

Behaviour: What is going on in schools? (And how does it affect teachers?)

It's 2.30pm on a wet Tuesday afternoon. Quiet little Jamie has just smashed Ethan over the head with an apple, two girls are on phones hidden in their laps, and the rest of the class have lapsed into giggly chatter. These scenes aren't even the stuff of real teacher nightmares, it's just the work-a-day difficulty of teaching real live human children with their own priorities. Keeping pupils learning is therefore a huge part of the job, but it's tough to do, and not every environment is equally set up to get the behaviour for it.

But, just how bad is behaviour in schools? And how much does it affect teachers careers? Last week, [Teacher Tapp](#) asked over 3,000 teachers what was going on in their classroom and here's what we learned...

First, teachers REALLY care about disruptive behaviour

When given the choice: most teachers prefer to work somewhere with longer hours in return for fewer behaviour issues.

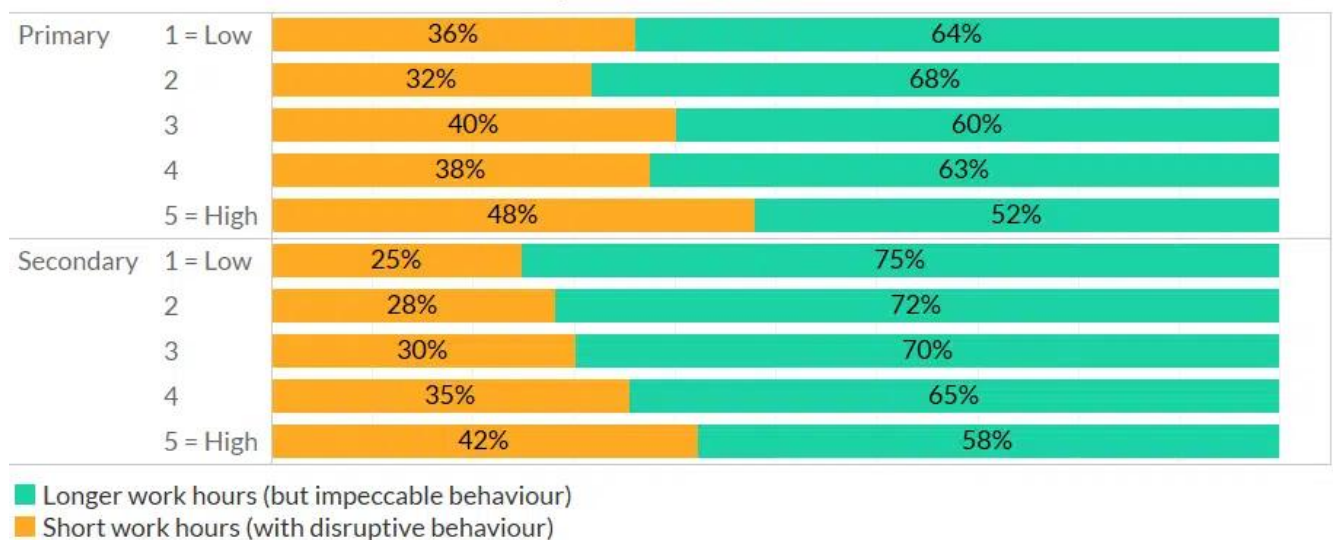
You are moving to a new area so must find a new job. There are two options. The first school has a low workload culture where teachers all leave without marking by 4:30pm. However, in your tour of the school you could see quite a bit of student disruption in class. The second school has impeccable behaviour, but teachers you meet admit they tend to have to work very long hours. Which school would you choose?



Think that through! The toil of dealing with bad behaviour in lessons is so draining that teachers would prefer to do anything else in longer hours to compensate for it.

Also, teachers working in more affluent areas are most likely to prefer long hours over behaviour. (In the graph, 1 = lowest free school meals quintile, 5 = highest).

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Why is this? Did teachers who don't feel great about their behaviour management opt to work in more affluent schools? Or has teaching at more affluent schools so far meant they don't feel confident about going on to teach in a school where disruption is more of an issue? One to keep exploring!

'Behaviour doesn't matter in primary schools'

A number of teachers on social media suggested that primary schools don't really struggle with behaviour issues.

Actually, disruption seems to be just as common in primary schools as in secondary ones. On a fairly random Tuesday (5th Feb), 28% of primary and 31% of secondary teachers reported that their last lesson had largely stopped because of poor behaviour.

In the last lesson you taught, was there any time when you felt teaching and learning largely stopped because of poor behaviour?

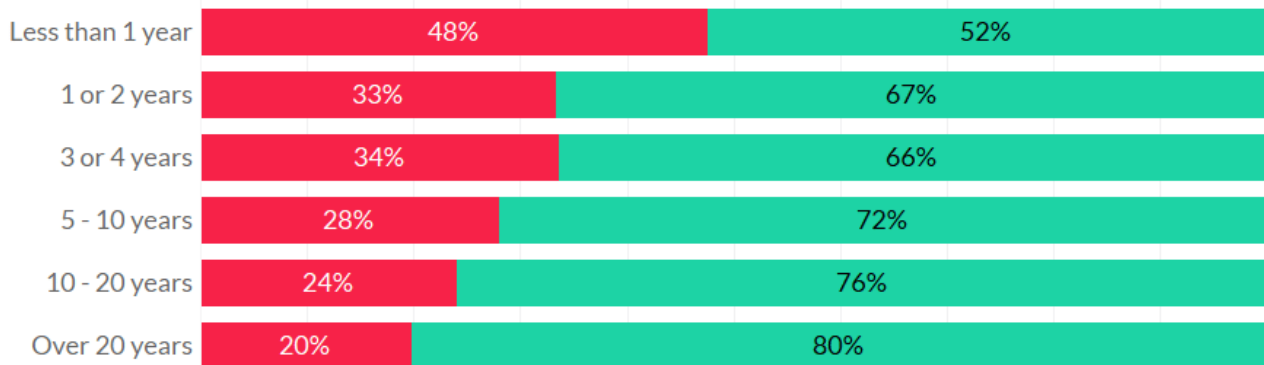


Question answered by 2,073 panellists on 05/02/2019

Behaviour is worst for new teachers

Behaviour management is a particularly huge deal for our new teachers -with learning disrupted about half the time.

In the last lesson you taught, was there any time when you felt teaching and learning largely stopped because of poor behaviour?

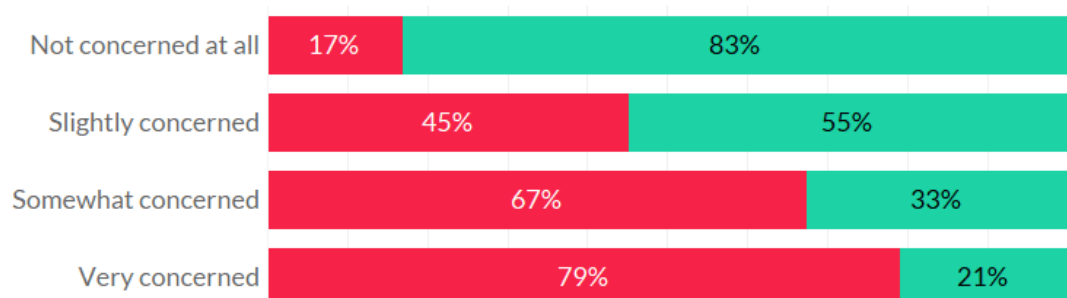


Question answered by 2,137 panellists on 05/02/2019

■ No
■ Yes

Those experiencing poor behaviour in the last lesson of their day were also much more likely to be concerned about disruption in the first lesson the next morning...

Are you concerned about your next lesson, compared to was your last lesson disrupted (in colour)



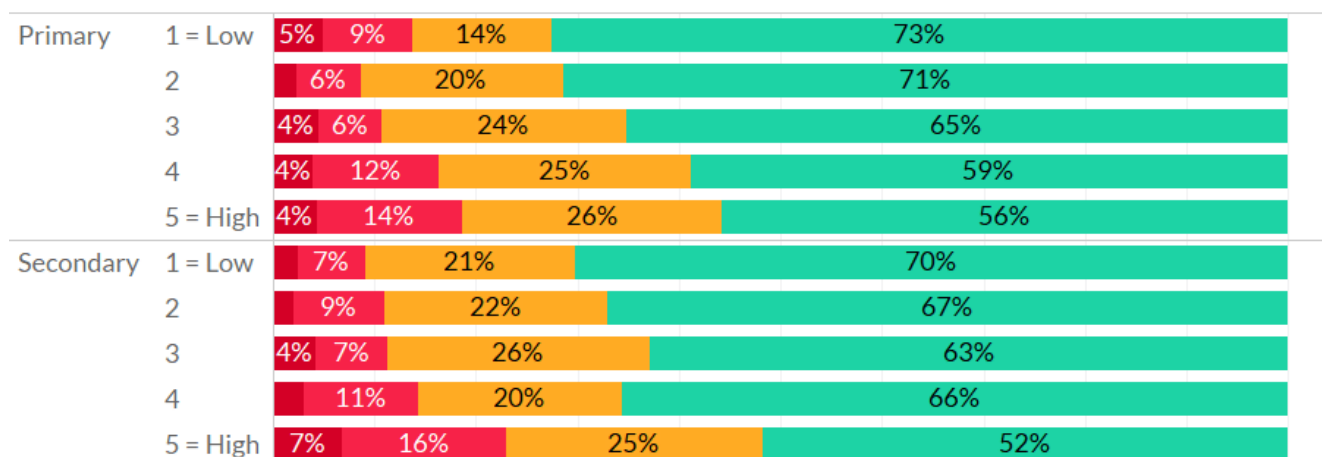
■ No
■ Yes

... which can mean new teachers spend their evenings worrying about work. It's no wonder so many leave in their first years if feeling this way.

Can I escape bad behaviour by teaching in a posh area? Erm... possibly not.

Concerns about behaviour are a little more prevalent in schools serving more disadvantaged communities, but perhaps not as much as you would think. Even 28% of teachers in schools with the wealthiest intakes (1 = low) still have concerns about behaviour in their next lesson.

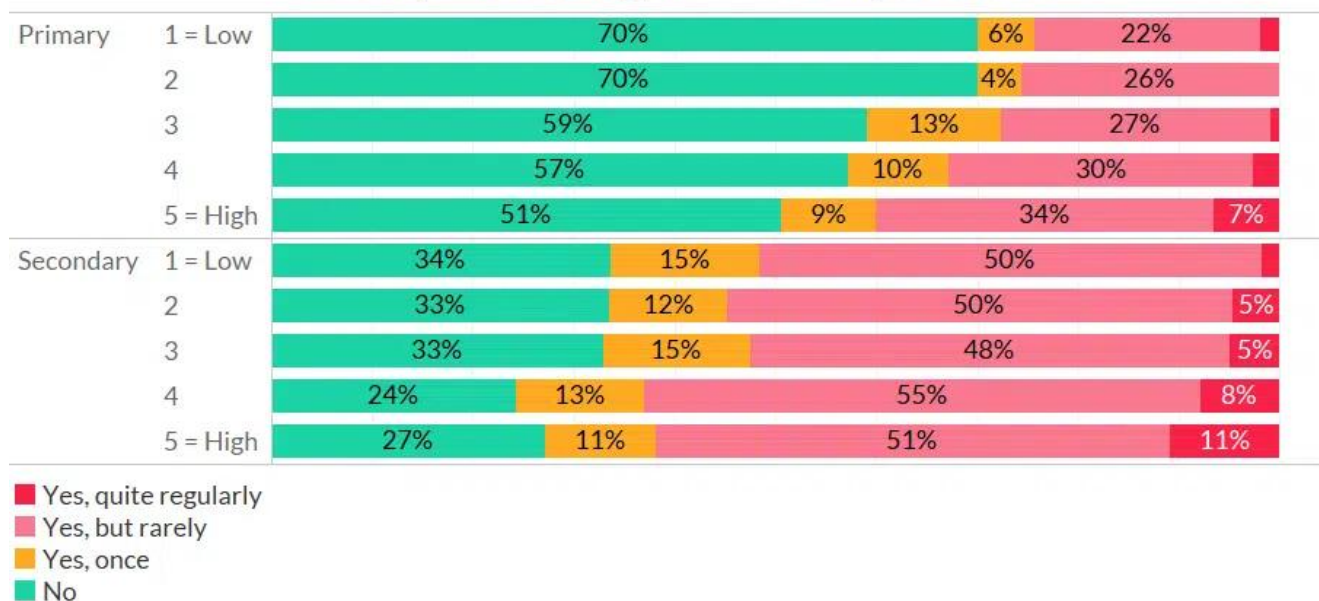
Think about the next lesson you are going to teach. How concerned are you that poor behaviour will significantly affect the amount of learning?



Dark red is very concerned; red slightly concerned;
yellow is somewhat concerned; green is not concerned

That said, those teaching in schools with a high number of pupils receiving free meals are much more likely to receive derogatory comments from pupils about their intelligence.

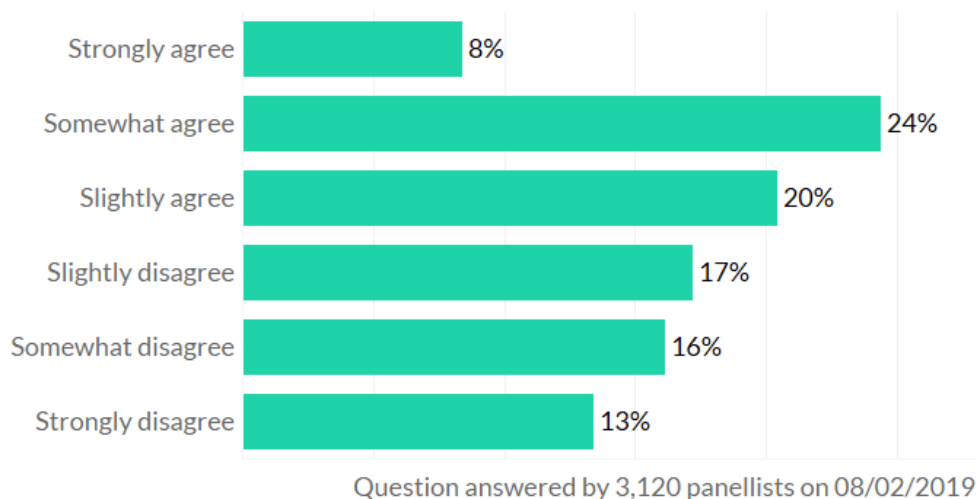
Have you ever been subjected to negative comments from a child about your intelligence or competence?



SO, why is behaviour such a big problem?

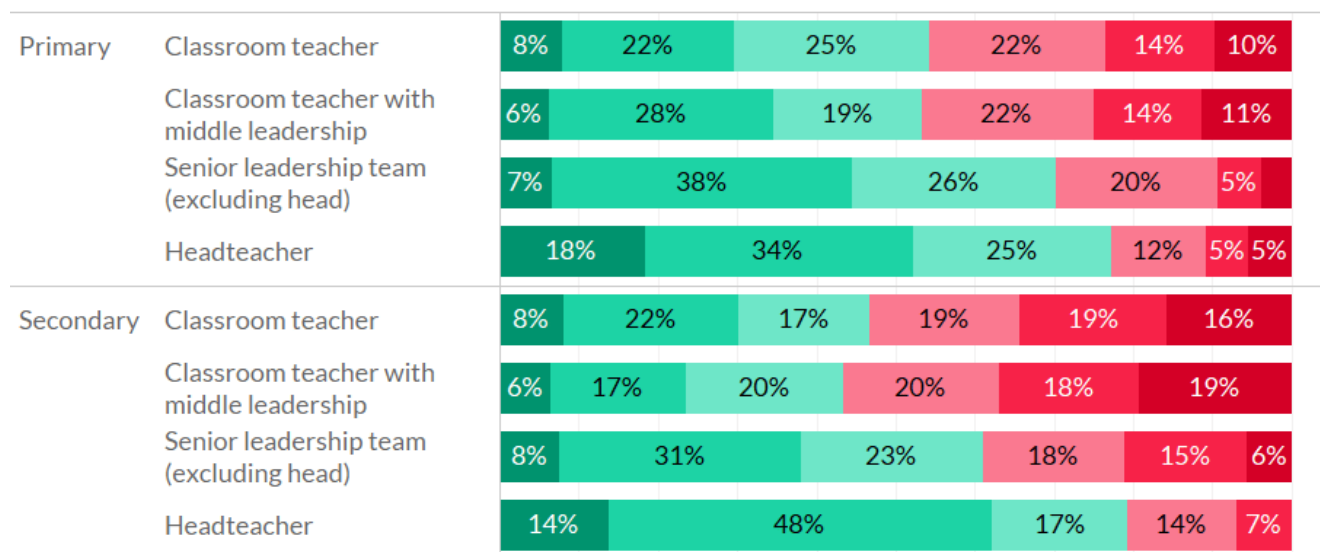
Besides the fact that teaching is hard work, it seems that many schools don't consistently implement behaviour policies....

Compared to other schools, I feel our school's behaviour policy is strict and consistently enforced



...Although senior management seem to think they do!

Compared to other schools, I feel our school's behaviour policy is strict and consistently enforced



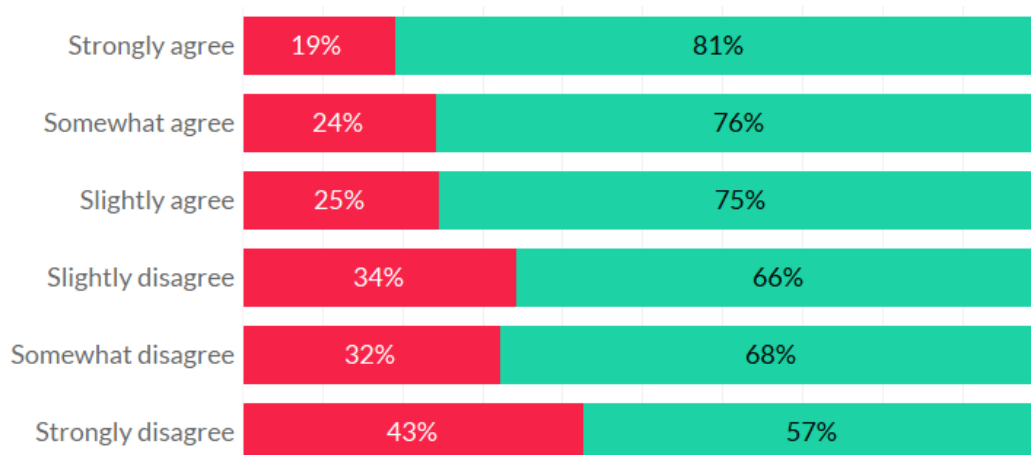
Question answered by 1,778 panellists on 08/02/2019

Answer Text

- Strongly disagree
- Somewhat disagree
- Slightly disagree
- Slightly agree
- Somewhat agree
- Strongly agree

...And in schools with inconsistent behaviour policies, more lessons are reported to be disrupted.

Opinion on whether school has a strict and consistently enforced behaviour policy, versus number of classes dreading next week (in colours)

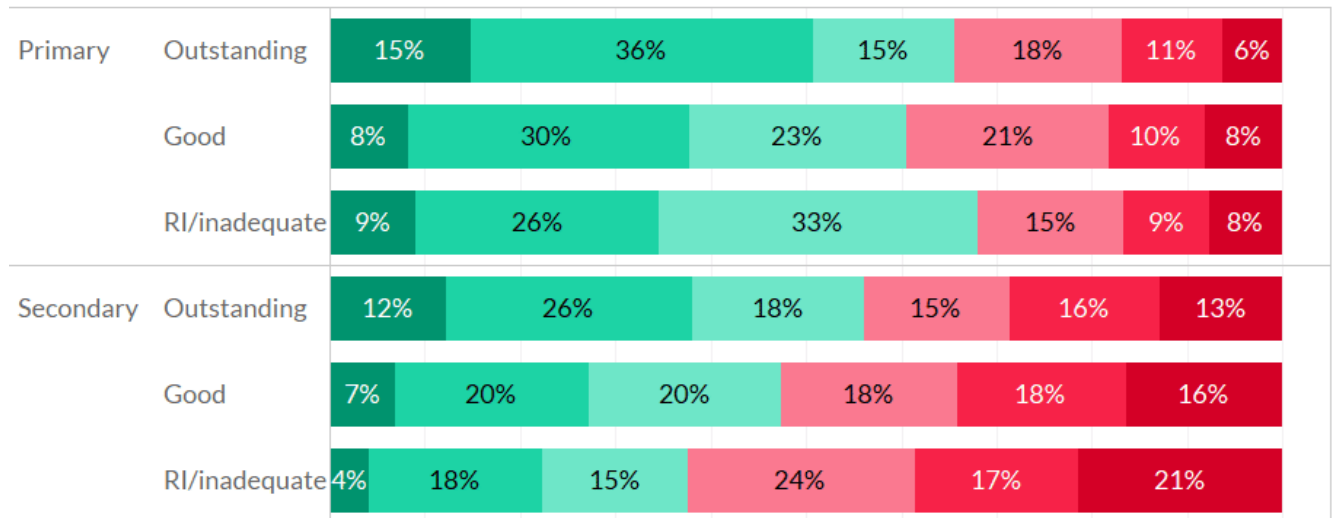


- No
- Yes

Secondary schools categorised by Ofsted as Requires Improvement or Inadequate seem to have a particular problem with enforcing a strict behaviour policy (though, incidentally, higher

FSM schools don't).

Compared to other schools, I feel our school's behaviour policy is strict and consistently enforced



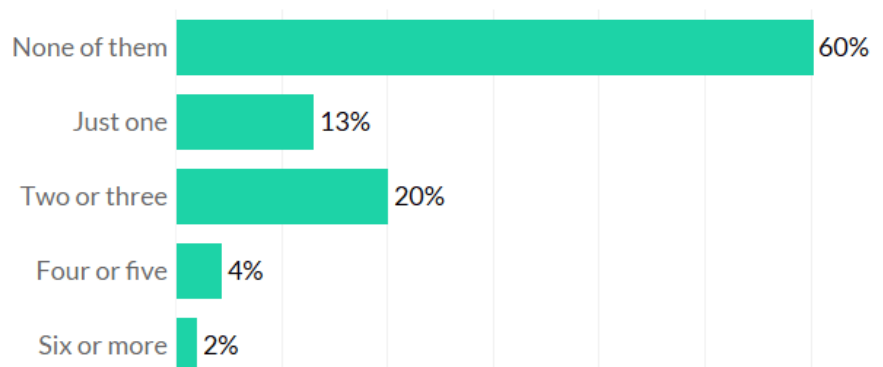
Question answered by 2,039 panellists on 08/02/2019

- Strongly disagree
- Somewhat disagree
- Slightly disagree
- Slightly agree
- Somewhat agree
- Strongly agree

Does anyone feel positively about behaviour?

You told us that around 40% of you were dreading at least one lesson this week.

How many of your lessons this coming week are you dreading?

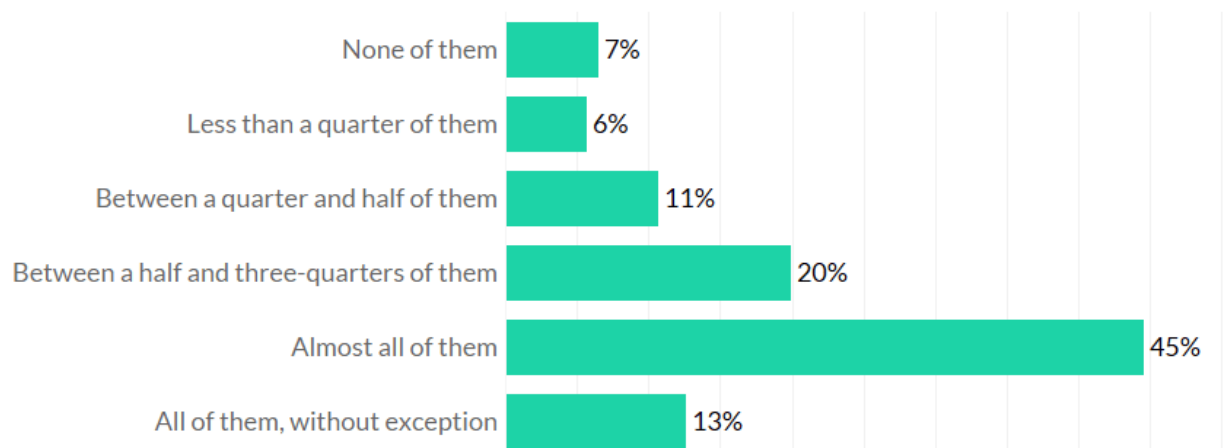


Question answered by 2,747 panellists on 09/02/2019

But a few teachers also challenged us to be more positive and ask if anyone was looking forward to lessons, too!

Thankfully, 13% of teachers are looking forward to every single lesson.

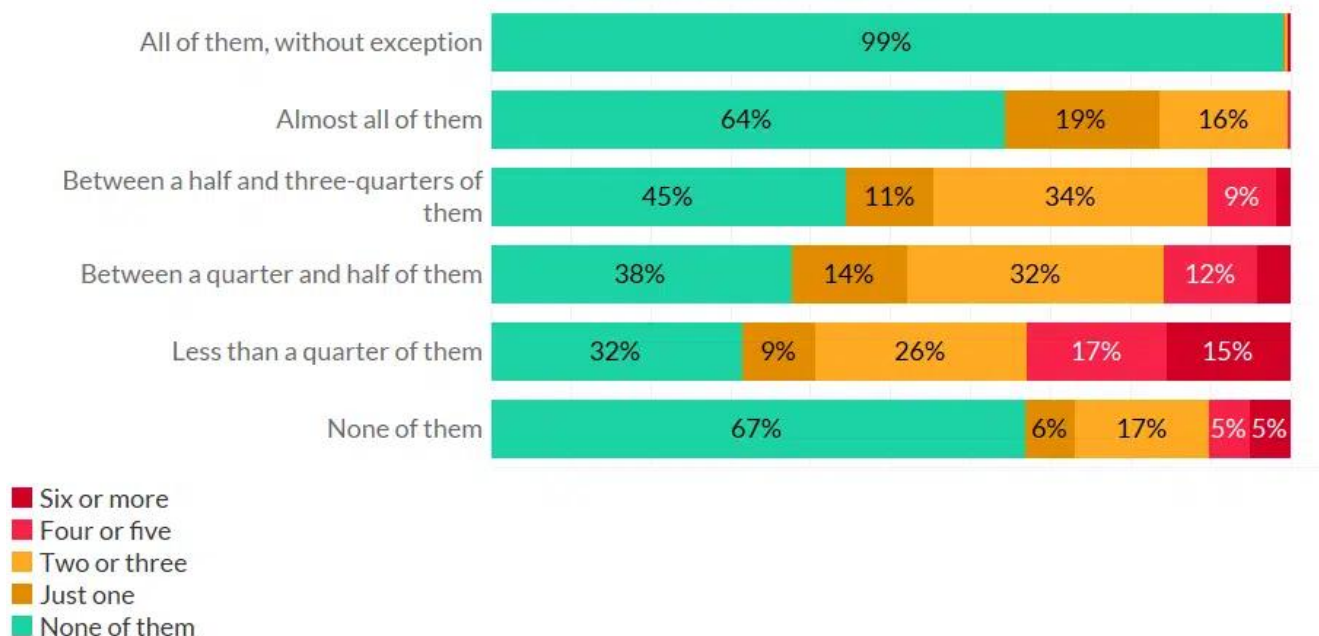
How many of your lessons this coming week are you looking forward to?



Question answered by 2,737 panellists on 09/02/2019

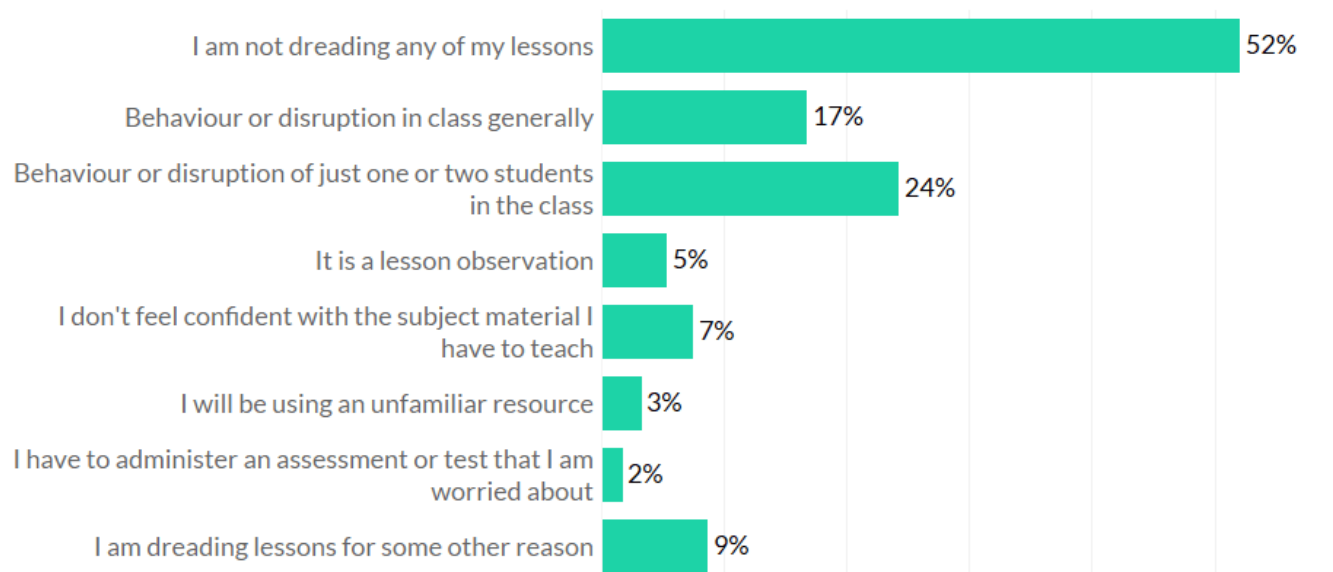
We compared your responses for dreading and looking forward to. There is a pretty big group of you who have NO lessons you are looking forward to and NO lessons you are dreading! What's that about? (It's that green line saying 67% at the bottom)

How many lessons are you looking forwards to, versus how many are you dreading (in colours)



Someone rightly pointed out that teachers might be dreading lessons for all sorts of reasons. Is it really down to behaviour? Mostly yes.

Think of all the lessons you are dreading next week. Why are you dreading them? Tick as many responses as apply.



Question answered by 2,494 panellists on 09/02/2019

And, yet again, new teachers are particularly affected by behaviour (and also lesson observations)

Think of all the lessons you are dreading next week. Why are you dreading them? Tick as many responses as apply.

	I am not dreading any of my lessons	Behaviour or disruption in class generally	Behaviour or disruption of just one or two students in the class	It is a lesson observation	I don't feel confident with the subject material I have to teach	I will be using an unfamiliar resource	I have to administer an assessment or test that I am worried about	I am dreading lessons for some other reason
Less than 1 year	36%	26%	38%	12%	9%	4%	6%	7%
Between 1 and 2 years	35%	30%	39%	2%	9%	2%	1%	13%
Between 2 and 3 years	46%	18%	37%	1%	9%	6%		6%
Between 3 and 4 years	54%	16%	26%	4%	6%	1%	3%	7%
Between 4 and 5 years	55%	15%	27%	5%	3%	2%		10%
Between 5 and 10 years	55%	15%	22%	4%	7%	3%	2%	9%
Between 10 and 20 years	59%	13%	21%	4%	5%	3%	1%	8%
Between 20 and 30 years	67%	9%	15%	3%	5%	3%	1%	6%
Over 30 years	71%	6%	20%	6%	3%		3%	

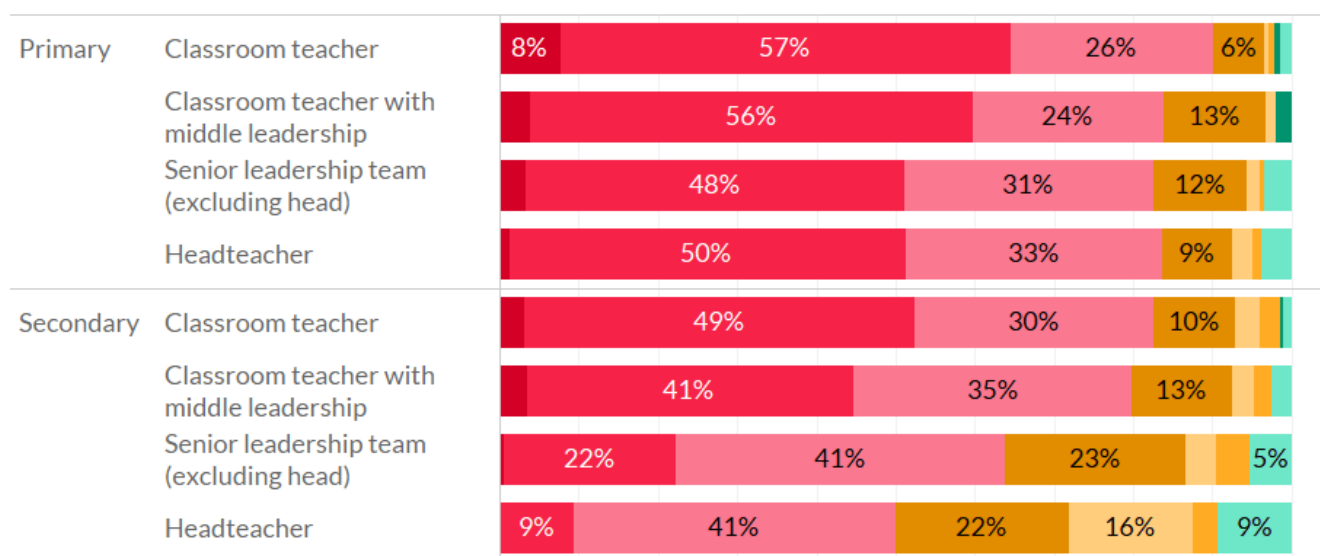
In sum, what have we learned?

- Behaviour is an issue in around 30% of lessons - primary or secondary
- It is particularly problematic for new teachers, and contributes to them worrying about future lessons
- Inconsistently applied behaviour policies increase dread and correlate with a poor

Here are some other things you told us this week:

1. Most classroom teachers think CEOs should only earn £100k

What do you think the maximum salary a Chief Executive of a Multi-Academy Trust should earn? Tick the response that most closely aligns with your views



Question answered by 1,601 panellists on 07/02/2019

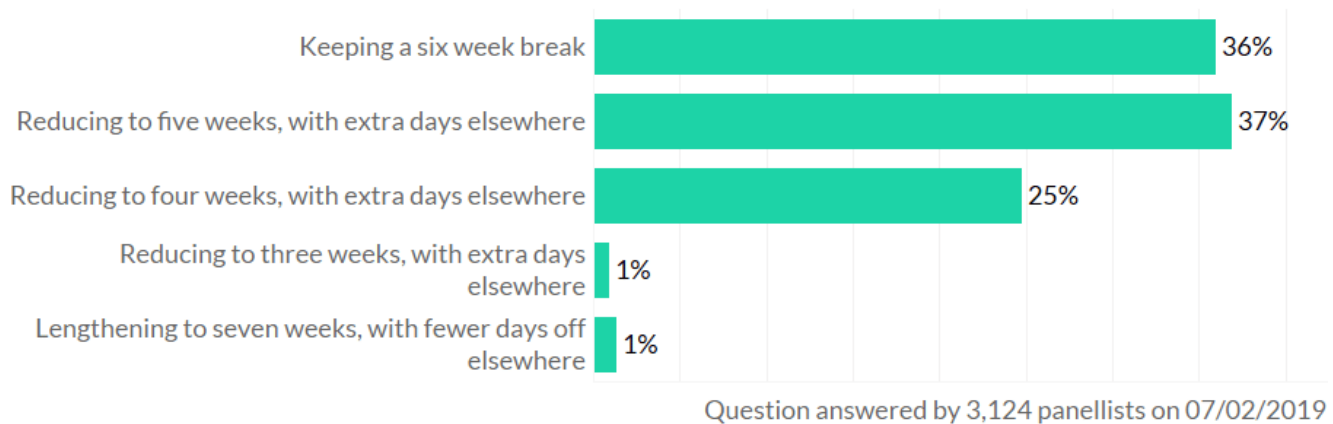
Answer Text

- There should be no limit
- No more than £1,000,000
- No more than £500,000
- No more than £300,000
- No more than £200,000
- No more than £150,000
- No more than £100,000
- No more than £50,000

2. There is no majority on the best length for a summer break

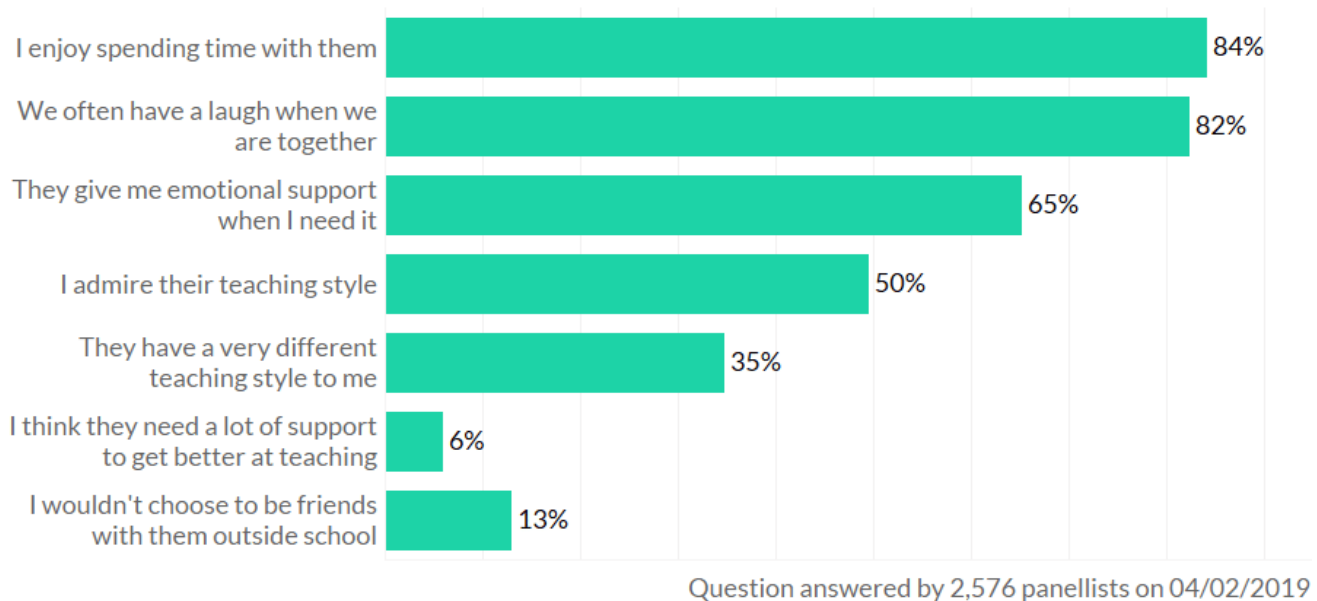
So we probably shouldn't have a referendum on it...

Most state schools currently have a summer break of almost six weeks. Every year there are discussions about whether to shorten this and re-distribute the days elsewhere in the year (e.g. longer October break). Which of these would you prefer?



3. In teaching, you get to hang out with really great people

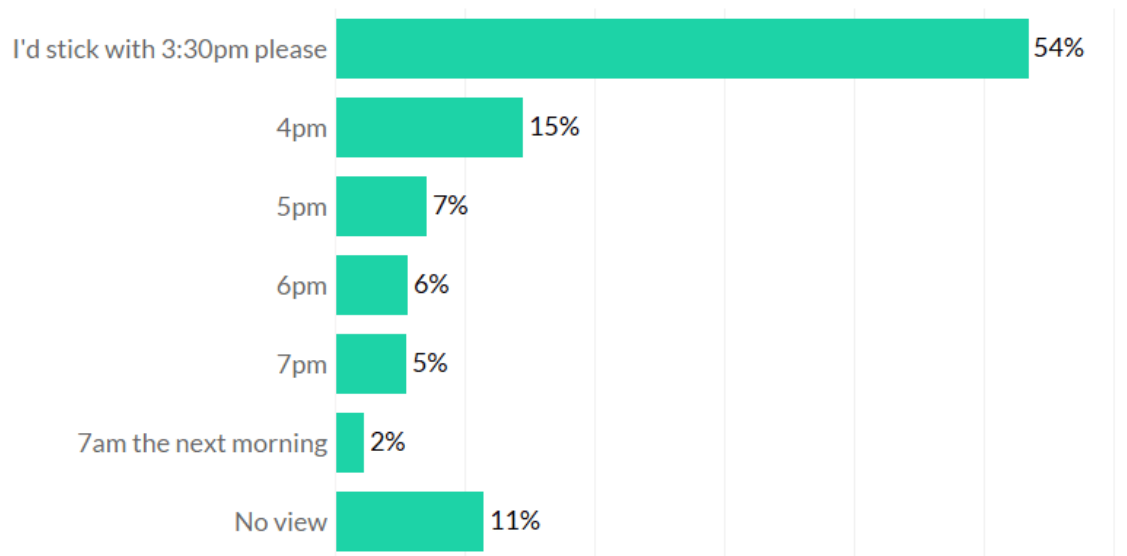
Think of the teacher in your school who you spent most time with today. Just pick one colleague. Tick all the statements that are true about this teacher:



4. Most of you really like the 3.30 notification time

(Though we are going to look at some alternatives too)

Teacher Tapp current buzzes around 3:30pm for everyone. If we were to give you an option of what time you wanted to be notified of new questions, what would you pick?



Question answered by 2,778 panellists on 04/02/2019

Finally, we know you LOVE the tips. So here's last week's. Enjoy!

- [Book scrutiny](#)
- [Boring teacher](#)
- [Curriculum hinterland](#)
- [Teaching reading](#)
- [Persistence of learning styles](#)
- [Noisy classrooms](#)