Department for Education

National Professional Qualification (NPQ): Leading Behaviour and Culture Framework

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The content of the framework and its underpinning evidence have been independently assessed and endorsed by the Education Endowment Foundation (EEF).

Education Endowment Foundation

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About this guidance

This publication provides guidance from the Department for Education (DfE). It sets out the knowledge, skills and behaviours that will be developed by teachers when they participate in the National Professional Qualification for Leading Behaviour and Culture (NPQLBC).

Who is this guidance for?

This guidance is for:

- teachers applying for, or participating in, this NPQ

- school leaders who are encouraging staff to undertake this NPQ

- organisations developing and delivering NPQs.

Introduction

Transforming the support and development offer for teachers and school leaders throughout their career

Teachers are the foundation of the education system – there are no great schools without great teachers. At the heart of great teaching and great school leadership is a shared, evidence-informed understanding of what works.

Delivering on the commitments set out in the [Teacher Recruitment and Retention Strategy](#), we have transformed our training and support for teachers at all stages of their career.

We have revised our Initial Teacher Training (ITT) Core Content Framework and, through the implementation of the Early Career Framework (ECF), are now supporting teachers in the first years of their career with a structured two year induction into the profession.

Building on this, our priority is to help all our teachers and school leaders to continuously develop their knowledge and skills throughout their careers so every child in every classroom in every school gets a world-class start in life.

The National Professional Qualifications (NPQs) provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.

The NPQ frameworks continue the robust method of design and development, building on the evidence base and expert guidance already established in the ECF and the ITT Core Content Framework. They complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession.

The frameworks reflect the [Teachers' Standards](#) and [Headteachers' Standards](#) to ensure coherency with the requirements already used by the teaching profession.

The suite of National Professional Qualifications

NPQs are a set of prestigious professional qualifications, already widely recognised by the sector. They are voluntary and are designed to support the professional development of teachers and school leaders at all levels, across primary and secondary schools.

Three existing NPQs in Senior Leadership, Headship and Executive Leadership have been reformed to ensure they are underpinned by the latest and best evidence. Our NPQ

in Middle Leadership has been replaced with three new NPQs for teachers and school leaders who want to broaden and deepen their expertise in specialist areas.

The NPQs comprise the:

- **National Professional Qualification for Leading Teacher Development (NPQLTD)** – for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.

- **National Professional Qualification for Leading Behaviour and Culture (NPQLBC)** – for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

- **National Professional Qualification for Leading Teaching (NPQLT)** – for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

- **National Professional Qualification for Senior Leadership (NPQSL)** – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

- **National Professional Qualification for Headship (NPQH)** – for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

- **National Professional Qualification for Executive Leadership (NPQEL)** – for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools.

Reforming the National Professional Qualification content frameworks

In collaboration with an Expert Advisory Group, we consulted extensively with the sector to design the reformed suite of NPQs. This has included invaluable input from teachers, school and trust leaders, academics and experts.

The frameworks set out two types of content. Within each area, key evidence statements ("Learn that…") have been drawn from current high-quality evidence from the UK and overseas. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. In addition, the NPQ frameworks provide practical guidance on the skills that teachers and school/trust leaders should be supported to develop. Practice statements ("Learn how to…") draw on both the best available educational research and on additional guidance from the Expert Advisory Group and other sector representatives.

The NPQs have been designed around how to support all pupils to succeed. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) Code of Practice, and children in need of help and protection as identified in the Children in Need Review.

The EEF has independently reviewed the frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity. References for evidence underpinning each section are provided at the end of the framework.

The NPQ frameworks have also been reviewed by a wide range of sector bodies including unions and special educational needs and disability experts.

Professionals Leading Behaviour and Culture

Leading behaviour and culture is complex. Although the role varies, many individuals leading behaviour and culture who will take this qualification are considered to be part of the middle leadership team. They may indirectly manage a team of class teachers or form tutors and their work is focussed on ensuring good behaviour and a culture of high expectations and learning are maintained across the school.

Those in this role need to have a deep understanding of their context, community and the pupils and adults they work with. They also need to have expertise across a number of specialist areas related to their role (e.g. behaviour systems) and in approaches that, through working with their colleagues, enable their school to keep improving (e.g. professional development and implementation). They must understand the relationship between these different domains, how they can change over time and how to contribute to a culture and conditions in which staff and pupils are able to thrive, all while maintaining the highest professional conduct as set out in the Teachers' Standards.

That means developing expertise in behaviour and culture is also complex. This framework is a codification of essential knowledge, skills and concepts that underpin successful leadership of behaviour and culture. It sets out what those leading behaviour and culture should know and be able to do within the specialist areas related to their role and in relation to how to put new approaches into practice.

Providers of this qualification will design a curriculum that draws on and blends together sections from across this framework with the professional standards that sit alongside it, and which is responsive to the needs of the participants who are taking the course.

The course curriculum should aim to develop expertise that is flexible and allows participants to respond to the challenges they will encounter in a range of contexts. It should also provide fellow professionals with a network, common language and access to

a continuous debate through which the collective expertise of our education system can grow and develop.

Updating the National Professional Qualification content frameworks

The NPQ frameworks will be kept under review as the evidence base evolves. As in any profession, the evidence base is not static and research insights develop and progress.

National Professional Qualification (NPQ): Leading Behaviour and Culture Framework

For teachers who have, or who aspire to have, responsibility for leading behaviour and/or supporting pupil wellbeing in their school.

One – Teaching

Participants will be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the **Initial teacher training and early career framework**.

Two – School Culture

Learn that…	Learn how to…
2.1. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 2.2. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 2.3. Setting clear expectations can help communicate shared values that improve classroom and school culture. 2.4. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2.5. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 2.6. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 2.7. A culture of mutual trust and respect between colleagues supports effective relationships.	**Contribute to the creation of a culture of high expectations across the school by:** 2.a. Articulating, modelling and rehearsing practices that contribute to the intended school culture and the responsibilities every member of the school community has in its creation. 2.b. Developing colleagues' ability, through articulating, modelling and rehearsing, to contribute to the intended school culture within lessons and at other times during the school day (e.g. extra-curricular activities and lunchtime). 2.c. Using intentional and consistent language that promotes challenge and aspiration for all pupils and colleagues. 2.d. Creating an environment for all pupils and colleagues where everyone feels welcome and safe and learning from mistakes is part of the daily routine. **Contribute to the creation of a culture of professional learning and continuous improvement for colleagues by:** 2.e. Involving colleagues in the creation of short-, medium- and long-term priorities that will lead to improved outcomes for pupils and communicate these priorities regularly.

	2.f. Prioritising professional development and a shared responsibility for continuous improvement.

Three – Enabling Conditions for Good Behaviour

Learn that…	Learn how to…
3.1. While classroom-level approaches have a big impact on pupil behaviour, consistency and coherence at a whole school level are paramount. 3.2. Whole school changes usually take longer to embed than individually tailored or single-classroom approaches although behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole school level. 3.3. Teacher and pupil behaviours become ingrained and can be difficult to change, so most whole school behaviour policy or practice change will likely take more than a school term to demonstrate impact. 3.4. Some teachers will benefit from intensive support to improve their classroom management. 3.5. Teaching model behaviours will reduce the need to manage misbehaviour. 3.6. Teachers should encourage pupils to be self-reflective of their own behaviour. 3.7. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	**Support the development of a positive, predictable and safe environment for pupils by:** 3.a. Contributing to the creation of a whole school approach to recognition, rules and sanctions that is built on strong relationships between pupils and staff, complements the intended school culture and includes a clear approach to escalation of behaviour incidents. 3.b. Ensuring that this positive, predictable and safe environment is consistently maintained across the whole school including during extra-curricular activities, in communal spaces, on school trips and travelling to and from school. 3.c. Explicitly teaching model behaviours (including self-regulation) to pupils. 3.d. Using feedback and a wide range of data from across the school community to continuously refine and improve the approach. 3.e. Ensuring that every pupil has a supportive relationship with at least one member of staff. **Ensure colleagues are able to create a positive, predictable and safe environment in their classrooms by:** 3.f. Explaining the importance of rigorously maintaining clear behavioural expectations in line with school policies and

3.8. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.	expectations.
	3.g. Developing colleagues' ability to respond consistently to pupil behaviour through thoughtful application of recognition, rules and sanctions in line with the school's approach; giving manageable, specific and sequential instructions; using consistent language and non-verbal signals for common classroom directions; using early and least-intrusive interventions as an initial response to low level disruption and responding quickly to any behaviour that threatens emotional safety.
3.9. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	
3.10. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	3.h. Responding swiftly, supportively, and consistently to behaviour incidents that have been escalated by colleagues.
3.11. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	**Motivate pupils by:**
3.12. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	3.i. Encouraging colleagues to highlight to pupils how the curriculum and extra-curricular activities relate to their aspirations and long-term goals alongside expressing the inherent value of mastering content.
3.13. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.	3.j. Encouraging colleagues to provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.
	Work in partnership with parents and carers by:
	3.k. Providing practical approaches to support parents and carers to help their children with learning at home including establishing a regular routine, good homework habits, setting goals, planning, and managing their time, effort, and emotions.
	3.l. Communicating carefully to encourage positive dialogue

	about learning, focussing on building parents and carers' efficacy and avoiding stigmatising, blaming, or discouraging parents or carers.
	3.m. Planning carefully for group-based parenting initiatives (such as regular workshops) ensuring that the time and location is convenient, recruitment is face-to-face, relationships are built on trust and the environment is informal and welcoming.
	3.n. Offering more structured, evidence-based programmes to develop positive behaviour and consistency where needed; starting by assessing needs and asking parents or carers about what would help them.
	3.o. Where appropriate, considering offering regular home visits for younger children with greater needs. This can be an effective approach for parents or carers that struggle to attend meetings, and for building relationships.

Four – Complex Behavioural Needs

Learn that…	Learn how to…
4.1. Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to meet the needs of all pupils all of the time.	**Support pupils who need more intensive support with their behaviour by:**
4.2. If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs.	4.a. Contributing to the creation of a whole school approach that complements the intended school culture.
4.3. Pupil behaviour has multiple influences. Teachers can manage some of these influences directly, some indirectly, and there are some that may be outside the purview of teaching staff.	4.b. Liaising with parents, carers and specialist colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.
4.4. While every person's behaviour and their motivations for it are complex and unique, pupils' age or their actual stage of development can affect their behaviour in ways that are predictable.	4.c. Actively seeking and applying knowledge of policies and regulations relating to SEND (including reasonable adjustments), looked after children, children who have a social worker, safeguarding and exclusions.
4.5. Understanding a pupil's context will inform effective responses to complex behaviour or misbehaviour.	4.d. Selecting, adapting and consistently using targeted, age/developmentally appropriate interventions without lowering expectations of any pupil's behaviour.
4.6. Pupils who need a tailored approach to support their behaviour do not necessarily have a special educational need and children with special educational needs and disabilities will not necessarily need additional support with their behaviour.	**Prevent and respond to bullying by:** 4.e. Contributing to the creation and implementation of a whole school anti-bullying approach including prevention work that encourages pupils to empathise with others, understand the harm caused by bullying and play an active role in supporting all of their peers.

4.7. SENCOs, pastoral leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 4.8. A key influence on a child's behaviour in school is being the victim of bullying. As well as causing stress for the pupil, being bullied is linked to lower attainment and longer-term health and prosperity outcomes.	4.f. Ensuring this whole school anti-bullying approach is communicated clearly to pupils, parents and carers, colleagues and the wider community.

Five – Professional Development

Learn that…	Learn how to…
5.1. Teaching quality is a crucial factor in raising pupil attainment.	**Contribute to effective professional development linked to behaviour and culture across the school by:**
5.2. Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils' academic outcomes when compared with other interventions, and can narrow the disadvantage attainment gap.	5.a. Aligning professional development priorities related to behaviour and culture with wider school improvement priorities and focussing on a shared responsibility for improving outcomes for all pupils.
5.3. Effective professional development is likely to involve a lasting change in teachers' capabilities or understanding so that their teaching changes.	5.b. Making use of well-designed frameworks and resources instead of creating new resources (e.g. the Early Career Framework and associated core induction programme for early career teachers, ITT Core Content Framework, suite of National Professional Qualifications).
5.4. Professional development should be developed using a clear theory of change, where facilitators understand what the intended educational outcomes for teachers are and how these will subsequently impact pupil outcomes. Ideally, they should check whether teachers learn what was intended.	5.c. Ensuring that time is protected for teachers to plan, test and implement new, evidence-informed ideas.
5.5. Whilst professional development may need to be sustained over time, what the time is used for, is more important than the amount.	5.d. Developing a team of colleagues who can facilitate a range of professional development approaches. 5.e. Ensuring that colleagues are able to continually develop specialist subject, phase and domain expertise.
5.6. More effective professional development is likely to be designed to build on the existing knowledge, skills and understanding of participants.	5.f. Making reasonable adjustments that are well-matched to teacher needs (e.g. to content, resources and venue). 5.g. Ensuring that any professional development time is used productively and that colleagues perceive the relevance to their work.
5.7. The content of professional development programmes	

should be based on the best available evidence on effective pedagogies and classroom interventions, and aim to enhance capabilities and understanding in order to improve pupil outcomes.

5.8. Teachers are more likely to improve if they feel that they are working within a supportive professional environment, where both trust and high professional standards are maintained.

5.9. Supportive environments include having the time and resource to undertake relevant professional development and collaborate with peers, and the provision of feedback to enable teachers to improve. They also include receiving support from school leadership, both in addressing concerns and in maintaining standards for pupil behaviour.

5.10. Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise.

5.11. Teacher developers should choose activities that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups, and structured interventions. However, these activities do not work in all circumstances and the model should fit the educational aims, content and context of the programme.

5.12. All schools with early career teachers undertaking statutory induction must adhere to the regulations and

Plan, conduct, and support colleagues to conduct, regular, expert-led conversations (which could be referred to as mentoring or coaching) about behaviour and culture by:

5.h. Building a relationship of trust and mutual respect between the individuals involved.

5.i. Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).

5.j. Using approaches including observation of teaching or a related artefact (e.g. videos, assessment materials, research, lesson plans); listening, facilitating reflection and discussion through the asking of clear and intentional questions; and receiving actionable feedback with opportunities to test ideas and practise implementation of new approaches.

5.k. Where appropriate, creating opportunities to co-observe a lesson segment, exploring and modelling what a teacher with a particular area of expertise sees and thinks.

Avoid common teacher assessment pitfalls by designing approaches that:

5.l. Ensure formative assessment tasks are linked to intended outcomes.

5.m. Draw conclusions about what teachers have learned by reviewing patterns of performance over a number of assessments.

5.n. Use multiple methods of data collection in order to make

relevant statutory guidance.	inferences about teacher quality.
5.13. School staff with disabilities may require reasonable adjustments; working closely with these staff to understand barriers and identify effective approaches is essential.	

Six – Implementation

One of the characteristics of effective schools, in addition to *what* they implement, is *how* they put those approaches into practice. This section sets out some important principles of implementation: the process of making, and acting on, effective evidence-informed decisions. The principles and activities can be applied to a range of different school improvement decisions - programmes or practices; whole school or targeted approaches; internally or externally generated ideas. The statements should be treated as guiding principles and activities, rather than as a rigid set of steps.

Learn that…	Learn how to…
6.1. Implementation is an ongoing process that must adapt to context over time, rather than a single event. It involves the application of specific implementation activities and principles over an extended period (e.g. implementation planning, ongoing monitoring).	**Plan and execute implementation in stages by:** 6.a. Ensuring that implementation is a structured process where school leaders actively plan, prepare, deliver and embed changes.
6.2. Successful implementation requires expert knowledge of the approach that is being implemented and the related area of practice (e.g. behaviour), which is shared amongst staff.	6.b. Making a small number of meaningful strategic changes and pursuing these diligently, prioritising appropriately. 6.c. Reviewing and stopping ineffective practices before implementing new ones.
6.3. Implementation should involve repurposing existing processes and resources (e.g. governance, data collection) rather than creating a separate set of procedures.	**Make the right choices on what to implement by:**
6.4. Effective implementation begins by accurately diagnosing the problem and making evidence-informed decisions on what to implement.	6.d. Identifying a specific area for improvement using a robust diagnostic process, focusing on the problem that needs solving, rather than starting with a solution. 6.e. Providing credible interpretations of reliable data that focus on pupils' knowledge and understanding.
6.5. Thorough preparation is important: time and care spent planning, communicating and resourcing the desired	6.f. Examining current approaches, how they need to change

changes provides the foundation for successful delivery. Teachers and leaders should keep checking how ready their colleagues are to make the planned changes.

6.6. Implementing an approach with fidelity (i.e. as intended) increases the chance of it impacting positively on school practice and pupil outcomes. Any approach should specify which features of the approach need to be adopted closely and where there is scope for adaptation.

6.7. A combination of integrated activities is likely to be needed to support implementation (e.g. training, monitoring, feedback) rather than any single activity. Follow-on support (e.g. through high-quality coaching) is key to embedding new skills and knowledge developed during initial training.

6.8. Delivery of a new approach is a learning process – expect challenges but aim for continuous improvement. Monitoring implementation is an essential tool in identifying, and acting on, problems and solutions.

6.9. The confidence to make good implementation decisions is derived, in part, from confidence in the data on which those decisions are based. Reliable monitoring and evaluation enable schools to make well-informed choices, and to see how their improvement efforts are impacting on teacher knowledge, classroom practices and pupil outcomes.

6.10. A school's capacity to implement an approach is rarely static (e.g. staff leave, contexts change). Sustained implementation requires leaders to keep supporting and rewarding the appropriate use of an approach and check

and the support required to do so.

6.g. Adopting new approaches based on both internal and external evidence of what has (and has not) worked before (e.g. pupil outcome data and research-based guidance).

6.h. Ensuring it is suitable for the school context, recognising the parameters within which the change will operate (e.g. school policies) and where the school is in its development trajectory (e.g. addressing any significant behaviour problems would be an immediate priority).

6.i. Assessing and adapting plans based on the degree to which colleagues are ready to implement the approach (e.g. current staff motivation and expertise).

Prepare appropriately for the changes to come by:

6.j. Being explicit about what will be implemented, and the overall desired outcomes.

6.k. Specifying the elements of the approach that appear critical to its success (i.e. the 'active ingredients') and communicating expectations around these with clarity.

6.l. Developing a clear, logical and well specified implementation plan, and using this plan to build collective understanding and ownership of the approach.

6.m. Using an integrated set of implementation activities that work at different levels in the school (e.g. individual teachers, whole school changes).

it is still aligned with the overall strategy and context.	**Deliver changes by:**
6.11. Implementation benefits from dedicated but distributed school leadership. Senior leaders should provide a clear vision and direction for the changes to come. At the same time, implementation is a complex process that requires feedback from staff and shared leadership responsibilities.	6.n. Managing expectations and encouraging 'buy-in' until positive signs of changes emerge.
	6.o. Monitoring implementation (including by clearly assigning and following up on the completion of critical tasks) and using this information to tailor and improve the approach over time (e.g. identifying a weak area of understanding and providing further training).
6.12. Implementation processes are influenced by, but also influence, school climate and culture. Implementation is easier when staff feel trusted to try new things and make mistakes, safe in the knowledge that they will be supported with resources, training, and encouragement to keep improving.	6.p. Reinforcing initial training with expert follow-on support within the school.
	6.q. Prioritising the 'active ingredients' of the approach until they are securely understood and implemented, and then, if needed, introducing adaptations.
	Sustain changes by:
	6.r. Using reliable monitoring and evaluation to review how the implementation activities are meeting the intended objectives and continue to align with school improvement priorities.
	6.s. Continuing to model, acknowledge, support, recognise and reward good approaches.
	6.t. Treating scale-up of an approach as a new implementation process (e.g. from one department to another).

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