure 1: Extent to which school leaders and teachers agree that there is a shared understanding amongst staff of what good behaviour means (June 2022).....	22
Figure 2: How well pupils thought their school explained the rules on behaviour at the start of the academic year (June 2022).....	23
Figure 3: Extent to which pupils agree they know how their school expects them to behave (June 2022).....	24
Figure 4: Extent to which school leaders and teachers agree that pupils understand what will happen if they don't meet the expected standards of pupil behaviour (June 2022) ...	25
Figure 5: Extent to which pupils agree that they understand what will happen if they don't meet the expected standards of pupil behaviour (June 2022)	26
Figure 6: How easy school leaders and teachers think it is for pupils to understand school rules on behaviour (June 2022)	27
Figure 7: How easy school leaders and teachers think it is for pupils to follow (in practice) school rules on pupil behaviour (June 2022)	28
Figure 8: How easy pupils find it to follow school rules on behaviour (June 2022)	29
Figure 9: How often school leaders and teachers believe the rules on behaviour are applied fairly to all pupils (June 2022).....	30
Figure 10: How often pupils believe the rules on behaviour are applied fairly to all pupils (June 2022).....	31
Figure 11: How often teachers and pupils typically see members of the school leadership team around the school (June 2022)	33
Figure 12: How often school leaders and teachers think school leadership have reminded pupils about the behaviour rules (March 2022 and June 2022)	34
Figure 13: How often pupils think school leadership have reminded pupils about the behaviour rules (March 2022 and June 2022)	35
Figure 14: To what extent different activities form part of the school's approach to encourage positive pupil behaviour and minimise misbehaviour (June 2022)	36
Figure 15: What pupils report schools do to recognise and reward good behaviour (June 2022)	38

Figure 16: Whether data on pupil behaviour is used to inform the schools' approach to managing pupil behaviour (June 2022).....	39
Figure 17: Extent to which schools take feedback from pupils into account when reviewing behaviour policy (June 2022).....	40
Figure 18: Pupil confidence that their school will listen to or act on behaviour feedback (June 2022).....	41
Figure 19: School leader and teacher confidence in communicating with parents about their child's behaviour (June 2022).....	42
Figure 20: Extent to which school leaders and teachers agree that parents are supportive of schools' behaviour rules (June 2022).....	43
Figure 21: Extent to which pupils and parents agree that they are supportive of schools' behaviour rules (June 2022).....	45
Figure 22: Frequency of positive behaviour culture experiences in the past week (School Leaders and Teachers, March 2022 and June 2022).....	49
Figure 23: Frequency of positive behaviour culture experiences in the past week (Pupils, March 2022 and June 2022).....	51
Figure 24: How often pupils enjoyed coming to school in the past week (June 2022).....	53
Figure 25: How often pupils felt safe at school in the past week (June 2022).....	54
Figure 26: Parental views of their child's school enjoyment and feelings of safety over the past week (March 2022 and June 2022).....	55
Figure 27: How often pupils felt they belonged at their school (June 2022).....	57
Figure 28: Pupils' mean score for school connectedness (March 2022 and June 2022).....	58
Figure 29: Pupils' view of their own happiness (mean scores in June 2022).....	60
Figure 30: Pupils' views of their own satisfaction and worthwhileness (mean scores in June 2022).....	61
Figure 31: Pupils' views of their own anxiousness (mean scores in June).....	62
Figure 32: School leaders' and teachers' views of pupil behaviour in school during the past week (March and June 2022).....	65

Figure 33: Pupils' views of pupil behaviour in school during the past week (March and June 2022).....	66
Figure 34: Pupils' views of pupil behaviour in school during the past week by pupil year (June 2022).....	67
Figure 35: Extent to which school leaders and teachers felt misbehaviour stopped or interrupted teaching or learning in the past week (June 2022)	68
Figure 36: Extent to which pupils felt misbehaviour stopped or interrupted lessons in the past week (March 2022 and June 2022).....	69
Figure 37: Pupils views on how quickly misbehaviour was addressed (March 2022 and June 2022).....	70
Figure 38: Frequency of types of misbehaviour in the past week (Teachers' views, March and June 2022).....	71
Figure 39: Frequency of types of misbehaviour in the past week (Pupils, March 2022 and June 2022).....	73
Figure 40: Extent to which pupil misbehaviour has had a negative impact on health and wellbeing (Leaders and teachers, June 2022)	76
Figure 41: School leader and teacher confidence in managing misbehaviour in school (March 2022 and June 2022).....	81
Figure 42: School leader and teacher confidence to support pupils to understand how to behave well (March 2022 and June 2022).....	82
Figure 43: School leader and teacher confidence in addressing different types of bullying at their school (June 2022)	84
Figure 44: Extent to which school teachers agree that senior leaders foster a culture where they are confident to ask for support in managing pupils with persistently disruptive behaviour (June 2022).....	85
Figure 45: Extent to which school teachers agree that the support they receive from senior leaders helps them to effectively manage pupils with persistently disruptive behaviour (June 2022).....	86
Figure 46: Types of bullying school teachers think they are not supported in dealing with at their school (June 2022)	88

Figure 47: School leader and teacher views on whether the school has a clear system for responding when a pupil is identified as needing additional support for behaviour (June 2022)90

Figure 48: Interventions, if any, that the school provides where necessary (June 2022).91

Figure 49: School leaders’ and teachers’ views on timeliness of external specialist support services (June 2022).....92

Figure 50: School leaders’ and teachers’ views on appropriateness of support from external specialist support services (June 2022)93

List of tables

Table 1: SCP survey waves achieved sample sizes	17
Table 2: SCP survey waves topic coverage and fieldwork dates.....	17
Table 3: PPLP survey waves achieved sample sizes	19
Table 4: PPLP survey waves topic coverage and fieldwork dates	19
Table 5: Frequency of types of pupil misbehaviour in the past week (Secondary school teacher views, June 2022)	75
Table 6: Frequency of types of pupil misbehaviour in the past week (Pupil views, June 2022)	75
Table 7: Pupils' experience of being a victim of bullying in the past 12 months	78
Table 8: Sampling errors in SCP survey waves	95

Executive Summary

This report presents the findings from the National Behaviour Survey (NBS) Academic Year 2021/22. The NBS was designed to provide the Department for Education with termly survey data related to pupil behaviour in mainstream primary and secondary schools in England collected from multiple respondent groups (school leaders, teachers, pupils and parents/carers).

The NBS was delivered via multiple survey waves conducted through the Department for Education's omnibus panel surveys (the School and College Panel¹ (SCP) and the Parent, Pupil and Learner Panel² (PPLP)) in March 2022 and June 2022.

The NBS survey has questions covering a range of topics related to pupil behaviour in schools. This report is structured in line with these topics, with chapters containing findings related to:

- School behaviour culture and policy
- School environment and experience
- Frequency and impact of misbehaviour
- Responding to behaviour

Key findings are given below. There was divergence between school leaders, teachers and pupils on their responses to several survey questions relating to school environment and misbehaviour; school leaders tended to give more positive responses than teachers, who in turn tended to give more positive responses than pupils.

Findings 1: School behaviour culture and policy

Key findings include:

- In June 2022, the majority (82%) of school leaders and teachers agreed that there was a shared understanding amongst staff in their school of what “good behaviour” means.
- In June 2022, the majority of pupils (91%) agreed that they knew how their school expected them to behave.
- All school leaders (100%) and 98% of teachers reported that rules were applied fairly to all pupils at least some of the time (June 2022). However, only 42% of

¹ <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2021-to-2022>

² <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2021-to-2022>

school leaders and 23% of teachers reported this happened 'all of the time'. Overall, 91% of pupils reported rules were applied fairly to all pupils at least some of the time, with 19% reporting this happened 'all of the time'.

- In June 2022, the majority (90%) of schools reported systematically recording data on pupil behaviour and 83% of schools reported using data to inform their approach to managing pupil behaviour.
- Overall, 66% of school leaders and teachers agreed that parents are supportive of schools' behaviour rules. However, school leaders were more likely than teachers to agree parents are supportive of the school's behaviour rules (79% vs. 65%). When asked directly, 89% of parents agreed that "I am supportive of the school's behaviour rules".

Findings 2: School environment and experience

Key findings include:

- In June 2022, 92% of school leaders reported that their school had been calm and orderly 'every day' or 'most days' in the past week (versus 70% of teachers). For pupils, 55% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.
- Secondary school leaders (46%) were more likely to say the school had been calm and orderly 'every day' in the past week than secondary teachers (23%) or pupils (16%), with secondary teachers also being more likely to say this than pupils.
- When asked how often they felt safe at school, 41% of pupils said that they had felt safe at school 'every day' in the past week in June 2022.
- In June 2022, just under half of pupils (49%) said they enjoyed coming to school 'every day' or 'most days' in the past week, with this being lowest for Year 9 pupils at 41%.
- In June 2022, 73% of pupils felt they were motivated to learn, with 20% who said that they were 'very motivated' and 53% who said they were 'fairly motivated'.

Findings 3: Prevalence and impact of misbehaviour

Key findings include:

- In June 2022, 90% of school leaders said that behaviour was either 'very good' or 'good' in the past week (versus 64% of teachers). For pupils, 47% said that behaviour had been 'very good' or 'good'.

- In June 2022, 62% of school leaders and teachers reported that misbehaviour interrupted teaching in at least some lessons in the past week. Similarly, 67% of pupils reported that misbehaviour had interrupted their work in at least some lessons.
- On average, teachers reported that for every 30 minutes of lesson time, 6.3 minutes were lost due to misbehaviour. The majority of teachers (69%) reported that between one and ten minutes were lost per 30 minutes of lesson time. This was similar between primary and secondary school teachers.
- In June 2022, 60% of school leaders and teachers reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week: of these, 7% reported it to 'a great extent', 23% to 'some extent' and 31% to 'a small extent'.
- Overall, 22% of pupils said that they had been a victim of bullying for any reason in the past 12 months. Among pupils who reported that they had been bullied, the most common perceived reason reported for being bullied was the way they looked (45% for those bullied in person; 52% for those bullied online).

Findings 4: Responding to behaviour

Key findings include:

- In June 2022, 94% of school leaders and teachers felt at least fairly confident in personally managing misbehaviour in their school, with 46% feeling 'very confident'. Overall, 96% of school leaders and teachers felt at least fairly confident supporting pupils to understand how to behave well, with 49% feeling 'very confident'.
- When school teachers were asked whether the support they receive from senior leaders helps them to manage pupils with persistently disruptive behaviour effectively, 52% agreed this was the case compared to 29% that disagreed.
- Just over a quarter of school teachers (27%) and a fifth of school leaders (20%) felt they could not personally access training and development support for behaviour management relevant to their experience and needs.
- The interventions most commonly used by schools to manage behaviour were referrals to specialist services (92%) and targeted interventions such as mentoring and social/emotional learning (92%). These were followed by the involvement of specialised pastoral support staff (79%) and removal as a restorative measure (77%).

- Overall, 38% of school leaders and teachers felt any external specialist support provided was at least somewhat timely, with 41% saying that the external support was 'not timely at all'.

Introduction

This report presents findings from the National Behaviour Survey (NBS) Academic Year 2021/22. The NBS was delivered via the Department for Education's omnibus surveys: the School and College Panel (SCP) and the Parent, Pupil and Learner Panel (PPLP). This report presents findings from multiple survey waves (5 in total) conducted in March 2022 and June 2022³.

The objective of the NBS

This government is committed to improving the behaviour and culture in all schools. All schools should be calm, safe, and supportive environments where pupils and staff can thrive in safety and respect. No pupil should miss out on education because they feel unsafe, miss out on learning because their lesson is disrupted, or fall behind because their needs are not identified and supported.

Where behaviour is poor, pupils and staff can suffer from a number of issues: lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. Dealing with misbehaviour also negatively affects the wellbeing of teachers and, for some, it is the reason why they leave the profession.

The NBS was designed to provide the Department for Education (DfE) with a tool to monitor pupil behaviour in mainstream primary and secondary schools, allowing the department and wider stakeholders to track perceptions of behaviour over time in a consistent manner. The termly survey data is collected from multiple respondent groups (school leaders, teachers, pupils and parents) to allow for triangulation of views and is weighted to be nationally representative of teachers, schools and pupils (for England)⁴.

Understanding concerns related to pupil behaviour and engagement is a priority for DfE. The regular survey data will provide evidence to build on our programme of work to support school leaders and teachers in managing pupil behaviour and to create a positive culture, including delivery of the £10 million Behaviour Hubs programme and publication of a suite of recently updated guidance: 'Behaviour in Schools' guidance, 'Suspension and Permanent Exclusion' guidance, and 'Searching, Screening and Confiscation' guidance⁵.

³ Data from March 2022 have previously been published in the omnibus panels survey reports: [School and College Panel – March 2022 wave \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and [Parent, Pupil and Learner Panel - March wave \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

⁴ Leader data are weighted to either schools or teachers depending on the question asked and the parent data are weighted to pupils (see Methodology section).

Topics covered

The NBS survey has questions covering a range of topics related to pupil behaviour in schools. This report is structured in line with these topics, with chapters containing findings related to:

- School behaviour culture and policy
- School environment and experience
- Frequency and impact of misbehaviour
- Responding to behaviour

Methodology

The National Behaviour Survey for the Academic Year 2021/22 was delivered via the Department for Education's omnibus panels, the School and College Panel (SCP) and the Parent, Pupil and Learner Panel (PPLP), in March 2022 and June 2022. Technical reports have been published for both the SCP⁵ and PPLP⁶ where further detail on methodology can be found.

The SCP is a survey panel of mainstream school leaders and teachers and the PPLP is a survey panel of parents, pupils and learners. Both panels have been designed to provide rapid feedback to the Department for Education on topical educational issues.

School and College Panel

The SCP consists of a group of school leaders⁷ and teachers that have agreed to participate in short regular research surveys on topical education issues. The panel comprises those from the previous DfE School Snapshot Panel (initially recruited in late 2020/early 2021) who agreed to remain as panellists and new respondents recruited specifically to the School and College Panel (in 2021). All school leaders and teachers were recruited from School Workforce Census data provided by the Department for Education.

Two SCP survey waves were used to deliver the NBS – 1 in March 2022 and 1 in June 2022. A maximum of one school leader from each chosen school was invited to take part in the SCP NBS June 2022 wave, and a maximum of 2 school leaders for the SCP March 2022 wave⁸, whereas at some schools multiple teachers were invited to participate.

The surveys were administered online, with respondents receiving an email invite and two reminder emails. Achieved sample sizes are given in Table 1.

⁵ [School and college panel: omnibus surveys for 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2021-to-2022)

⁶ [Parent, pupil and learner panel omnibus surveys for 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2021-to-2022)

⁷ The school leader types for inclusion in the survey were: headteacher, assistant headteacher and deputy headteacher.

⁸ In order to reduce the survey length for individual respondents, school leaders and teachers were randomly allocated to either panel A or panel B in this survey wave, with each panel seeing a different set of questions. Where two leaders from the same school appeared to be on the same panel, they were allocated to different panels, ensuring that two leaders from the same school did not answer the same set of questions.

Table 1: SCP survey waves achieved sample sizes

	Primary school Leaders	Secondary school Leaders	Total school Leaders	Primary school Teachers	Secondary school Teachers	Total school Teachers
SCP March 2022 wave ^a	335	217	552	367	328	695
SCP NBS June 2022 wave ^b	470	316	786	528	551	1,079

^a Data is for Panel B school leaders and teachers. Whilst college leaders and teachers were included in the full SCP March wave, the NBS questions in this report were asked of Panel B school leaders and teachers only.

^b Only leaders and teachers from primary and secondary schools were invited to take part in the NBS June survey wave.

The surveys' topic coverage was either specific to behaviour or included a range of topics of relevance to the wider department. Topic coverage and fieldwork dates are given in Table 2.

Table 2: SCP survey waves topic coverage and fieldwork dates

	Survey topics	Fieldwork dates
SCP March 2022 wave	Variety of topics, including behaviour	9 th -16 th March 2022
SCP NBS June 2022 wave	Behaviour only	13 th -20 th June 2022

Weighting

Two types of weighting were applied to school leader data, depending on whether questions were asking for school-level or individual-level answers from these respondents. All school teacher data was weighted to individual-level.

School-level weighting:

- At the analysis stage, for questions reported at the school-level, school leaders' data was grossed up to the overall population of schools. This process corrects for the over-sampling of secondary schools (relative to the proportion of the population that they represent) so that the findings are representative of all (in scope) state-funded schools.
- The population data for weighting was drawn from Get Information about Schools (GIAS).⁹

Individual-level weighting:

- For the analysis on an individual rather than school-level, the responses from school leaders and classroom teachers were combined and weighted together to the overall population of school leaders and teachers.
- The population data for the individual weighting was taken from the Schools Workforce Census based on November 2020 data (the most recent available at the time of fieldwork and analysis).

Parent, Pupil and Learner Panel

The PPLP consisted of:

- pupils in years 7 to 11 in the 2021/22 academic year (sampled from the National Pupil Database (NPD) using 2020/21 data).
- pupils and learners in years 12 to 13 in the 2021/22 academic year (sampled from the NPD and Individualised Learner Record (ILR) using 2021/22 data).
- Parents/carers¹⁰ of pupils in years 1 to year 11 in the 2021/22 academic year (sampled from the NPD using 2020/21 data).

Three PPLP survey waves were used to deliver the NBS – 1 in March 2022 and 2 in June 2022.

Table 3 shows the total number of respondents participating in the PPLP survey waves. The NBS reporting only covers pupils and parents from primary and secondary schools; colleges are not included in the reporting.

⁹ [Get Information about Schools - GOV.UK \(get-information-schools.service.gov.uk\)](https://get-information-schools.service.gov.uk) GIAS is the Department for Education's register for several educational organisation types.

¹⁰ All further reference to "parents" is inclusive of "carers" and anyone else with parental responsibility.

Parents and pupils on the panel were invited to take part in a 10-minute online survey by email and SMS. A reminder email was sent on day three and five of fieldwork.

Table 3: PPLP survey waves achieved sample sizes

	Secondary Pupils (years 7-13)	Primary Parents (years 1-6)	Secondary Parents (years 7-11)	Total Parents (years 1-11)
PPLP March 2022 wave ^a	2,443	1,355	1,284	2,639
PPLP NBS June 2022 wave	1,908	NA	NA	-
PPLP June 2022 wave	NA	1,164	1,171	2,335

^a This report only presents findings from school pupils (year 7 to 13) although the March wave also went to college learners (2,865 secondary pupils and learners in total, years 7 to 13)

The surveys' topic coverage was either specific to behaviour or included a range of topics of relevance to the wider department. Topic coverage and fieldwork dates are given in Table 4 below.

Table 4: PPLP survey waves topic coverage and fieldwork dates

	Topics	Fieldwork dates
PPLP March 2022 wave	Variety, including behaviour	9 th -14 th March 2022
PPLP NBS June 2022 wave	Behaviour only	15 th -20 th June 2022
PPLP June 2022 wave	Variety, including behaviour	29 th June – 4 th July 2022

Weighting

Only a subset of the original panel of parents and secondary aged pupils and learners took part in each subsequent wave of the survey; however, at each wave, results were weighted to be representative of the full panel.

Interpreting the findings

Differences between sub-groups and between survey waves are only commented on in the text if they are statistically significant at the 95% confidence level, unless otherwise stated i.e. statistically we can be 95% confident that the differences are 'real' differences and not a result of the fact that the findings are based on a sample rather than a census.

Due to rounding to the nearest whole number, percentages may not total to exactly 100%. See Annex for further methodological detail.

Findings 1: School behaviour culture and policy

Key findings:

- In June 2022, the majority (82%) of school leaders and teachers agreed that there was a shared understanding amongst staff in their school of what “good behaviour” means.
- In June 2022, the majority of pupils (91%) agreed that they knew how their school expected them to behave.
- All school leaders (100%) and 98% of teachers reported that rules were applied fairly to all pupils at least some of the time (June 2022). However, only 42% of school leaders and 23% of teachers reported this happened ‘all of the time’. Overall, 91% of pupils reported rules were applied fairly to all pupils at least some of the time, with 19% reporting this happened ‘all of the time’.
- In June 2022, the majority (90%) of schools reported systematically recording data on pupil behaviour and 83% of schools reported using data to inform their approach to managing pupil behaviour.
- Overall, 66% of school leaders and teachers agreed that parents are supportive of schools’ behaviour rules. However, school leaders were more likely than teachers to agree parents are supportive of the school's behaviour rules (79% vs. 65%). When asked directly, 89% of parents agreed that “I am supportive of the school’s behaviour rules”.

Understanding of behaviour policy

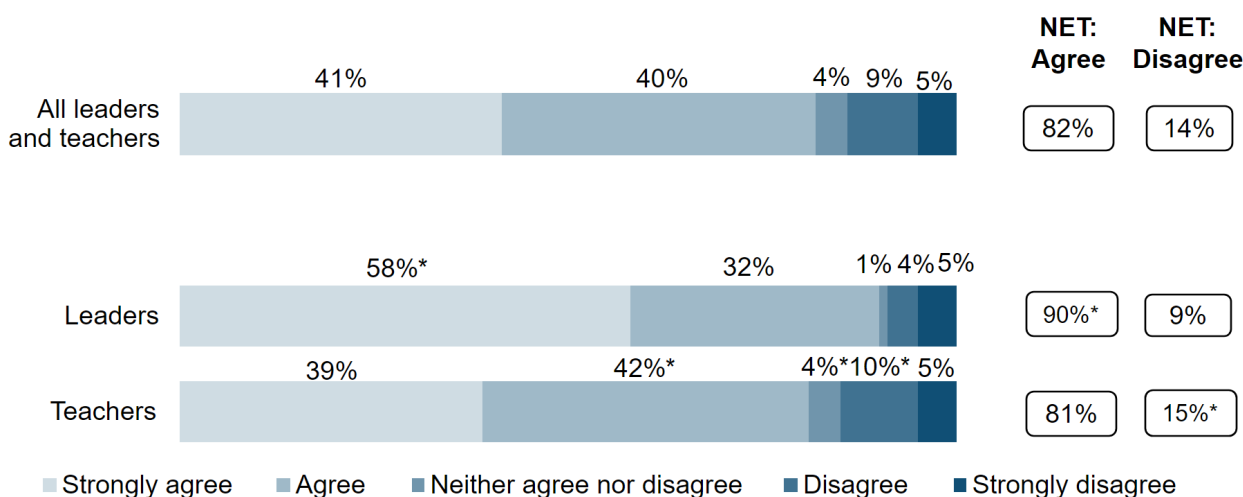
School leaders, teachers and pupils were asked a set of questions to explore their perception of their schools’ behaviour culture and understanding of their schools’ behaviour policy. These questions were asked at a single timepoint only (June 2022).

Shared understanding of what good behaviour means

School leaders and teachers were asked about the shared understanding amongst staff of what was meant by “good behaviour”. The majority (82%) of school leaders and teachers agreed that there was a shared understanding amongst staff in their school of what “good behaviour” means (of which 41% ‘strongly agreed and 40% ‘agreed’). As shown in Figure 1, school leaders were more likely than teachers to agree there is this shared understanding (90% vs. 81%).

Primary school leaders were more likely than secondary school leaders to agree that there is a shared understanding amongst staff of what “good behaviour” means (92% vs. 87%). Similarly, primary school teachers were more likely than secondary school teachers to agree this (85% vs. 75%).

Figure 1: Extent to which school leaders and teachers agree that there is a shared understanding amongst staff of what good behaviour means (June 2022)



Base: All leaders (n=786) and teachers (n=1,079).

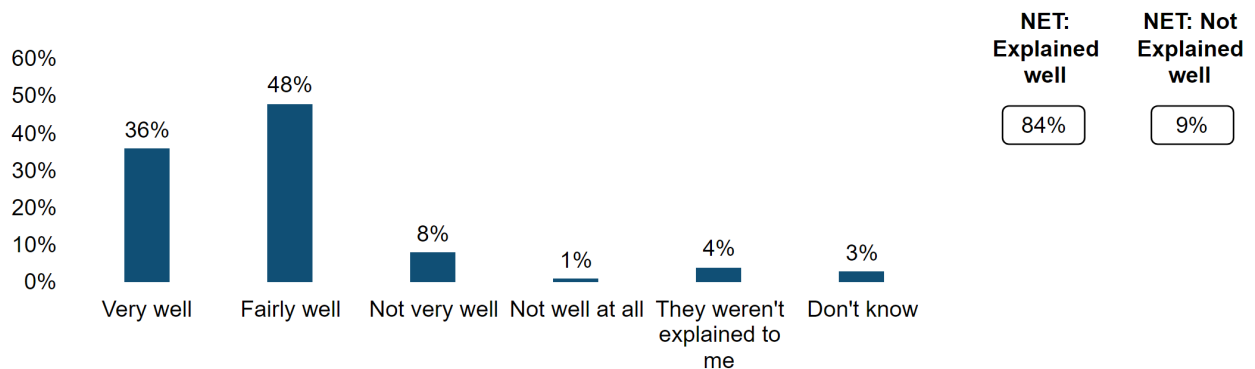
Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. ‘Don’t know’ responses (<1% total) not charted. “To what extent do you agree or disagree with the following statement: At my school there is a shared understanding amongst staff of what is meant by good behaviour”

Explanation of school rules

Pupils were asked how well their school explained the rules on behaviour at the start of the academic year. As shown in Figure 2, the majority of pupils (84%) said that the school had explained the rules well, of which 36% said the rules were explained ‘very well’ and 48% said they were explained ‘fairly well’. Conversely, 8% of pupils said that the school had explained the rules ‘not very well’ and 1% said the school had explained the rules ‘not well at all’ (4% said that the rules had not been explained to them at all and 3% responded ‘don’t know’).

Pupils in year 7 were most likely to say that the school had explained the rules well (90%). Pupils in year 13 were least likely to say the rules had been explained well (72%) and were most likely to say that the rules had not been explained to them at all (13%).

Figure 2: How well pupils thought their school explained the rules on behaviour at the start of the academic year (June 2022)



Base: All pupils (n=1,908)

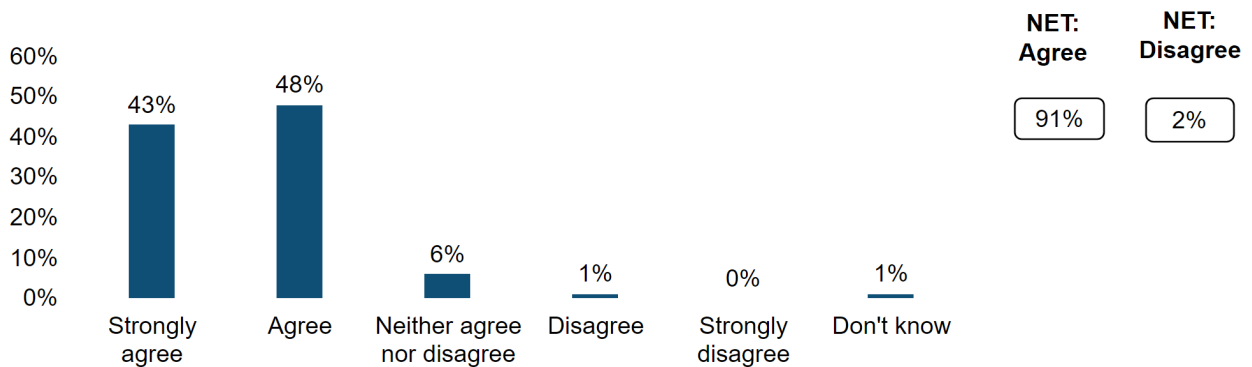
Source: PPLP NBS June 2022. “At the start of this academic year, how well did your school explain the rules on behaviour?”

Expectations of behaviour

Pupils were asked to what extent they agreed or disagreed with the following statement: “I know how my school expects me to behave”. As shown in Figure 3, the majority of pupils (91%) agreed with this statement, of which 43% responded ‘strongly agree’ and 48% ‘agree’, and 2% disagreed with this statement (6% responded ‘neither agree nor disagree’ and 1% responded ‘don’t know’).

Pupils in year 12 were more likely than pupils in years 7-9 to agree that “I know how my school expects me to behave” (97% vs, 90%).

Figure 3: Extent to which pupils agree they know how their school expects them to behave (June 2022)



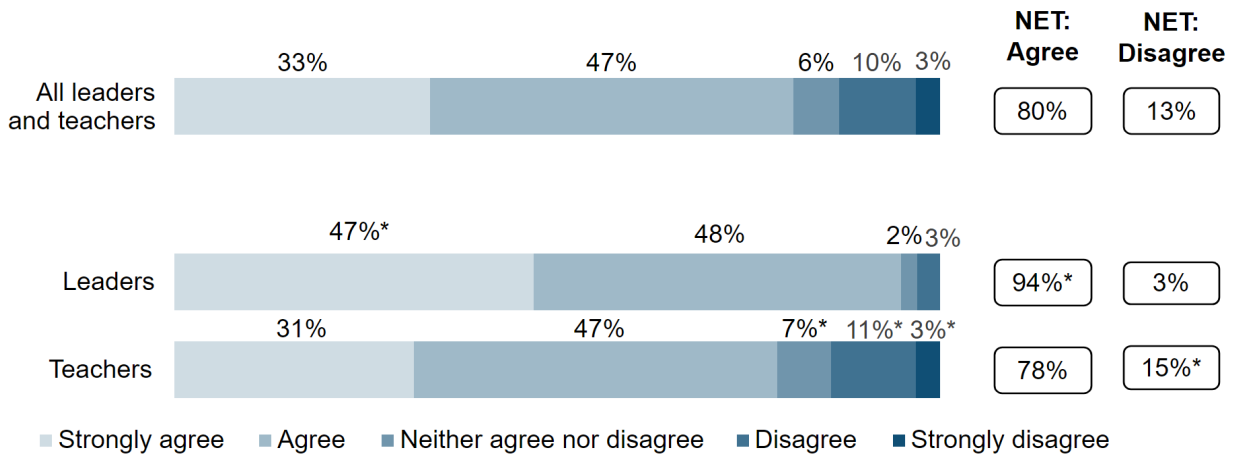
Base: All pupils (n=1,908)

Source: PPLP NBS June 2022. “To what extent do you agree or disagree with the following statements....
– I know how my school expects me to behave”

School leaders and teachers were asked about pupils’ understanding of what will happen if they didn’t meet the expected standards of behaviour, and pupils were asked about their own understanding of what will happen if they didn’t meet the expected standards of behaviour.

For school leaders and teachers, 80% agreed that pupils understand what will happen if they do not meet expected standards of pupil behaviour (of which 33% responded ‘strongly agree’ and 47% ‘agree’). School leaders were more likely than teachers to feel that pupils understand what will happen if they do not meet the expected standards of behaviour (94% vs. 78%; see Figure 4).

Figure 4: Extent to which school leaders and teachers agree that pupils understand what will happen if they don't meet the expected standards of pupil behaviour (June 2022)



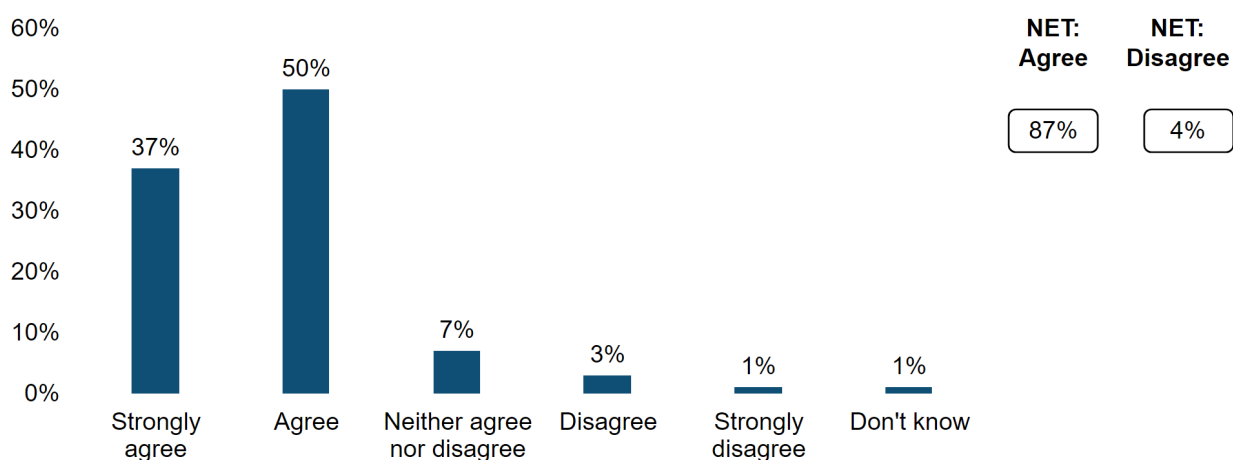
Base: All leaders (n=786) and teachers (n=1,079).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Don't know' responses (<1% total) not charted. "To what extent do you agree or disagree with the following statement: Pupils understand what will happen if they don't meet the expected standards of pupil behaviour"

For pupils, 87% agreed that "I understand what will happen if I don't meet the expected standards of behaviour" (37% responded 'strongly agree' and 50% 'agree'). As shown in Figure 5, 4% of pupils said they disagreed with this statement (of which 3% responded 'disagree' and 1% 'strongly disagree'), 7% said they neither agreed nor disagreed, and 1% reported 'don't know'.

Pupils in years 7-9 and pupils in years 10-11 were more likely than pupils in years 12-13 to agree that "I understand what will happen if I don't meet the expected standards of behaviour" (89% and 87% respectively vs. 77%).

Figure 5: Extent to which pupils agree that they understand what will happen if they don't meet the expected standards of pupil behaviour (June 2022)



Base: All pupils (n=1,908)

Source: PPLP NBS June 2022. “To what extent do you agree or disagree with the following statements....
– I understand what will happen if I don't meet the expected standards of behaviour”

Parents were asked to what extent they agreed with the statement “[Pupil] understands what will happen if they don't meet the expected standards of behaviour”. Overall, 93% of parents agreed that their child understands what will happen if they don't meet the expected standards of behaviour (of which 53% responded ‘strongly agree’ and 40% ‘agree’), while 2% disagreed and 1% responded ‘don't know’. Parents of secondary-aged pupils were more likely than parents of primary-aged pupils to agree with this statement (95% vs. 91%).

Ease of following rules

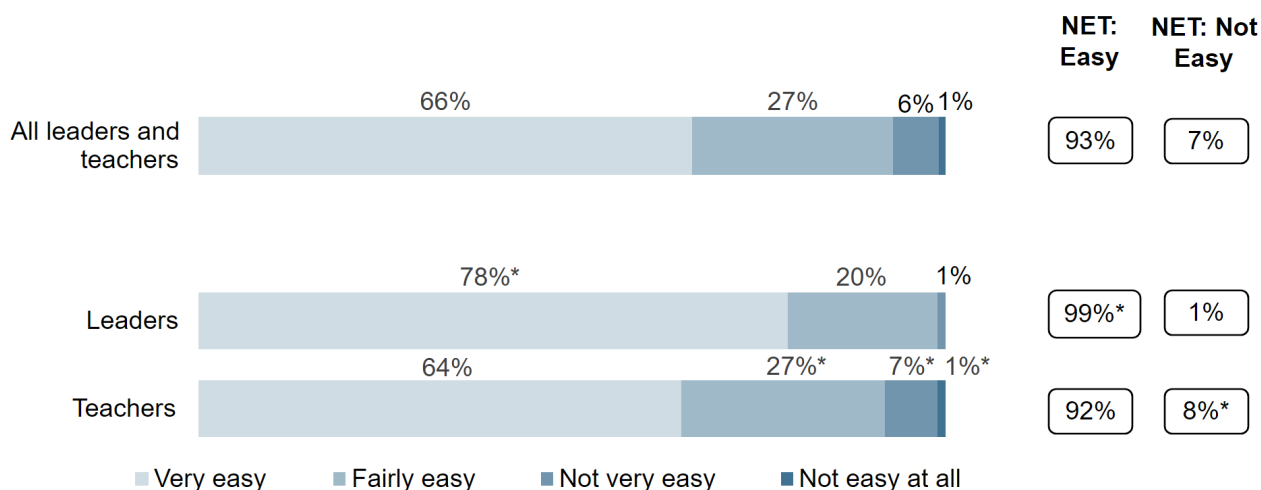
School leaders, teachers, pupils and parents were asked questions about how easy it was for pupils to understand and follow the school's rules on behaviour. These questions were asked at a single timepoint only (June 2022).

As shown in Figure 6, the vast majority (93%) of school leaders and teachers reported that it was easy for pupils to understand the school's rules on behaviour (of which 66% thought it was ‘very easy’ and 27% ‘fairly easy’).

School leaders were more likely than teachers to say that it was easy for pupils to understand the school's rules (99% vs. 92%) and more likely to say it was ‘very easy’

(78% vs. 64%). Teachers were more likely than leaders to say that it was not easy (8% vs. 1% respectively).

Figure 6: How easy school leaders and teachers think it is for pupils to understand school rules on behaviour (June 2022)



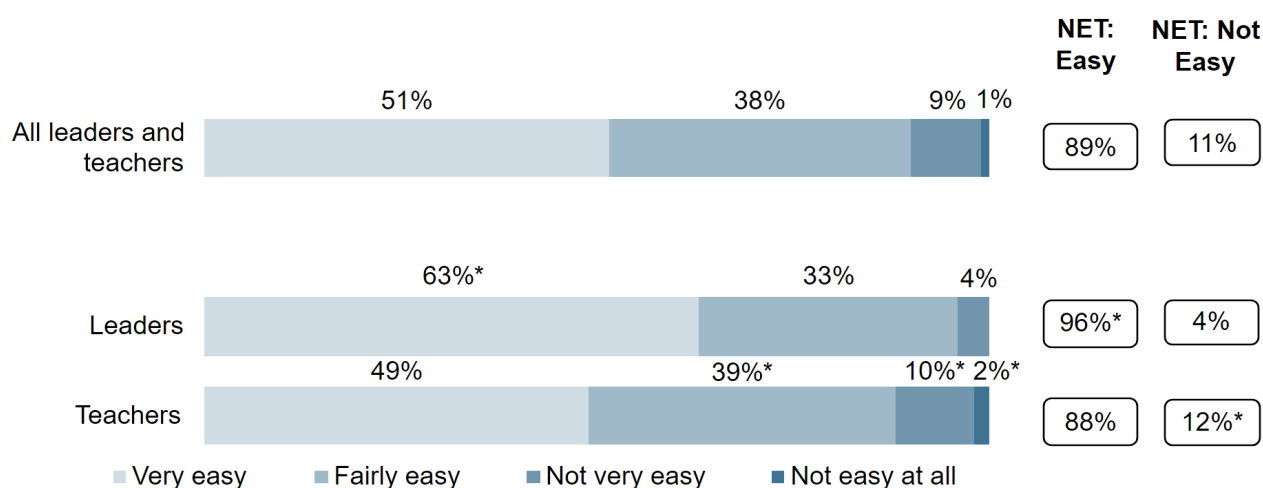
Base: All leaders (n=786) and teachers (n=1,079)

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Don't know' responses (<1% total) not charted. "How easy, if at all, do you think it is for pupils to understand your school's rules on behaviour?"

Primary school teachers were more likely than secondary school teachers to report that school rules were easy for their pupils to understand (94% vs. 89%). Similarly, primary school leaders were more likely than secondary school leaders to say school rules were 'very easy' for pupils to understand (82% vs. 72%).

School leaders and teachers were then asked how easy it was for pupils to follow (in practice) the school's rules on behaviour. As shown in Figure 7, 89% of school leaders and teachers thought this was easy for pupils. In a similar pattern to understanding rules, school leaders were more likely than teachers to say it was easy for pupils to follow the rules (96% vs. 88%), and to think it 'very easy' (63% vs. 49%). Primary school teachers were more likely than secondary school teachers to report that school rules were easy for their pupils to follow (92% vs. 83%).

Figure 7: How easy school leaders and teachers think it is for pupils to follow (in practice) school rules on pupil behaviour (June 2022)



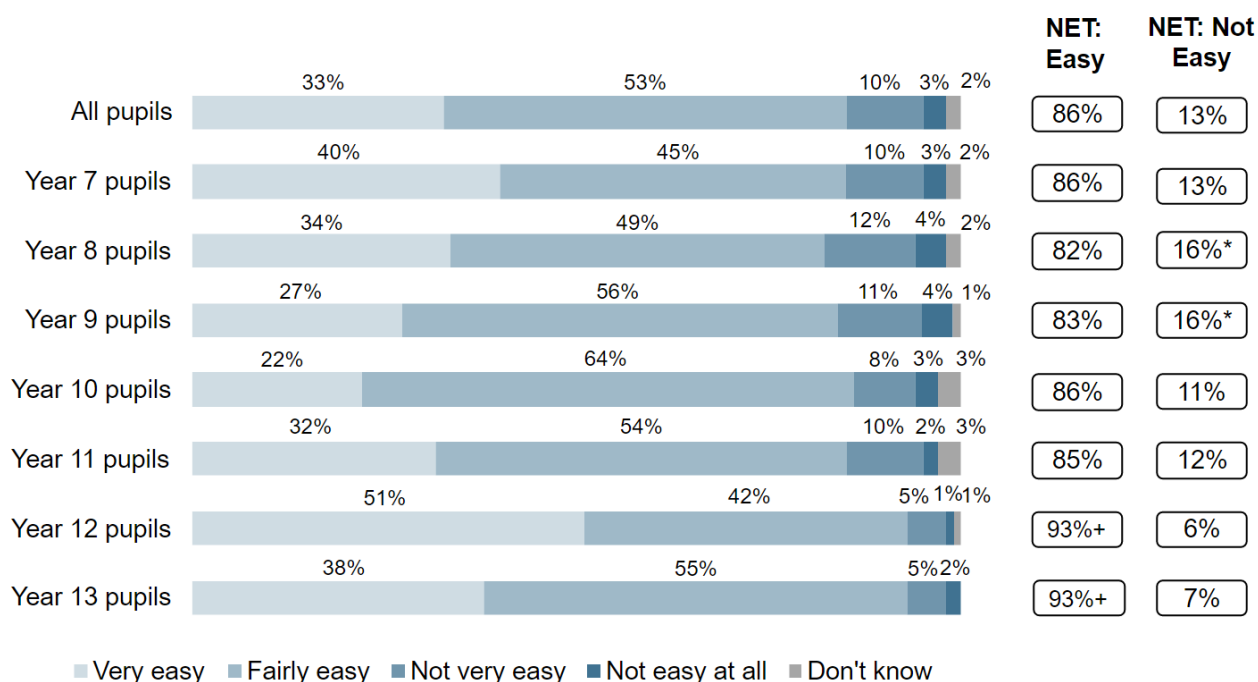
Base: All leaders (n=786) and teachers (n=1,079)

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Don't know' responses (<1% total) not charted. "How easy, if at all, do you think it is for pupils to follow (in practice) your school's rules on pupil behaviour?"

When pupils were asked "how easy are your school's rules on behaviour to follow", 86% of all pupils said that their school's rules on behaviour are easy to follow, including just over a third (33%) who said they are 'very easy' to follow and just over half (53%) who said they are 'fairly easy' to follow. As shown in Figure 8, 13% of all pupils said that the school's rules are not easy to follow (10% 'not very easy' and 3% 'not easy at all') and 2% reported 'don't know'.

Pupils in years 12-13 (93%) were more likely than pupils in years 7-9 (84%) and years 10-11 (86%) to say that their school's rules on behaviour are easy to follow. Pupils in year 8 (16%) and year 9 (16%) were more likely than pupils in years 12-13 (7%) to say that the rules were not easy to follow.

Figure 8: How easy pupils find it to follow school rules on behaviour (June 2022)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

Source: PPLP NBS June 2022. * Indicates a significant difference compared to years 12-13. + Indicates a significant difference compared to years 7-9. "How easy are your school's rules on behaviour to follow?"

Parents were also asked "how easy does [Pupil] find their school's rules on behaviour to follow?". Overall, 92% of parents said that their child found it easy to follow the school's rules on behaviour, including 59% who said their child found it 'very easy' to follow the rules and 33% who said they found it 'fairly easy'. Less than one in ten parents (7%) said their child did not find it easy to follow the school's rules (5% 'not very easy' and 2% 'not easy at all').

Parents of primary-aged pupils were more likely than parents of secondary-aged pupils to say that their child found it easy to follow the school's rules on behaviour (93% vs. 90%). In particular, they were more likely to say their child found the rules 'very easy' to follow (66% vs. 51%). Within the secondary school year groups, parents of pupils in years 10-11 were more likely than parents of pupils in years 7-9 to say that their child found it easy (93% vs. 88%).

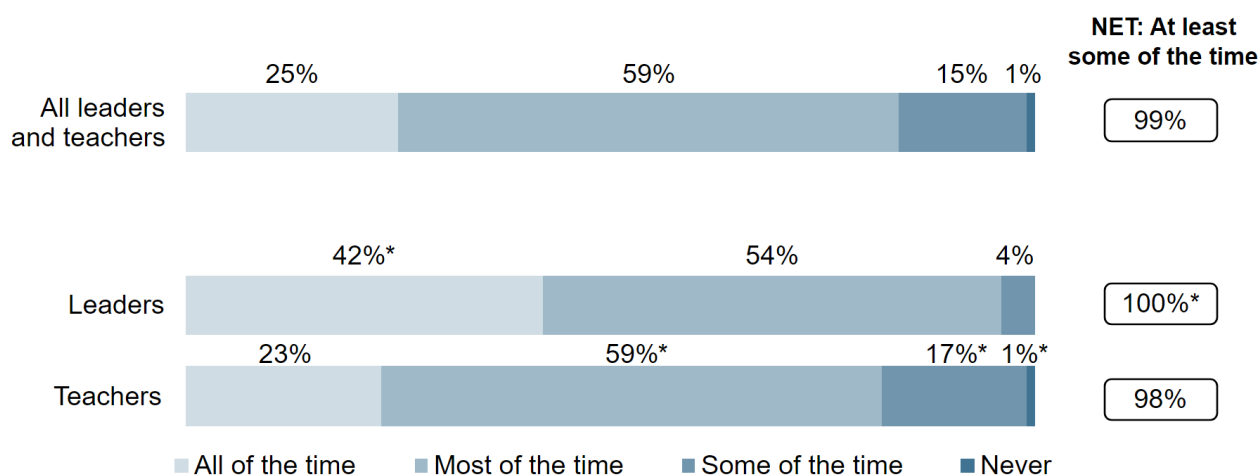
Consistency of application of behaviour policy

School leaders, teachers and pupils were asked how often the school’s rules on behaviour are applied fairly to all pupils. These questions were asked at a single timepoint only (June 2022).

Overall, 99% of school leaders and teachers reported that rules were applied fairly to pupils at least some of the time (with 25% reporting this happened ‘all of the time’, 59% ‘most of the time’ and 15% ‘some of the time’). Only 1% of school leaders and teachers indicated that rules on behaviour were ‘never’ applied fairly to all pupils.

As shown in Figure 9, all school leaders (100%) reported that rules were applied fairly to pupils at least some of the time, with 42% reporting this was the case ‘all of the time’. This was a higher proportion than reported by teachers: while almost all (98%) teachers thought rules were applied fairly at least some of the time, only a quarter (23%) thought this was the case ‘all of the time’.

Figure 9: How often school leaders and teachers believe the rules on behaviour are applied fairly to all pupils (June 2022)



Base: All leaders (n=786) and teachers (n=1,079).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. ‘Don’t know’ responses (<1% total) not charted. “How often are the rules on behaviour applied fairly to all pupils?”

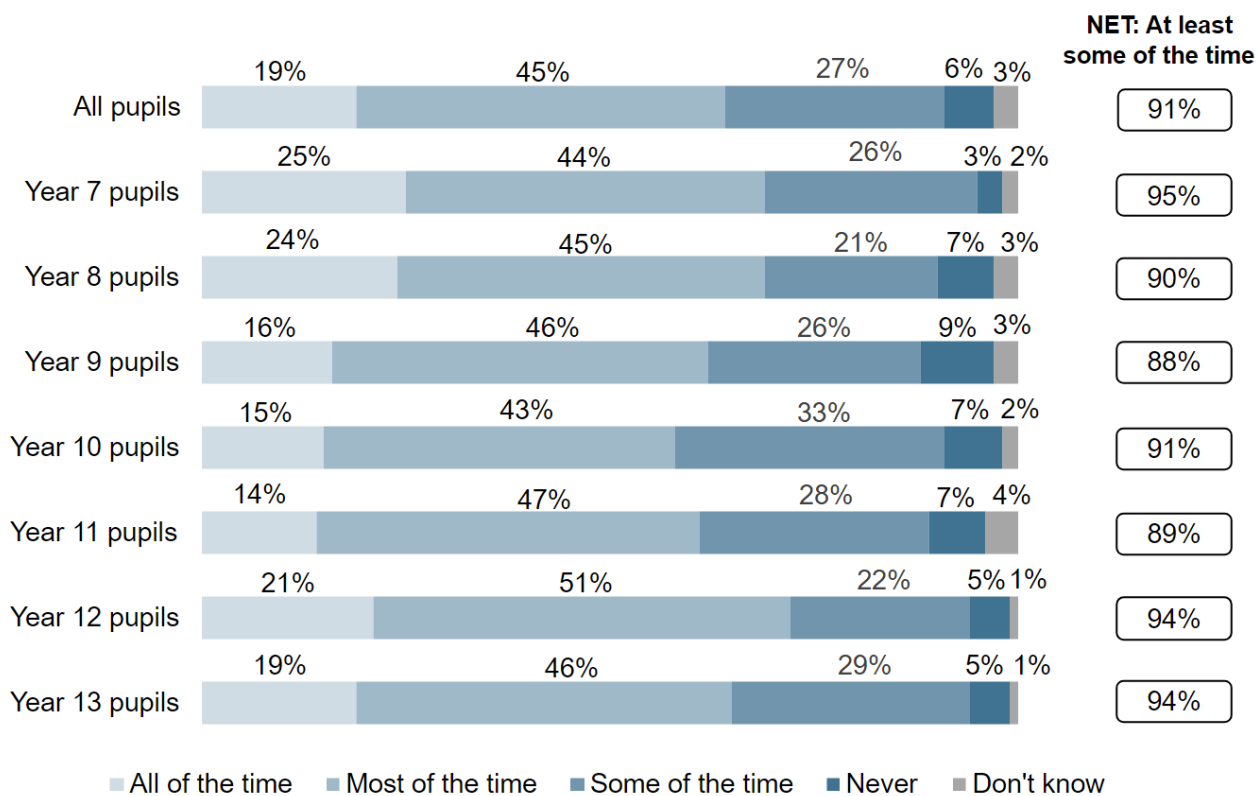
Primary school teachers were more likely than secondary school teachers to report that rules were applied fairly ‘all of the time’ (31% vs.13%). The same pattern was true

amongst school leaders; primary school leaders were more likely than secondary school leaders to say rules were applied fairly 'all of the time' (49% vs.30%).

The vast majority of pupils (91%) thought rules were applied fairly to all pupils at least some of the time, although only a fifth (19%) thought this was the case 'all of the time' (45% said they were applied fairly 'most of the time' and 27% 'some of the time'). Six per cent of pupils said the school's rules on behaviour were 'never' applied fairly to all pupils, and 3% responded 'don't know' (see Figure 10).

Pupils in year 7 (69%), year 8 (69%) and year 12 (72%) were more likely than pupils in year 10 (58%) to say that their school's rules on behaviour were applied fairly 'all of the time' or 'most of the time'.

Figure 10: How often pupils believe the rules on behaviour are applied fairly to all pupils (June 2022)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

Source: PPLP NBS June 2022. "How often are your school's rules on behaviour applied fairly to all pupils?"

When comparing only secondary school leaders and teachers with pupils on responses to this question in June 2022:

- Secondary school leaders and pupils were more likely than secondary teachers to say the rules on behaviour were applied fairly to all pupils 'all of the time' (29% and 19% respectively vs. 13%).
- Secondary school leaders and secondary school teachers were more likely than pupils to say the rules on behaviour were applied fairly to all pupils 'most of the time' than pupils (65% and 64% respectively vs. 45%).
- Pupils were more likely than secondary school teachers to say that the rules on behaviour were 'never' applied fairly to all pupils (6% vs. 1%) (no secondary school leaders responded 'never' to this question).

Visible leadership

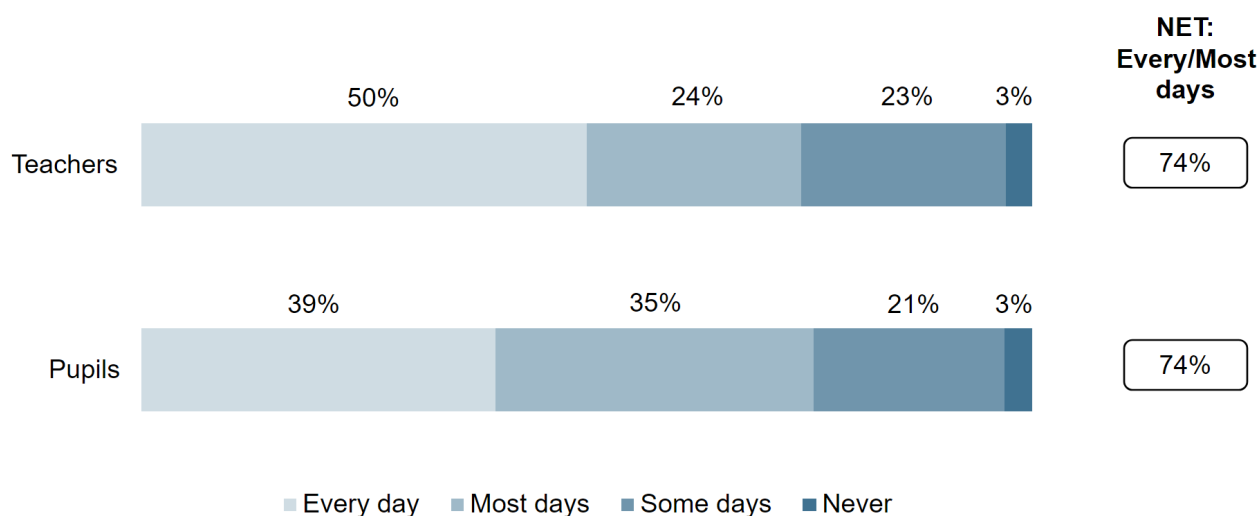
School leaders, teachers and pupils were asked questions relating to the visibility of the school leadership team. These questions were either asked at a single timepoint only (June 2022) or in both March 2022 and June 2022.

In June 2022, school teachers and pupils were asked how often they typically see members of the school leadership team around the school. As shown in Figure 11, nearly all school teachers (97%) reported seeing members of the school leadership team at least some days. Half (50%) said they see them 'every day', while around a quarter see them 'most days' (24%) or 'some days' (23%). Only 3% of teachers stated that they 'never' see members of the school leadership team.

Primary school teachers were more likely than secondary school teachers to see members of the leadership team 'every day' (55% vs. 44%). In turn, secondary school teachers were more likely than primary school teachers to see members of the leadership team on 'some days' (26% vs. 20%).

For pupils, nearly all pupils (95%) reported seeing members of the school leadership team around school at least some days; of which 39% said they see them 'every day', 35% said they see them 'most days' and 21% said they see them 'some days'. Three per cent of pupils said they 'never' see the school leadership team around school.

Figure 11: How often teachers and pupils typically see members of the school leadership team around the school (June 2022)



Base: All pupils (n=1,908) and all teachers (n=1,079).

Source: PPLP NBS June 2022. “How often do you typically see members of the school leadership team around your school?” SCP NBS June 2022. Individual weighting. “How often, if at all, do you typically see members of the school leadership team around the school? ‘Don’t know’ responses not charted

When comparing only secondary school teachers with pupils on responses to this question in June 2022:

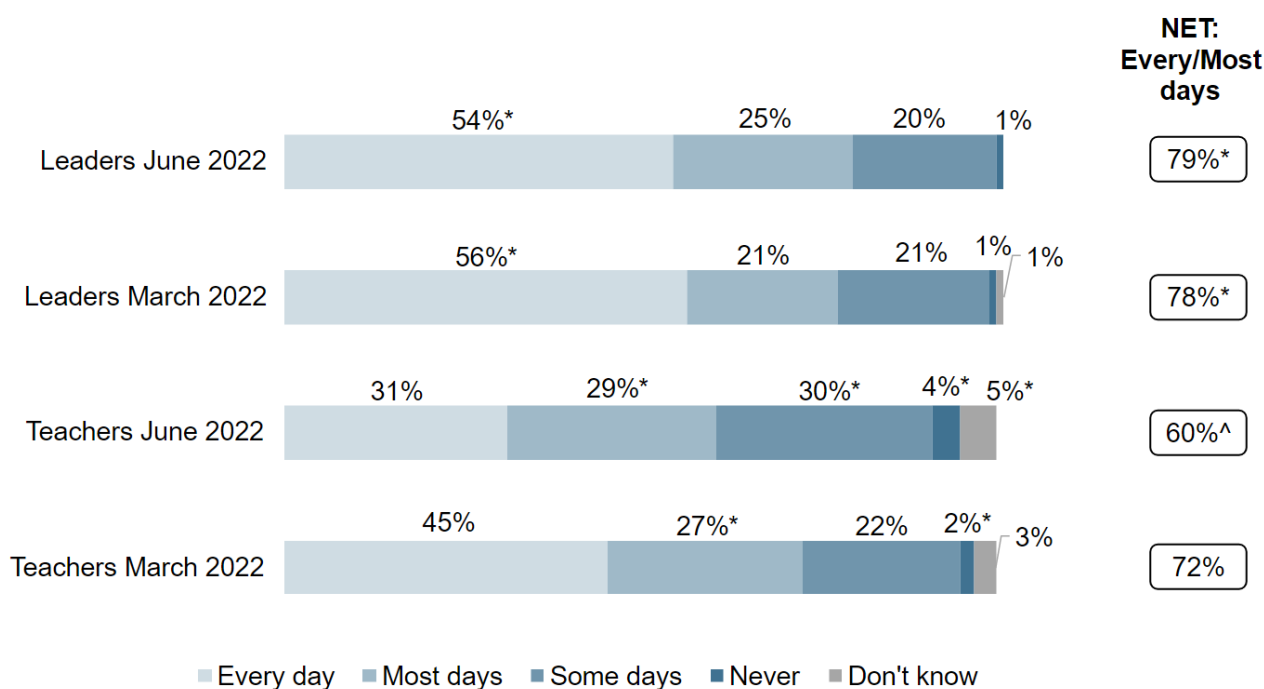
- Secondary school teachers were more likely than pupils to report seeing members of the school leadership team around the school ‘every day’ (44% vs. 39%) or ‘some days’ (26% vs. 21%).
- Pupils were more likely than secondary school teachers to report seeing members of the school leadership team around the school ‘most days’ (35% vs. 26%).

In March 2022 and June 2022, school leaders, teachers and pupils were asked to what extent they agreed that the headteacher and other school leaders had reminded pupils about the behaviour rules over the past week.

In June 2022, 79% of school leaders and 60% of teachers reported that the headteacher and other school leaders had reminded pupils about the behaviour rules ‘every day’ or ‘most days’ in the past week. School leaders were significantly more likely than school teachers to say this happened ‘every day’ (54% vs. 31%).

For school teachers, those reporting that the headteacher and other school leaders had reminded pupils about the rules ‘every day’ or ‘most days’ (60%) was significantly lower than in March 2022 when 72% of teachers reported this. For school leaders, this was similar to March 2022 when 78% reported that the headteacher and other school leaders had reminded pupils about the behaviour rules ‘every day’ or ‘most days’ (see Figure 12).

Figure 12: How often school leaders and teachers think school leadership have reminded pupils about the behaviour rules (March 2022 and June 2022)



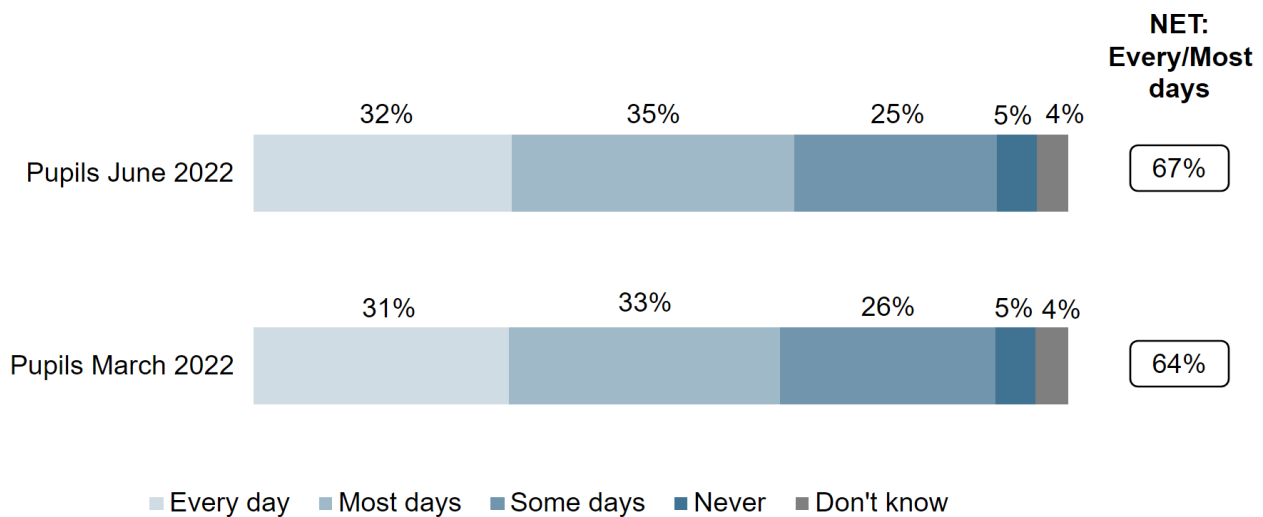
Base: June 2022 - all leaders (n=786) and all teachers (n=1,079). March 2022 - panel B leaders (n=552) and panel B teachers (n=695).

Source: SCP NBS June 2022 and SCP March 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers across the same time period. ^ indicates a significant difference comparing timepoints across the same respondent group. “Thinking about the past week, how often would you say – The headteacher and other school leaders have reminded pupils about the behaviour rules?”

For pupils, in June 2022, 67% reported that the headteacher and other school leaders had reminded pupils about the behaviour rules ‘every day’ (32%) or ‘most days’ (35%). A quarter of pupils (25%) said this happened ‘some days’ and 5% said it ‘never’ happened (4% responded ‘don’t know’). Pupils in lower year groups were more likely to say this happened ‘every day’, ranging from 38% among pupils in years 7-9 to 29% among pupils in years 10-11 and 14% among pupils in years 12-13. These findings are similar to those

reported in March 2022 ('every day' 31%; 'most days' 33%; 'some days' 26%; 'never' 5%; 'don't know' 4%) (see Figure 13).

Figure 13: How often pupils think school leadership have reminded pupils about the behaviour rules (March 2022 and June 2022)



Base: June 2022 - All pupils (n=1,908), March 2022 – All pupils (n=2,443).

Source: PPLP NBS June 2022 and PPLP March 2022. "Thinking about the past week, how often would you say – My headteacher and other school leaders have reminded pupils about the behaviour rules?"

When comparing only secondary school leaders and teachers with pupils on responses to this question in June 2022:

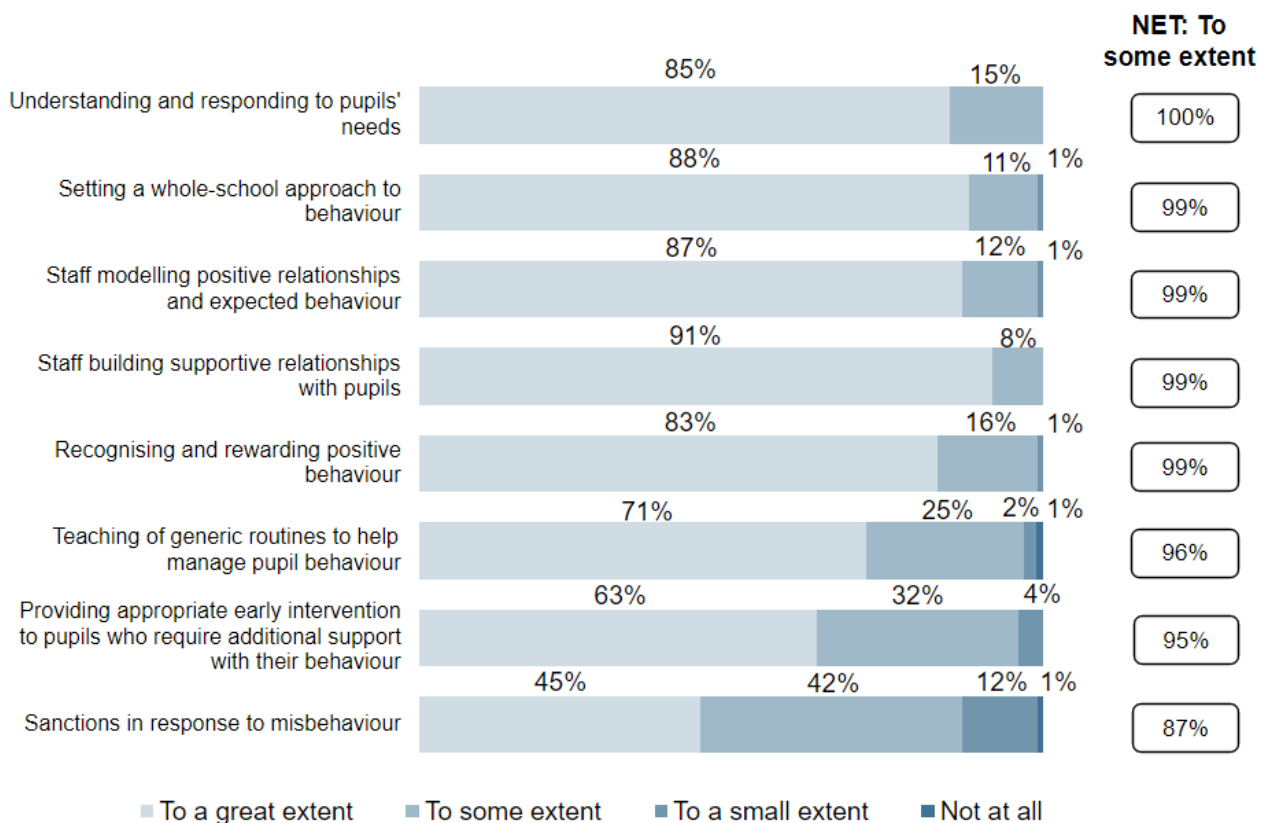
- Secondary school leaders were more likely than either secondary school teachers or pupils to say that the headteacher and other school leaders had reminded pupils about the behaviour rules 'every day' in the past week (60% vs. 31% and 32% respectively).
- Pupils were more likely than either secondary school leaders or teachers to say that the headteacher and other school leaders had reminded pupils about the behaviour rules 'most days' in the past week (35% vs. 23% and 29% respectively).
- Secondary school teachers were more likely than either secondary school leaders or pupils to say that the headteacher and other school leaders had reminded pupils about the behaviour rules 'some days' in the past week (30% vs. 16% and 25% respectively).

Approach to managing behaviour

School leaders and pupils were asked questions about the school’s approach to encouraging positive pupil behaviour. These questions were asked at a single timepoint only (June 2022).

School leaders were asked a set of questions to understand to what extent different interventions form part of the schools’ approach to encourage positive pupil behaviour and minimise misbehaviour. As shown in Figure 14, all but one intervention formed part of the approach to at least some extent for 95% or more of schools and were part of the school’s approach ‘to a great extent’ for at least three-fifths of schools. ‘Sanctions in response to misbehaviour’ was the exception, which formed part of the approach to at least some extent for 87% of schools and formed part of the approach ‘to a great extent’ for 45% of schools.

Figure 14: To what extent different activities form part of the school’s approach to encourage positive pupil behaviour and minimise misbehaviour (June 2022)



Base: All leaders (n=786)

Source: SCP NBS June 2022. Schools weighting. “To what extent does ... form part of your school's approach to encourage positive pupil behaviour and minimise misbehaviour?”

Pupils were asked what their school does to recognise or reward good behaviour, answering from a list presenting six options¹¹. Overall, 70% of pupils said that their school uses a behavioural points system (for example house points, merits or stickers), while just over half (56%) said that the school uses verbal praise, and a similar proportion mentioned certificates, prize ceremonies or special assemblies (53%). Just under half of pupils (45%) said that the school communicates praise to parents via phone calls or written correspondence.

Around a quarter of pupils (23%) said that their school has positions of responsibility, such as being a prefect, while 18% said that the school uses whole-class or year group rewards, such as a popular activity.

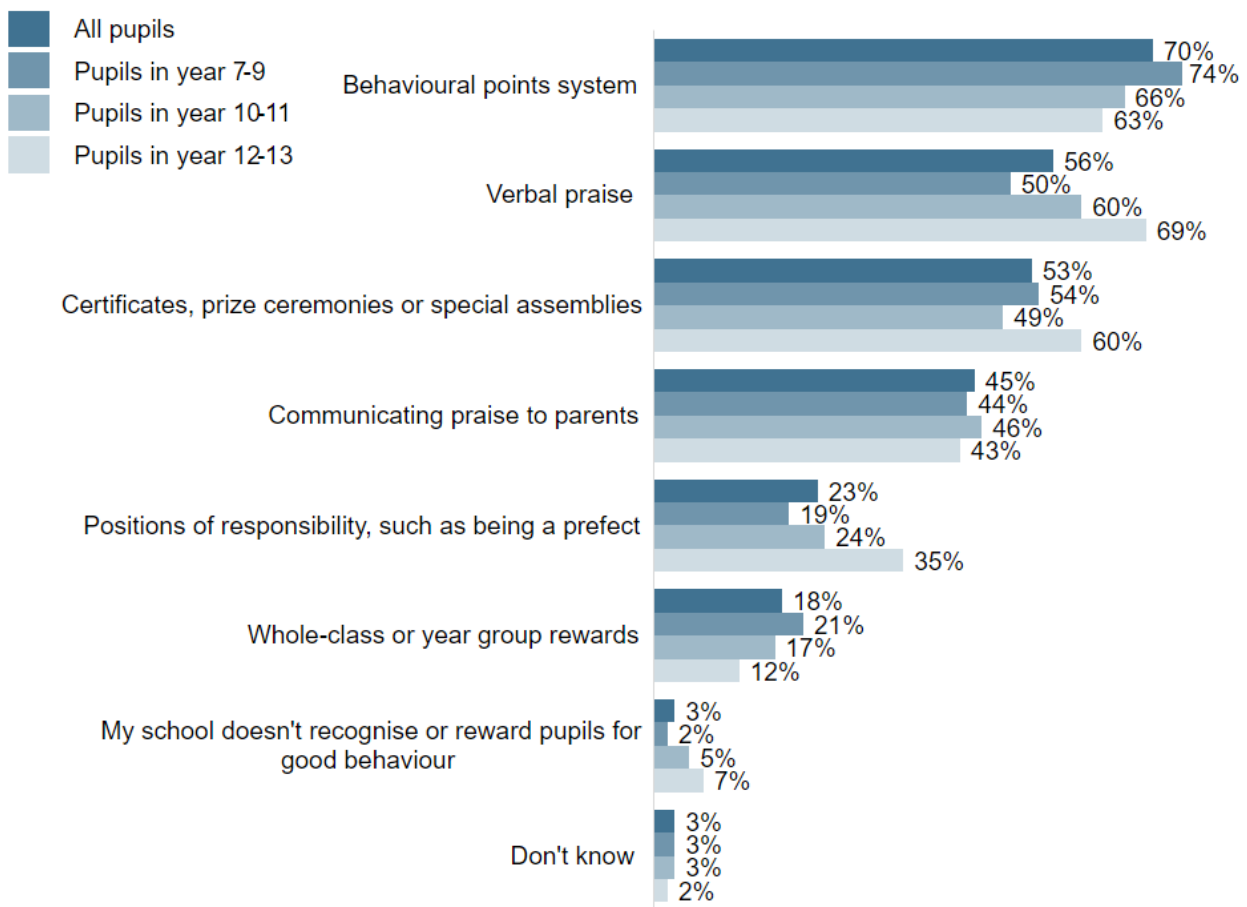
A small proportion of pupils (3%) said that their school does not recognise or reward pupils for good behaviour, while 3% did not know what their school did.

The use of different methods to recognise or reward pupils for good behaviour varied by year group (as shown in Figure 15):

- Pupils in years 7-9 were more likely than pupils in years 10-11 and years 12-13 to say that the school uses a behavioural points system (74% vs. 66% and 63% respectively).
- Pupils in years 12-13 were more likely than pupils in years 7-9 to say their school uses verbal praise (69% vs. 50%) and positions of responsibility (35% vs. 19%).
- Pupils in years 12-13 were also more likely than pupils in years 7-9 and years 10-11 to say that their school uses certificates, prize ceremonies or special assemblies (60% vs. 54% and 49% respectively).

¹¹ Pupils could select multiple response options to this question.

Figure 15: What pupils report schools do to recognise and reward good behaviour (June 2022)



Base: All pupils (n=1,908), Year 7-9 pupils (n=910), Year 10-11 pupils (n=647), Year 12-13 pupils (n=351).

Source: PPLP NBS June 2022 “Which of the following, if any, does your school use to recognise/reward good behaviour at the school?”

Use of data and pupil voice

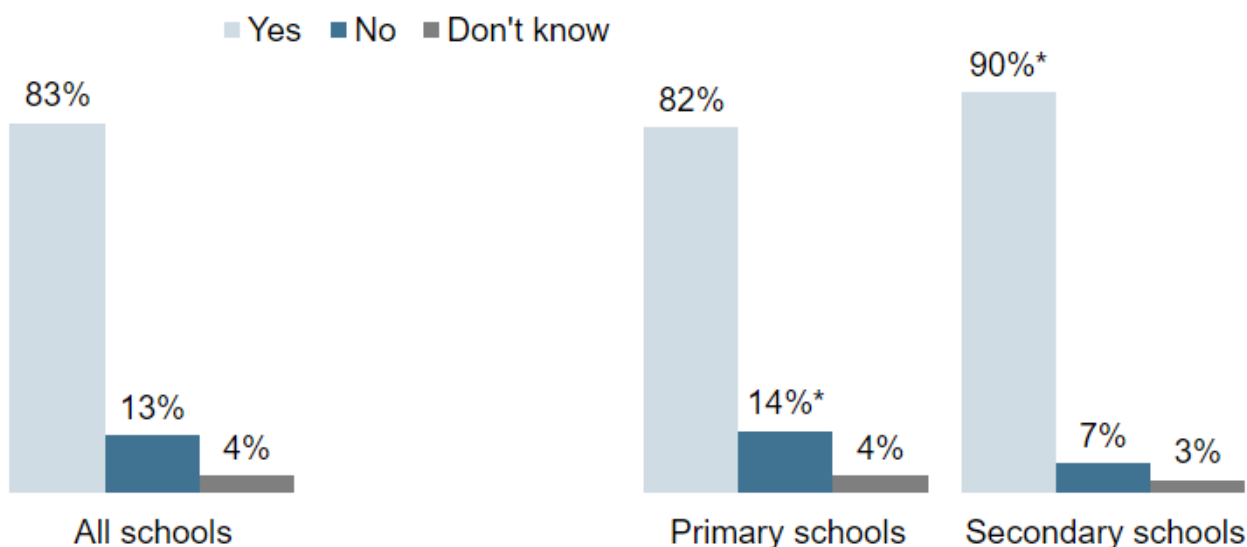
School leaders and pupils were asked questions to explore the use of data and pupil feedback on behaviour. These questions were asked at a single timepoint only (June 2022).

School leaders were asked two questions about the recording and use of data on pupils' behaviour: whether their school systematically record¹² data on pupil behaviour and whether data on pupil behaviour is used to inform the schools' approach to managing pupil behaviour.

The vast majority (90%) of schools reported systematically recording data on pupil behaviour. This was more common among secondary schools than primary schools (95% vs. 89%). Seven percent of schools reported that they did not record data but have plans to do so (this was more common among primary schools (8%) than secondary schools (4%)), 1% reported they currently do not record it but have done so previously, and 2% did not record it and have no plans to do so.

As shown in Figure 16, 83% of schools reported using data to inform their approach to managing pupil behaviour, while 13% of schools did not (4% responded 'don't know'). Secondary schools were more likely than primary schools to use data in this way (90% vs. 82%).

Figure 16: Whether data on pupil behaviour is used to inform the schools' approach to managing pupil behaviour (June 2022)



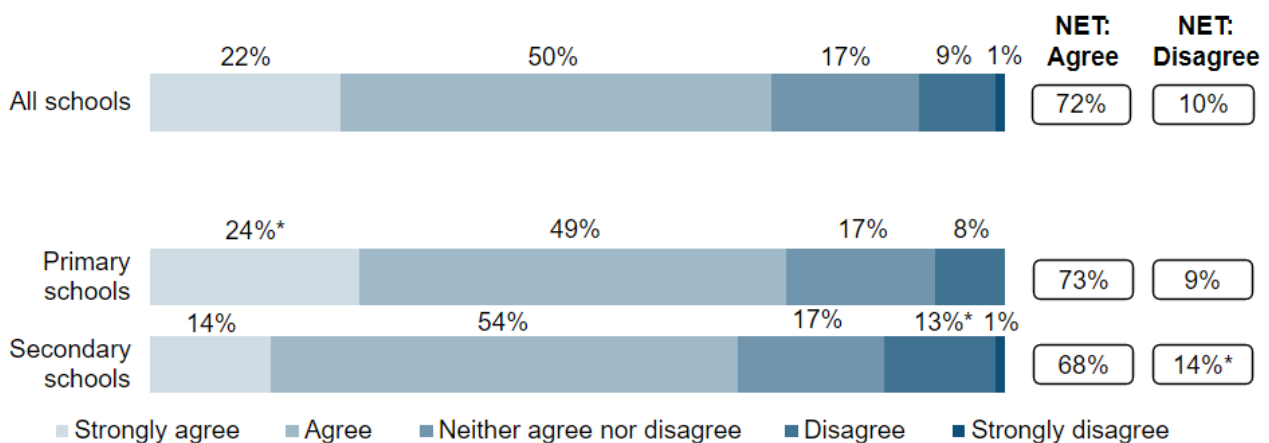
Base: All leaders (n=786), primary leaders (n=470) and secondary leaders (n=316)

Source: SCP NBS June 2022. Schools weighting. * Indicates a significant difference between primary and secondary schools. "Is data on pupil behaviour used to inform the school's approach to managing pupil behaviour?"

¹² In the survey questionnaire the following explanation was given 'by systematically record we mean that everyone uses the same defined system or process to record aspects of pupil behaviour in a consistent manner'.

As shown in Figure 17, almost three-quarters (72%) of schools agreed that pupils' feedback is taken into account when reviewing their behaviour policy (of which 22% responded 'strongly agree' and 50% 'agree'), whilst 10% disagreed this was the case (of which 9% responded 'disagree' and 1% 'strongly disagree'), and 17% neither agreed nor disagreed. Primary schools were more likely than secondary schools to take pupil feedback into account (73% vs. 68%).

Figure 17: Extent to which schools take feedback from pupils into account when reviewing behaviour policy (June 2022)



Base: All leaders (n=786), primary leaders (n=470) and secondary leaders (n=316)

Source: SCP NBS June 2022. Schools weighting. * Indicates a significant difference between primary and secondary leaders. 'Don't know' responses (<2%) not charted. "To what extent does the school take into account feedback from pupils when reviewing behaviour policy?"

Pupils were asked questions about the seeking of feedback on behaviour and confidence that any feedback would be utilised.

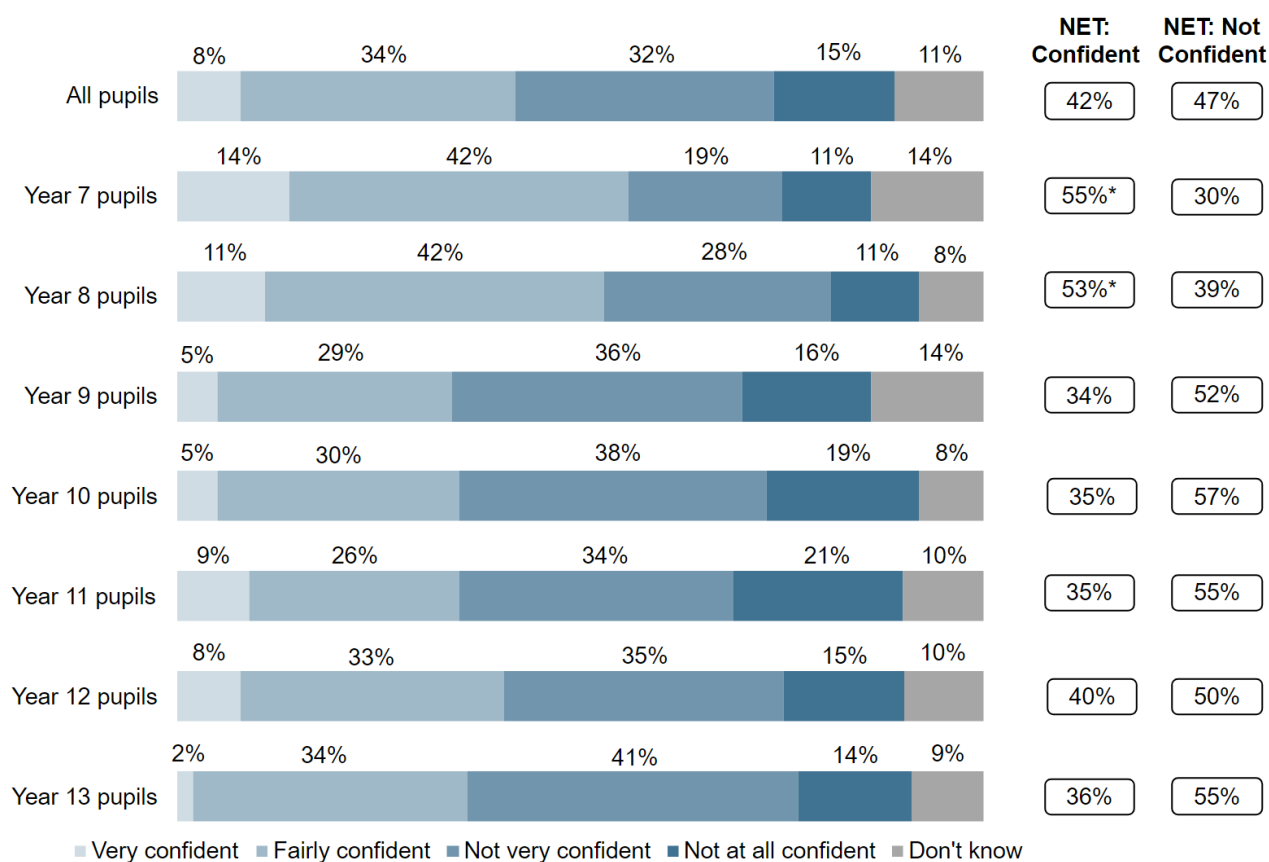
Just under a quarter of pupils (24%) said that their school asks pupils for feedback about behaviour in their school, while half of pupils (49%) said that their school does not do this, and around a quarter (27%) did not know. The proportion that said their school asks pupils for feedback about behaviour was consistent across different year groups.

Overall, 42% of pupils said that they were confident that any feedback they may give regarding behaviour in school would be listened to or acted upon. This included 8% of pupils who were 'very confident' and 34% of pupils who were 'fairly confident'. Almost half of pupils (47%) said they were not confident that any feedback would be listened to

or acted upon, with 32% 'not very confident' and 15% 'not confident at all' (11% of pupils responded 'don't know').

Pupils in year 7 (55%) and year 8 (53%) were more confident than pupils in all other year groups that any feedback regarding behaviour would be listened to or acted upon (34% in year 9, 35% in years 10 and 11, 40% in year 12 and 36% in year 13, as shown in Figure 18).

Figure 18: Pupil confidence that their school will listen to or act on behaviour feedback (June 2022)



Base: All pupils (1,908), Year 7 pupils (300), Year 8 pupils (282), Year 9 pupils (328), Year 10 pupils (290), year 11 pupils (357), year 12 pupils (176), year 13 pupils (175).

Source: PPLP NBS June 2022. * Indicates a significant difference to years 9, 10, 11, 12 and 13. "How confident are you that any feedback you may give regarding behaviour in your school will be listened to / acted upon?"

Working with parents and pupils

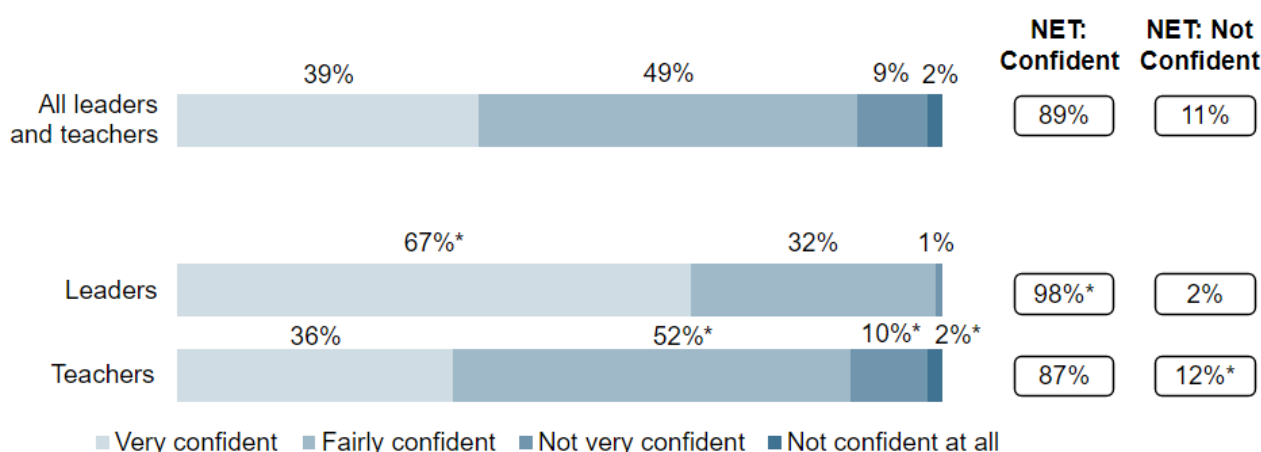
School leaders, teachers, pupils and parents were asked questions about communication related to behaviour and parental/pupil support of behaviour rules. These questions were asked at a single timepoint only (June 2022).

School leader and teacher confidence in communicating with parents

The majority of school leaders and teachers (89%) reported feeling confident communicating with parents about their child's behaviour (of which 39% felt 'very confident and 49% 'confident'), whilst 11% reported not feeling confident (of which 9% felt 'not very confident' and 2% 'not confident at all).

As shown in Figure 19, school leaders were more likely than school teachers to report feeling confident communicating with parents about their child's behaviour (98% vs. 87%). Around two-thirds of school leaders (67%) and around a third of teachers (36%) felt 'very confident' in this. Just over half of teachers (52%) described themselves as 'fairly confident' communicating with parents about their child's behaviour, whilst 12% of teachers were not confident. Primary school teachers were more likely than secondary school teachers to report feeling confident communicating with parents about their child's behaviour (91% vs. 83%).

Figure 19: School leader and teacher confidence in communicating with parents about their child's behaviour (June 2022)



Base: All leaders (n=786) and teachers (n=1,079).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Not applicable' and 'prefer not to say' responses (<1%) not charted. "In general, how confident, if at all, do you feel communicating with parents about their child's behaviour?"

School communication about pupil behaviour

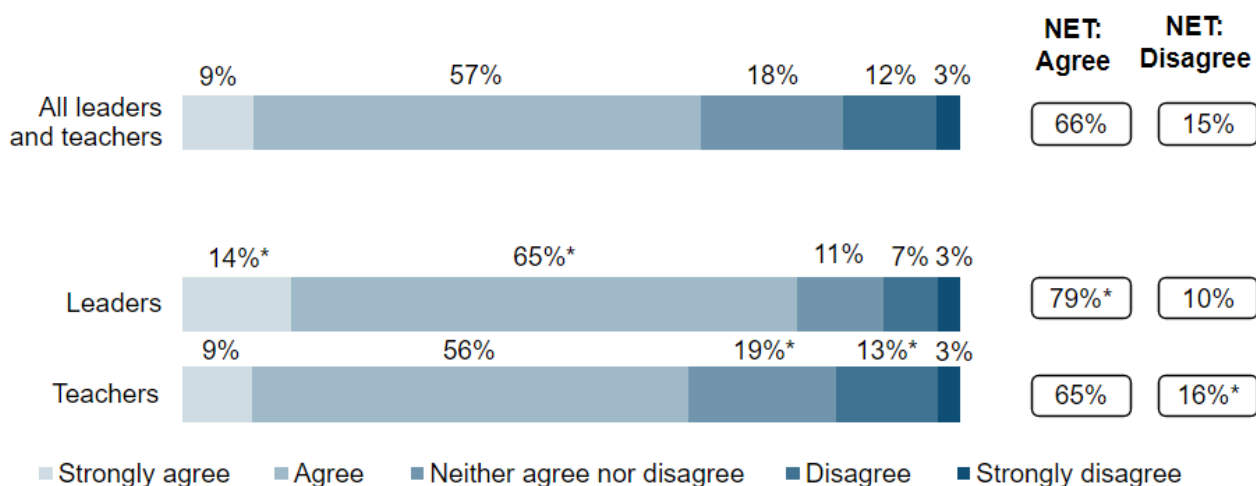
Parents were asked whether their school communicates with them about their child's behaviour. Overall, 80% of parents said that the school does communicate with them on this topic, which includes 28% who said they receive regular updates and 52% who said the school communicates with them only if there are issues with behaviour. Around a fifth of parents (18%) reported that the school does not communicate with them about their child's behaviour and 2% reported 'don't know'.

Parents of secondary-aged pupils were more likely than parents of primary-aged pupils to say they receive regular updates on their child's behaviour (34% vs. 23%). Within secondary schools, parents of pupils in years 7-9 were more likely than parents of pupils in years 10-11 to say they get regular updates (38% vs. 28%).

Pupil and parent support of the behaviour rules

School leaders and teachers were asked about parents' support of the school's behaviour rules. Overall, 66% of school leaders and teachers agreed that parents are supportive of the schools' behaviour rules (of which 9% responded 'strongly agree' and 57% 'agree'). However, school leaders were more likely than teachers to agree parents are supportive of the school's behaviour rules (79% vs. 65%). As shown in Figure 20, 10% of school leaders and 16% of teachers disagreed that parents are supportive.

Figure 20: Extent to which school leaders and teachers agree that parents are supportive of schools' behaviour rules (June 2022)



Base: All leaders (n=786) and teachers (n=1,079).

Source: SCP NBS June 2022. * Indicates a significant difference between leaders and teachers. 'Don't know' responses (1%) not charted. "To what extent are parents/carers supportive of the school's behaviour rules?"

Primary school leaders and teachers were more likely than secondary school leaders and teachers to agree parents are supportive of the school's behaviour rules (83% and 70% respectively vs. 72% and 59% respectively).

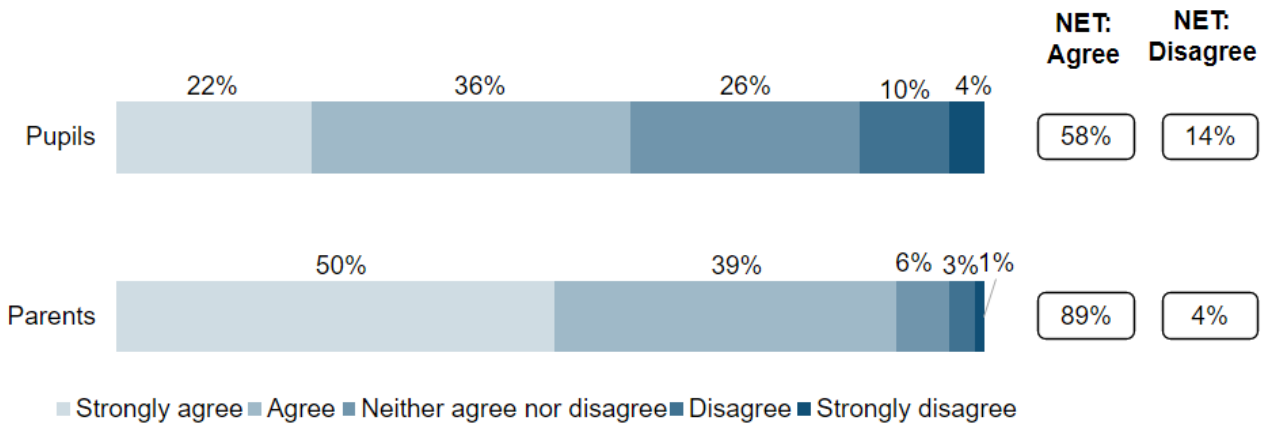
Parents were also asked whether they were supportive of the school's behaviour rules. Overall, 89% of parents agreed that "I am supportive of the school's behaviour rules" (of which 50% responded 'strongly agree' and 39% 'agree'), while 4% disagreed (3% 'disagree' and 1% 'strongly disagree') (see Figure 21). Parents of primary-aged pupils were more likely than parents of secondary-aged pupils to say they were supportive of the behaviour rules (92% vs. 85%).

When asked whether they supported the implementation of the school's behaviour rules, 82% of parents agreed that "I am supportive of how the school's behaviour rules are implemented" (of which 40% responded 'strongly agree' and 42% 'agree'), while 7% disagreed (6% 'disagree' and 2% 'strongly disagree'). Parents of primary-aged pupils were more likely than parents of secondary-aged pupils to agree with the statement (86% vs. 77%).

Pupils were asked the same questions as parents about their support for the behaviour rules their school had adopted and whether they supported how they were implemented. Overall, as shown in Figure 21, 58% of pupils agreed that "I am supportive of my school's behaviour rules" (of which 22% responded 'strongly agree' and 36% 'agree'), while 26% neither agreed nor disagreed and 14% disagreed (of which 10% responded 'disagree' and 4% 'strongly disagree'). Pupils in year 7 were more likely than pupils in each of years 8-11 to agree they were supportive of the school's behaviour rules (70% vs. 59%, 52%, 49% and 53% respectively).

Similarly, 56% of pupils agreed that "I am supportive of how my school's behaviour rules are implemented", while 24% neither agreed nor disagreed and 17% disagreed. Pupils in year 7 were more likely than pupils in each of years 9-11 to agree with the statement (69% vs. 54%, 45% and 50% respectively).

Figure 21: Extent to which pupils and parents agree that they are supportive of schools' behaviour rules (June 2022)



Base: All pupils (n=1,908) and all parents (n=2,335).

Source: PPLP NBS June 2022 and PPLP June 2022 wave. "I am supportive of my/the school's behaviour rules"

Findings 2: School environment and experience

Key findings:

- In June 2022, 92% of school leaders reported that their school had been calm and orderly 'every day' or 'most days' in the past week (versus 70% of teachers). For pupils, 55% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.
- Secondary school leaders (46%) were more likely to say the school had been calm and orderly 'every day' in the past week than secondary teachers (23%) or pupils (16%), with secondary teachers also being more likely to say this than pupils.
- When asked how often they felt safe at school, 41% of pupils said that they had felt safe at school 'every day' in the past week in June 2022.
- In June 2022, just under half of pupils (49%) said they enjoyed coming to school 'every day' or 'most days' in the past week, with this being lowest for Year 9 pupils at 41%.
- In June 2022, 73% of pupils felt they were motivated to learn, with 20% who said that they were 'very motivated' and 53% who said they were 'fairly motivated'.

This chapter presents findings on how the school environment is perceived by school leaders, teachers and pupils, as well as pupil and parental perceptions of school connectedness and pupil perceptions of wellbeing.

School environment and relationships

School leaders, teachers and pupils were asked to what extent they agreed with a set of statements relating to their recent experience of the school's environment and behaviour culture. These statements were presented in both March 2022 and June 2022:

For school leaders in June 2022:

- 98% reported that their school was a safe environment for pupils 'every day' or 'most days' in the past week.
- 92% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.

- 99% reported that school staff had been respectful to each other 'every day' or 'most days' in the past week.
- 93% reported that pupils had been respectful to each other 'every day' or 'most days' in the past week.

Primary school leaders were more likely than secondary school leaders to report that:

- Their school had been calm and orderly 'every day' or 'most days' in the past week (94% vs. 88%)
- Pupils had been respectful to each other 'every day' or 'most days' in the past week (95% vs. 88%).

When comparing to school leaders' responses in March 2022, there were significant differences in two measures:

- In June 2022, more school leaders reported their school had been calm and orderly 'every day' or 'most days' in the past week (92% vs. 86% in March 2022).
- In June 2022, more school leaders reported that the school staff had been respectful to each other 'every day' (82% vs. 77% in March 2022).

School teacher views on the same behaviour culture statements were less positive than school leader views, as shown in Figure 22. For every statement, school leaders were significantly more likely to say that these positive behaviours happened 'every day' in their school in the past week (or happened 'every day' or 'most days'), compared to teachers.

For school teachers in June 2022:

- 88% reported that their school was a safe environment for pupils 'every day' or 'most days' in the past week.
- 70% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.
- 93% reported that school staff had been respectful to each other 'every day' or 'most days' in the past week.
- 71% reported that pupils had been respectful to each other 'every day' or 'most days' in the past week.

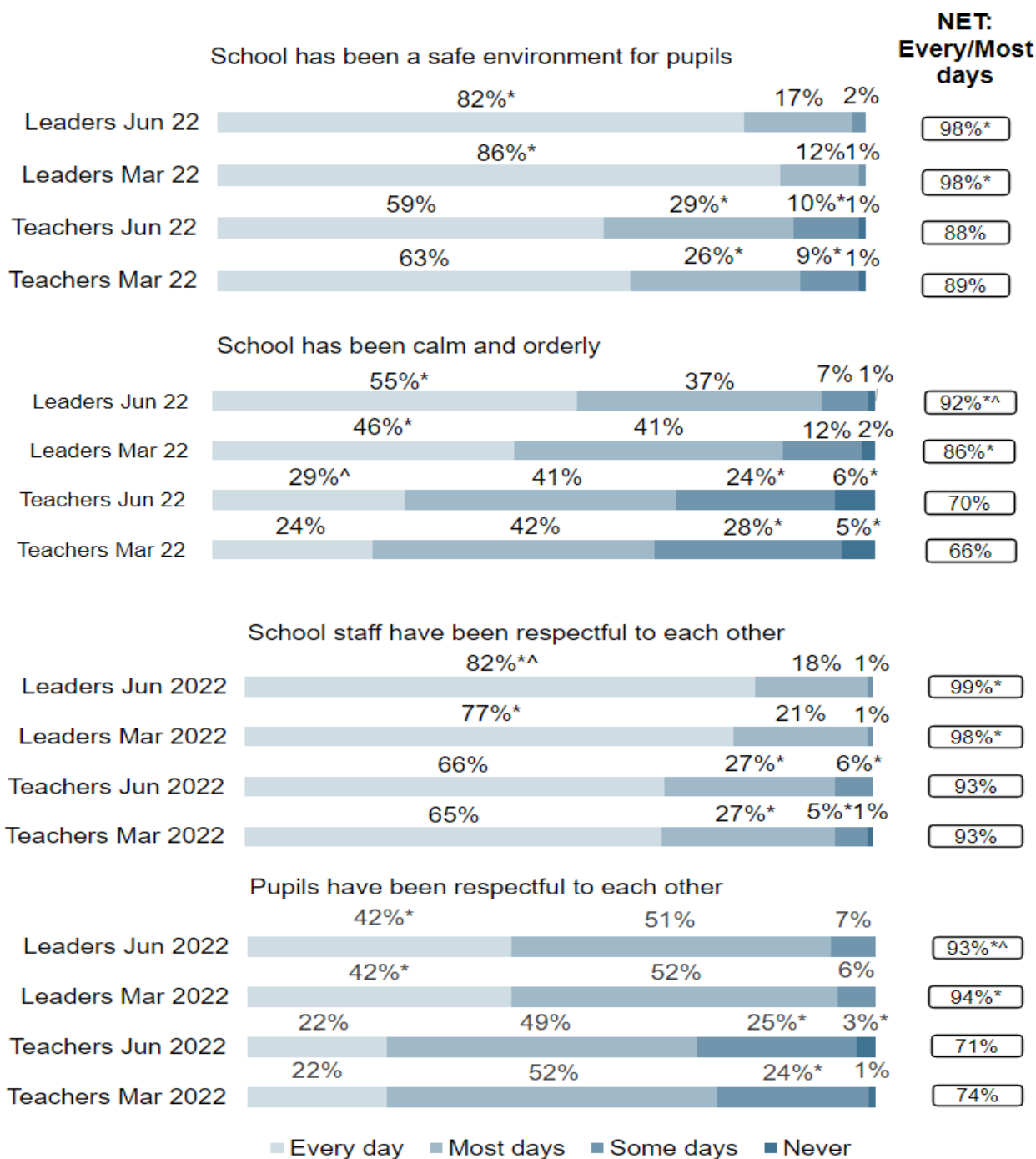
Primary school teachers were more likely than secondary school teachers to report that:

- Their school had been calm and orderly 'every day' or 'most days' in the past week (77% vs. 61%) and 'every day' in the past week (34% vs. 23%).
- Their school had been a safe environment for pupils 'every day' or 'most days' in the past week (94% vs. 82%) and 'every day' in the past week (70% vs. 48%).
- pupils had been respectful to each other 'every day' or 'most days' in the past week (82% vs. 59%) and 'every day' in the past week (29% vs. 15%).

When comparing to school teachers' responses in March 2022, there was a significant difference in one measure:

- In June 2022, more teachers stated the school had been calm and orderly every day (29% vs. 24% in March).

Figure 22: Frequency of positive behaviour culture experiences in the past week (School Leaders and Teachers, March 2022 and June 2022)



Base: June 2022 - all leaders (n=786) and all teachers (n=1,079). March 2022 - panel B leaders (n=552) and panel B teachers (n=695).

Source: SCP NBS June 2022 and SCP March 2022. Individual weighting. “Thinking about the past week, how often would you say?” * Indicates a significant difference comparing leaders and teachers across the same time period. ^ indicates a significant difference comparing timepoints across the same respondent group.

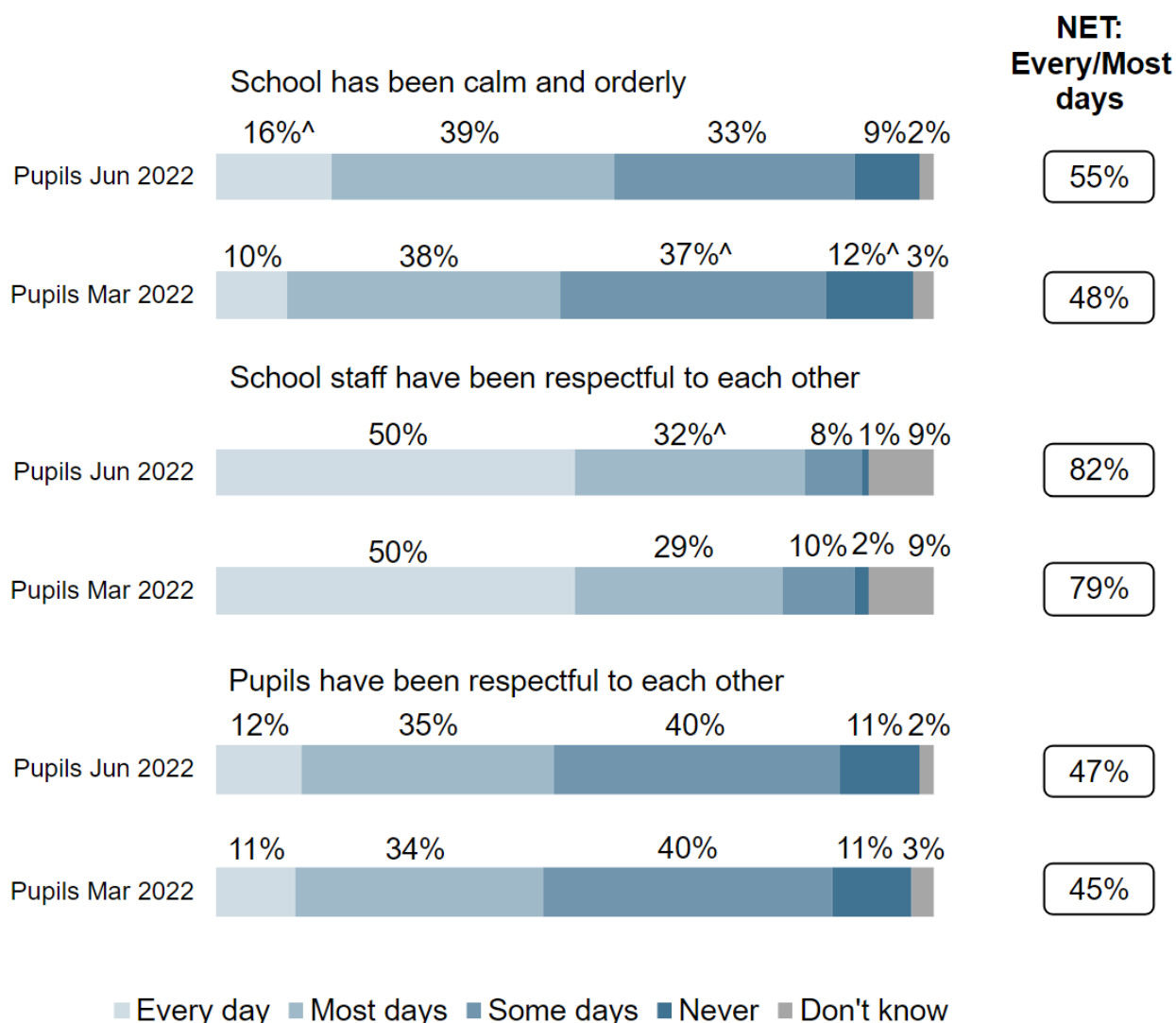
For pupils, as can be seen in Figure 23, in June 2022:

- 55% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.
- 82% reported that school staff had been respectful to each other 'every day' or 'most days' in the past week.
- 47% reported that pupils had been respectful to each other 'every day' or 'most days' in the past week.

When comparing to pupil responses in March 2022, there were significant differences in two measures:

- In June 2022, more pupils reported that their school felt calm and orderly 'every day' in the past week (16% vs. 10% in March 2022), whilst less pupils reported this on 'some days' (33% vs. 37% in March 2022) and 'never' (9% vs. 12% in March 2022).
- In June 2022, more pupils reported that school staff had been respectful to each other on 'most days' in the past week (32% vs. 29% in March 2022).

Figure 23: Frequency of positive behaviour culture experiences in the past week (Pupils, March 2022 and June 2022)



Base: June 2022 - All pupils (n=1,908), March 2022 – All pupils (n=2,443).

Source: PPLP NBS June 2022 and PPLP March 2022. ^ Indicates a significant difference comparing timepoints across the same respondent group. “Thinking about the past week, how often would you say....?”

When comparing just secondary school leaders and teachers with pupils on responses to “school has been calm and orderly” in June 2022:

- Secondary school leaders were more likely than secondary school teachers or pupils to say their school had been calm and orderly ‘every day’ in the past week (46% vs. 23% and 16% respectively), with secondary teachers also being significantly more likely to say this than pupils.

- Secondary school teachers and pupils were more likely than secondary school leaders to say the school had been calm and orderly on ‘some days’ in the past week (28% and 33% respectively vs. 10%).

When comparing just secondary school leaders and teachers with pupils on responses to “school staff have been respectful to each other” in June 2022:

- Secondary school leaders were more likely than secondary school teachers or pupils to say school staff had been respectful to each other ‘every day’ in the past week (79% vs. 65% and 50% respectively), with teachers also being significantly more likely to say this than pupils.
- Pupils were more likely than secondary school leaders to say school staff had been respectful to each other on ‘most days’ in the past week (32% vs. 10%).

When comparing just secondary school leaders and teachers with pupils on responses to “pupils have been respectful to each other” in June 2022:

- Secondary school leaders (33%) were more likely than either secondary school teachers or pupils to say that pupils had been respectful to each other ‘every day’ in the past week (33% vs. 15% and 12% respectively), with secondary teachers also being significantly more likely to say this than pupils.
- Secondary school leaders and secondary school teachers were more likely than pupils to say that pupils had been respectful to each other on ‘most days’ in the past week (55% and 45% respectively vs. 35%).
- Pupils were more likely than either secondary school leaders or secondary school teachers to say that pupils had ‘never’ been respectful to each other in the past week (11% vs. 1% and 5% respectively).

School belonging

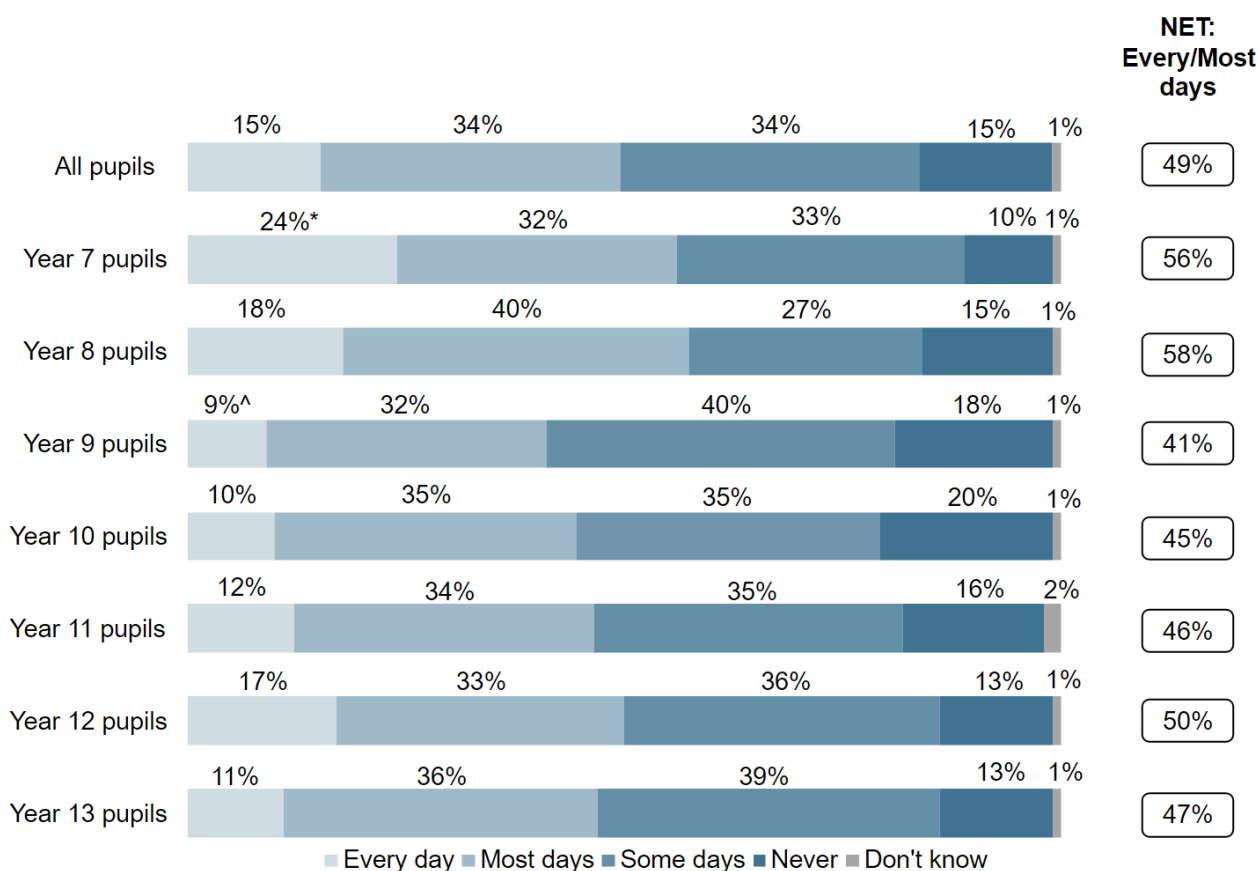
Pupils and parents were asked a series of questions relating to school enjoyment, safety and belonging. These questions were asked in both March 2022 and June 2022.

Pupils were asked how much they had enjoyed coming to school over the past week. Overall, in June 2022, 15% of pupils said they had enjoyed coming to school ‘every day’ in the past week, although the same proportion (15%) said they had ‘never’ enjoyed coming to school. Around a third (34%) said they had enjoyed coming to school on ‘most days’ and the same proportion (34%) said they had enjoyed coming to school on ‘some

days' (1% responded 'don't know'). These findings are similar to those seen in March 2022.

The proportion of pupils that said they enjoyed coming to school 'every day' in the past week ranged from 24% among pupils in year 7 to 9% among pupils in year 9, as shown in Figure 24. Year 7 pupils (24%) were more likely to respond "every day" than pupils in year 9 (9%), year 10 (10%), year 11 (12%), and year 13 (11%).

Figure 24: How often pupils enjoyed coming to school in the past week (June 2022)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

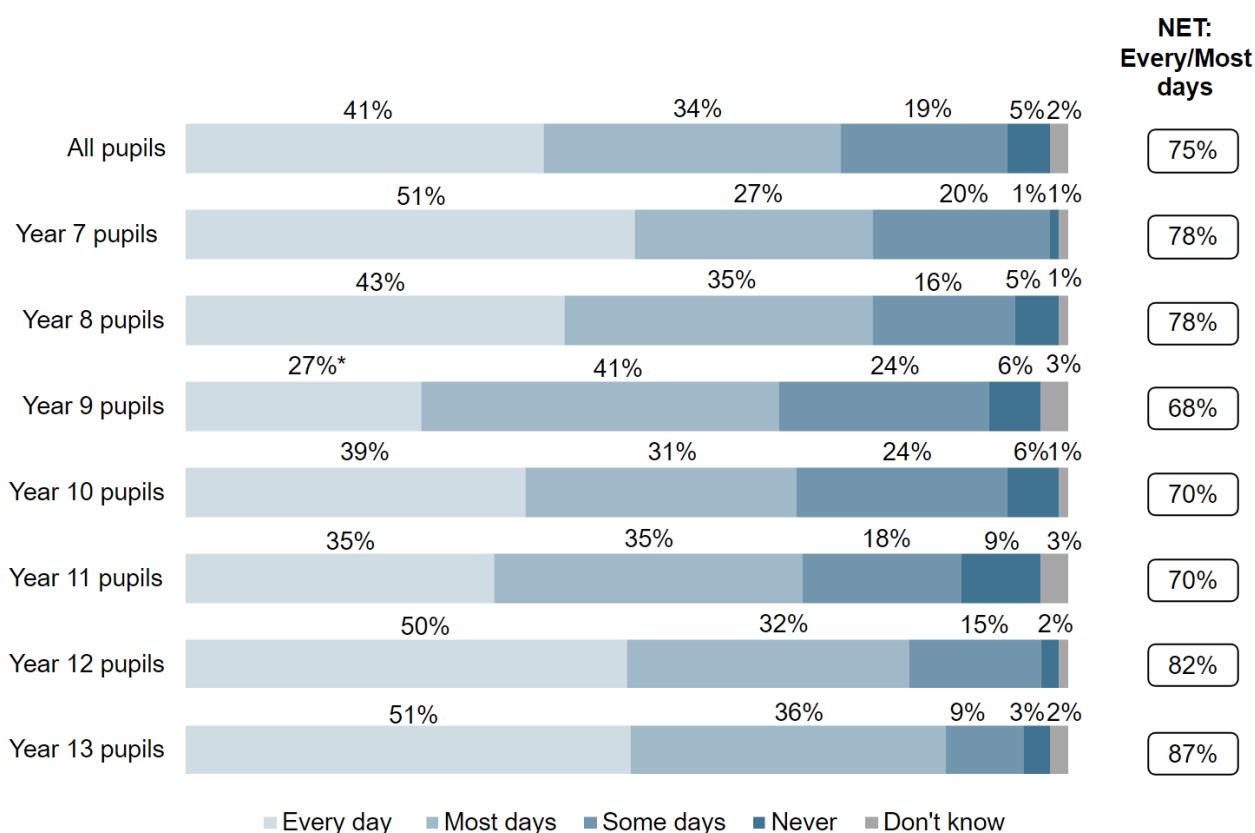
Source: PPLP NBS June 2022. * Indicates a significant difference to years 9, 10, 11 and 13. ^ Indicates a significant difference to years 7, 8 and 12. "Thinking about the past week, how often would you say you enjoyed coming to school?"

When asked how often they felt safe at school, 41% of all pupils said that they had felt safe at school 'every day' in the past week in June 2022. Around a third (34%) said they

had felt safe on 'most days', while 19% felt safe on 'some days' and 5% said that they had 'never' felt safe (2% responded 'don't know').

These findings are similar to those seen in March 2022, although there was a slight increase in the proportion that said they had felt safe at school 'every day' in the past week (from 38% to 41%). As shown in Figure 25, pupils in year 9 were less likely to have felt safe 'every day' (27%), while the proportion feeling safe 'every day' was highest among pupils in year 7 (51%), year 12 (50%) and year 13 (51%).

Figure 25: How often pupils felt safe at school in the past week (June 2022)



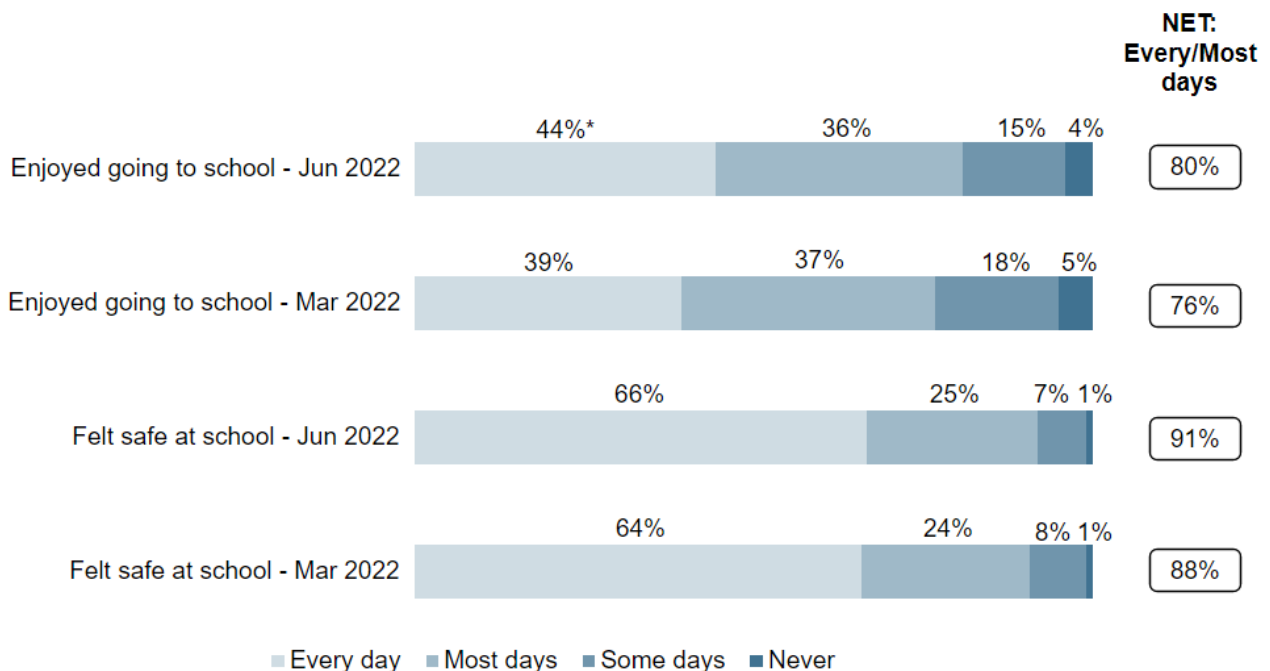
Base: All pupils (1,908), Year 7 pupils (300), Year 8 pupils (282), Year 9 pupils (328), Year 10 pupils (290), year 11 pupils (357), year 12 pupils (176), year 13 pupils (175).

Source: PPLP NBS June 2022. * Indicates a significant difference to all other years except year 11. "Thinking about the past week, how often would you say you Felt safe at school?"

Parents were also asked how often their child had enjoyed going to school and felt safe at school over the past week. As can be seen in Figure 26, in June 2022, 44% of parents reported that their child had enjoyed going to school 'every day', 36% reported that their

child enjoyed going to school on ‘most days’, and 15% reported that their child enjoyed going to school on ‘some days’. Only 4% of parents reported that their child had ‘never’ enjoyed going to school over the past week. Parents of secondary-aged pupils were more likely than parents of primary-aged pupils to say their child had ‘never’ enjoyed going to school over the past week (6% vs. 1%). Conversely, parents of primary-aged pupils were more likely than parents of secondary-aged pupils to say their child had enjoyed going to school ‘every day’ over the past week (57% vs. 28%). Compared with March 2022, the proportion of parents that said their child had enjoyed going to school ‘every day’ increased from 39% in March 2022 to 44% in June 2022.

Figure 26: Parental views of their child's school enjoyment and feelings of safety over the past week (March 2022 and June 2022)



Base: June - All parents (n=2,335). March – All parents (n=2,639).

Source: PPLP June 2022 wave and PPLP March 2022 wave. * Indicates a significant difference comparing across time periods. “Thinking about the past week, how often would you say [pupil name] has.... Enjoyed going to school / Felt safe at school?”

In June 2022, the proportion of parents of primary-aged pupils that said their child had enjoyed going to school ‘every day’ in the past week decreased by year group, from 65% in year 1 to 44% in year 6. For parents of secondary-aged pupils, parents of pupils in

years 7-9 were more likely than parents of pupils in years 10-11 to say their child enjoyed going to school 'every day' in the past week (31% vs. 23%).

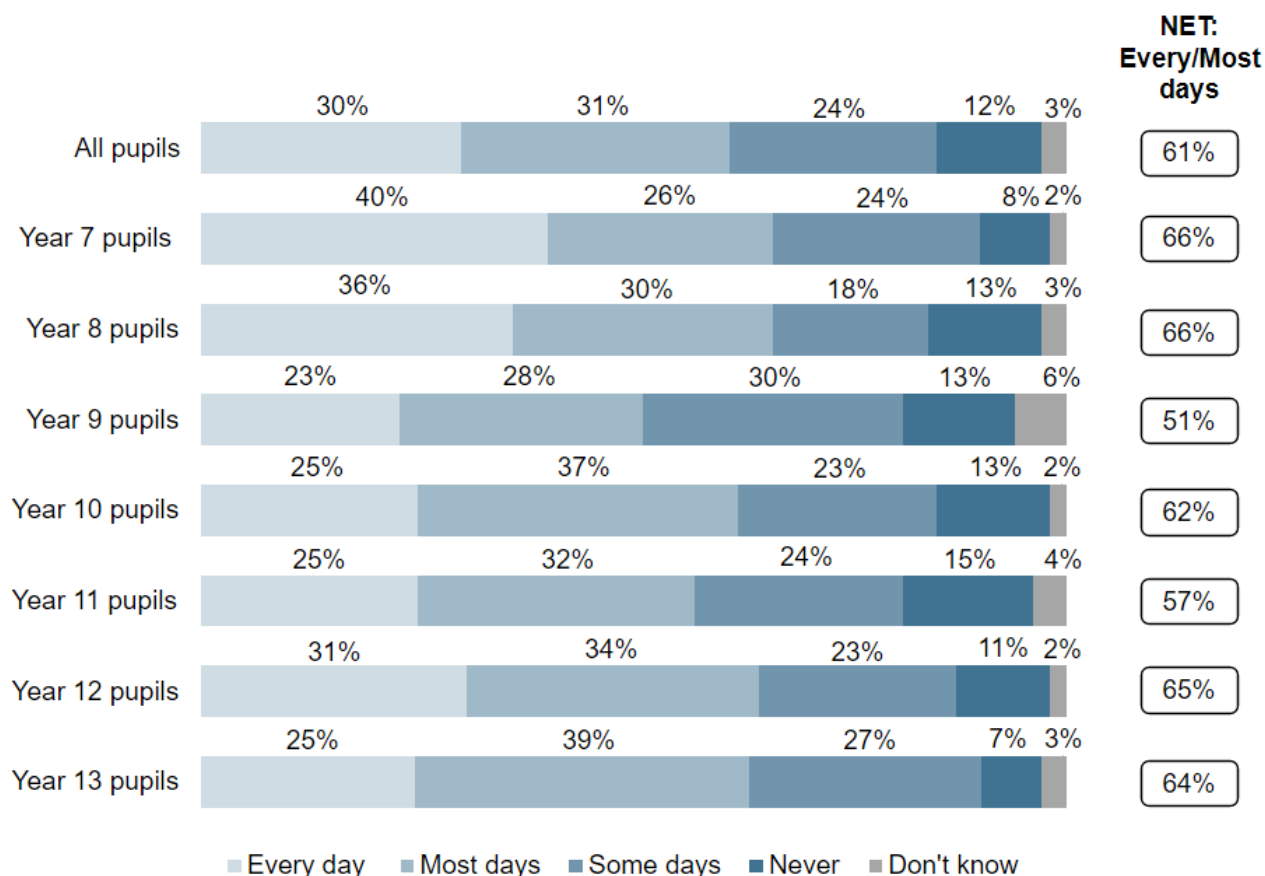
As shown in Figure 26, in June 2022, 66% of parents reported that their child had felt safe at school 'every day' over the past week, 25% reported their child had felt safe on 'most days', 7% reported their child had felt safe on 'some days' and 1% said their child had 'never' felt safe at school over the past week. These findings are similar to those observed in March 2022.

Parents of primary-aged pupils were more likely than parents of secondary-aged pupils to say their child had felt safe 'every day' (76% vs. 55%). Parents of secondary-aged pupils were more likely than parents of primary-aged pupils to say their child had felt safe on 'most days' (32% vs. 19%) or 'some days' (9% vs. 4%).

Finally, pupils were also asked how often they felt they belonged at their school. In June 2022, 30% of pupils said they felt they belonged at their school on 'every day' in the past week and a similar proportion (31%) said they felt they belonged on 'most days' in the past week. Around a quarter (24%) said they felt they belonged on 'some days' in the past week, while 12% said that they had 'never' felt they belonged in the past week (3% responded 'don't know'). These findings are very similar to those seen in March 2022.

As shown Figure 27, pupils in year 7 (40%) were more likely than pupils in years 9, 10, 11, and 13 to say they felt they belonged at their school on 'every day' in the past week (40% vs. 23%, 25%, 25% and 25% respectively).

Figure 27: How often pupils felt they belonged at their school (June 2022)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

Source: PPLP NBS June 2022, “Thinking about the past week, how often would you say you Felt you belong at your school?”

School connectedness

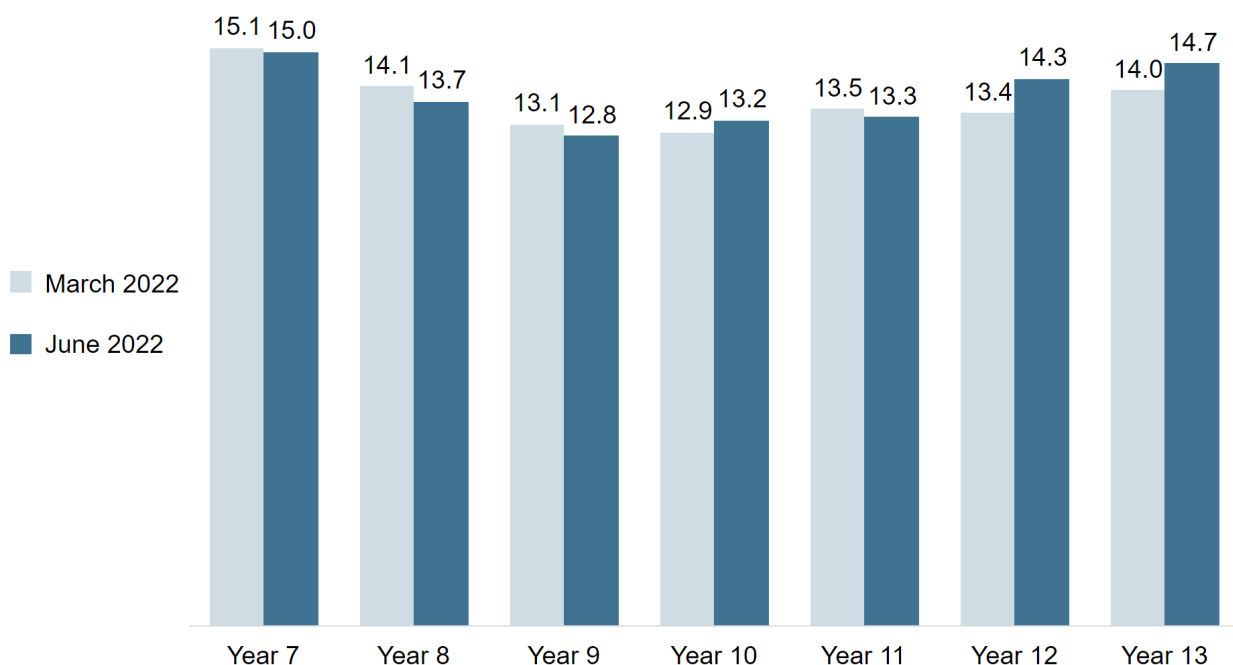
Pupils were asked (in both March 2022 and June 2022 waves) to what extent - on a scale of 1 (never) to 5 (always) - they felt they had an adult at school who:

- ...really cares about me
- ...tells me when I do a good job
- ...listens to me when I have something to say
- ...believes that I will be a success

The responses from these four questions were combined to produce a score of 4-20 which was used as a measure of school connectedness. Overall, in June 2022, pupils had a mean score of 13.7, which was similar to the score observed in March 2022 (13.8).

As shown in Figure 28, pupils in year 7 and year 13 had the highest mean scores in June 2022 (15.0 and 14.7 respectively). Pupils in year 9 had the lowest sense of school connectedness with a mean score of 12.8. This is similar to the pattern of results in March, where pupils in year 7 had the highest mean score of 15.1, significantly higher than all other year groups, and pupils in year 10 had the lowest sense of school connectedness (mean score of 12.9).

Figure 28: Pupils’ mean score for school connectedness (March 2022 and June 2022)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

Source: PPLP NBS June 2022, school connectedness scores.

Motivation to learn

Pupils were asked to self-assess their motivation to learn in both the March 2022 and June 2022 survey waves. In June 2022, 73% of pupils felt they were motivated to learn, with 20% who said that they were ‘very motivated’ and 53% who said they were ‘fairly

motivated'. Around a fifth (21%) said that they were 'not very motivated' and 5% said that they were 'not at all motivated' (1% responded 'don't know').

Overall, pupils expressed higher levels of motivation than in the March 2022 wave of the PPLP. The proportion who said that they were either 'very' or 'fairly' motivated increased from 67% in March 2022 to 73% in June 2022, with an increase in the proportion who said they were 'very motivated' (from 15% to 20%). The proportion of pupils reporting that they were 'not at all motivated' decreased slightly (from 8% in March 2022 to 5% in June 2022).

Wellbeing

Pupils were asked a series of Office for National Statistics (ONS) validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they felt the things they do in life were worthwhile, and their anxiousness levels. These questions are known as the 'ONS-4' measures¹³ and were asked in both the March 2022¹⁴ and the June 2022 waves. Responses have been reported as mean scores.

It is important to note that for happiness, satisfaction and worthwhileness, a higher mean score indicates greater wellbeing. Higher anxiousness scores indicate lower wellbeing for this measure.

Pupils' views on their happiness

Pupils were asked to indicate a score between 0 and 10 for how happy they felt yesterday ('happiness').

Overall, in June 2022, pupils reported a mean score of 6.5 for happiness. Mean happiness scores tended to decrease in older year groups. As detailed in Figure 29, pupils in year 7 had a mean happiness score of 7.2, while pupils in year 13 reported a lower mean score of 5.8. This is a similar pattern of results to that seen in March 2022.

¹³<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4officeforationalstatisticspersonalwellbeingquestions>

¹⁴ Note that the March wave included both pupils and learners (n=2865) rather than just pupils. See methodology section for further detail.

Figure 29: Pupils' view of their own happiness (mean scores in June 2022)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

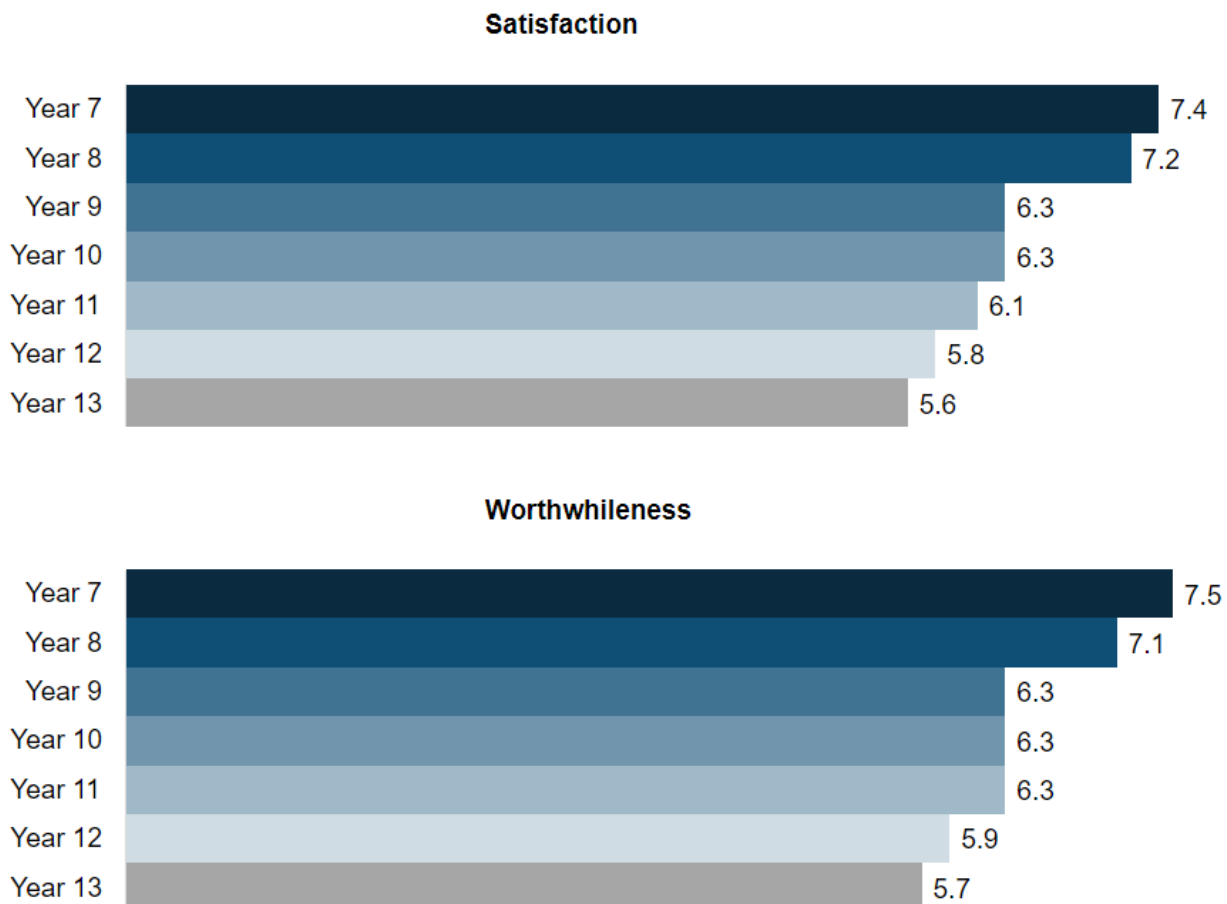
Source: PPLP NBS June 2022. "Overall, how happy did you feel yesterday?" Note: mean calculations exclude those who said 'prefer not to say'.

Pupils' views on satisfaction and worthwhileness

Pupils were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhileness').

Overall, in June 2022, pupils had a mean score of 6.6 for both satisfaction and worthwhileness. However, as was the case with happiness scores, satisfaction and worthwhileness were lower for pupils in older year groups. As shown in Figure 30, pupils in year 7 had a mean satisfaction score of 7.4, while pupils in year 13 had a lower mean satisfaction score of 5.6. Similarly, pupils in year 7 had a mean worthwhileness score of 7.5, falling to 5.7 for pupils in year 13. Again, this is a similar pattern of results to that seen in March 2022.

Figure 30: Pupils' views of their own satisfaction and worthwhileness (mean scores in June 2022)



9

Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

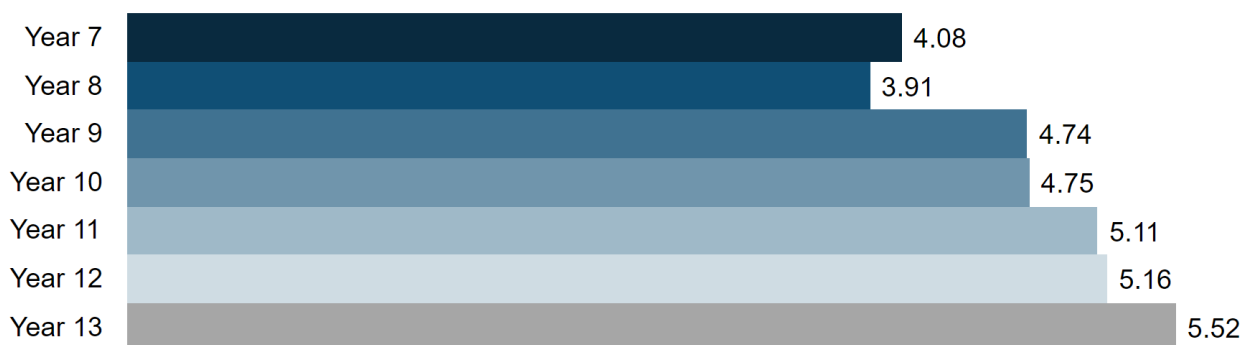
Source: PPLP NBS June 2022. Mean calculations exclude those who said 'prefer not to say'. "Overall, how satisfied are you with your life nowadays?" "Overall, to what extent do you feel that the things you do in your life are worthwhile".

Pupils' views on their anxiousness

Pupils were asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious'). As noted above, for the anxiousness measure a low mean score indicates higher wellbeing, as it represents low levels of anxiousness. Conversely, a high score indicates lower wellbeing, as it represents high levels of anxiousness.

The overall mean score for anxiousness was 4.6 and, again, the mean scores tended to be higher in pupils in older year groups, varying from 5.5 for pupils in year 13, to 4.1 for pupils in year 7 and 3.9 for pupils in year 8.

Figure 31: Pupils' views of their own anxiousness (mean scores in June)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

Source: PPLP NBS June 2022. "Overall, how anxious did you feel yesterday?" Note: mean calculations exclude those who said 'prefer not to say'

Whether anything has made pupils feel worried, anxious, or depressed in the past two weeks

Pupils were asked what, if anything, had made them feel worried, anxious, or depressed in the last two weeks. In June 2022, the most common causes of concern for pupils were getting good grades in their exams (56%), their school work (41%), their mental health (30%) and making and maintaining friendships (29%). Other frequently mentioned concerns include applying for the next stage of their education (22%) and other pupils' behaviour at school (15%). These were also the most frequently mentioned concerns in March 2022¹⁵.

Bullying (11%) and problems at home (10%) were each mentioned by around one in ten pupils, while 7% mentioned coping with learning difficulties or Special Educational Needs and/or Disability, 6% mentioned the COVID-19 pandemic, 5% mentioned climate change and 2% mentioned not being able to access period products. Overall, 13% of pupils said that nothing had made them feel worried, anxious, or depressed in the past two weeks (similar to the 14% that reported this in March 2022).

¹⁵ See: [Parent, Pupil and Learner Panel - March wave \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) This question was asked of both pupils and learners in the March 2022 wave.

Focusing on the most common causes of worry, anxiety and depression, in June 2022:

- Getting good grades in exams was more likely to be a concern for pupils in years 12-13¹⁶ (81%) and pupils in years 10-11 (70%) compared with pupils in years 7-9 (41%).
- School work was more likely to be a concern for pupils in years 12-13 (52%) compared with pupils in years 10-11 (41%) and pupils in years 7-9 (38%).
- Mental health was more likely to be a cause of worry, anxiety, and depression for pupils in years 12-13 (42%) and pupils in years 10-11 (34%) compared with pupils in years 7-9 (24%).
- Concerns about applying for the next stage of education were more common for pupils in years 12-13 (52% compared with 31% pupils in years 10-11 and 9% pupils in years 7-9).
- Concerns about other pupils' behaviour were more common among pupils in years 7-9 (20% compared with 12% for pupils in years 10-11 and 6% for pupils in years 12-13).
- Concerns about bullying were more commonly reported by pupils in years 7-9 (15% compared with 8% of pupils in years 10-11 and 2% of pupils in years 12-13)
- Concerns about problems at home were more common for pupils in years 12-13 (17% compared with 10% for pupils in years 10-11 and 8% for pupils in years 7-9).

¹⁶ The figure calculates the proportion of pupils in the amalgamated year groups (7-9, 10-11, 12-13) who answered this question.

Findings 3: Frequency and impact of misbehaviour

Key findings:

- In June 2022, 90% of school leaders said that behaviour was either 'very good' or 'good' in the past week (versus 64% of teachers). For pupils, 47% said that behaviour had been 'very good' or 'good'.
- In June 2022, 62% of school leaders and teachers reported that misbehaviour interrupted teaching in at least some lessons. Similarly, 67% of pupils reported that misbehaviour had interrupted their work in at least some lessons.
- On average, teachers reported that for every 30 minutes of lesson time, 6.3 minutes were lost due to misbehaviour. The majority of teachers (69%) reported that between one and ten minutes were lost per 30 minutes of lesson time. This was similar between primary and secondary school teachers.
- In June 2022, 60% of school leaders and teachers reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week: of these, 7% reported it to 'a great extent', 23% to 'some extent' and 31% to 'a small extent'.
- Overall, 22% of pupils said that they had been a victim of bullying for any reason in the past 12 months. Among pupils who reported that they had been bullied, the most common perceived reason reported for being bullied was the way they looked (45% for those bullied in person; 52% for those bullied online).

This chapter reports on how pupil behaviour in schools is perceived by school leaders, teachers and pupils, as well as the types of disruption and misbehaviour experienced and the perceived impacts.

Overall perception of pupil behaviour at school

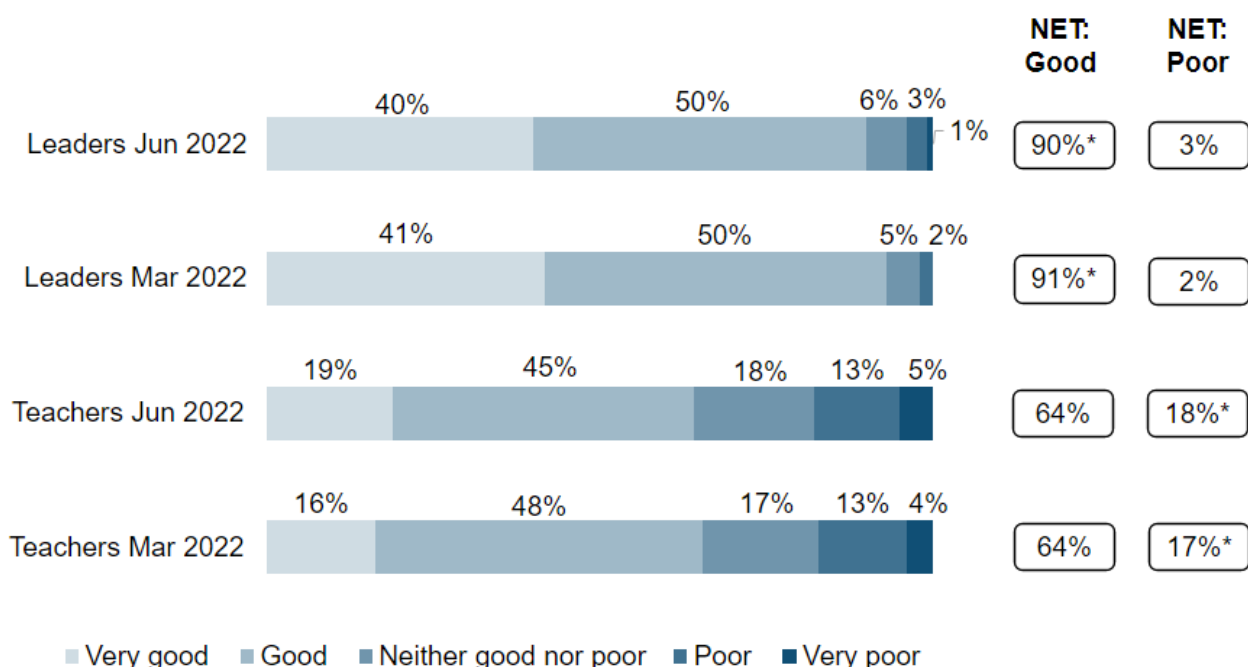
School leaders, teachers and pupils were asked how the behaviour of pupils at their school had been in the past week. This question was asked in both March 2022 and June 2022

In June 2022, 90% of school leaders reported that behaviour was either 'very good' or 'good' and only 3% of school leaders reported that behaviour had been 'poor' or 'very poor'. Primary school leaders were more likely than secondary school leaders to report pupils' behaviour as 'very good' (47% for primary vs. 28% for secondary), or as 'good' or 'very good' (94% for primary vs. 83% for secondary).

For school teachers, 64% reported pupils' behaviour was 'very good' or 'good' in June 2022, while 18% said it was 'poor' or 'very poor'. Primary school teachers were more likely than secondary school teachers to report pupils' behaviour as 'very good' (26% vs. 12% for secondary) or as 'good' or 'very good' (75% vs. 51% for secondary).

As shown in Figure 32, school teachers were more likely than school leaders to say that behaviour was poor in the past week (18% vs. 3% of school leaders) and less likely to say it was at least good (64% vs. 90% of school leaders). There were no significant differences between overall results for school leaders and teachers in June 2022 compared with March 2022.

Figure 32: School leaders' and teachers' views of pupil behaviour in school during the past week (March and June 2022)



Base: June 2022 - all leaders (n=786) and all teachers (n=1,079). March 2022 - panel B leaders (n=552) and panel B teachers (n=695).

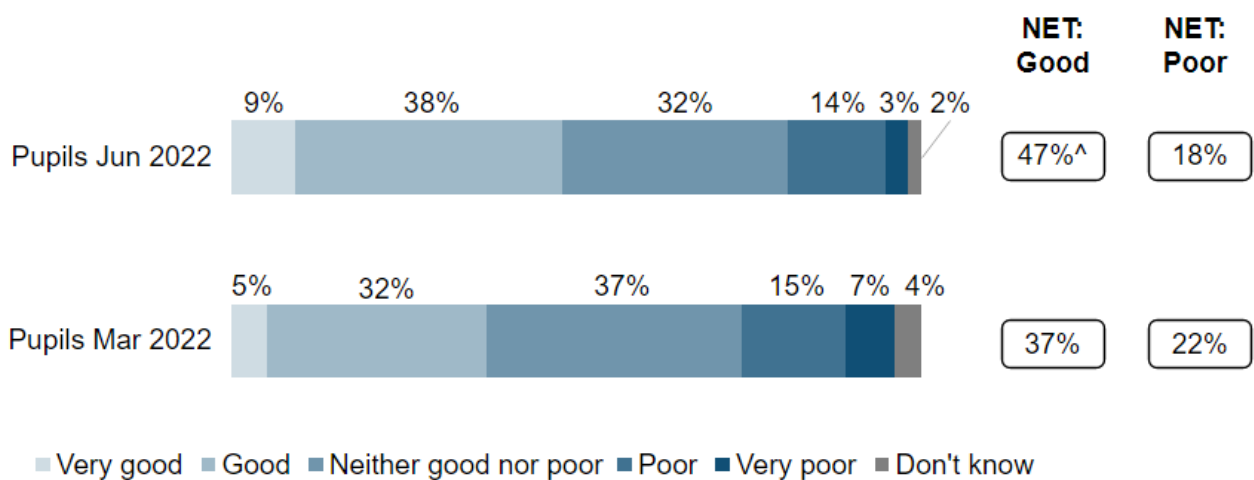
Source: SCP NBS June 2022 and SCP March 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers across the same time period. "Thinking about the past week, would you say that behaviour of pupils at your school was...?"

In June 2022, almost half of all pupils (47%) said that pupil behaviour had been good over the past week (9% said the behaviour had been 'very good' and 38% 'good'). A third (32%) said that the behaviour of pupils in their school had been 'neither good nor poor'.

Around one in five (17%) said the behaviour had been either 'poor' (14%) or 'very poor' (3%).

Pupils' perceptions of behaviour in June 2022 were more positive than in March 2022. As can be seen in Figure 33, the proportion who said behaviour had been good increased from 37% in March 2022 to 47% in June 2022, while the proportion of pupils saying behaviour was 'very poor' decreased from 7% in March 2022 to 3% in June 2022.

Figure 33: Pupils' views of pupil behaviour in school during the past week (March and June 2022)

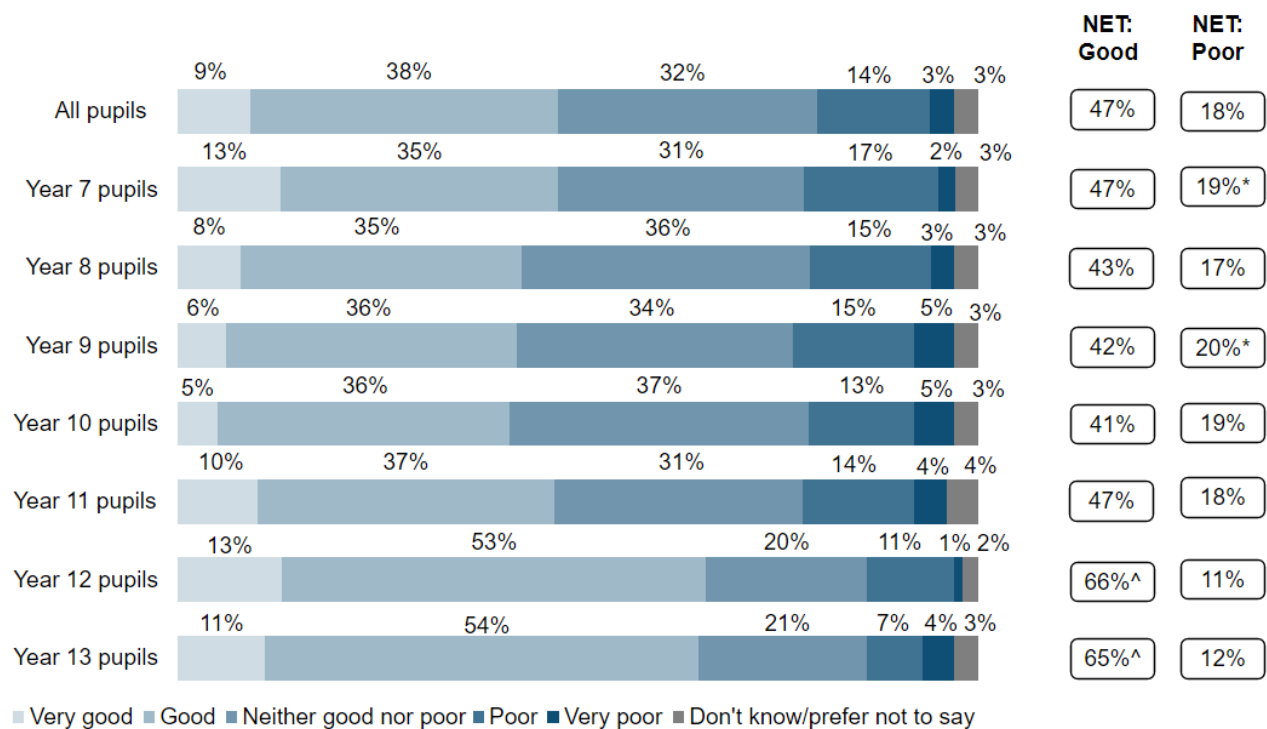


Base: June 2022 - All pupils (n=1,908), March 2022 – All pupils (n=2,443).

Source: PPLP NBS June 2022 and PPLP March 2022. ^ Indicates a significant difference comparing between time periods. "Thinking about the past week, would you say that behaviour of pupils at your school was...?"

As shown in Figure 34, in June 2022, year 12-13 pupils were much more likely than pupils in years 7-11 to report that the behaviour of pupils in their school had been good (66% vs. 44%).

Figure 34: Pupils' views of pupil behaviour in school during the past week by pupil year (June 2022)



Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

Source: PPLP NBS June 2022. * Indicates a significant difference to years 12-13. ^ Indicates a significant difference to years 7-11. "Thinking about the past week, would you say that behaviour of pupils at your school was...?"

When comparing secondary school leaders and teachers with pupils on responses to this question in June 2022:

- Secondary school leaders were more likely to say that the behaviour of pupils in their school had been 'very good' (28%) or 'good' (55%) in the past week than secondary teachers (12% 'very good' and 39% 'good') or pupils (9% 'very good' and 38% 'good').
- Secondary teachers (18%) and pupils (14%) were more likely to say that behaviour had been 'poor' in the past week than secondary school leaders (5%). The difference between secondary teachers and pupils was also significant.

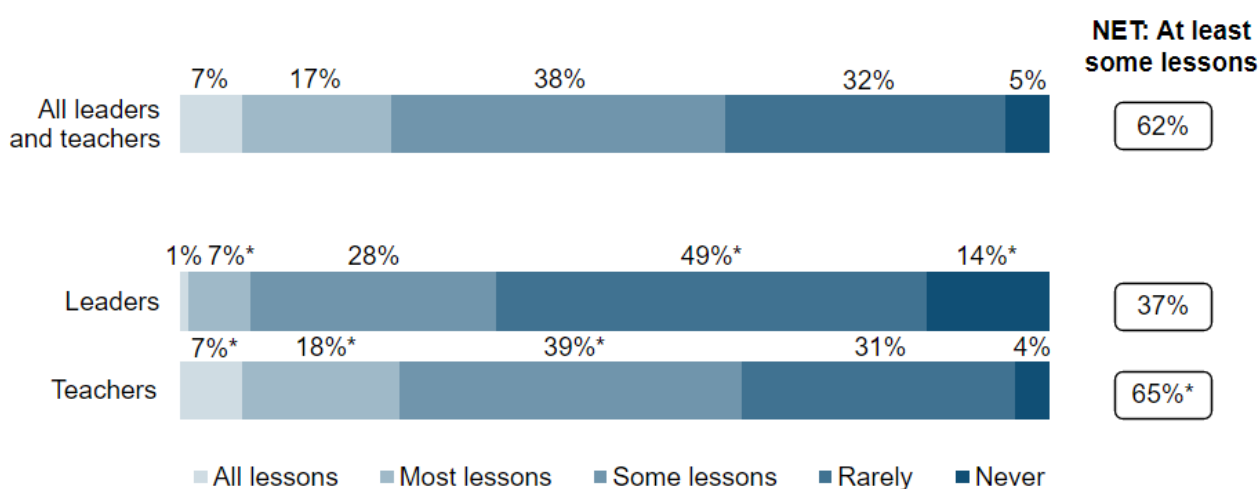
Frequency and impact of misbehaviour

Respondents were asked a series of questions to explore the prevalence of misbehaviour and its impact on teaching and learning. These questions were asked in both March 2022 and June 2022.

School leaders and teachers that had taught lessons in the past week were asked how often misbehaviour stopped or interrupted teaching or learning¹⁷. Overall, in June 2022, 62% of school leaders and teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons (of which 7% reported this happened in ‘all lessons’, 17% in ‘most lessons’ and 38% in ‘some lessons’). As shown in Figure 35, school teachers were much more likely than school leaders to report that misbehaviour stopped or interrupted teaching and learning in at least some lessons (65% vs. 37%). School teachers were more likely than school leaders to report that misbehaviour stopped or interrupted teaching in ‘all lessons’ (7% of teachers vs. 1% school leaders).

Similarly, in March 2022, 65% of school teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons.

Figure 35: Extent to which school leaders and teachers felt misbehaviour stopped or interrupted teaching or learning in the past week (June 2022)



Base: All leaders (n=563) and teachers (n=1,064) who have taught in the past week.

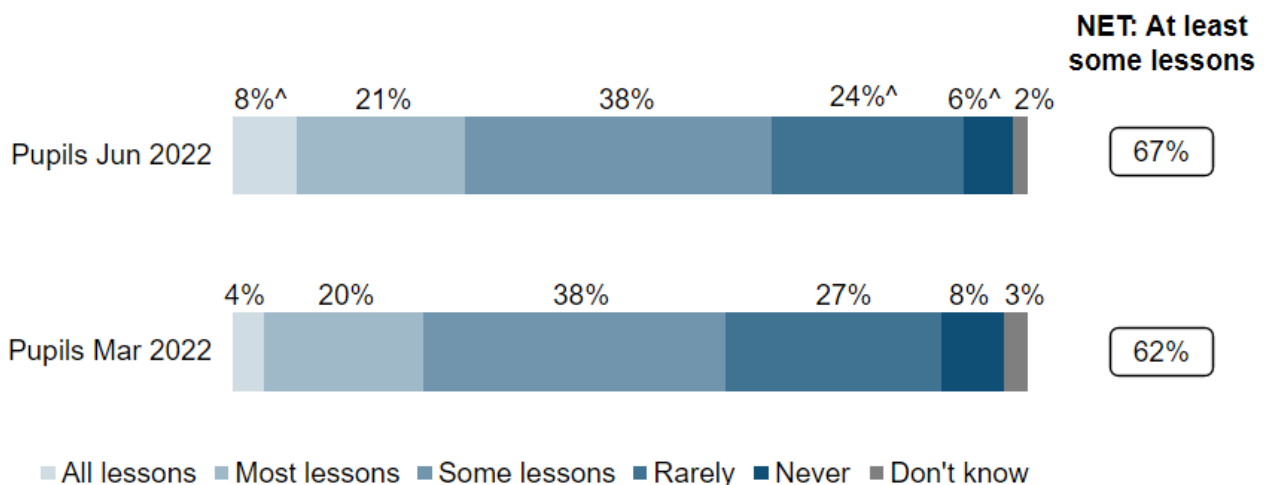
Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. ‘Don’t know’ responses (<1%) not charted. “Now we want you to think about the lessons you taught during the past week. Thinking about pupils’ behaviour in these lessons, in how many did pupil misbehaviour stop or interrupt teaching or learning?”

¹⁷ This question only went to teachers in the March 2022 wave.

School teachers that had taught lessons in the past week were also asked how many minutes they thought were lost due to misbehaviour for every 30 minutes of teaching/lesson time. On average, in June 2022, school teachers reported that for every 30 minutes of lesson time, 6.3 minutes were lost. The majority of school teachers (69%) reported that between one and ten minutes were lost, similar between primary and secondary school teachers. One-in-ten school teachers (10%) reported that more than ten minutes were lost for every 30 minutes of lesson time. The average minutes lost reported in June (6.3 minutes for every 30 minutes of teaching/lesson time) was higher than in March 2022 (5.3 minutes).

Pupils were also asked how frequently the misbehaviour of other pupils had stopped or interrupted lessons or their work over the past week of term. As can be seen in Figure 36, overall, 67% of pupils reported in June 2022 that misbehaviour had interrupted their work in at least some lessons (of which 8% reported this happened in ‘all lessons, 21% in ‘most lessons’ and 38% in ‘some lessons’). When comparing to March 2022, more pupils said that all lessons had been affected by misbehaviour in June 2022 (increasing from 4% to 8%), while fewer said that lessons had rarely been affected (down from 27% to 24%) or had never been affected (down from 8% to 6%).

Figure 36: Extent to which pupils felt misbehaviour stopped or interrupted lessons in the past week (March 2022 and June 2022)

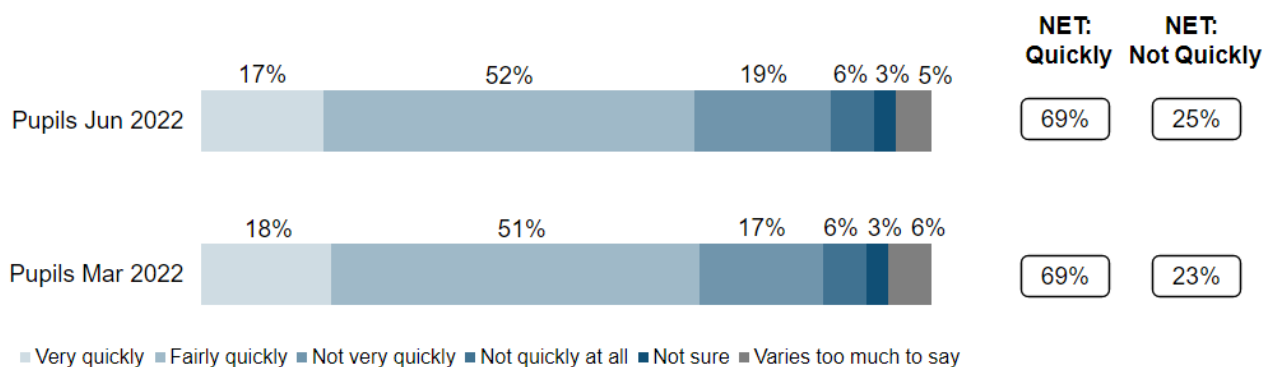


Base: June 2022 - All pupils (n=1,908), March 2022 – All pupils (n=2,443).

Source: PPLP NBS June 2022 and PPLP March 2022. ^ Indicates a significant difference comparing timepoints across the same respondent group. March 2022 also included ‘Not applicable – have not had any lessons’ as a response option (1%, not charted). “Thinking about the past week, how often, if at all, did misbehaviour of other pupils stop or interrupt the lesson or you doing your work?”

Pupils who reported that their lessons had been interrupted by misbehaviour were asked how quickly their teachers had been able to address the misbehaviour so that learning could continue. As can be seen in Figure 37, in June 2022, 68% of pupils reported that the misbehaviour had been quickly addressed (17% 'very quickly' and 52% 'fairly quickly') whereas 19% said that the misbehaviour had been addressed 'not very quickly' and 6% said that it had been addressed 'not quickly at all'. The remainder were either unsure (3%) or said that it varied too much to say (5%). When looking across year groups, year 12-13 pupils were more likely to say the misbehaviour had been addressed quickly (80% compared with 69% of pupils in years 7-9 and 63% of pupils in years 10-11). These findings are very similar to those seen in the March 2022 wave of the PPLP.

Figure 37: Pupils views on how quickly misbehaviour was addressed (March 2022 and June 2022)



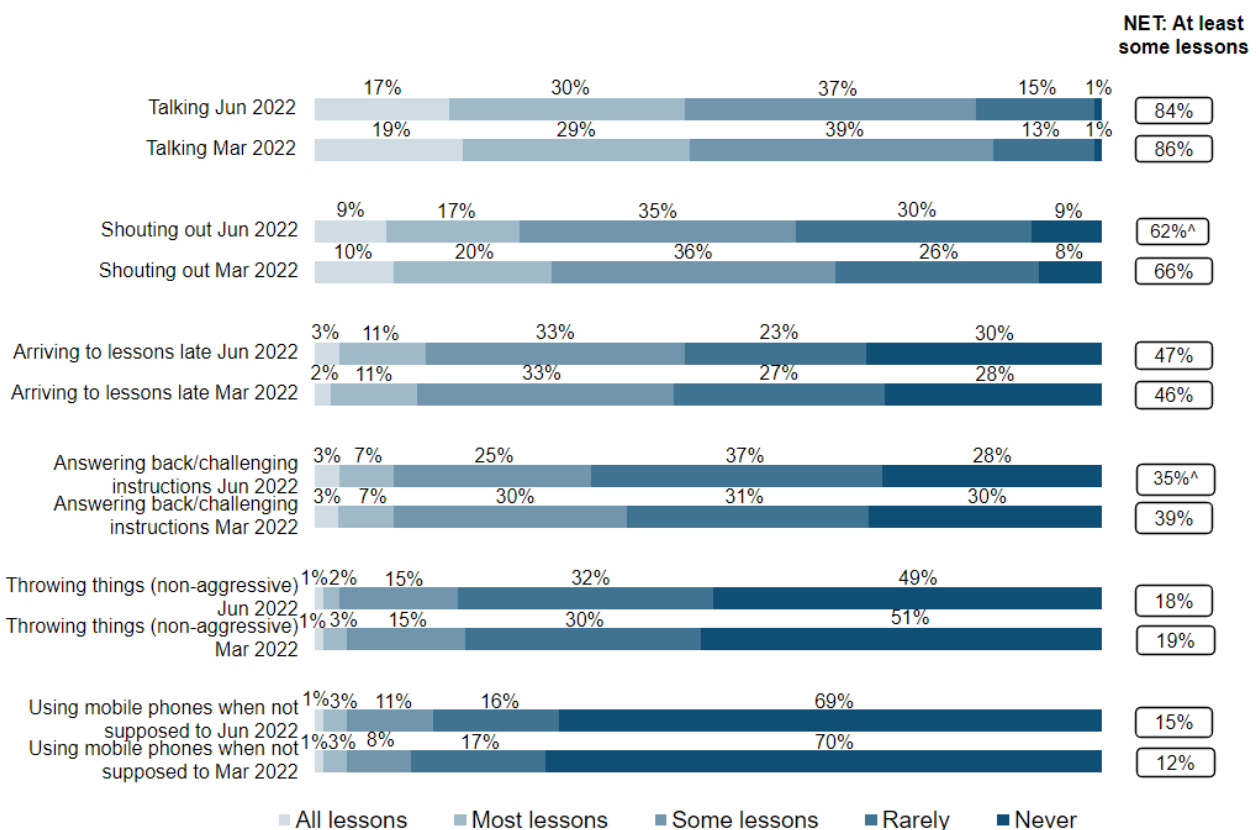
Base: June 2022 - All pupils whose lessons in the past week had been interrupted by misbehaviour (n=1,683), March 2022 – All pupils whose lessons in the past week had been interrupted by misbehaviour (n=2,075).

Source: PPLP NBS June 2022 and PPLP March 2022. “When this [misbehaviour that interrupted/stopped lessons] occurred, how quickly were your teachers able to address this so learning could continue?”

School teachers who had taught in the last week, and pupils, were asked an additional question about how frequently specific disruptive behaviours had occurred in lessons in the past week. In June 2022, school teachers were most likely to report talking (84%) and shouting out (62%) as behaviours that occurred when they were not supposed to in at least some lessons. Less frequently reported behaviours included arriving to lessons late (47% of teachers reported this in at least some lessons) and answering back or challenging instructions (35% reported this in at least some lessons). The behaviours least likely to be reported in at least some lessons included throwing things non-aggressively (18%) and using mobile devices when not supposed to (15%). When comparing to March 2022 (as seen in Figure 38) the following differences were seen:

- 62% of teachers reported pupils shouting out in at least some lessons, down from 66% in March 2022
- 35% of teachers reported pupils answering back or challenging instructions in at least some lessons, down from 39% in March 2022.
- 15% of teachers reported pupils using mobile devices when not supposed to in at least some lessons, up from 12% in March.

Figure 38: Frequency of types of misbehaviour in the past week (Teachers' views, March and June 2022)



Base: June 2022 – teachers who have taught in the past week (n=1,064). March 2022 - panel B teachers (n=677) who have taught in the past week.

Source: SCP NBS June 2022 and SCP March 2022. Individual weighting. 'Don't know' responses (<1%) not charted. ^ Indicates a significant difference across timepoints. "Thinking about the lessons you taught during the past week, how often, if at all, did the following occur when it was not supposed to?"

In June 2022, secondary school teachers were more likely than primary school teachers to report the following behaviours occurring when not supposed to in at least some lessons:

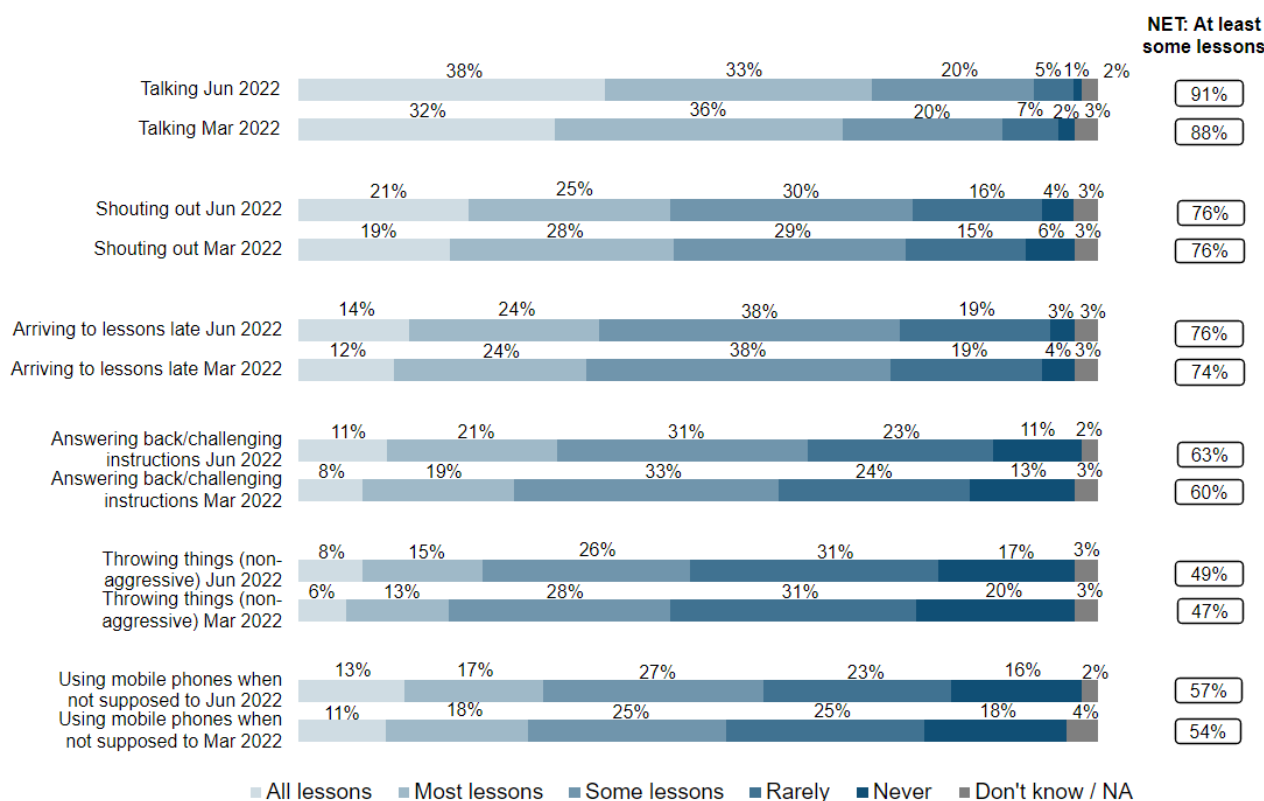
- Talking (87% for secondary vs. 82% for primary)
- Arriving to lessons late (75% for secondary vs. 21% for primary)
- Answering back or challenging instructions (47% for secondary vs. 25% for primary)
- Using mobile devices (30% for secondary vs. 1% for primary)
- Throwing things (23% for secondary vs. 14% for primary)

Shouting out was the only behaviour more commonly reported by primary school teachers (65% for primary vs. 58% for secondary).

For pupils, in June 2022, the types of misbehaviour reported as most likely to occur when they were not supposed to in at least some lessons were talking (91% of pupils reported this), shouting out (76%) and arriving to lessons late (76%). The least frequently reported behaviour was throwing things non-aggressively (although 49% of pupils reported this happening in at least some lessons). When comparing to March 2022 (as seen in Figure 39) the following increases were seen:

- 32% of pupils reported answering back or challenging instructions occurring in all or most lessons, up from 27% in March 2022.
- 23% of pupils reported throwing things (non-aggressive) occurring in all or most lessons, up from 19% in March 2022.
- 72% of pupils reported talking when not supposed to occurring in all or most lessons, up from 68% in March 2022.

Figure 39: Frequency of types of misbehaviour in the past week (Pupils, March 2022 and June 2022)



Base: June - All pupils (n=1,908). March – All pupils (n=2,443).

Source: PPLP NBS June 2022 and PPLP March 2022. “Thinking about the lessons/classes you attended during the past week of term, how often, if at all, did the following occur when it was not supposed to?”

Looking across pupil year groups in June 2022, there were some significant differences in the frequency of these behaviours being reported:

- For talking, pupils in years 7-9 and pupils in years 10-11 were more likely than pupils in years 12-13 to report this happening in all or most lessons (74% and 76% respectively vs. 51%).
- For shouting out, pupils in years 7-9 and pupils in years 10-11 were more likely than pupils in years 12-13 to report this happening in all or most lessons (53% and 45% respectively vs. 17%).
- For arriving late to lessons, pupils in years 10-11 were more likely than pupils in years 7-9 and pupils in years 12-13 to report this happening in all or most lessons (45% vs. 34% and 32% respectively).

- For answering back/challenging instructions, pupils in years 7-9 and pupils in years 10-11 were more likely than pupils in years 12-13 to report this happening in all or most lessons (37% and 33% respectively vs. 8%).
- For throwing things (non-aggressive), pupils in years 7-9 and pupils in years 10-11 were more likely than pupils in years 12-13 to report this happening in all or most lessons (27% and 25% respectively vs. 4%).
- For using mobile phones, pupils in years 10-11 and pupils in years 12-13 were more likely than pupils in years 7-9 to report this happening in all or most lessons (40% and 38% respectively vs. 22%).

This is a similar pattern of results to that seen in March 2022.

When comparing only secondary school teachers and pupils on responses to this question in June 2022:

- For all of the behaviours asked about, pupils were more likely to say these occurred in 'all lessons' or 'most lessons' than did secondary teachers (with the exception of arriving to lessons late which was only significantly different for 'all lessons'). See Table 5 and Table 6 for further detail.
- With the exception of talking when not supposed to and arriving to lessons late, secondary teachers were more likely to report that these behaviours happened 'rarely' or 'never' than did pupils (for talking when not supposed to, only 'rarely' was significantly different between these groups, and for arriving to lessons late there were no significant differences between the groups for 'never' or 'rarely' responses).

Table 5: Frequency of types of pupil misbehaviour in the past week (Secondary school teacher views, June 2022)

	All lessons	Most lessons	Some lessons	Rarely	Never
Talking	20%	30%	38%*	12%*	1%
Shouting out	8%	13%	37%*	31%*	10%*
Arriving to lessons late	6%	21%	47%*	21%	4%
Answering back/challenging instructions	4%	9%	34%	34%*	19%*
Throwing things (non-aggressively)	1%	3%	19%	38%*	40%*
Using mobile phones	2%	6%	22%	32%*	37%*

Base: Secondary school teachers who had taught in the past week (n=548).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between secondary school teachers and pupils (see Table 6). "Thinking about the lessons you taught during the past week, how often, if at all, did the following occur when it was not supposed to?"

Table 6: Frequency of types of pupil misbehaviour in the past week (Pupil views, June 2022)

	All lessons	Most lessons	Some lessons	Rarely	Never
Talking	38%*	33%*	20%	5%	1%
Shouting out	21%*	25%*	30%	16%	4%
Arriving to lessons late	14%*	24%	38%	19%	3%
Answering back/challenging instructions	11%*	21%*	31%	23%	11%
Throwing things (non-aggressively)	8%*	15%*	26%*	31%	17%
Using mobile phones	13%*	17%*	27%*	23%	16%

Base: All pupils (n=1,908).

Source: PPLP NBS June 2022. * Indicates a significant difference between pupils and secondary school teachers (see Table 5). "Thinking about the lessons you attended during the past week, how often, if at all, did the following occur when it was not supposed to?"

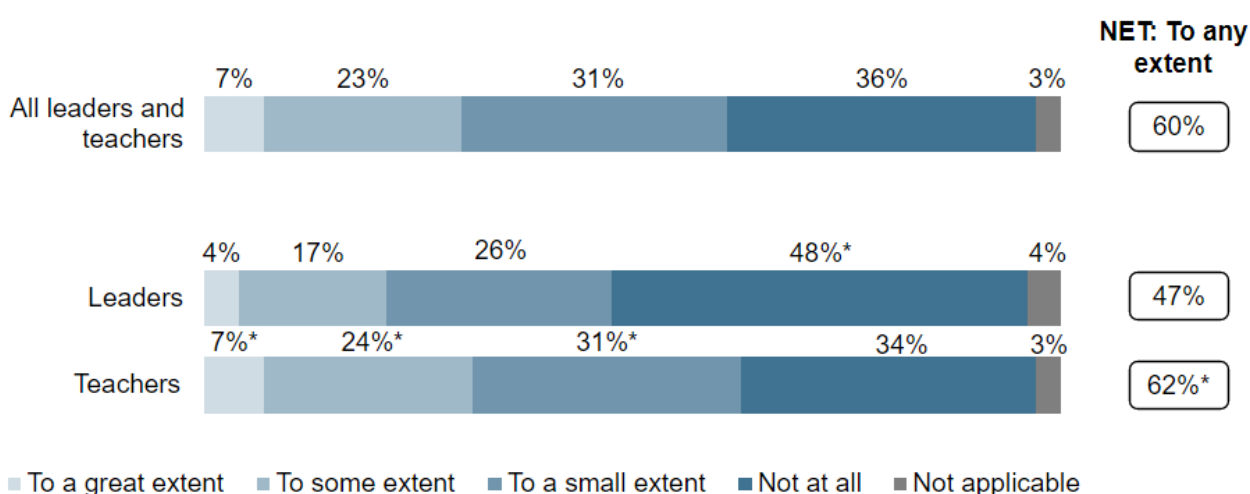
Impacts on wellbeing

School leaders and teachers were asked about the extent to which pupil misbehaviour had had a negative impact on their health and wellbeing. This question was asked in March 2022 and June 2022.

Overall, in June 2022, 60% of school leaders and teachers reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week: of these, 7% reported it ‘to a great extent’, 23% ‘to some extent’, and 31% ‘to a small extent’. Just over a third (36%) responded ‘not at all’ and 3% responded ‘not applicable’. Secondary school leaders and teachers were more likely than primary school leaders and teachers to report misbehaviour had impacted their health and wellbeing to any extent (65% vs. 56%).

As shown in Figure 40, school teachers were more likely than school leaders to report that misbehaviour had had any negative impact on their health and wellbeing to any extent (62% vs. 47%).

Figure 40: Extent to which pupil misbehaviour has had a negative impact on health and wellbeing (Leaders and teachers, June 2022)



Base: All leaders (n=786) and all teachers (n=1,079).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers. “Thinking about the past week, to what extent, if at all, has pupil misbehaviour had a negative impact on your health and wellbeing?”

When comparing June 2022 results with March 2022, a few small but significant differences were identified:

- In June, school leaders were less likely to report a negative impact on their health and wellbeing in the past week to any extent compared to March 2022 (47% vs. 54% in March).
- In June, primary school leaders and teachers were less likely to report a negative impact to at least some extent (26% in June vs. 36% in March).

Bullying

Pupils were asked whether they had been a victim of bullying in the past 12 months, either inside or outside of school, and why they thought the bullying took place. Parents were also asked these questions about their children. These questions were asked in June 2022.

Overall, 22% of pupils said that they had been a victim of bullying for any reason in the past 12 months. In most cases, they were bullied by pupils at their school (20%), although 4% said that they had been bullied by someone else¹⁸.

As summarised in Table 7, the incidence of pupils reporting being a victim of bullying in the past 12 months decreased with age, from 30% for those in year 7 to 7% for those in year 12 and 12% in year 13. This was mainly driven by a decrease in the proportion of pupils who reported being a victim of bullying by someone at their school as the incidence of bullying by people outside of school or college remained roughly consistent across years 7 to 13.

¹⁸ Pupils were able to report multiple experiences of bullying, so may have reported bullying both by pupils at their school and by someone else.

Table 7: Pupils' experience of being a victim of bullying in the past 12 months

Bullied in past 12 months	All pupils	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Yes	22%	30%	22%	27%	20%	20%	7%	12%
Yes, by pupils at my school	20%	27%	20%	26%	18%	17%	5%	7%
Yes, by someone else	4%	5%	4%	4%	3%	4%	2%	6%
No	70%	61%	67%	67%	72%	73%	86%	84%
Don't know	8%	9%	10%	6%	8%	7%	7%	3%

Base: All pupils (n=1,908), Year 7 pupils (n=300), Year 8 pupils (n=282), Year 9 pupils (n=328), Year 10 pupils (n=290), year 11 pupils (n=357), year 12 pupils (n=176), year 13 pupils (n=175).

Source: PPLP NBS June 2022. Respondents could answer both 'yes – by pupils at my school' and 'yes – by someone else', therefore these do not sum to 'Yes' responses. "In the past 12 months have you been a victim of bullying for any reason? Please include any online bullying (cyberbullying) or bullying in person"

Among pupils who reported that they had been bullied in the past 12 months:

- 22% said they had been bullied both in person and online
- 65% had been bullied only in person
- 10% had been bullied only online.¹⁹

Pupils who reported that they had been bullied in the past 12 months were shown a list of possible reasons and were asked which they thought were the reasons for the bullying. Among pupils who reported that they had been bullied in person²⁰, the most common reason reported was the way they looked (45%), followed by their sexual orientation (16%), a disability or special educational need (12%), their gender (9%), their race or ethnicity (9%), their nationality (6%) and their religion or beliefs (3%). A quarter (24%) said they did not know the reason for the bullying.

¹⁹ The remainder of pupils responded 'don't know' to this question.

²⁰ 371 pupils answered this question.

The perceived reasons for bullying were similar among pupils who reported that they had been bullied online²¹. Once again, the most common reason was the way they looked (52%), followed by a disability or special educational need (18%), their sexual orientation (17%), their gender (15%), their nationality (11%), their race or ethnicity (9%) and their religion or beliefs (2%). Around one in five (19%) said they did not know the reason for the bullying.

When responding to these questions in relation to their children, 26% of parents said that their child had been a victim of bullying of any type in the previous 12 months. They reported that the bullying typically stemmed from pupils at their child's school (24%), although 2% said that their child had been bullied by someone else.

Within secondary schools, parents of pupils in year 7 were the most likely to report that their child had been a victim of bullying (41%), compared with parents of pupils in years 8-11 (between 21% and 24%).

Parents who reported that their child had experienced any type of bullying in the past 12 months were asked where the bullying occurred²². Of those whose child had experienced bullying, 93% said that it occurred in person, while 16% said that their child had been bullied online. Parents of secondary-aged pupils were more likely than parents of primary-aged pupils to report that the bullying had happened online (26% vs. 8%).

The most common reason for the bullying reported by parents was the way their child looked (24%), followed by their sex (15%), a disability or special educational need (15%), their sexual orientation (4%), their race or ethnicity (4%), their nationality (3%) or their religion or beliefs (1%). Two in five (40%) said they did not know the reason for the bullying.

Parents of secondary-aged pupils were more likely than parents of primary-aged pupils to report several of the reasons for bullying: the way they look (32% vs. 17%), their sex (32% vs. 2%) and their sexual orientation (8% vs. 2%). Parents of primary-aged pupils were more likely than parents of secondary-aged pupils to say that they did not know the reason for the bullying (45% vs. 34%).

²¹ 155 pupils answered this question.

²² 686 parents answered this question.

Findings 4: Responding to behaviour

Key findings:

- In June 2022, 94% of school leaders and teachers felt at least fairly confident in personally managing misbehaviour in their school, with 46% feeling 'very confident'. Overall, 96% of school leaders and teachers felt at least fairly confident supporting pupils to understand how to behave well, with 49% feeling 'very confident'.
- When school teachers were asked whether the support they receive from senior leaders helps them to manage pupils with persistently disruptive behaviour effectively, 52% agreed this was the case compared to 29% that disagreed.
- Just over a quarter of school teachers (27%) and a fifth of school leaders (20%) felt they could not personally access training and development support for behaviour management relevant to their experience and needs.
- The interventions most commonly used by schools to manage behaviour were referrals to specialist services (92%) and targeted interventions such as mentoring and social/emotional learning (92%). These were followed by the involvement of specialised pastoral support staff (79%) and removal as a restorative measure (77%).
- Overall, 38% of school leaders and teachers felt any external specialist support provided was at least somewhat timely, with 41% saying that the external support was 'not timely at all'.

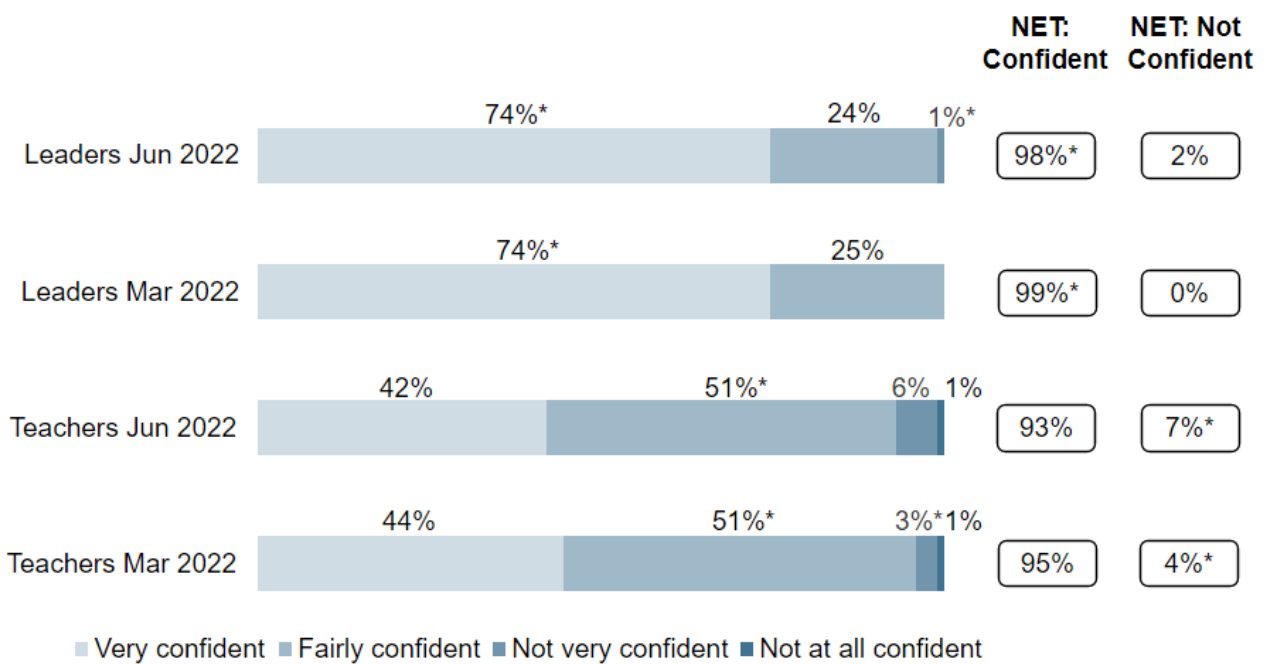
This chapter reports on views of school leaders and teachers on responding to misbehaviour, including confidence in managing and responding to pupil behaviour, access to training and support, and targeted support provided by schools. The majority of these questions were asked at a single timepoint only - June 2022 - with the exception of 2 confidence questions which were asked in March 2022 and June 2022.

Confidence in managing pupil behaviour

All school leaders and teachers were asked about the level of confidence they had personally in managing misbehaviour in their school. In June 2022, 94% of school

leaders and teachers felt at least fairly confident, with 46% feeling 'very confident'. School leaders were more likely than school teachers to report being confident (98% vs. 93%) or being 'very confident' (74% vs. 42%). Overall, 7% of school teachers were not confident about managing misbehaviour in their school (of which 6% were 'not very confident' and 1% 'not at all confident'). As shown in Figure 41, a similar pattern of results was seen in March 2022. There were no significant differences between June 2022 and March 2022 overall findings.

Figure 41: School leader and teacher confidence in managing misbehaviour in school (March 2022 and June 2022)



Base: June 2022 - all leaders (n=786) and all teachers (n=1,079). March 2022 - panel B leaders (n=552) and panel B teachers (n=695).

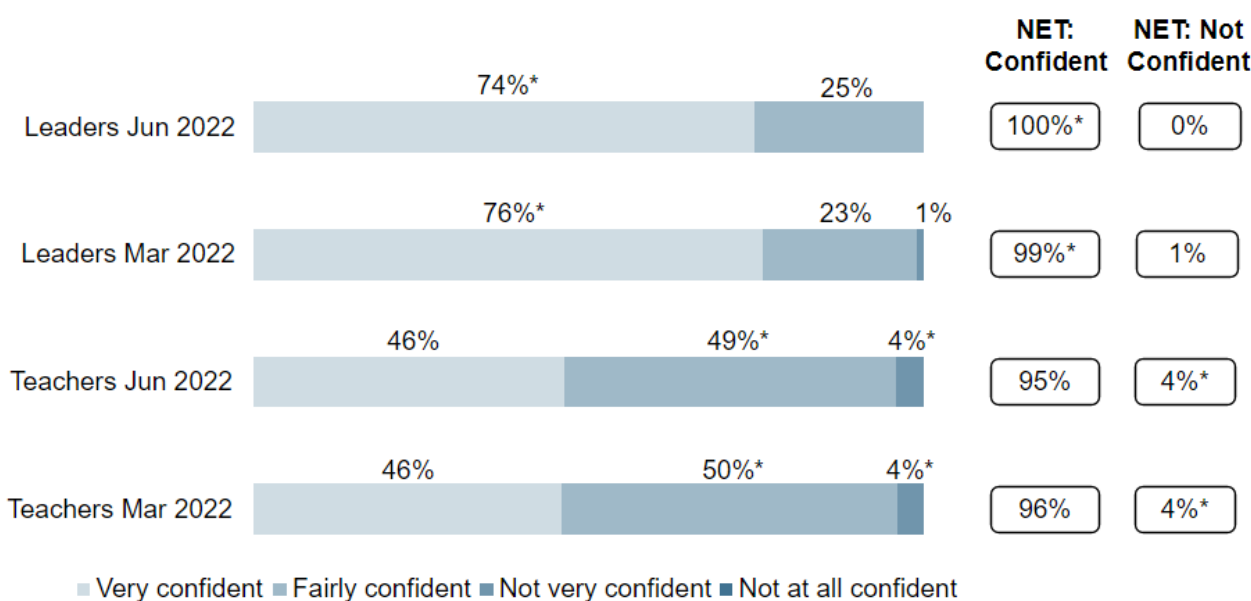
Source: SCP NBS June 2022 and SCP March 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers across the same time period. "How confident, if at all, do you personally feel about managing misbehaviour in your school?"

Differences by phase were evident in data collected in June and March, with school leaders and teachers from primary schools more likely to report confidence in managing misbehaviour than those from secondary schools (96% vs 91% in June 2022; 97% vs 93% in March 2022).

Confidence to support pupils to understand how to behave well

School leaders and teachers were also asked about the level of confidence they had personally in supporting pupils to understand how to behave well. In June 2022, 96% of school leaders and teachers felt at least fairly confident supporting pupils to understand how to behave well, with 49% feeling ‘very confident’. This differed between school leaders and teachers, with school leaders being more likely than teachers to report feeling confident (100% vs. 95%) or feeling ‘very confident’ (74% vs. 46%). Overall, 4% of school teachers were not confident about supporting pupils to understand how to behave well. As shown in Figure 42, a similar pattern of results was seen in March 2022. There were no significant differences between June 2022 and March 2022 overall findings.

Figure 42: School leader and teacher confidence to support pupils to understand how to behave well (March 2022 and June 2022)



Base: June 2022 - all leaders (n=786) and all teachers (n=1,079). March 2022 - panel B leaders (n=552) and panel B teachers (n=695).

Source: SCP NBS June 2022 and SCP March 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers across the same time period. “How confident, if at all, do you personally feel about supporting pupils to understand how to behave well?”

Although high across both phases, primary school leaders and teachers were more likely than secondary school leaders and teachers to report feeling at least fairly confident in

supporting pupils to behave well (97% vs. 94% in June 2022 and 99% vs. 94% in March 2022).

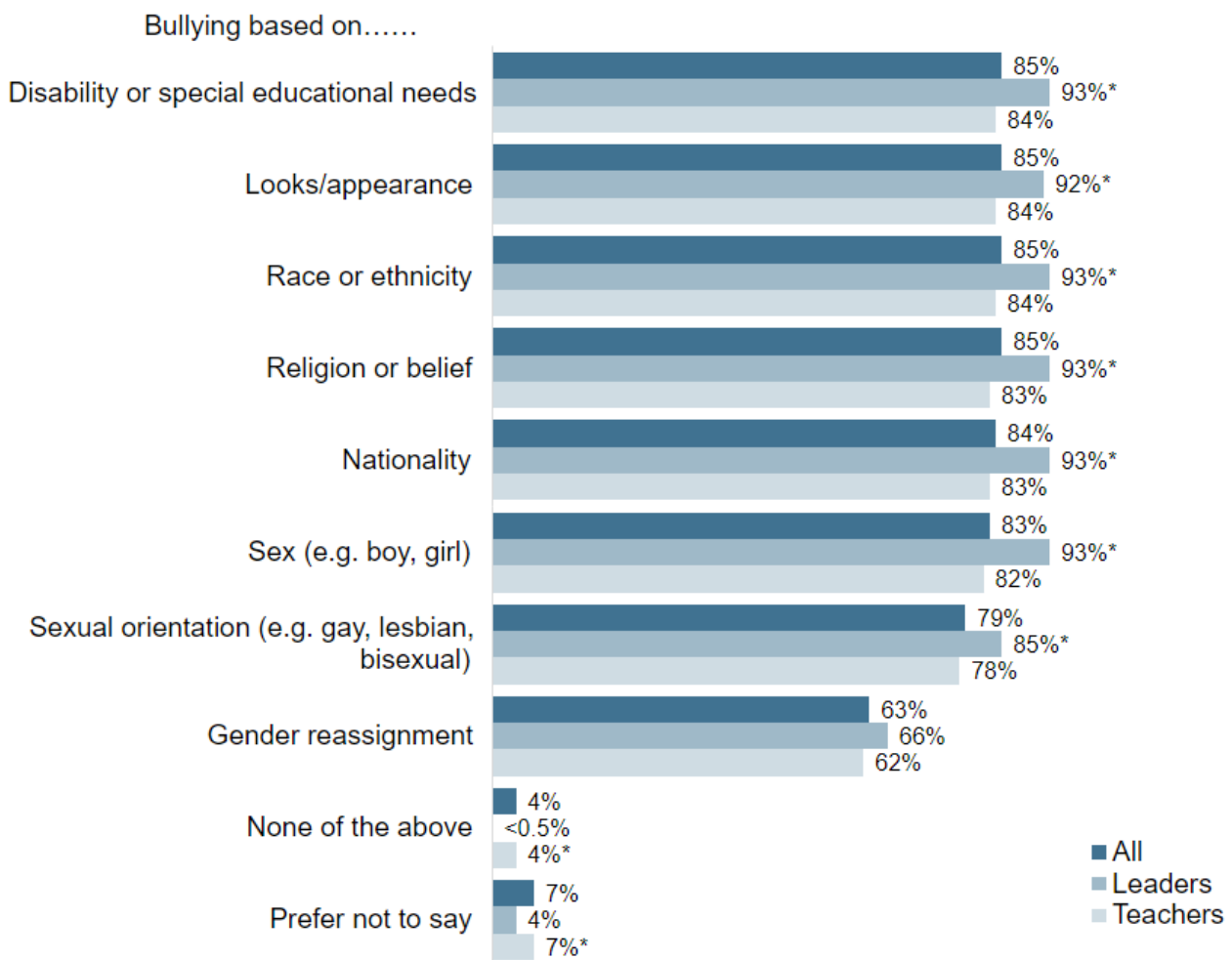
Confidence to address bullying

All school leaders and teachers were asked whether they felt, or would feel, confident in addressing different types of bullying. This question was asked only in June 2022. The types of bullying school leaders and teachers were most confident in addressing were those based on disability or special educational needs, looks/appearance, race or ethnicity, religion or belief, nationality and sex. For each of these types of bullying, between 83% and 85% of school leaders and teachers reported feeling confident in addressing the bullying. School leaders and teachers were least confident in addressing bullying based on a pupil's gender reassignment (63% felt confident). Overall, 4% of school leaders and teachers did not feel confident dealing with any of these types of bullying (4% of teachers and <1% of school leaders).

As shown in Figure 43, school leaders felt more confident in addressing almost all types of bullying compared to teachers (over 90% of school leaders felt confident in addressing each type except bullying based on sexual orientation (85%) or gender reassignment (66%).

Primary school leaders were more likely than secondary school leaders to report feeling confident in addressing bullying based on a pupil's looks/appearance (87% vs. 84%). In turn, secondary school leaders were more likely than primary school leaders to report feeling confident in addressing bullying based on a pupil's sexual orientation (81% vs. 76%) and gender reassignment (67% vs. 59%).

Figure 43: School leader and teacher confidence in addressing different types of bullying at their school (June 2022)



Base: All leaders (n=786) and all teachers (n=1,079).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers. “Do you feel or would you feel confident in addressing bullying at your school based on a pupil's ...?”

Support and training

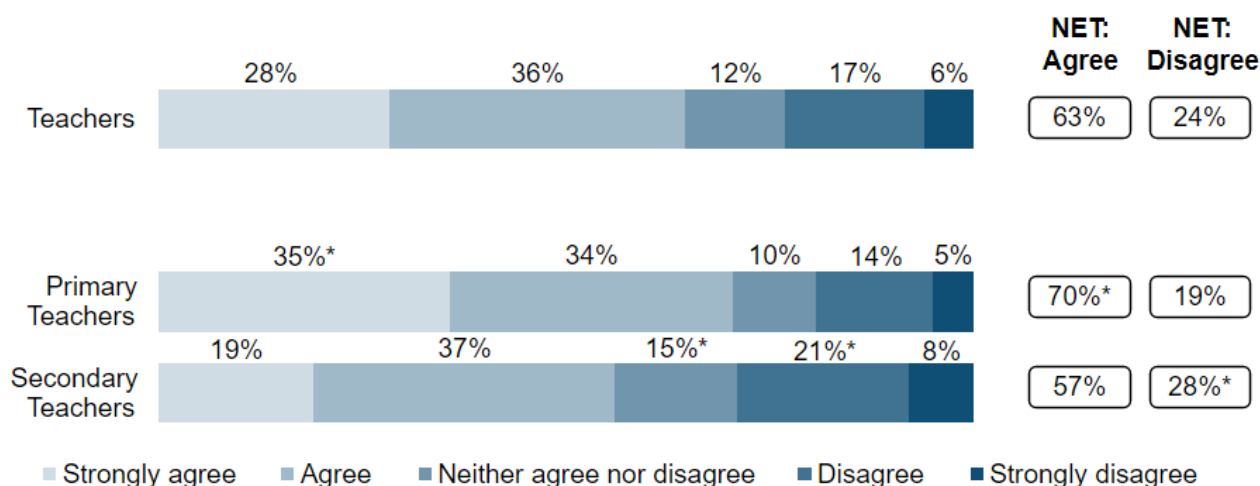
Several questions were asked to school teachers only about support from senior leaders. These questions were asked in June 2022.

Culture of support

School teachers were asked whether senior leaders foster a culture where teachers are confident to ask for support in managing pupils with persistently disruptive behaviour.

As shown in Figure 44, 63% of school teachers agreed that senior leaders in their school foster a culture where they are confident to ask for support (of which 28% responded 'strongly agree' and 36% 'agree'), whilst 24% disagreed (of which 17% responded 'disagree' and 6% 'strongly disagree'). Primary school teachers were more likely to agree this culture existed (70% vs. 57% for secondary teachers); whilst 28% of secondary school teachers disagreed (vs. 19% of primary teachers).

Figure 44: Extent to which school teachers agree that senior leaders foster a culture where they are confident to ask for support in managing pupils with persistently disruptive behaviour (June 2022)



Base: All teachers (n=1,079), primary teachers (n=528) and secondary teachers (n=551).

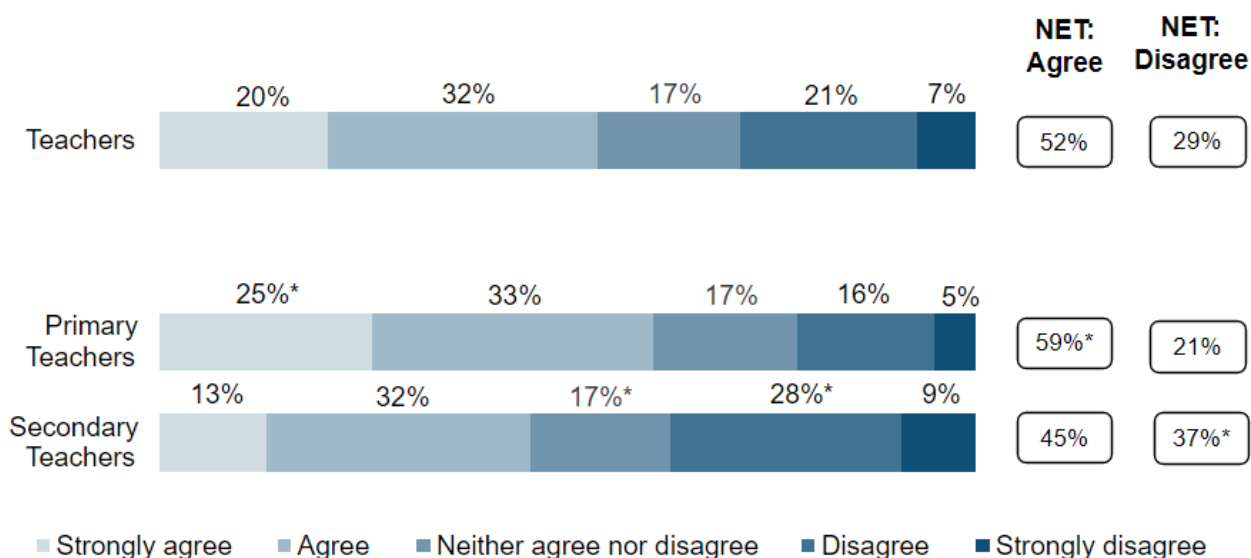
Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference comparing primary and secondary teachers. 'Not applicable' responses (<2%) not charted. "Senior leaders foster a culture where I am confident to ask for support in managing pupils with persistently disruptive behaviour"

Support to manage pupils with persistently disruptive behaviour

When school teachers were asked whether the support they receive from senior leaders helps them to manage pupils with persistently disruptive behaviour effectively, 52% agreed this was the case (of which 20% responded 'strongly agree' and 32% 'agree') compared to 29% that disagreed (of which 21% responded 'disagree' and 7% 'strongly

disagree’). As shown in Figure 45, and in line with findings in relation to senior leaders fostering a culture where teachers are confident to ask for support, primary school teachers were more likely than secondary school teachers to agree that the support they receive from senior leaders helps them to manage pupils effectively (59% vs. 45%).

Figure 45: Extent to which school teachers agree that the support they receive from senior leaders helps them to effectively manage pupils with persistently disruptive behaviour (June 2022)



Base: All teachers (n=1,079), primary teachers (n=528) and secondary teachers (n=551).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference comparing primary and secondary teachers. ‘Don’t know’ and ‘Not applicable’ responses (<3%) not charted. “The support I receive from senior leaders helps me to effectively manage pupils with persistently disruptive behaviour”

Support to tackle bullying

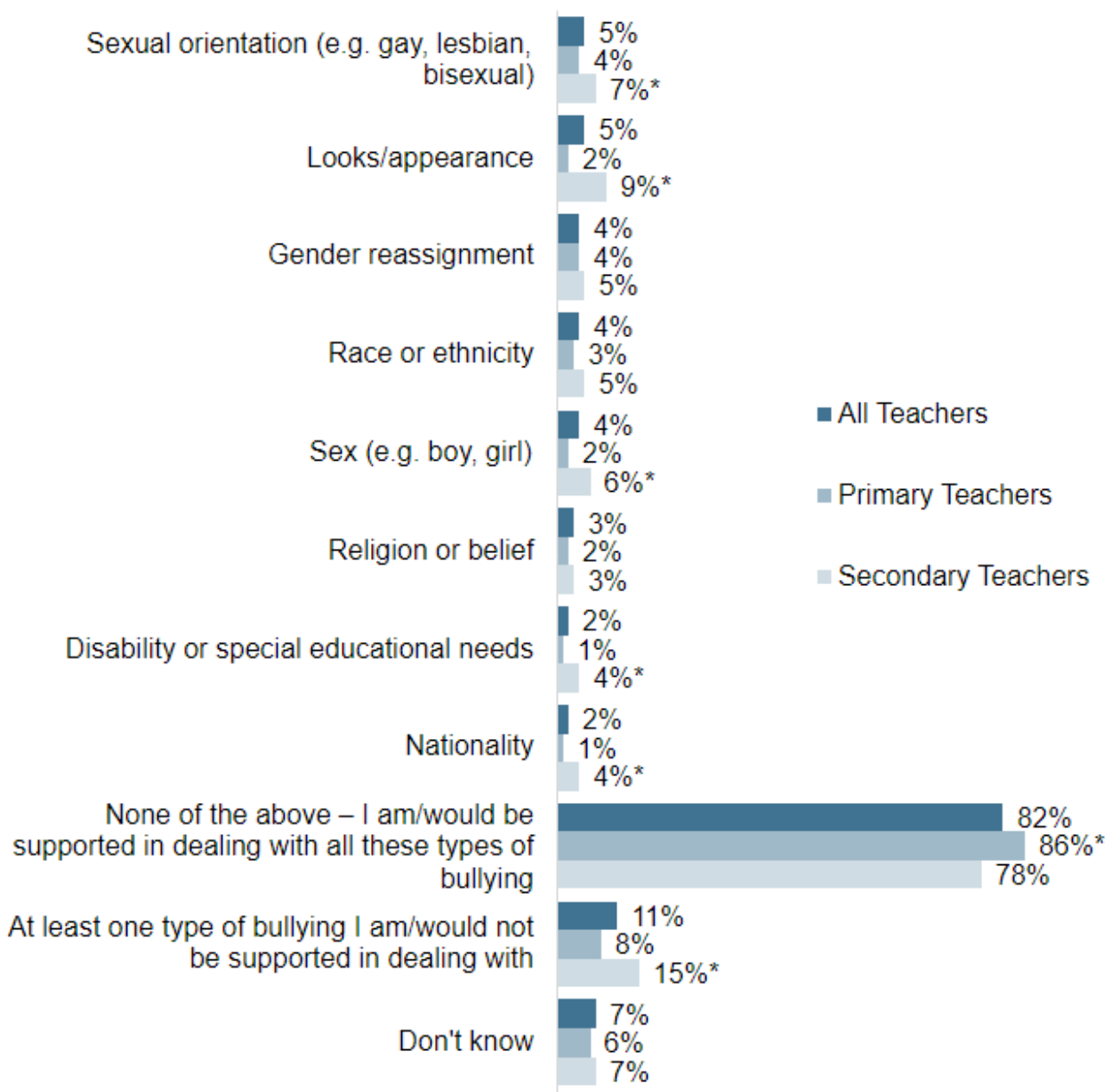
School teachers were presented with a list of eight types of potential bullying and asked whether there were any types that they did not feel supported, or did not think they would be supported, in dealing with at their school. Overall, 82% of school teachers indicated that they were or would be supported in dealing with all the types of bullying discussed. Primary school teachers were more likely to report this than secondary school teachers (86% vs. 78% respectively).

As shown in Figure 46, 11% of teachers reported they felt they were not, or would not be, supported in dealing with at least one type of bullying. Bullying based on sexual

orientation (5%) and look/appearance (5%) were the types of bullying for which the largest proportion of teachers did not think they were or would be supported. Secondary school teachers were more likely than primary school teachers to think they were not or would not be supported with dealing with the following types of bullying:

- Looks/appearance (9% vs. 2%)
- Sexual orientation (7% vs. 4%)
- Sex (6% vs. 2%)
- Disability or special educational needs (4% vs. 1%)
- Nationality (4% vs. 1%).

Figure 46: Types of bullying school teachers think they are not supported in dealing with at their school (June 2022)



Base: All teachers (n=1,079), primary teachers (n=528) and secondary teachers (n=551).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference comparing primary and secondary teachers. "Thinking about the following types of bullying, are there any that you aren't supported, or don't think you would be supported, in dealing with at your school"

Accessing training for behaviour management

All school leaders and teachers were asked whether they can personally access training and development support for behaviour management that is relevant to their experience and needs. Overall, 46% of school leaders and teachers reported that they could access training and development support for behaviour management that was relevant to their needs, whilst 26% reported that they could not (and 28% responded don't know). School leaders were more likely than school teachers to report that they could access such training and development (67% vs. 43%).

Just over a quarter of school teachers (27%) and a fifth of school leaders (20%) felt they could not personally access training and development support for behaviour management relevant to their experience and needs. Secondary school teachers were more likely primary school teachers to feel they could not personally access suitable behaviour management training and development (30% vs. 24%). Primary school teachers were more likely than secondary school teachers to respond 'don't know' to this question (34% vs. 25%).

Interventions and targeted support

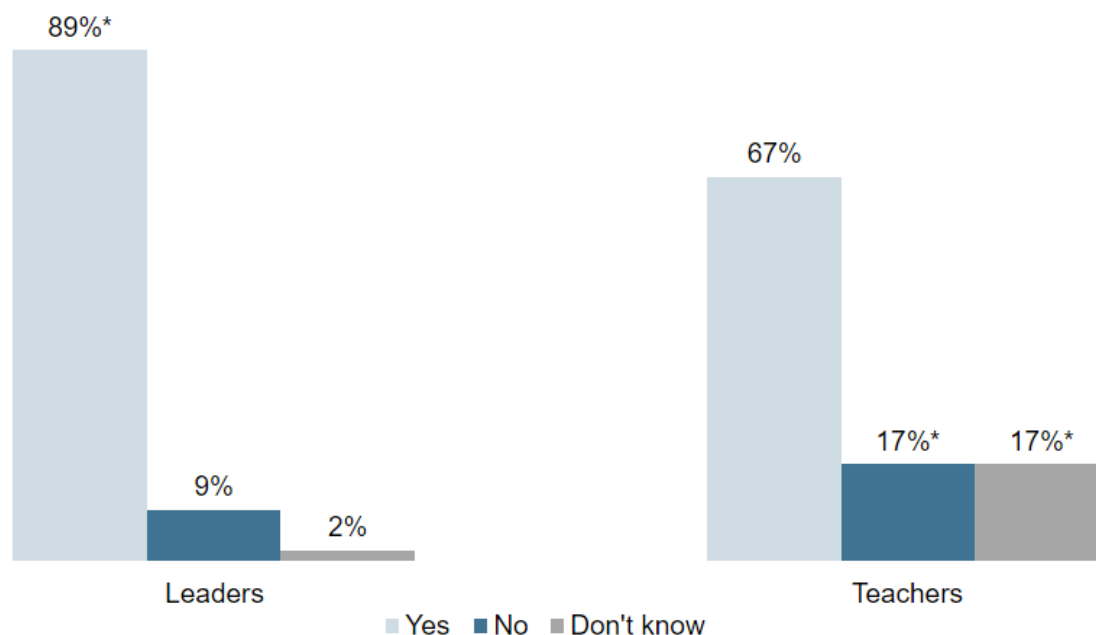
School leaders and teachers were asked a set of questions about the support provided to pupils with challenging behaviours. These covered whether the school has a clear system for responding when a pupil is identified as needing additional support to address their behaviour, the types of interventions the school provides, and the timeliness and appropriateness of any external specialist support provided for pupils.

Clear system for responding to identified need

School leaders and teachers were asked whether their school has a clear system for responding when a pupil is identified as needing additional support to address their behaviour. Overall, 69% of school leaders and teachers responded that their school does have a clear system, whilst 16% did not feel this was the case (15% responded 'don't know').

As shown in Figure 47, school leaders were more likely than school teachers to state that a clear response system was in place (89% vs. 67%). In comparison, school teachers were more likely than school leaders to indicate that they did not believe a clear system was in place (17% vs. 9%) or to not know (17% vs. 2%).

Figure 47: School leader and teacher views on whether the school has a clear system for responding when a pupil is identified as needing additional support for behaviour (June 2022)



Base: All leaders (n=786) and all teachers (n=1,079).

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers. “Does your school have a clear system for responding when a pupil is identified as needing additional support to address their behaviour?”

Primary school leaders were more likely than secondary school leaders to report their school has a clear system for responding when a pupil is identified as needing additional support (92% vs. 84%). Similarly, primary school teachers were more likely to report this than secondary school teachers (72% vs. 61%).

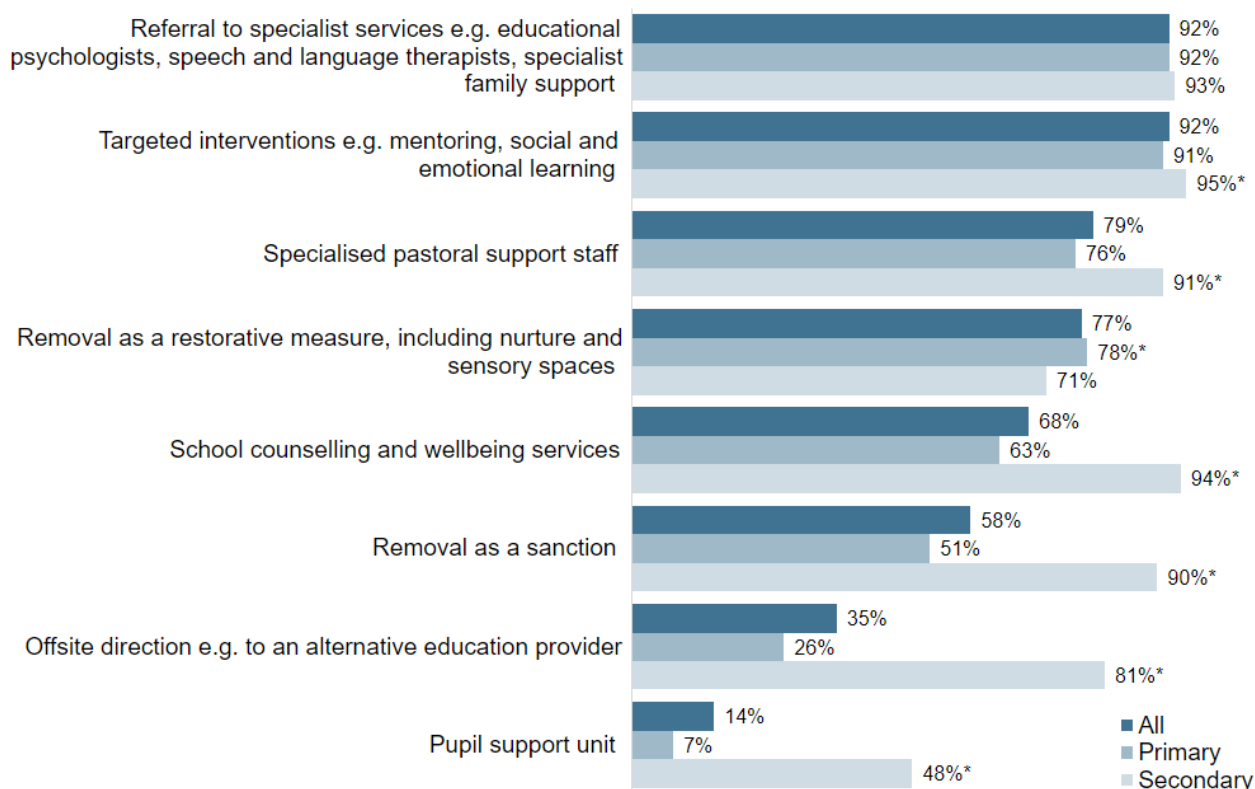
Types of interventions offered by schools

School leaders were asked which interventions their school provides where necessary to manage behaviour. The interventions most commonly used by schools were referrals to specialist services (92%) and targeted interventions such as mentoring and social/emotional learning (92%). These were followed by the involvement of specialised pastoral support staff (79%) and removal from the classroom as a restorative measure (77%).

As shown in Figure 48, secondary schools were more likely to use several of the interventions, including school counselling and wellbeing services (94% vs. 63% among

primaries), specialised pastoral support staff (91% vs. 76% among primaries), and removal from the classroom as a sanction (90% vs. 51% among primaries). Primary schools, in turn, were more likely to use removal from the classroom as a restorative measure (including nurture and sensory spaces) (78% vs. 71% among secondaries).

Figure 48: Interventions, if any, that the school provides where necessary (June 2022)



Base: All leaders (n=786), primary leaders (n=470) and secondary leaders (n=316).

Source: SCP NBS June 2022. School weighting. Responses selected by <4% of leaders not shown.

*Indicates a significant difference comparing primary and secondary schools. “Which of the following interventions, if any, does your school provide where necessary?”

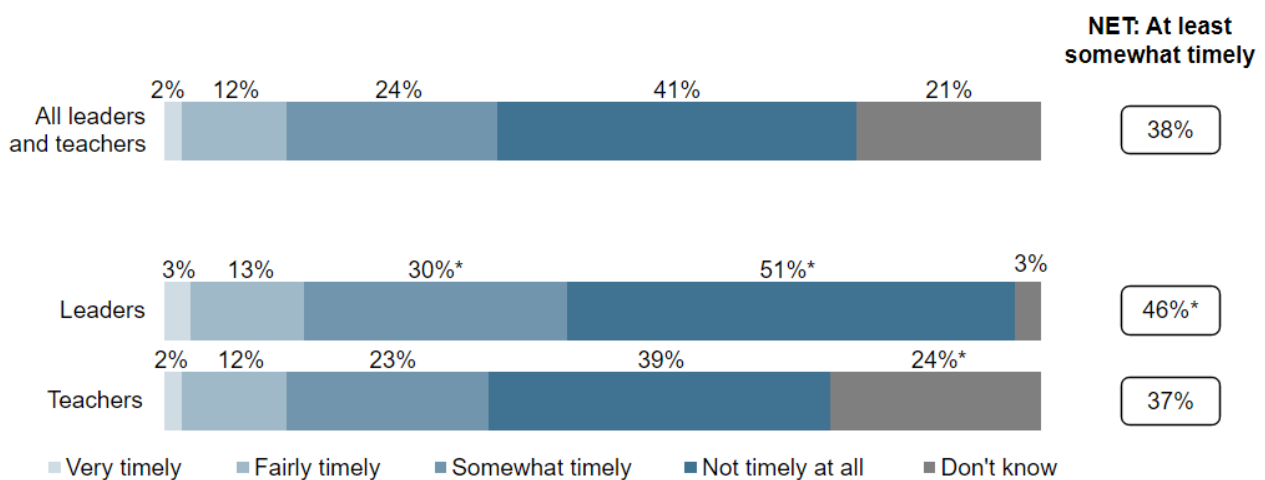
Timeliness of external specialist support

When school leaders and teachers were asked about the timeliness, on average, of any external specialist support, 38% reported that it was at least somewhat timely, though only 2% of school leaders and teachers felt it was ‘very timely’. As shown in Figure 49,

41% of school leaders and teachers felt the external support was ‘not timely at all’ and 21% responded ‘don’t know’.

School leaders were more likely than school teachers to report any external specialist support provided was ‘not timely at all’ (51% vs. 39%), although school teachers were more likely than school leaders to say they did not know if the support was timely (24% vs. 3%).

Figure 49: School leaders’ and teachers’ views on timeliness of external specialist support services (June 2022)



Base: Leaders (n=749) and teachers (n=984) that were aware of their school needing to use external support.

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers. “How timely, on average, is the external specialist support provided?”

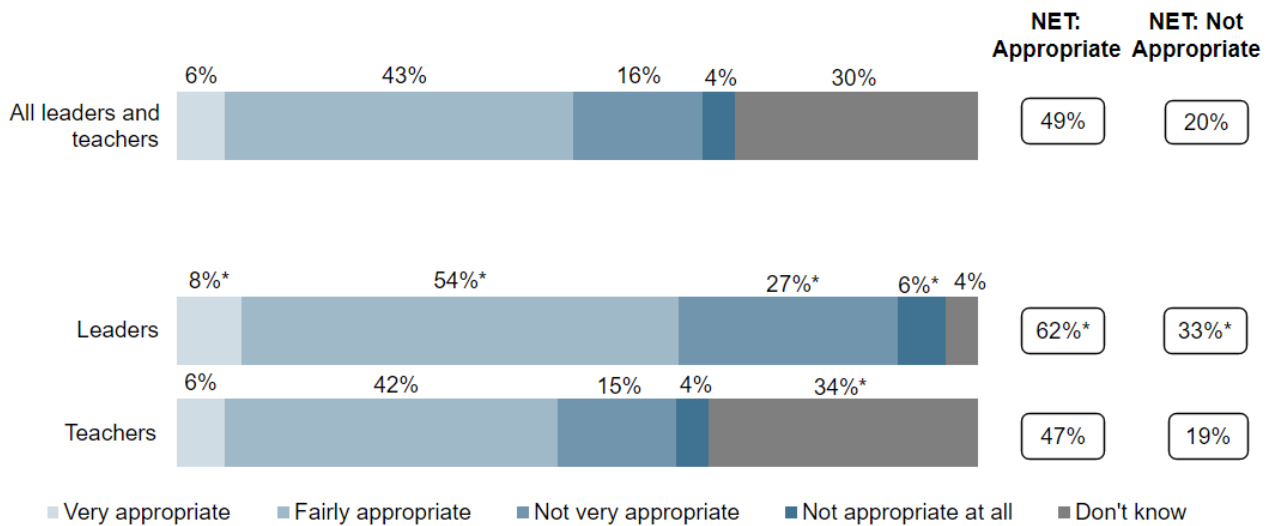
Secondary school leaders and teachers were more likely than primary school leaders and teachers to not know how timely the support was (33% vs. 11%). Primary school leaders and teachers were more likely than secondary school leaders and teachers to state support provided was ‘not timely at all’ (48% vs. 32% for).

Appropriateness of external specialist support

When school leaders and teachers were asked about the appropriateness of the external specialist support services provided, 49% felt the support was appropriate (6% ‘very appropriate’ and 43% ‘fairly appropriate’) compared to 20% who felt it was not appropriate (16% ‘not very appropriate’ and 4% ‘not appropriate at all’). Just under a third of leaders and teachers (30%) responded ‘don’t know’.

As shown in Figure 50, 62% of school leaders but only 47% of teachers felt the support was appropriate. School teachers were more likely than school leaders to not know of the appropriateness of the provision (34% vs. 4%).

Figure 50: School leaders' and teachers' views on appropriateness of support from external specialist support services (June 2022)



Base: Leaders (n=744) and teachers (n=970) that were aware of their school needing to use external support and did not answer 'not applicable'.

Source: SCP NBS June 2022. Individual weighting. * Indicates a significant difference comparing leaders and teachers. "Generally speaking, how appropriate is this support from external specialist support services?"

Annex

Methodology

Data analysis

Two types of statistical tests have been used to determine whether significant differences are present in the data. For categorical data (sub-group percentages), z-tests have been applied. For numerical data (sub-group means), the t-test for independent means has been applied. Both tests use the weighted figures. Differences between sub-groups, and between waves, are only commented on in the text if they are statistically significant at the 95% confidence level.

Sampling error

School and College Panel data presented in this report is from a sample of senior leaders and teachers rather than the total population of school leaders and teachers. Although the leader sample and the teacher sample have been weighted to be nationally representative (by school type and by teacher demographics), the data is still subject to sampling error.

The extent of sampling error depends on:

- The sampling approach. The closer it is to a random sample, the lower the sampling error. A stratified random sample is preferable as this helps to balance characteristics that may impact the representativeness of the sample.
- The sample size. Larger samples have lower sampling errors.
- The survey result. Statistics closer to 50% have a higher standard deviation compared to those further away (e.g. 80%).

Table 8 shows the sampling error for the SCP March 2022 wave and SCP NBS June 2022 wave, based on survey findings of 50%. For example, if all school leaders and teachers had answered a question (rather than 1,247 of them) in the March wave, we can be 95% confident that the 'true' value would lie within a +/- 3.9% range of the panel B figure (i.e. 46.1% - 53.9%). Results based on a sub-set of schools surveyed are subject

to a wider margin of error. Further methodological detail for both the SCP and PPLP can be found in the published technical reports²³.

Table 8: Sampling errors in SCP survey waves

Group	Base size	Sampling error for survey findings of 50%	'True' value would be between
SCP March wave Panel B school leaders and teachers	1,247	±3.9%	46.1% - 53.9%
SCP March wave Panel B school leaders	552	±5.9%	44.1% - 55.9%
SCP NBS June wave leaders and teachers	1,865	±2.3%	47.7% - 52.3%
SCP NBS June wave leaders	786	±3.4%	46.6% - 53.4%

²³ [School and college panel: omnibus surveys for 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk) and [Parent, pupil and learner panel omnibus surveys for 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



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