Developing behaviour management content for initial teacher training (ITT)

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Contents

Foreword

In June 2015, I was asked by the Secretary of State for Education, Nicky Morgan, to chair a working group into the way we currently prepare new teachers in classroom behaviour management, with a particular focus on low level disruption. The principal aim was to ensure that every teacher receives a core minimum of the best training available to them in order to be as classroom-ready as time and circumstances permit. This was to take the form of recommendations for building on the present system of teacher education, emphasising the best of what is already done, and to suggest new areas of training where they were required.

This working group, and the report we have produced, is our contribution to that framework. Initially part of the remit of the ITT framework working party led by Stephen Munday, behavior management has been reimagined as requiring a separate group of its own. A more condensed version of this report and its recommendations will form part of the greater ITT framework group, to be delivered concurrently.

In this report I have relied on the expertise and professionalism of my working group, for which I am honoured and grateful. I am no less so to the secretariat and staff of the DfE, who have provided essential support both in advice and deed. I am also grateful for the hard work and professional opinion of everyone who contributed evidence, to those involved in our roundtables, forums and expert advice panels and interviews. Education is a broad church of communities who are overwhelmingly driven by at least one common motivation: the wellbeing of others and my experiences during the compilation of these recommendations has only reinforced my belief in that.

Tom Bennett
Chair of the ITT Behaviour Review Group

1. Introduction

This work has been undertaken as a direct consequence of the report by Sir Andrew Carter 2015, on his review of initial teacher training (ITT). It intersects with the development of a framework of content for ITT led by Stephen Munday and both will report simultaneously.

1.1. Outline of aims

The aim of this work is to provide support and direction to all providers in both the content and delivery of ITT in behaviour management; and to ensure that as far as possible trainee teachers develop strategies and skills by the end of their initial training period that make them as classroom ready as possible. It is envisaged that this content will need persistent and sustained consolidation for the entire career of the teacher, long after the initial training period.

The recommendations in this report are intended to provide a broad and practical introduction to the understanding and craft of behaviour management. They should be considered a minimum requirement for ITT providers in order to consider their delivery in this area to be substantive.

2. Recommendations

2.1. Opportunities to develop practical skills

Behaviour management is an enormously practical matter; it is therefore essential that its instruction must emphasise practicality. Three elements must be clearly evident in all aspects of behaviour management ITT: **observation**; **practice**; and **review**.

   i.   Observation of excellent practice: New teachers must be able to observe outstanding teachers demonstrate what is possible, and how it is done, in order to lock in high expectations early in their careers.

   ii. Practise: New teachers should be able to demonstrate discrete strategies and skills in an environment as close to classroom conditions as possible, on a regular, frequent basis throughout the length of the course and into the first year of teaching.

   iii. Review: These demonstrations must be subject to routine, deliberate and assisted reflection in collaboration with expert coaches and mentors.

Managing behaviour is best learnt by doing, by making those mistakes all teachers make early in their careers and having the opportunity to reflect upon those mistakes and get back in the classroom to try again as soon as possible. Consequently, trainee teachers must be introduced to strategies,

beliefs and skills with as much practical use as possible. The initial phase of teacher training must focus on practical experience and more abstract or complex material should be introduced after initial skills have been consolidated.

2.2. High quality tutors with appropriate experience

ITT providers should be required to train or locate mentors, tutors and coaches with demonstrable abilities in behaviour management. It is imperative that those training in behaviour management are taught by those with highly developed skills and understanding in this area. Evidence of current or recent practice should be preferred.

2.3. Guaranteed and evidenced training

ITT providers must provide the resources required for the new teacher to create a tangible portfolio for them to demonstrate relative proficiency in behaviour management; both as evidence that the course has been effective in helping the new teacher become proficient in managing children's behaviour, and as a tool for refinement for further practice. This must include, digital recordings of the new teacher demonstrating his or her behaviour management techniques with real classes[1]

It is the provider's responsibility to ensure that the trainee has access to suitable training experiences, in a variety of settings, stages and scenarios.

2.4. The 3 Rs of the behaviour curriculum

Behaviour training should focus on three areas that are essential for the design and maintenance of ordered, safe and productive classrooms. Providers must ensure that trainee teachers can access a broad range of strategies in order for them to select the most appropriate strategies for the classrooms and schools in which they find themselves. By having a repertoire of strategies available they will be better prepared for different classroom circumstances, and be more inclined to reflect professionally on the relationship between their actions, and the impact of those actions.

   i.   **Routines**: classroom routines as a fundamental source of high expectation, a scaffold for conduct, and a community vision of optimal habits and behaviours.

   ii. **Responses**: strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or

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[1] ITT providers and trainee teachers must adhere to school based policies surrounding the safe use of digital technology and digital recordings. In the absence of such a policy; providers are expected to establish and share a code for safe practice.

destructive) behaviours, and reacting to antisocial behaviour in a just, productive and proportional way. These include formal interventions (for example: consequences described by the school behaviour policy) and informal ones (for example: verbal/ non-verbal cues, body language).

iii. **Relationships**: regulating one's own emotional state; understanding personal triggers in one's own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger's; the basic psychology of: motivation; long and short term memory; concentration; learning; cognitive load, spacing and interleaving; group dynamics.

2.5. Pre-service training

Wherever possible, and where appropriate, training programmes should ensure that trainees are introduced to the physical practice of running a classroom before the beginning of their initial placements or extended encounters with their classes. The trainee's own pre-service experience should not be counted towards this requirement; providers should aspire to provide their own structured teaching environments.

This should take the form of extended, low-stakes practice focused mainly on behaviour, in the summer (for September starts - an equivalent time for others) before they start an assessed school placement, where they are expected to practice a range of behaviour management strategies. The priority is to develop their ability to manage the classroom and to condition their responses to a variety of classroom scenarios.

The facility for low stakes practice would have a substantial positive impact upon the confidence and robustness of new ITT students. The low-stakes practice could take several forms: it could be undertaken in Summer Schools or facilitated at the end of the summer term prior to ITT students beginning their training in September. This could be usefully supported by role play scenarios with adults to develop familiarity with these strategies and the theory and evidence base underpinning them in advance of practicing them.

2.6. Continuous and incremental instruction

Behaviour training, as an integral and substantial element of ITT, must be delivered discretely, continuously and incrementally throughout the training period. It must be explicitly signposted, privileged in terms of programme time, and constructed in such a way as to guarantee that basic skills, knowledge

and attitudes have been accrued before more advanced techniques are expected. The stages are currently:

i. Pre-course/ pre-service: before the trainee begins a formal classroom relationship and, in some circumstances, prior to September

ii. Beginning: the initial phase of the training course, focusing on the first few days and weeks

iii. Developing: the period of consolidation immediately subsequent to the beginning phase

iv. Extending (ITT): the main body of the ITT period, up to the point of award of QTS (in the current system)

v. Post-ITT (NQT): continuing professional development beyond ITT, including target areas identified by ITT.

These stages are further illustrated and exemplified in Appendix 1.

ITT should deliver a program of behaviour training that secures basic appreciation of strategies and skills before moving onto more diverse, demanding or complex training. This should be evident in both the explicit curriculum design prior to the course, and also demonstrated by the trainee's digital portfolio.

The proposed changes to teacher accreditation (as outlined in the recent White Paper) provide an opportunity to cement a stronger continuum between the different phases of teacher development; in future, the "post-ITT" stage will represent a period of employment before the new teacher is recommended for accreditation. This will be a period in which new teachers can consolidate and further develop their behaviour training through more autonomous practice in the classroom.

3. Concluding recommendations

These recommendations should be mandatory; anything less than this level of requirement is likely to increase the potential of many teacher trainees failing to access substantial training in behaviour management. They should be an entitlement for anyone intended to educate students professionally.

The ITT period is often a very short window in which to expect candidates to learn the craft of classroom teaching in all of its dimensions. We appreciate

the commitment made in the Government's White Paper, Educational Excellence Everywhere, published in March 2016, which aims to replace the current 'Qualified Teacher Status' (QTS)[2] with a stronger, more challenging accreditation based on a teacher's effectiveness in the classroom. We think this will help to manage expectations about what is expected of new teachers at the appropriate stages of their development.

Behaviour management is too broad a subject to be covered completely in a mandatory initial training period. Providers should design introductory experiences in specialist areas, such as case studies, focused studies or experiences in Alternative Settings (Additional Resourced Provision, Additional Provision, SEND Settings, and Secure Estate). These experiences should then be transferred and applied to the trainee's whole class teaching. Providers should draw roadmaps for trainees with a view to career specialisation and development, post the ITT period.

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[2] https://www.gov.uk/government/publications/educational-excellence-everywhere

4. Behaviour Management Content

No behaviour management strategy is universally effective. It is imperative that new teachers have a full and varied toolkit of strategies at their disposal, allowing them to select the right strategy for the right place and time.

Providers should ensure that trainee teachers have the skills, knowledge and attitudes to manage behaviour successfully. This involves:

i. Creating routines

In-class routines

- Know that classroom routines enable teachers to communicate shared values and behaviours that drive positive culture and minimise disruption

- Be able to set routines to start and end lessons

- Be able to set routines (and wider strategies) at the start of the year

- Be able to set and maintain routines that drive in-class transitions, for example having routines to bring pupils to silence, refocusing on the teacher

- Be able to set clear expectations of individual, paired and group work

- Understand how pace can be used to optimise focus and behaviour

- The importance of punctuality, and proper planning.

Organisation and layout

- Resources need to be prepared and ready for distribution, before pupils need them to complete activities

- Lessons need to be well planned, taking into account the needs of pupils

- Controlling the physical layout of the classroom: seating plans, seating configuration.

High expectations

- Model and reinforce expectations and boundaries constantly by making explicit expectations of compliance and effort e.g. by requiring pupils to redo work in their own time or after school

- In-classroom rewards and sanctions: their proper usage

- Following up on expectations that are set, including by recording data/events.

Harnessing/Leveraging whole school systems

- Understanding and using whole school behaviour policies, and legal powers available to them

- Using the expertise of others within the school.

ii. Developing relationships

Understand pupils

- Build personalised and meaningful relationships with pupils, including crucially, using each pupils' name

- Using age-appropriate language

- Understand the school context and how it impacts upon behaviour

- Understand how SEND affects behaviour: understanding e.g. ADHD, autism, dyslexia, Asperger's, Obsessive Compulsive Disorder (OCD)

- The basic psychology of: motivation; long and short term memory; focus; learning; cognitive load, spacing and interleaving; and group dynamics.

Understand parents

- Build personalised and meaningful relationships with pupils' parents, based on positive communication

- How to speak with parents and gain their support

- Work with families to agree high expectations between the school, the pupils and parents/ guardians.

Understand yourself

- Understanding the impact of and being able to regulate your own emotional state

- Keeping calm and patient

- Acting professionally despite challenging circumstances

- Displaying confidence and appropriate levels of enthusiasm and to maintain a professional 'unconditional positive regard'

- Leveraging the support of other adults, including mentors and other senior staff, to develop your understanding of your actions on pupils behaviour.

iii.   In-class responsive strategies

Normalising good behaviour and reducing the attention misbehaviour receives

- Using praise and rewards to give attention to good behaviour

- Correcting misbehaviour early

- Positive language aimed at setting pupils back on task

- Body language, voice tone, language choice

- Strategies for discouraging low level disruption, including non-verbal interactions and the importance of 'teacher radar'

- Scripted and practiced reactions, using appropriate language to all poor behaviour - practiced mentally and in the classroom with explicit goal to reduce attention to poor behaviour

- Informal interventions prior to formal interventions

- Choosing when to respond to pupil behaviours at a time suitable to the teacher; tactically ignoring secondary behaviours (less intrusive misbehaviour, such as whispering) to focus on primary ones (for example, getting the whole class on task) until such a point that the secondary behaviour can be responded to.
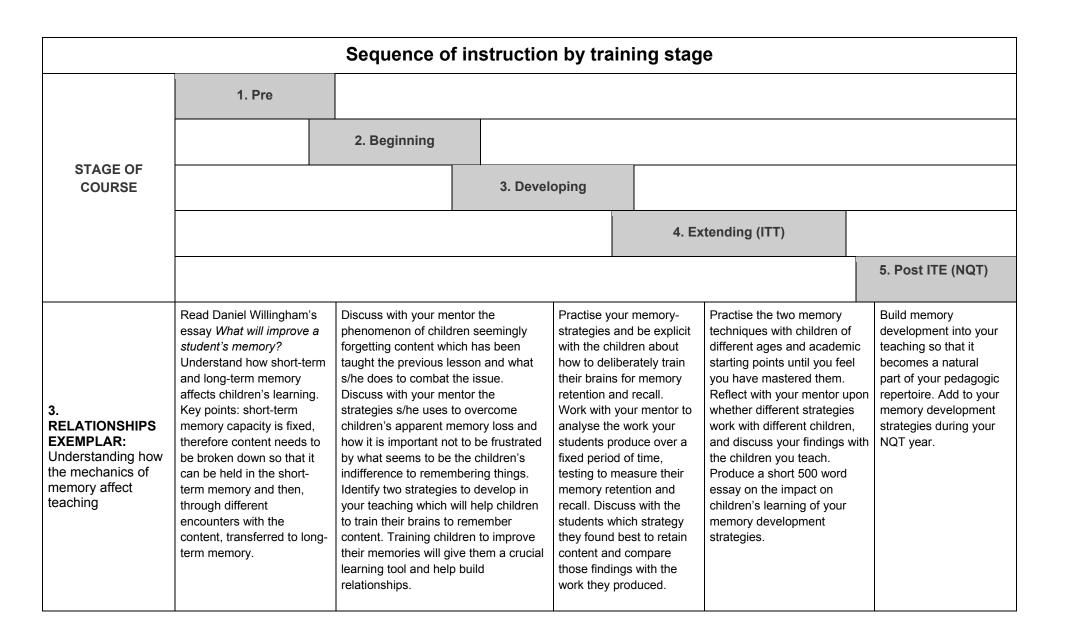
Dealing with significant negative incidents

- How to handle confrontation and stressful encounters, including de-escalating strategies and the use of planned and scripted responses where possible

- Using sanctions positively

- How to react to misbehaviour in public areas

- The necessity of having, and how to have, restorative conversations.

Appendix 1: Examples of how behaviour instruction can be delivered incrementally by course stage

STAGE OF COURSE	Sequence of instruction by training stage				
	1. Pre	2. Beginning	3. Developing	4. Extending (ITT)	5. Post ITE (NQT)
1. ROUTINES EXEMPLAR: The physical layout of the classroom	On pre-course visits take note of how different teachers use a variety of classroom layouts to aid behaviour, depending upon what they are teaching and what the children are expected to learn.	Discuss classroom layouts with your mentor and observe the different classroom layouts in your host training school. Discuss with different teachers how they approach classroom layouts within the context of planning for effective behaviour. Explore with experienced teachers how they take into consideration the ability mix in classes and how that affects decisions regarding classroom layout and behaviour. Write a short reflective piece on your intended approach to classroom layouts with regard to behaviour when you begin teaching lessons.	Choose three different classroom layouts and plan lessons around them, ensuring coherence between your teaching & learning and the three layout designs. Video a lesson using each of the three different layouts and reflect upon the effectiveness of each upon the children's behaviour and then their learning. Discuss with three of the children which they like best for learning.	Build considerations of classroom layout into all your planning for behaviour. Develop your practice so that you can make changes to classroom layout efficiently, sometimes even mid-lesson, in order to create the best environment for behaviour.	When you begin your NQT year discuss with your subject mentor the school's approach to classroom layout and observe the best practitioners' approach to designing their classroom to maximize children's behaviour. Add to your range of different classroom layouts as the year progresses.

Sequence of instruction by training stage

STAGE OF COURSE	1. Pre	2. Beginning	3. Developing	4. Extending (ITT)	5. Post ITE (NQT)
2. RESPONSES EXEMPLAR: De-escalation techniques	Discuss with your mentor how it is important that you depersonalise conflict situations, that a student's provocative behaviour is not a personal attack on you. Furthermore, reflect with your mentor upon how you will need to regulate your own emotions as a teacher and develop your resilience.	a. Discuss de-escalation techniques with your school mentor and focus upon three techniques you want to develop. b. Observe a challenging class being taught by an expert de-escalator teacher, with video of the class to discuss afterwards with the teacher, trying to identify in detail exactly why s/he is so good at de-escalating.	a. Practise the de-escalation techniques in a workshop with your mentor and fellow ITT students. Video the session and then debrief each other, focusing how you might improve. b. Teach a challenging class and employ one of your de-escalation techniques. Video the lesson and reflect upon it with your mentor or fellow ITT students. Try to unpick what made it successful/unsuccessful.	Practise the three techniques in real situations until you feel you have mastered them.	Coach other NQT students in how to use de-escalation techniques.

Sequence of instruction by training stage

STAGE OF COURSE	1. Pre	2. Beginning	3. Developing	4. Extending (ITT)	5. Post ITE (NQT)
3. RELATIONSHIPS EXEMPLAR: Understanding how the mechanics of memory affect teaching	Read Daniel Willingham's essay *What will improve a student's memory?* Understand how short-term and long-term memory affects children's learning. Key points: short-term memory capacity is fixed, therefore content needs to be broken down so that it can be held in the short-term memory and then, through different encounters with the content, transferred to long-term memory.	Discuss with your mentor the phenomenon of children seemingly forgetting content which has been taught the previous lesson and what s/he does to combat the issue. Discuss with your mentor the strategies s/he uses to overcome children's apparent memory loss and how it is important not to be frustrated by what seems to be the children's indifference to remembering things. Identify two strategies to develop in your teaching which will help children to train their brains to remember content. Training children to improve their memories will give them a crucial learning tool and help build relationships.	Practise your memory-strategies and be explicit with the children about how to deliberately train their brains for memory retention and recall. Work with your mentor to analyse the work your students produce over a fixed period of time, testing to measure their memory retention and recall. Discuss with the students which strategy they found best to retain content and compare those findings with the work they produced.	Practise the two memory techniques with children of different ages and academic starting points until you feel you have mastered them. Reflect with your mentor upon whether different strategies work with different children, and discuss your findings with the children you teach. Produce a short 500 word essay on the impact on children's learning of your memory development strategies.	Build memory development into your teaching so that it becomes a natural part of your pedagogic repertoire. Add to your memory development strategies during your NQT year.

Appendix 2: Rationale for change

Good behaviour management is part of good classroom management, and is a fundamental skill all teachers need to possess. The teacher's role inevitably involves directing pupils to behave in ways that they may not be inclined. Pupils must be encouraged to persist with work they find challenging, whatever their level; common codes of conduct must be reinforced between all members of the class community; and multiple personal expectations must be managed in any space where interests collide. Instilling high standards of conduct, habit and cooperation are essential to achieving optimal benefit for all. Pupils do not merely attend school to learn subjects, however important that is; they also come to develop life skills, character traits and habits of behaviour that will serve them through their lives.

Managing the behaviour of others does not come easily to some, and it should not be assumed that trainee teachers find it so. Nor should it be assumed that time in a classroom by itself will provide the training teachers need in this area. Like any professional skill set, it can be improved through the structured amalgamation of effort, reflection and practice.

Behaviour, however, remains a serious concern in UK schools. In the 2014 Ofsted report 'Below the radar[3]' it stated that behaviour was still a serious concern in many UK schools. The report said:

'A 'YouGov' surveys show that pupils are potentially losing up to an hour of learning each day in English schools because of this kind of disruption in classrooms. This is equivalent to 38 days of teaching lost per year. A large number of pupils, therefore, are being denied a significant amount of valuable learning time. Many teachers have come to accept some low-level disruption as a part of everyday life in the classroom. One fifth of the teachers surveyed indicated that they ignored low-level disruption and just 'tried to carry on'. However, this behaviour disturbs the learning of the perpetrators as well as that of others. According to the teachers themselves, an average secondary school might contain five or six teachers who lose at least 10 minutes of learning time per lesson as they struggle to maintain good order. In primary schools, this averages out at nearly one teacher in every school.'

The 2015 NAHT recruitment survey[4] indicated that many head teachers felt that behaviour management was one of the most significant gaps in new teachers' ability: 70% said that this was the case, placing it in the top three concerns.

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[3] https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms
[4] http://www.naht.org.uk/welcome/news-and-media/key-topics/governance/naht-recruitment-survey-shows-growing-problems-in-schools/

An ATL behaviour survey in 2014[5] showed that 'dealing with students' aggression has caused 60% of staff who have experienced it to feel a loss of confidence in their work, over a third (34%) to have mental health issues, such as stress, anxiety or depression, and a third (33%) to refuse to teach the pupil concerned.' It also indicated that 'The survey also found that 40% of respondents have considered leaving the profession because of the poor behaviour of students.'

Dr Mary Bousted, General Secretary of ATL, said: "It is shocking that almost 60% of education staff have faced aggression from a student in the last year."

Similarly, a 2014 survey [6]carried out by the NASUWT said that 'over two thirds of teachers (69%) believe there is a widespread problem of poor pupil behaviour in schools and nearly four in ten (38%) believe behaviour is a serious problem in their own school.'

The 2015 Carter Review[7] into ITT noted that 'The Teachers' Standards (Department for Education (DfE), 2011) set a common expectation across the system about the knowledge, understanding and skills new teachers should have. However, we have found considerable variability in ITT content across the system. We have identified what appear to be potentially significant gaps in a range of courses in areas such as…behaviour management…We believe there may be a case for a better shared understanding of what the essential elements of good ITT content look like.'

It went on to say:

'Behaviour management should be prioritised within ITT programmes…We have found that the most effective programmes are practically focused and underpinned by deeper understanding of behavioural issues. We believe it is crucial that trainees receive practical advice - tangible strategies for new teachers, grounded in evidence…In our discussions with ITT providers, we have found some reluctance towards practical approaches to training in behaviour management. We feel that in all programmes there is a need for more practical and specific advice on managing behaviour.'

The recommendations contained within this report are offered as a response to all of these issues. Behaviour management affects every other aspect of a pupil's education; it overlaps with, and empowers, every dimension of the pupil's (and the teacher's) experience of teaching. It affects motivation, safety, engagement, mental

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[5] http://www.atl.org.uk/Images/Sept%201%2C%202014%20-%20ATL%20behaviour%20survey%202014%20FINAL.pdf;

[6] http://www.nasuwt.org.uk/Whatsnew/NASUWTNews/PressReleases/WidespreadConcernOverPupilBehaviour;

[7] https://www.gov.uk/government/publications/carter-review-of-initial-teacher-training;

health and enjoyment of education. A discrete and structured approach to its instruction would offer enormous benefit to everyone involved in schools.

Appendix 3: Acknowledgements

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School Led conference in Manchester
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Teacher Unions (roundtable)
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