National behaviour survey

Findings from Academic Year 2022/23

April 2024

Contents

Acknowledgements

Table of Figures

List of tables

Executive Summary

This report presents the findings from the National Behaviour Survey (NBS) Academic Year 2022/23. The NBS is 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 Panel[1] (SCP) and the Parent, Pupil and Learner Panel[2] (PPLP)) in November 2022, March 2023, May 2023 and June 2023.

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. As in 2021/22, 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. All survey findings have been compared with 2021/22 (June 2022 timepoint at a minimum. Where findings have been shown to be statistically significantly different to previous survey waves, this is commented upon in the text.

Findings 1: School behaviour culture and policy

Key findings include:

- In May 2023, the majority (81%) of school leaders and teachers agreed that there was a shared understanding amongst staff in their school of what "good behaviour" means.

---

[1] https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023
[2] https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2022-to-2023

- In May 2023, the majority of pupils (85%) agreed that they knew how their school expected them to behave. This is a decrease from 91% in June 2022.

- Almost all school leaders and teachers (98%) reported that rules on behaviour were applied fairly to pupils at least some of the time (May 2023). However, only 38% of school leaders and 19% of teachers reported this happened 'all of the time'. Overall, 89% of pupils reported rules were applied fairly to all pupils at least some of the time, with 18% reporting this happened 'all of the time'.

- Overall, 60% of school leaders and teachers agreed that parents are supportive of the school's behaviour rules. School leaders were more likely than teachers to agree parents are supportive of the school's behaviour rules (71% vs 58%).

- Compared with June 2022, the proportion of school leaders and teachers that disagreed that parents were generally supportive of the school's behaviour rules increased from 15% in June 2022 to 20% in May 2023.

Findings 2: School environment and experience

Key findings include:

- In May 2023, 84% of school leaders reported that their school had been calm and orderly 'every day' or 'most days' in the past week (versus 59% of teachers). For pupils, 54% reported that their school had been calm and orderly 'every day' or 'most days' in the past week. Comparing across survey waves, for school leaders and teachers this is a decrease from 92% and 70% respectively in June 2022.

- In May 2023, 11% of pupils said that they had enjoyed coming to school 'every day' in the past week, whilst 17% said that they had 'never' enjoyed coming to school in the past week. Comparing across survey waves, the proportion of pupils reporting that they had enjoyed coming to school 'every day' has decreased from 15% in June 2022.

- When asked how often they felt safe at school, 39% of all pupils said that they had felt safe at school 'every day' in the past week in May 2023.

- In May 2023, 71% of pupils felt they were motivated to learn, with 17% who said that they were 'very motivated' and 54% who said they were 'fairly motivated'.

Findings 3: Prevalence and impact of misbehaviour

Key findings include:

- In May 2023, 82% of school leaders reported that pupil behaviour was either 'very good' or 'good' in the past week (versus 55% of teachers). For pupils, 43% said

that behaviour had been 'very good' or 'good' in the past week. Comparing across survey waves, this is a decrease for all groups compared to June 2022.

- In May 2023, 76% of teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons in the past week. Comparing across survey waves, this is an increase from 64% in June 2022.

- On average, in May 2023, teachers reported that for every 30 minutes of lesson time, 7 minutes were lost due to misbehaviour. This is an increase of 1.5 minutes from March 2023, when teachers reported that 5.5 minutes were lost per 30 minutes, but is similar to June 2022 when 6.3 minutes were reported to be lost.

- In May 2023, 58% of teachers reported that between 1 to 10 minutes of time were lost due to misbehaviour per 30 minutes of teaching time. Comparing across survey waves, the proportion of teachers reporting that more than 10 minutes of teaching time was lost due to pupil misbehaviour per 30 minutes of lesson time increased from 10% in June 2022 and March 2023 to 25% in May 2023.

- In May 2023, 73% 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, 12% reported it 'to a great extent', 31% 'to some extent', and 30% '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 (40% for those bullied in person; 32% for those bullied online).

Findings 4: Responding to behaviour

Key findings include:

- In May 2023, 92% of school leaders and teachers felt at least fairly confident in personally managing misbehaviour in their school, with 39% feeling 'very confident'. School leaders were more likely than teachers to report being 'very confident' in managing misbehaviour (66% vs. 35%). Compared with March 2023, the proportion of school leaders and teachers reporting being 'very confident' has decreased (from 80% to 66% for leaders; from 47% to 35% for teachers).

- Just under a third of school teachers (31%) and just over a fifth of school leaders (22%) felt they could not personally access training and development support for behaviour management relevant to their experience and needs.

- In May 2023, the interventions most commonly used by schools to manage behaviour were referrals to specialist services (89%) and targeted interventions such as mentoring and social/emotional learning (88%). These were followed by

removal from the classroom as a restorative measure (80%) and by the involvement of specialised pastoral support staff (76%).

- In May 2023, 18% of school leaders and teachers reported that any external specialist support provided to manage behaviour was timely (3% 'very timely' and 16% 'fairly timely') while 52% reported it was not timely (26% 'not very timely' and 27% 'not timely at all').

Introduction

This report presents findings from the National Behaviour Survey (NBS) Academic Year 2022/23. 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 (7 in total) conducted in November 2022, March 2023, May 2023 and June 2023.[3]

The objective of the NBS

Creating a school culture with high expectations of behaviour is a priority for the Government. Establishing calm, safe and supportive environments conducive to teaching benefits both school staff and pupils. 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.

The NBS is 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[4]) to allow for triangulation of views and is weighted to be nationally representative of teachers, schools and pupils (for England).[5]

Understanding concerns related to pupil behaviour and engagement is a priority for DfE. The regular survey data provides 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.

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:

---

[3] Data from previous survey waves in November 2022, March 2023, and June 2023 have previously been published in the omnibus panels survey reports: School and college panel: omnibus surveys for 2022 to 2023 - GOV.UK (www.gov.uk) and Parent, pupil and learner panel omnibus surveys for 2022 to 2023 - GOV.UK (www.gov.uk)

[4] Where the report uses the term 'parents' this is inclusive of parents and carers with parental responsibility.

[5] 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).

- 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 2022/23 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 November 2022, March 2023, May 2023 and June 2023. Technical reports have been published for both the SCP[6] and PPLP[7] 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 leaders[8] and teachers that have agreed to participate in short regular research surveys on topical education issues. The panellists for the survey work in the 2022/23 academic year were comprised of existing panellists that had taken part in the 2021/22 academic year, plus new panellists recruited in September 2022. All school leaders and teachers were recruited from School Workforce Census data provided by the Department for Education.

Three SCP survey waves were used to deliver the NBS – 1 in November 2022, 1 in March 2023 and 1 in May 2023.

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

---

[6] School and College Panel Technical Report 2022 to 2023 academic year (publishing.service.gov.uk)
[7] Parent, Pupil and Learner Panel Technical Report (publishing.service.gov.uk)
[8] The school leader types for inclusion in the survey were: headteacher, assistant headteacher and deputy headteacher.

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 November 2022 wave[a]	429	288	**717**	655	693	**1,348**
SCP March[b] 2023 wave	311	218	**529**	1,073	1,157	**2,230**
SCP NBS May 2023 wave[c]	447	333	**780**	668	810	**1,478**

[a] Data is for Panel A school leaders and teachers. Whilst college leaders and teachers were included in the full SCP Nov 2022 wave, the NBS questions in this report were asked of Panel A school leaders and teachers only.

[b] Data is for Panel A school leaders. Whilst college leaders and teachers were included in the full SCP March 2023 wave, the NBS questions in this report were asked of Panel A school leaders only and all school teachers.

[c] Only leaders and teachers from primary and secondary schools were invited to take part in the NBS May 2023 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 November 2022 wave	Variety of topics, including behaviour	7th – 14th November 2022
SCP March 2023 wave	Variety of topics, including behaviour	20th - 28th March 2023
SCP NBS May 2023 wave	Behaviour only	22nd - 31st May 2023

SCP 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 7-11 in the 2022/23 academic year (sampled from the National Pupil Database (NPD) using 2021/22 data).

- pupils and learners in years 12-13 in the 2022/23 academic year (sampled from the NPD and Individualised Learner Record (ILR) using 2021/22 data).

- parents of pupils in years 1-11 in the 2022/23 academic year (sampled from the NPD using 2021/22 data).

---

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

Four PPLP survey waves were used to deliver the NBS – 1 in November 2022, 1 in March 2023, 1 in May 2023 and 1 in June 2023.

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.

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 7-11)	Primary Parents (years 1-6)	Secondary Parents (years 7-11)	Total Parents (years 1-11)
PPLP November 2022 wave	2,245	1,468	1,508	2,976
PPLP March 2023 wave[a]	2,978	2,382	2,186	4,568
PPLP NBS May 2023 wave[b]	2,521	NA	NA	NA
PPLP June 2023 wave	NA	1,678	1,616	3,294

[a] Although year 12 and 13 secondary pupils and college learners were included in the full PPLP March/April 2023 wave, the NBS questions in this report were asked of year 7-11 pupils only.
[b] The PPLP NBS May 2023 wave included years 12 and 13. If including just years 7-11, number of secondary pupils in this wave is 2,126.

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 Nov 2022 wave	Variety of topics, including behaviour	9th - 14th November 2022
PPLP March 2023 wave	Variety of topics, including behaviour	22nd - 27th March 2023
PPLP NBS May 2023 wave	Behaviour only	17th – 22nd May 2023
PPLP June 2023 wave	Variety of topics, including behaviour	21st – 27th June 2023

PPLP 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 pupils in mainstream state schools in England. Weighting was based on characteristics of the pupils only, as the NPD does not hold information about parents. As such, the parent survey responses are weighted based on the characteristics of their child that was sampled from the NPD.

Interpreting the findings

Where school leader responses are weighted to school-level, these findings are reported as a percentage of schools. Where school leader data is weighted to individual-level, these findings are reported as a percentage of school leaders.

For all questions, comparisons have been made between the NBS May 2023 and the NBS June 2022 waves (the last time that all questions were asked).[10] For survey questions that are asked each term, NBS May 2023 data may additionally be compared with the last time the question was asked (March 2023 or November 2022 waves).

Differences between respondent sub-groups and between waves are only commented on in the text however if they are statistically significant at the 95% confidence level 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 samples of the respondent groups rather

---

[10] The NBS June 2022 surveys took place between 13th June and 4th July 2022, at a slightly later point in the academic year to the NBS May 2023 survey.

than a census of all respondent groups). Statistically significant differences between survey waves have been noted in the report text.

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables.

Where averages are referred to in the text, this is the mean average, unless otherwise stated.

Data tables

An accompanying set of data tables have been published alongside this report. They include statistical testing, total responses and more detailed responses by key subgroups by each data set (so contain further statistically significant differences between key subgroups that are not commented upon in this report, which covers headline findings only). For further guidance on how to interpret these tables, please see the covering pages of the data tables.

Findings 1: School behaviour culture and policy

Key findings:

- In May 2023, the majority (81%) of school leaders and teachers agreed that there was a shared understanding amongst staff in their school of what "good behaviour" means.

- In May 2023, the majority of pupils (85%) agreed that they knew how their school expected them to behave. This is a decrease from 91% in June 2022.

- Almost all school leaders and teachers (98%) reported that rules on behaviour were applied fairly to pupils at least some of the time (May 2023). However, only 38% of school leaders and 19% of teachers reported this happened 'all of the time'. Overall, 89% of pupils reported rules were applied fairly to all pupils at least some of the time, with 18% reporting this happened 'all of the time'.

- Overall, 60% of school leaders and teachers agreed that parents are supportive of the school's behaviour rules. School leaders were more likely than teachers to agree parents are supportive of the school's behaviour rules (71% vs 58%).

- Compared with June 2022, the proportion of school leaders and teachers that disagreed that parents were generally supportive of the school's behaviour rules increased from 15% in June 2022 to 20% in May 2023.

Understanding of behaviour policy

School leaders, teachers and pupils were asked a set of questions to explore their perception of their school's behaviour culture and understanding of their school's behaviour policy. These questions were asked in May 2023.

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 (81%) of school leaders and teachers agreed that there was a shared understanding amongst staff in their school of what "good behaviour" means. As shown in Figure 1, school leaders were more likely than teachers to agree there is this shared understanding (88% vs. 79% respectively).

Primary school teachers were more likely than secondary school teachers to agree that there is a shared understanding amongst staff of what "good behaviour" means (84% 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 (May 2023)
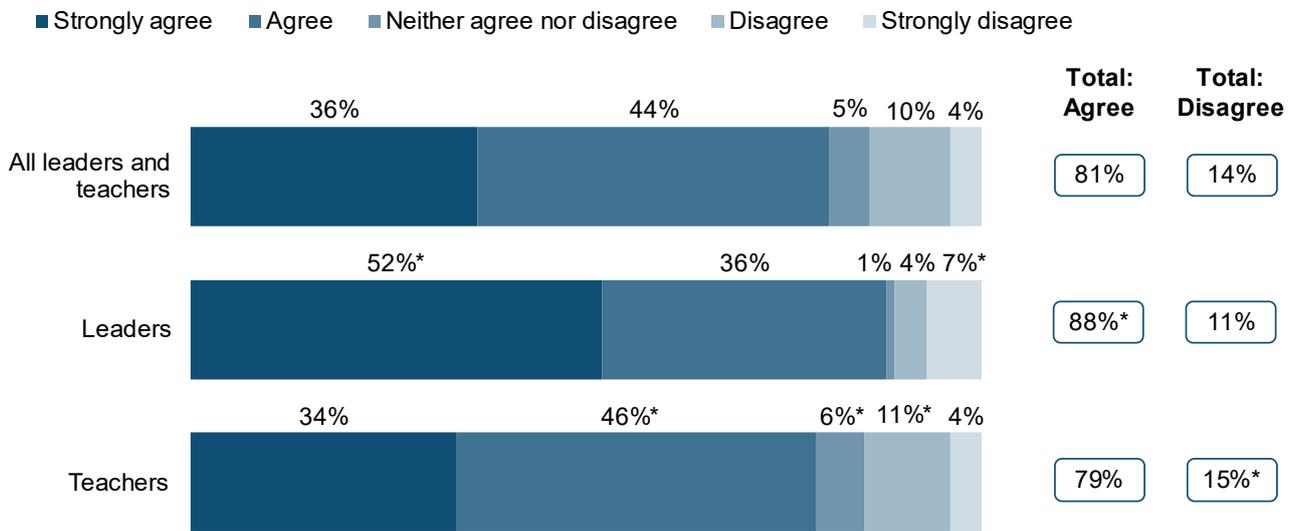
Legend: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

						Total: Agree	Total: Disagree
All leaders and teachers	36%	44%	5%	10%	4%	81%	14%
Leaders	52%*	36%	1%	4%	7%*	88%*	11%
Teachers	34%	46%*	6%*	11%*	4%	79%	15%*

Base: All leaders (n=780) and all teachers (n=1,478).

Source: SCP NBS May 2023. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Don't know' responses (<1% total) not charted. Totals do not match chart exactly due to rounding. "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. In May 2023, 77% of pupils said that the school had explained the rules well, of which 30% said the rules were explained 'very well' and 47% said they were explained 'fairly well'. Conversely, 12% of pupils said that the school had explained the rules 'not very well' and 2% said the school had explained the rules 'not well at all' (5% said that the rules had not been explained to them at all and 3% responded 'don't know').

Pupils in year 7 (84%) were more likely than pupils in year 9 (75%), years 10-11 (75%) and years 12-13 (72%) to say that the school had explained the rules well.

Compared with June 2022, the proportion of pupils who said that their school explained the rules on behaviour well decreased from 84% in June 2022 to 77% in May 2023 (see Figure 2). In particular, the proportion of pupils who said their school explained the rules on behaviour 'very well' fell from 36% in June 2022 to 30% in May 2023.

Figure 2: How well pupils thought their school explained the rules on behaviour at the start of the academic year (May 2023 and June 2022)
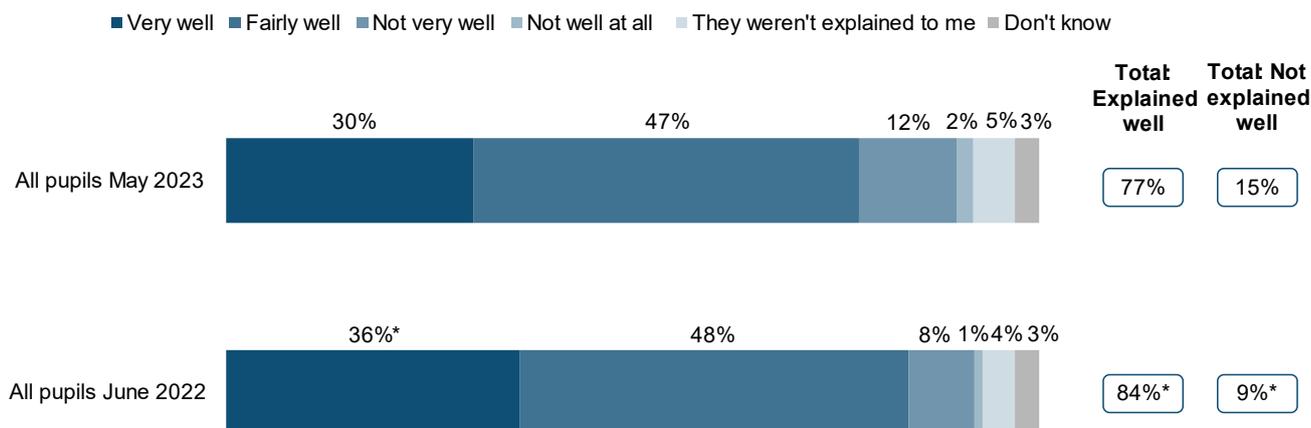
■ Very well ■ Fairly well ■ Not very well ■ Not well at all ■ They weren't explained to me ■ Don't know

						Total Explained well	Total Not explained well
All pupils May 2023	30%	47%	12%	2% 5% 3%		77%	15%
All pupils June 2022	36%*	48%	8%	1% 4% 3%		84%*	9%*

Base: May 2023 - all pupils year 7-13 (n=2,521). June 2022 – all pupils year 7-13 (n=1,908)

Source: PPLP NBS May 2023. * Indicates a significant difference between timepoints. Totals do not match chart exactly due to rounding. "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". The majority of pupils (85%) agreed with this statement, of which 35% responded 'strongly agree' and 50% 'agree'. Just 2% of pupils disagreed with this statement, while 10% responded 'neither agree nor disagree' and 2% 'don't know'. The proportion of pupils who agreed with this statement has decreased from 91% in June 2022 to 85% in May 2023.

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 would happen if they didn't meet the expected standards of behaviour.

For school leaders and teachers, 78% agreed that pupils understand what will happen if they do not meet expected standards of pupil behaviour (of which 29% responded 'strongly agree' and 49% '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 (93% vs. 76%; see Figure 3).

Figure 3: 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 (May 2023)

■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total: Agree	Total: Disagree
All leaders and teachers	29%	49%	9%	10%	3%	78%	13%
Leaders	46%*	47%	4%	2%	1%	93%*	3%
Teachers	26%	50%	9%*	12%*	3%*	76%	15%*
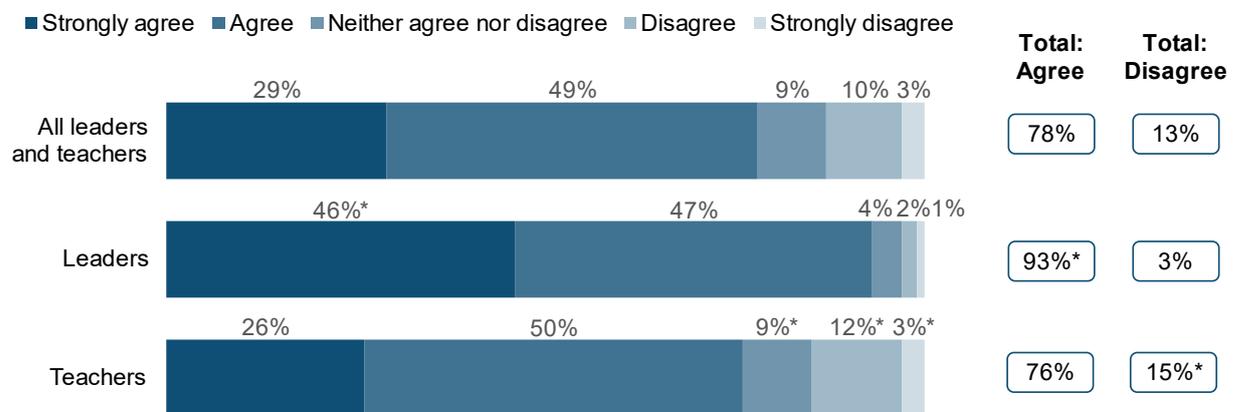
Base: All leaders (n=780) and all teachers (n=1,478).

Source: SCP NBS May 2023. 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 behaviour."

For pupils, 83% agreed that "I understand what will happen if I don't meet the expected standards of behaviour" (32% responded 'strongly agree' and 51% 'agree'). As shown in Figure 4, 4% of pupils said they disagreed with this statement (of which 3% responded 'disagree' and 1% 'strongly disagree'), 10% said they neither agreed nor disagreed, and 2% reported 'don't know'.

Compared with June 2022, the proportion of pupils who agreed that they understand what will happen if they don't meet the expected standards of behaviour has decreased from 87% in June 2022 to 83% in May 2023.

Figure 4: Extent to which pupils agree that they understand what will happen if they don't meet the expected standards of pupil behaviour (May 2023 and June 2022)

■ Strongly agree   ■ Agree   ■ Neither agree nor disagree   ■ Disagree   ■ Strongly disagree

						Total Agree	Total Disagree
All pupils May 2023	32%	51%	10%	3%	1%	83%	4%
All pupils June 2022	37%^	50%	7%	3%	1%	87%^	4%

Base: May 2023 - all pupils year 7-13 (n=2,521). June 2022 – all pupils year 7-13 (n=1,908).

Source: PPLP NBS May 2023. ^ Indicates a significant difference between timepoints. 'Don't know' (≤2% of the total) and 'Prefer not to say' (≤1% of the total) not charted. "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, 92% 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 39% '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 (94% 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 in May 2023.

The majority (92%) of school leaders and teachers reported that it was easy for pupils to understand the school's rules on behaviour (of which 64% thought it was 'very easy' and 29% '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. 91%) and more likely to say it was 'very easy' (77% vs. 61%). Teachers were more likely than school leaders to say that it was not easy (8% vs. 1% respectively).

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%), whilst primary school leaders were more likely than secondary school leaders to say school rules were 'very easy' for pupils to understand (81% vs. 69%).

School leaders and teachers were then asked how easy it was for pupils to follow the school's rules on behaviour in practice. As shown in Figure 5, 86% 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 (94% vs. 85%) and to think it 'very easy' (56% vs. 45%).

Primary school teachers were more likely than secondary school teachers to report that school rules were easy for their pupils to follow (90% vs. 81%).

Figure 5: How easy school leaders and teachers think it is for pupils to follow (in practice) school rules on pupil behaviour (May 2023)
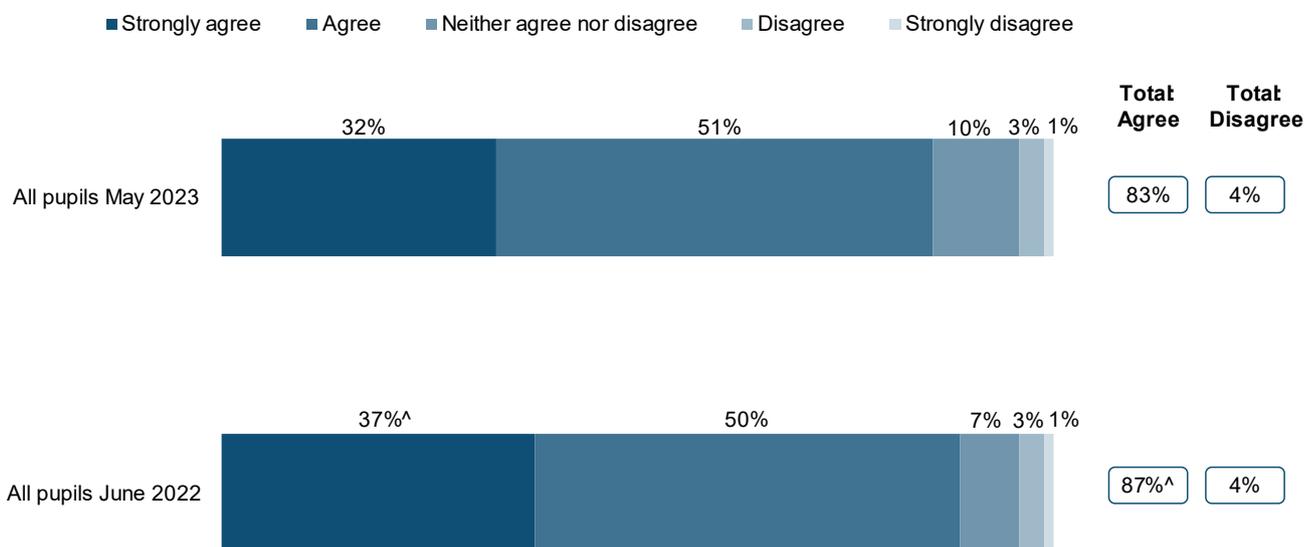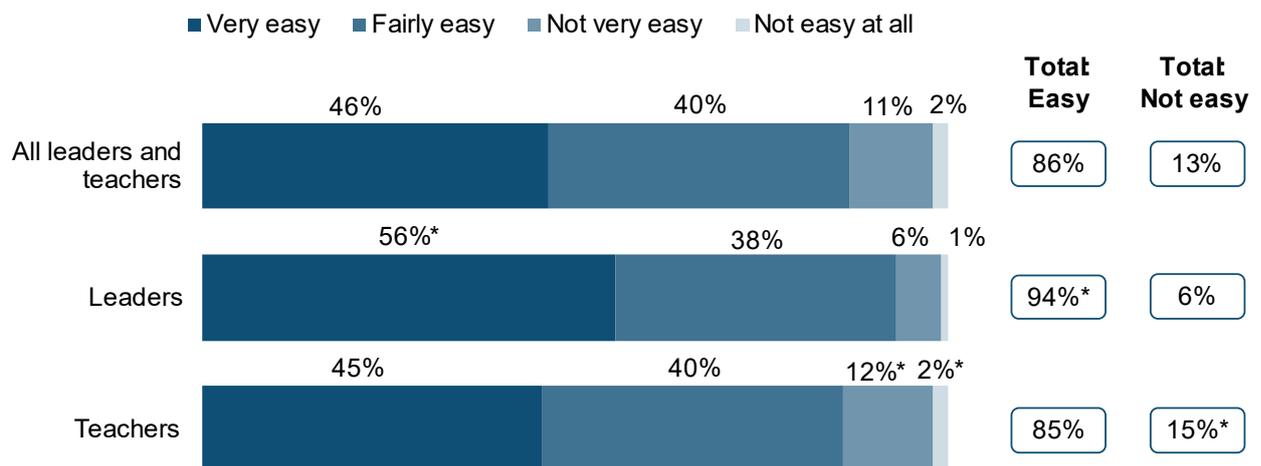

Base: All leaders (n=780) and teachers (n=1,478).

Source: SCP NBS May 2023. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Don't know' responses (<1% total) not charted. Totals do not match chart exactly due to rounding. "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?", 82% of all pupils said that their school's rules on behaviour are easy to follow, of which 29% said they are 'very easy' to follow and 53% said they are 'fairly easy' to follow. As shown in Figure 6, 16% of all pupils said that the school's rules are not easy to follow (12% 'not very easy' and 4% 'not easy at all') and 2% reported 'don't know'.

Pupils in years 12-13 (90%) were more likely than pupils in years 7-9 (81%) and years 10-11 (80%) to say that their school's rules on behaviour are easy to follow. Pupils in year 9 (20%) and year 10 (20%) were more likely than pupils in year 7 (13%) and years 12-13 (8%) to say that the rules are not easy to follow.

Compared with June 2022, the proportion of pupils who said that their school's rules are 'very easy' to follow has fallen from 33% in June 2022 to 29% in May 2023.

Figure 6: How easy pupils find it to follow school rules on behaviour (May 2023)
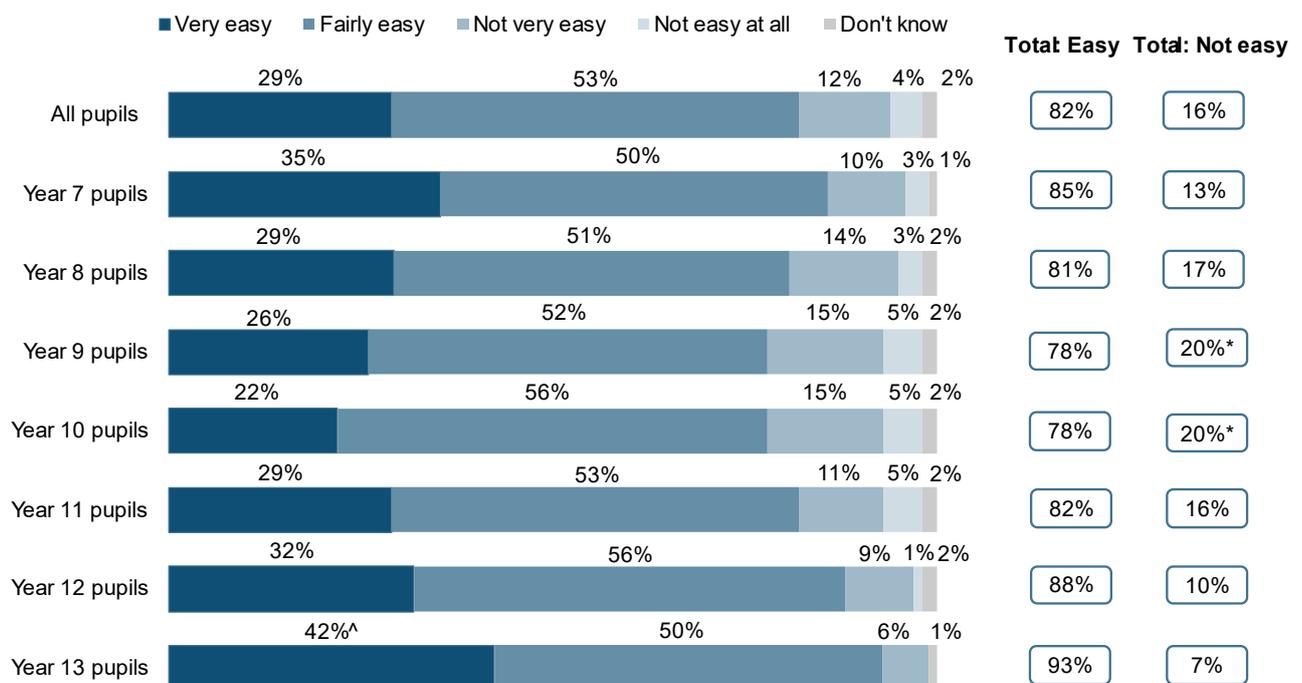
Base: All pupils year 7-13 (n=2,521), year 7 pupils (n=412), year 8 pupils (n=414), year 9 pupils (n=433), year 10 pupils (n=423), year 11 pupils (n=444), year 12 pupils (n=227), year 13 pupils (n=168).

Source: PPLP NBS May 2023. ^ Indicates a significant difference compared to all years except 7 and 12. * Indicates a significant difference to years 7 and 12-13. Totals do not match chart exactly due to rounding. "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, 89% of parents said that their child found it easy to follow the school's rules on behaviour, including 57% who said their child found it 'very easy' to follow the rules and 33% who said they found it 'fairly easy'. Around one in ten parents (9%) said their child did not find it easy to follow the school's rules (7% 'not very easy' and 3% 'not easy at all'). Compared to June 2022, the proportion of parents who said that their child found it easy to follow the school's rules on behaviour has decreased from 92% in June 2022 to 89% in May 2023.

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 in May 2023.

Almost all school leaders and teachers (98%) reported that rules on behaviour were applied fairly to pupils at least some of the time (with 21% reporting this happened 'all of the time', 57% 'most of the time', and 20% 'some of the time'). Only 1% of school leaders and teachers indicated that rules on behaviour were 'never' applied fairly to all pupils.

Whilst school leaders and teachers agreed that behaviour rules were applied fairly at least some of the time (100% and 98% respectively), school leaders were more likely than teachers to report that the rules were applied fairly 'all of the time' (38% vs. 19%). The proportion of teachers who felt that rules were applied fairly to pupils 'all of the time' was lower than recorded in 2022 (23%, a drop of 4 percentage points).

Primary school teachers were more likely than secondary school teachers to report that rules were applied fairly 'all of the time' (27% vs. 11%). 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' (46% vs. 24%).

In May 2023, the majority of pupils (89%) thought rules were applied fairly to all pupils at least some of the time, although only around a fifth (18%) thought this was the case 'all of the time' (44% said they were applied fairly 'most of the time' and 27% 'some of the time'). Seven per cent of pupils said the school's rules on behaviour were 'never' applied fairly to all pupils, and 4% responded 'don't know'.

When comparing only secondary school leaders and teachers with pupils on responses to this question in May 2023:

- Secondary school leaders (24%) and pupils (18%) were more likely than secondary school teachers (11%) to say that the rules on behaviour were applied fairly to all pupils 'all of the time'.

- Secondary school leaders (66%) and secondary school teachers (59%) were more likely than pupils (44%) to say the rules on behaviour were applied fairly to all pupils 'most of the time'.

- Pupils (7%) were more likely than secondary school teachers (2%) to say that the rules on behaviour were 'never' applied fairly to all pupils (no secondary school leaders responded 'never' to this question).

Visible leadership

School teachers and pupils were asked questions relating to the visibility of the school leadership team and how often they typically see members of the school leadership team around the school. These questions were asked in May 2023.

Almost all school teachers (97%) reported seeing members of the school leadership team around the school at least some days. Half (51%) said they see them 'every day', while around a quarter see them 'most days' (23%) or 'some days' (23%) and just 3% stated that they never see members of the school leadership team. This is consistent with findings from 2022.

For pupils, nearly all pupils (93%) reported seeing members of the school leadership team around school at least some days; of which 37% said they see them 'every day', 33% said they see them 'most days' and 23% said they see them 'some days'. Three per cent of pupils said they 'never' see the school leadership team around school.

Compared with June 2022, the proportion of pupils who said they typically see members of the school leadership team around school 'every day' or 'most days' has decreased from 74% in June 2022 to 70% in May 2023.

When comparing only secondary school teachers with pupils on responses to this question in May 2023:

- Secondary school teachers (46%) were more likely than pupils (37%) to report seeing members of the school leadership team around the school 'every day'.

- Pupils (33%) were more likely than secondary school teachers (24%) to report seeing members of the school leadership team around the school 'most days'.

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 in May 2023.

School leaders were asked a set of questions to understand the extent to which different activities or interventions (from a prompted list) formed part of their school's approach to encourage positive pupil behaviour and minimise misbehaviour. As shown in Figure 7, all the activities or interventions were widely used by schools in May 2023, with 99% of school leaders reporting 'staff building supportive relationships with pupils', 'staff modelling positive relationships and expected behaviour', and 'understanding and responding to pupils' needs' to at least some extent. A high proportion of school leaders also reported 'setting a whole-school approach to behaviour' (98%), 'recognising and rewarding positive behaviour' (97%), 'teaching of generic routines to help manage pupil behaviour' (96%) and 'providing appropriate early intervention to pupils who require additional support with their behaviour' (94%) to at least some extent. The use of 'sanctions in response to misbehaviour' was least commonly used, but still used to at least some extent by 86% of schools.

Figure 7: Extent to which different activities or interventions form part of the school's approach to encourage positive pupil behaviour and minimise misbehaviour (May 2023)
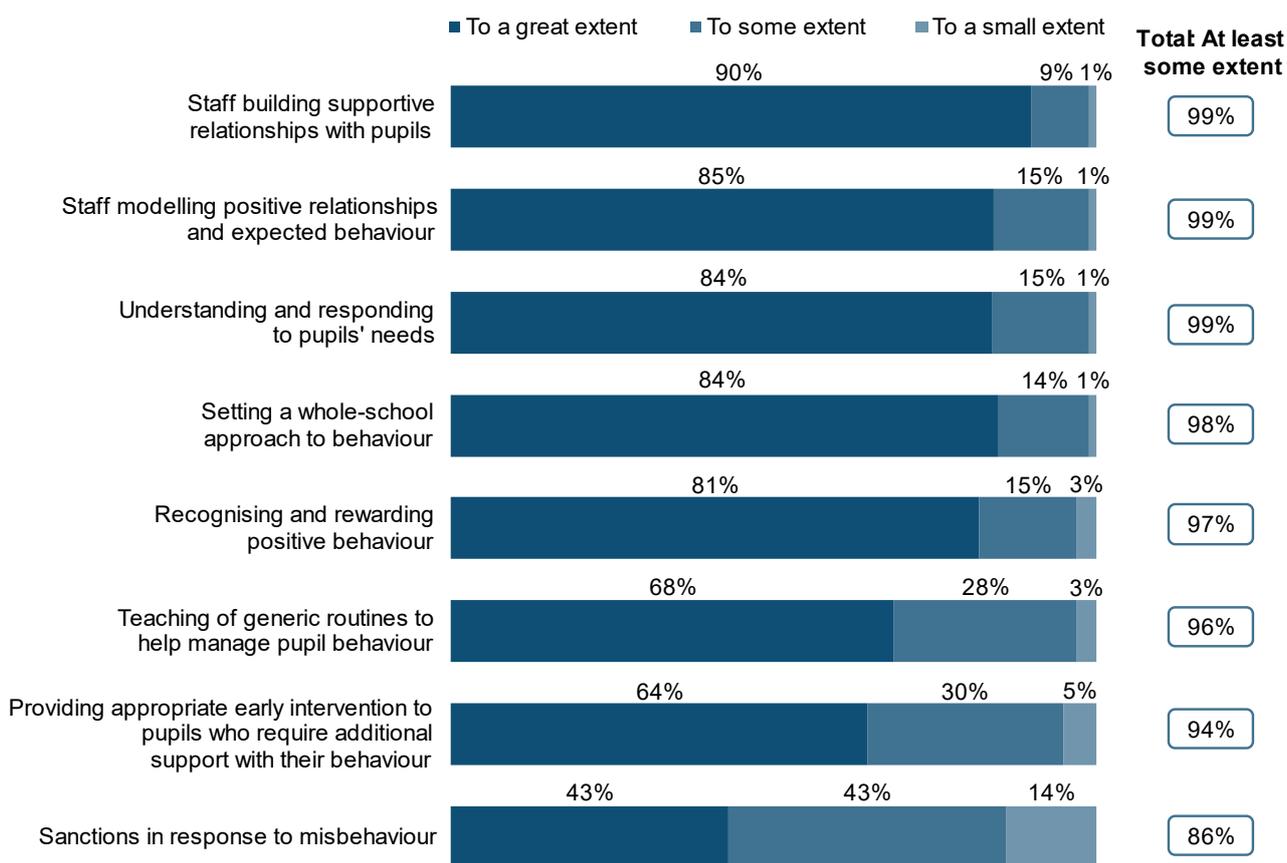
Base: All leaders (n=780).

Source: SCP NBS May 2023. Schools weighting. 'Not at all' (<1% total) and 'Don't know' responses (<1% total) not charted. Totals do not match chart exactly due to rounding. "To what extent do the following elements form part of your school's approach to encourage positive pupil behaviour and minimise misbehaviour?"

Primary schools were more likely than secondary schools to have adopted the following interventions to at least some extent:

- Staff modelling positive relationships and expected behaviour (100% vs. 97%)

- Setting a whole school approach (99% vs. 95%)

- Teaching of generic routines to help manage pupil behaviour (97% vs. 90%)

- Providing appropriate early intervention to pupils who require additional support with their behaviour (96% vs. 86%)

Conversely, secondary schools were more likely than primary schools to have adopted sanctions in response to misbehaviour (96% vs. 83%).

At the same time, pupils were asked what their school does to recognise or reward good behaviour, answering from a list presenting six options.[11]

As shown in Figure 8, 72% of pupils said that their school uses a behavioural points system (for example, house points, merits or stickers), 56% said that the school uses prize ceremonies or special assemblies, while 54% selected verbal praise. Just under half of pupils (44%) said that the school communicates praise to parents via phone calls or written correspondence.

Less commonly reported approaches included whole class or year group rewards such as a popular activity (23%) and positions of responsibility, such as being a prefect (22%). A small proportion of pupils (4%) said that their school does not recognise or reward pupils for good behaviour, while 5% did not know what their school did.

Pupils in years 7-9 and 10-11 were more likely than pupils in years 12-13 to say that the school uses a behavioural points system (74% vs. 59%). Pupils in years 12 to 13 were more likely than pupils in years 7-9 to say their school uses verbal praise (61% vs. 50%) and positions of responsibility (32% vs. 18%).

---

[11] Pupils could select multiple response options to this question.

Figure 8: What pupils report schools do to recognise and reward good behaviour (May 2023)
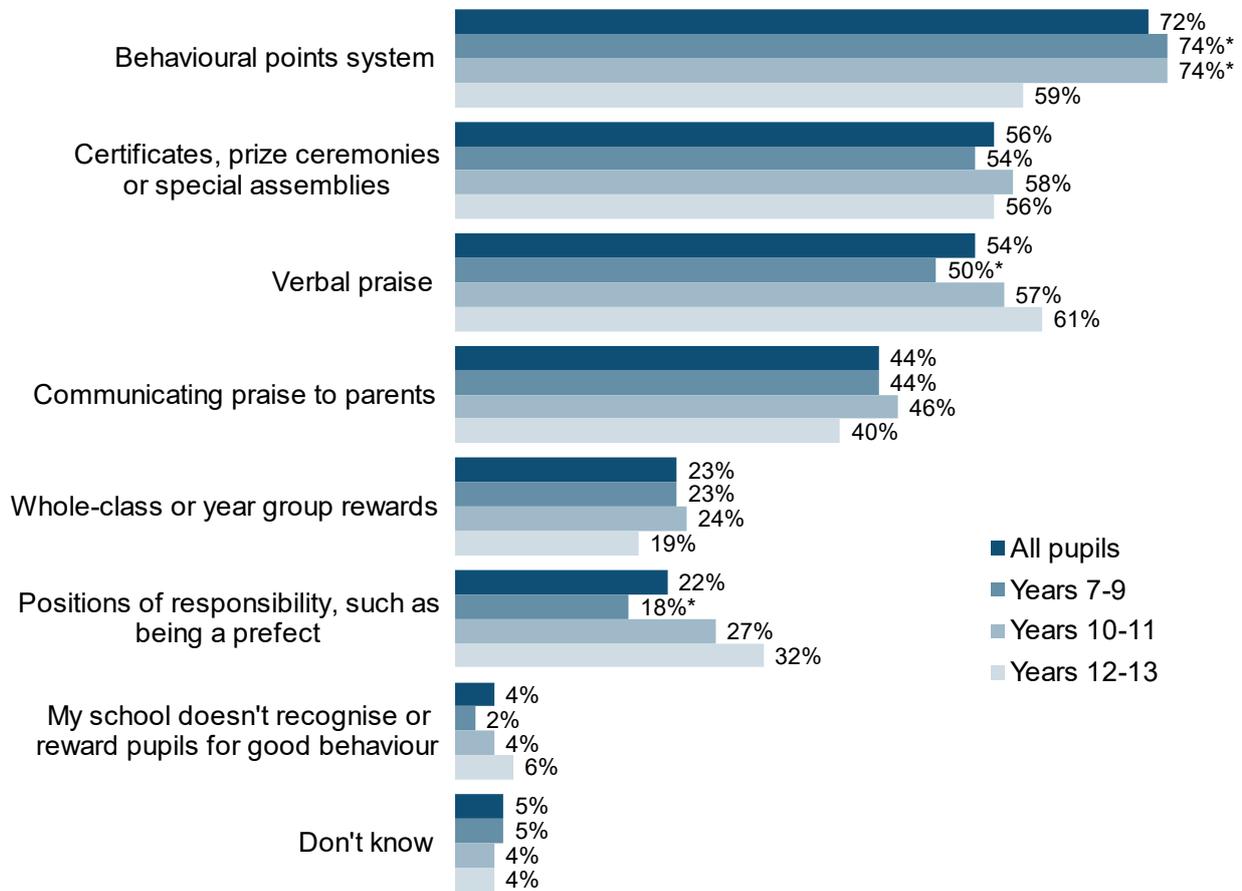
Category	All pupils	Years 7-9	Years 10-11	Years 12-13
Behavioural points system	72%	74%*	74%*	59%
Certificates, prize ceremonies or special assemblies	56%	54%	58%	56%
Verbal praise	54%	50%*	57%	61%
Communicating praise to parents	44%	44%	46%	40%
Whole-class or year group rewards	23%	23%	24%	19%
Positions of responsibility, such as being a prefect	22%	18%*	27%	32%
My school doesn't recognise or reward pupils for good behaviour	4%	2%	4%	6%
Don't know	5%	5%	4%	4%

Base: All pupils year 7-13 (n=2,521), year 7 pupils (n=412), year 8 pupils (n=414), year 9 pupils (n=433), year 10 pupils (n=423), year 11 pupils (n=444), year 12 pupils (n=227), year 13 pupils (n=168).

Source: PPLP NBS May 2023. * Indicates a significant difference compared to years 12-13. "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 in May 2023.

School leaders were asked two questions about the recording and use of data on pupils' behaviour: whether their school systematically records[12] data on pupil behaviour and whether data on pupil behaviour is used to inform the school's approach to managing pupil behaviour.

The vast majority (93%) of schools reported systematically recording data on pupil behaviour. Four per cent of schools reported that they did not record data but had plans to do so, 1% reported they currently do not record it but have done so previously, and 2% did not record it and had no plans to do so.

Systematic recording of data on pupil behaviour was slightly more common among secondary schools than primary schools (98% vs 92%), though 5% of primary schools claimed they had plans to record this type of data in the future.

When asked about the use of data, 84% of schools reported using data to inform their approach to managing pupil behaviour, while 12% of schools did not (4% responded 'don't know'). Secondary schools were more likely to use data to inform the school's approach to managing pupil behaviour than primary schools (92% vs 82%).

Almost three-quarters of schools (73%) also agreed that pupils' feedback is taken into account when reviewing their behaviour policy or approach (of which 20% responded 'strongly agree' and 53% 'agree') whilst 10% disagreed that this was the case (of which 8% responded 'disagree' and 1% 'strongly disagree') and 17% neither agreed nor disagreed.

Pupils were also asked questions in May 2023 about the seeking of feedback on behaviour, and confidence that any feedback would be utilised.

Overall, 27% of pupils said that their school asks pupils for feedback about behaviour in their school, whilst 45% said that their school does not do this and 29% did not know. Compared with June 2022, the proportion of pupils who said their school asks for feedback on behaviour has increased from 24% in June 2022 to 27% in May 2023.

When asked about their confidence in the school acting on any feedback about behaviour, 40% of pupils said that they were confident that any feedback they may give regarding behaviour in school would be listened to or acted upon (of which 7% felt 'very confident' and 34% felt 'fairly confident'). Almost half of pupils (48%) said they were not confident that any feedback would be listened to or acted upon (of which 34% felt 'not very confident' and 14% 'not confident at all') and 12% of pupils responded 'don't know'.

---

[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 9, pupils in year 7 (48%) were more likely than pupils in years 9 (38%), 10 (36%), 11 (39%) and 12 (35%) to be confident that any feedback regarding behaviour would be listened to or acted upon.

Figure 9: Pupil confidence that their school will listen to or act on behaviour feedback (May 2023)
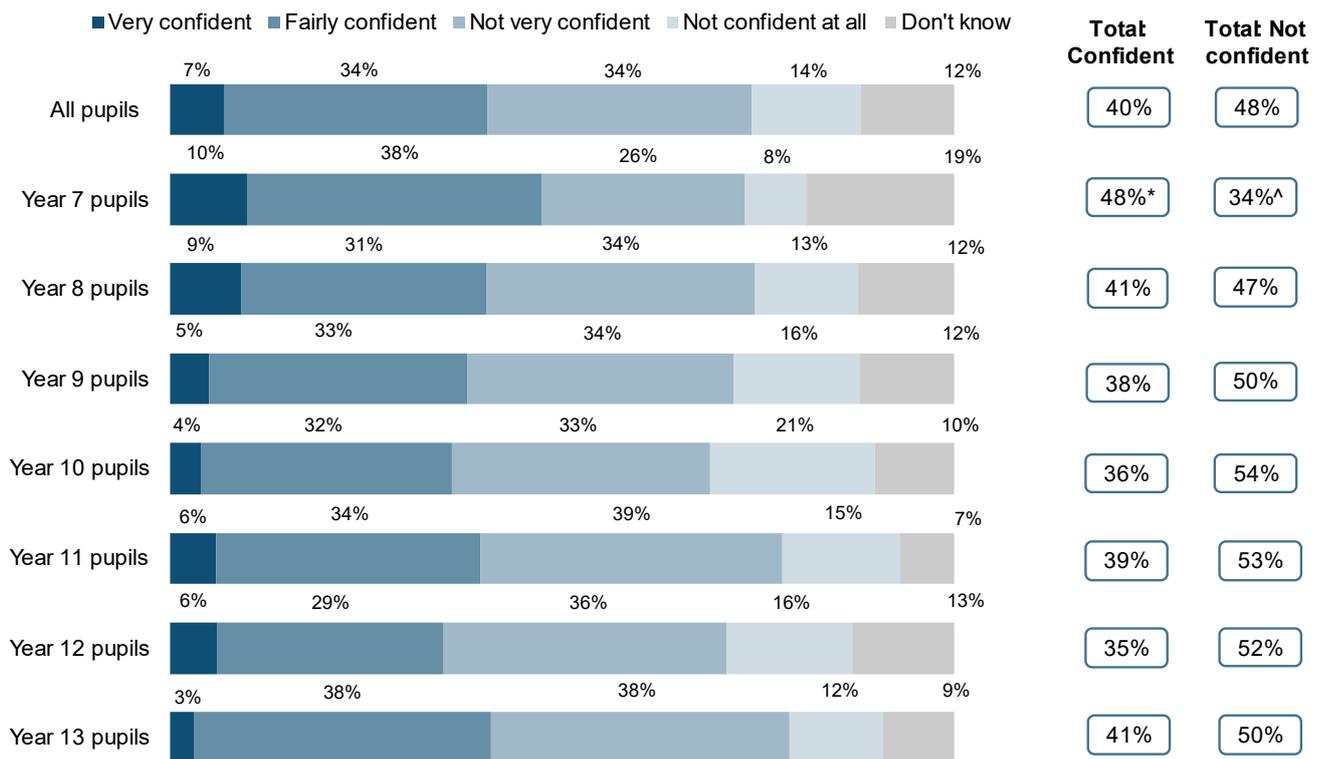
	Very confident	Fairly confident	Not very confident	Not confident at all	Don't know	Total Confident	Total Not confident
All pupils	7%	34%	34%	14%	12%	40%	48%
Year 7 pupils	10%	38%	26%	8%	19%	48%*	34%^
Year 8 pupils	9%	31%	34%	13%	12%	41%	47%
Year 9 pupils	5%	33%	34%	16%	12%	38%	50%
Year 10 pupils	4%	32%	33%	21%	10%	36%	54%
Year 11 pupils	6%	34%	39%	15%	7%	39%	53%
Year 12 pupils	6%	29%	36%	16%	13%	35%	52%
Year 13 pupils	3%	38%	38%	12%	9%	41%	50%

Base: All pupils year 7-13 (n=2,521), year 7 pupils (n=412), year 8 pupils (n=414), year 9 pupils (n=433), year 10 pupils (n=423), year 11 pupils (n=444), year 12 pupils (n=227), year 13 pupils (n=168).

Source: PPLP NBS May 2023. * Indicates a significant difference compared to years 9, 10, 11 and 12. ^ Indicates a significant difference to all other years. Totals do not match chart exactly due to rounding. "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 in May 2023.

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 38% felt 'very confident and 50% 'fairly confident'), whilst 11% reported not feeling confident (of which 9% felt 'not very confident' and 2% 'not confident at all).

As shown in Figure 10, school leaders were more likely than teachers to feel confident communicating with parents about their child's behaviour (97% vs. 87%) and were more likely than teachers to report feeling 'very confident' (64% vs. 34%).

Figure 10: School leader and teacher confidence in communicating with parents about their child's behaviour (May 2023)
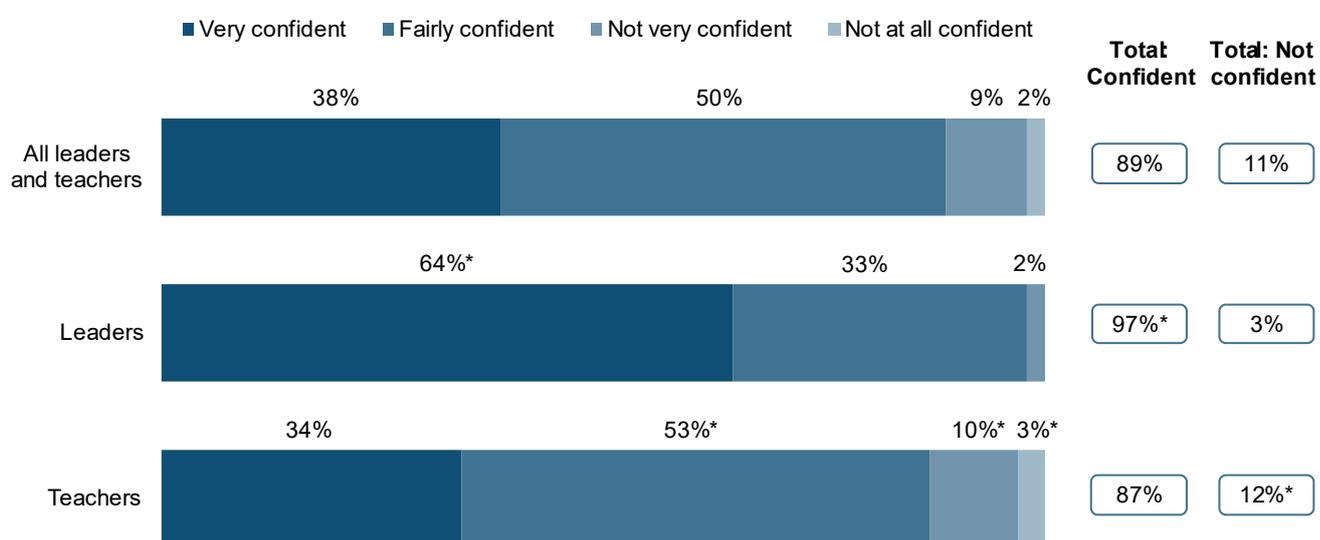
Base: All leaders (n=780) and all teachers (n=1,478).

Source: SCP NBS May 2023. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Not applicable' (<1% total) and 'Prefer not to say' responses (<1% total) not charted. Totals do not match chart exactly due to rounding. "In general, how confident, if at all, do you feel communicating with parents/carers about their child's behaviour?"

Primary school leaders and teachers were more likely to feel confident communicating with parents about their child's behaviour than secondary school leaders and teachers (91% vs. 86%).

School communication about pupil behaviour

Parents were asked whether their school communicates with them about their child's behaviour. Overall, 81% of parents said that the school does communicate with them on this topic (of which 31% said they receive regular updates and 51% said the school communicates with them only if there are issues with behaviour), while 16% reported that the school does not communicate with them about their child's behaviour and 2% responded '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 (37% vs. 26%).

Pupil and parent support of the behaviour rules

School leaders and teachers were asked about parents' support of the school's behaviour rules. As shown in Figure 11, in May 2023, 60% of school leaders and teachers agreed that parents are supportive of the schools' behaviour rules (of which 8% responded 'strongly agree' and 52% 'agree'), and 20% disagreed. School leaders were more likely than teachers to agree parents are supportive of the school's behaviour rules (71% vs 58%). By phase, primary school leaders and teachers were more likely to agree that parents were generally supportive of the school's behaviour rules than secondary school leaders and teachers (65% vs. 54%).

Compared with June 2022, the proportion of school leaders and teachers that disagreed parents were generally supportive of the school's behaviour rules has increased from 15% in June 2022 to 20% in May 2023. Disagreement has increased for both primary and secondary school leaders and teachers (increasing from 11% in 2022 to 17% in 2023 for primary, and from 20% in 2022 to 24% in 2023 for secondary).

Figure 11: Extent to which school leaders and teachers agree that parents are supportive of the school's behaviour rules (May 2023 and June 2022)

■Strongly agree ■Agree ■Neither agree nor disagree ■Disagree ■Strongly disagree

						Total: Agree	Total Disagree
All leaders and teachers (May 2023)	8%	52%	19%	17%	3%	60%	20%^
All leaders and teachers (June 2022)	9%	57%	18%	12%	3%	66%	15%
Leaders (May 2023)	14%*	58%*	13%	12%	4%	71%*	16%
Leaders (June 2022)	14%*	65%*	11%	7%	3%	79%*	10%
Teachers (May 2023)	7%	51%	20%*	18%*	3%	58%	21%*
Teachers (June 2022)	9%	56%	19%*	13%*	3%	65%	16%*
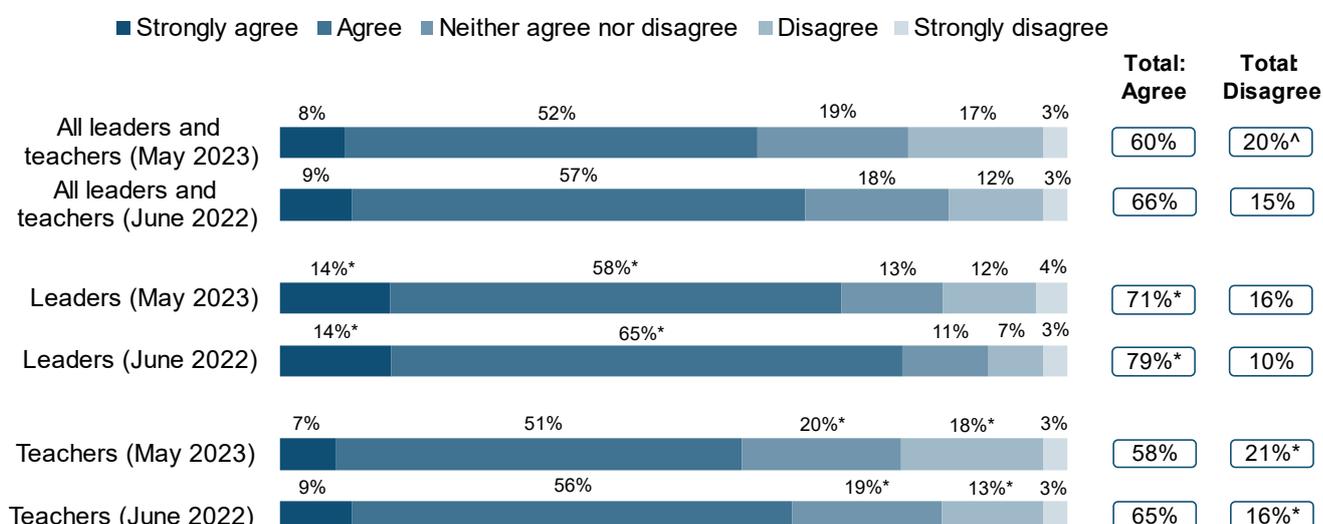
Base: May 2023 - all leaders (n=780) and all teachers (n=1,478). June 2022 – all leaders (n=786) and all teachers (n=1,079)

Source: SCP NBS May 2023 and SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers within the same time period. ^ indicates a significant difference to June 2022 within the same respondent group. 'Don't know' (≤1% total) not charted. NETs do not match chart exactly due to rounding. "To what extent do you agree or disagree that parents/carers are generally supportive of the school's behaviour rules?".

Parents were also asked whether they were supportive of the school's behaviour rules. In June 2023, the majority of parents (87%) agreed that "I am supportive of the school's behaviour rules" (of which 47% responded 'strongly agree' and 40% 'agree'), while 5% disagreed (4% 'disagree' and 1% 'strongly disagree') (see Figure 12).

When asked whether they supported the implementation of the school's behaviour rules, 78% of parents agreed that "I am supportive of how the school's behaviour rules are implemented" (of which 37% responded 'strongly agree' and 40% 'agree'), while 10% disagreed (7% 'disagree' and 2% 'strongly disagree').

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. As shown in Figure 12, in May 2023, 49% of pupils agreed that "I am supportive of my school's behaviour rules" (of which 15% responded 'strongly agree' and 34% 'agree), while 29% neither agreed nor disagreed and 18% disagreed (of which 12% responded

'disagree' and 6% 'strongly disagree'). Compared with June 2022 the proportion of pupils who agreed they were supportive of their school's behaviour rules decreased from 58% in 2022 to 49% in 2023.

Figure 12: Extent to which pupils and parents agree that they are supportive of the school's behaviour rules (May 2023 and June 2022)
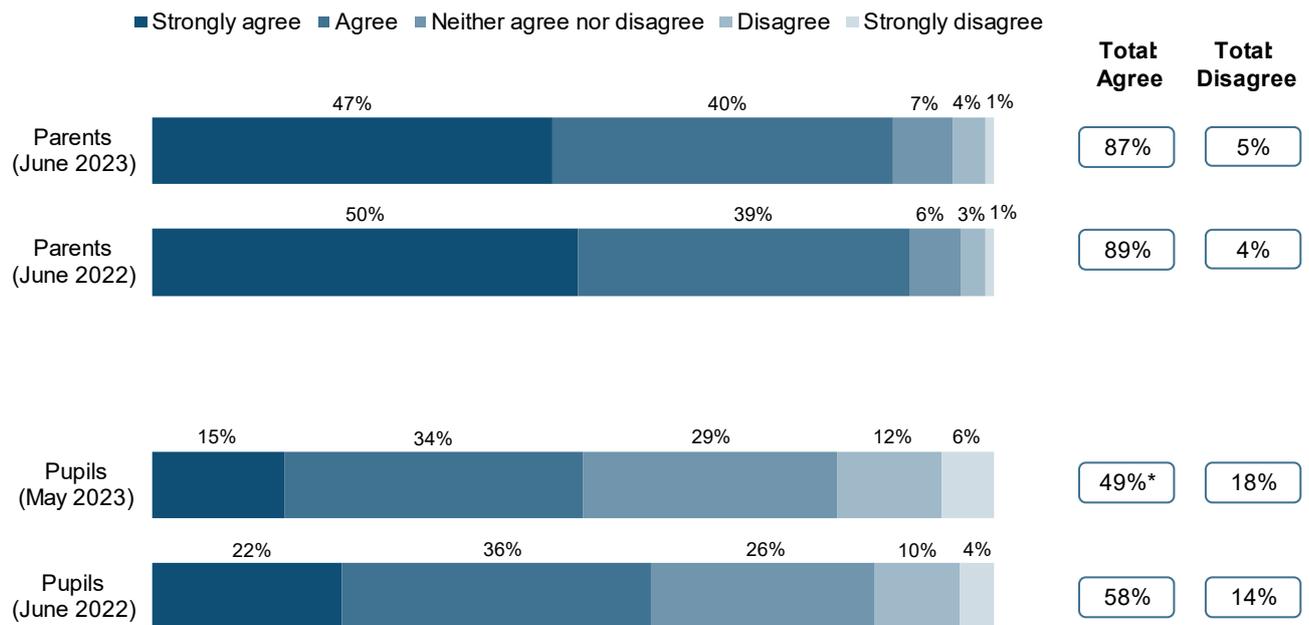
Base: June 2023 – all parents (n=3294). May 2023 – all pupils year 7-13 (n=2,521). June 2022 – all parents (n=2,335) and all pupils year 7-13 (n=1,908).

Source: PPLP June 2023, PPLP NBS May 2023, PPLP NBS June 2022, and PPLP June 2022. * Indicates a significant difference to June 2022 within the same respondent group. 'Don't know' responses (≤3%) not charted. "I am supportive of the/my school's behaviour rules."

When asked whether they were supportive of how their school's behaviour rules were implemented, in May 2023, 47% of pupils agreed that they were, while 20% disagreed and 27% neither agreed nor disagreed. Compared with June 2022, the proportion of pupils who agreed they were supportive of how their school's behaviour rules were implemented decreased from 56% in 2022 to 47% in 2023.

Findings 2: School environment and experience

Key findings:

- In May 2023, 84% of school leaders reported that their school had been calm and orderly 'every day' or 'most days' in the past week (versus 59% of teachers). For pupils, 54% reported that their school had been calm and orderly 'every day' or 'most days' in the past week. Comparing across survey waves, for school leaders and teachers this is a decrease from 92% and 70% respectively in June 2022.

- In May 2023, 11% of pupils said that they had enjoyed coming to school 'every day' in the past week, whilst 17% said that they had 'never' enjoyed coming to school in the past week. Comparing across survey waves, the proportion of pupils reporting that they had enjoyed coming to school 'every day' has decreased from 15% in June 2022.

- When asked how often they felt safe at school, 39% of all pupils said that they had felt safe at school 'every day' in the past week in May 2023.

- In May 2023, 71% of pupils felt they were motivated to learn, with 17% who said that they were 'very motivated' and 54% 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 belonging and 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 November 2022, March 2023 and May 2023.

For school leaders in May 2023 (see Figure 13):

- 95% reported that their school was a safe environment for pupils 'every day' or 'most days' in the past week.

- 84% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.

- 97% reported that school staff had been respectful to each other 'every day' or 'most days' in the past week.

- 88% reported that pupils had been respectful to each other 'every day' or 'most days' in the past week.

- 87% reported that pupils had been respectful to school staff 'every day' or 'most days' in the past week.

Figure 13: Frequency of positive behaviour culture experiences in the past week (School Leaders and Teachers, May 2023)
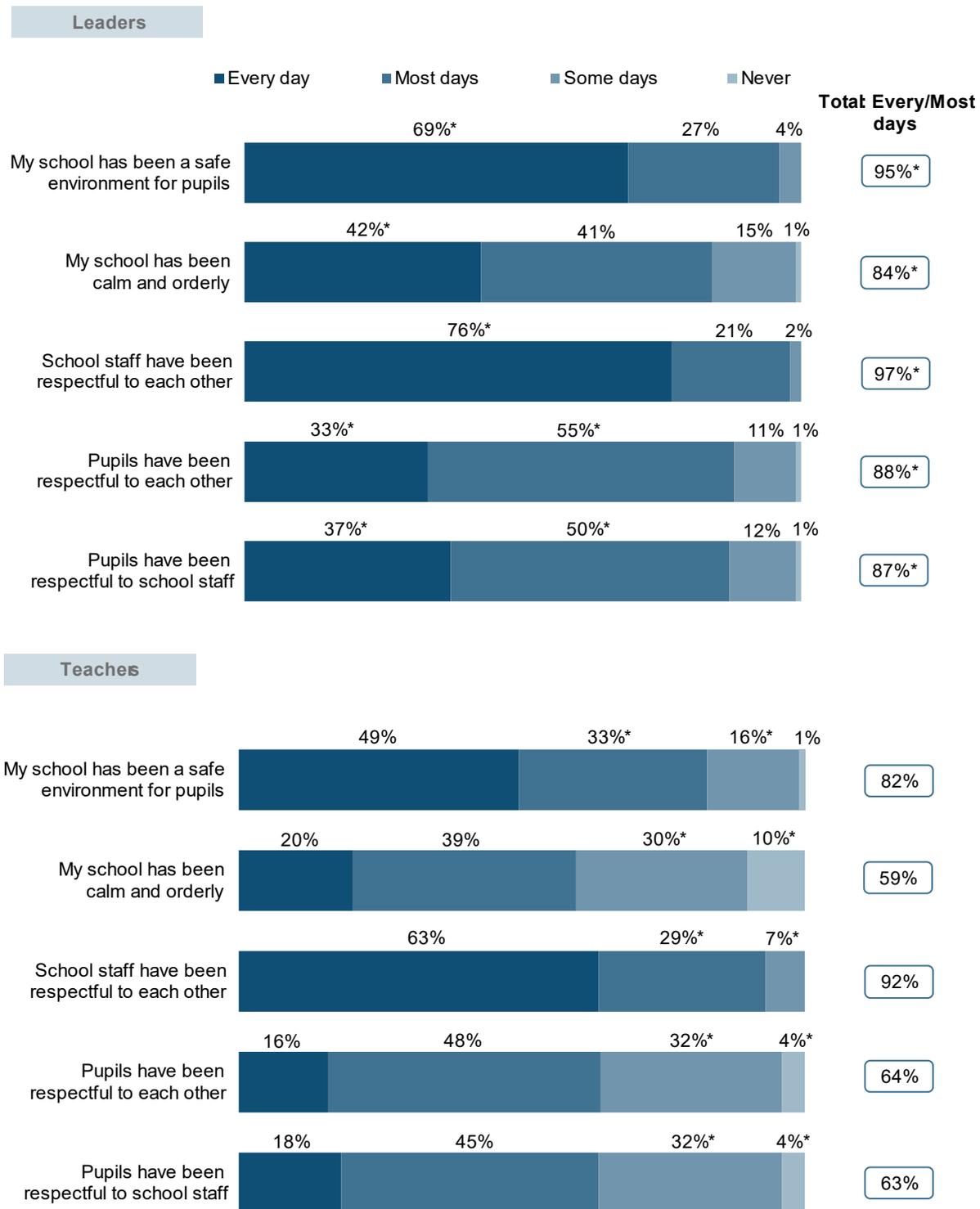
Leaders

■ Every day ■ Most days ■ Some days ■ Never

Total Every/Most days

My school has been a safe environment for pupils: 69%* | 27% | 4% — 95%*

My school has been calm and orderly: 42%* | 41% | 15% | 1% — 84%*

School staff have been respectful to each other: 76%* | 21% | 2% — 97%*

Pupils have been respectful to each other: 33%* | 55%* | 11% | 1% — 88%*

Pupils have been respectful to school staff: 37%* | 50%* | 12% | 1% — 87%*

Teachers

My school has been a safe environment for pupils: 49% | 33%* | 16%* | 1% — 82%

My school has been calm and orderly: 20% | 39% | 30%* | 10%* — 59%

School staff have been respectful to each other: 63% | 29%* | 7%* — 92%

Pupils have been respectful to each other: 16% | 48% | 32%* | 4%* — 64%

Pupils have been respectful to school staff: 18% | 45% | 32%* | 4%* — 63%

Base: All leaders (n=780) and all teachers (n=1,478).

Source: SCP NBS May 2023. Individual weighting. * Indicates a significant difference between leaders and teachers. 'Don't know' responses (≤1% total) not charted. Totals do not match chart exactly due to rounding. "Thinking about the past week, how often would you say….?".

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

- Their school had been a safe environment for pupils 'every day' (75% vs. 58%)

- Their school had been calm and orderly 'every day' or 'most days' (87% vs. 77%)

- School staff had been respectful to each other 'every day' (80% vs. 70%)

- Pupils had been respectful to each other 'every day' or 'most days' (92% vs. 82%)

- Pupils had been respectful to school staff 'every day' or 'most days' (92% vs. 78%)

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

For school teachers in May 2023 (see Figure 13):

- 82% reported that their school was a safe environment for pupils 'every day' or 'most days' in the past week.

- 59% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.

- 92% reported that school staff had been respectful to each other 'every day' or 'most days' in the past week.

- 64% reported that pupils had been respectful to each other 'every day' or 'most days' in the past week.

- 63% reported that pupils had been respectful to school staff '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 a safe environment for pupils 'every day' or 'most days' (87% vs. 78%).

- Their school had been calm and orderly 'every day' or 'most days' (68% vs. 51%).

- Pupils had been respectful to each other 'every day' or 'most days' (71% vs. 56%).

- Pupils had been respectful to school staff 'every day' or 'most days' (72% vs. 54%).

For pupils, in May 2023 (see Figure 14):

- 54% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.

- 86% reported that school staff had been respectful to each other 'every day' or 'most days' in the past week.

- 49% reported that pupils had been respectful to each other 'every day' or 'most days' in the past week.

- 72% reported that school staff had been respectful to pupils 'every day' or 'most days' in the past week.

Figure 14: Frequency of positive behaviour culture experiences in the past week (Pupils, May 2023)
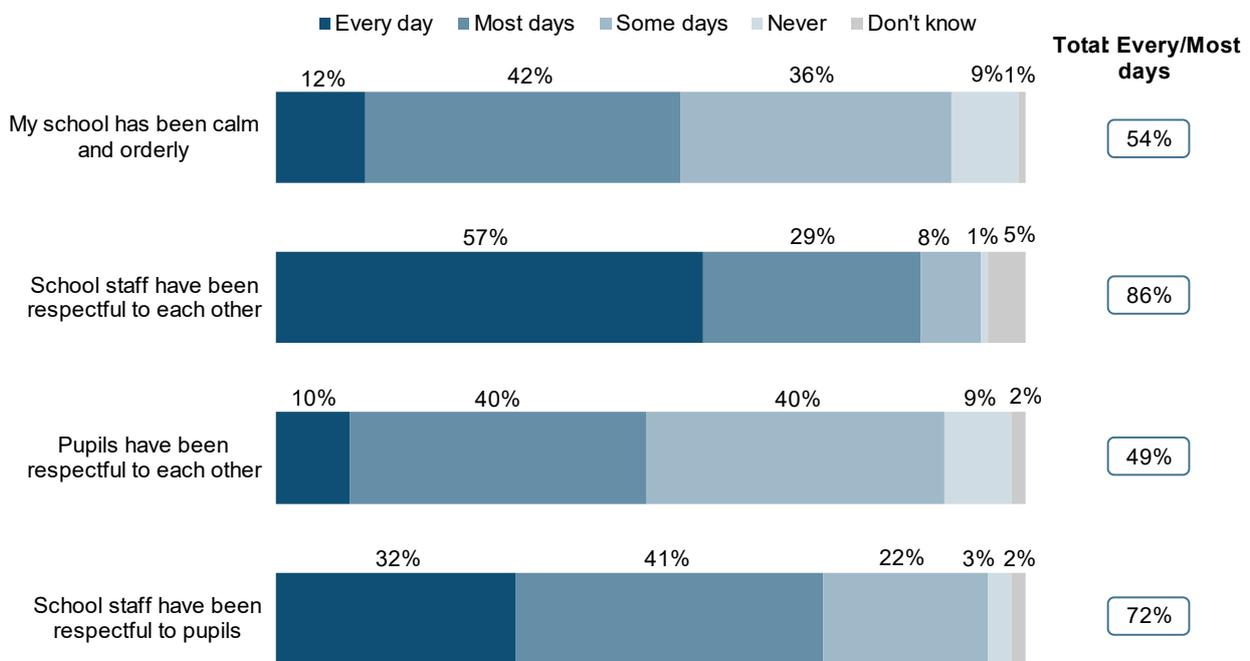
Base: All pupils year 7-13 (n=2,521).

Source: PPLP NBS May 2023. Totals do not match chart exactly due to rounding. "Thinking about the past week of term, how often would you say…?"

Compared with June 2022[13] (see Figure 15):

- The proportion of school leaders rating all these statements 'every day' or 'most days' was significantly lower in May 2023.

- The proportion of school teachers rating all these statements (with the exception of 'school staff have been respectful to each other') 'every day' or 'most days' was significantly lower in May 2023.

- The proportion of pupils who said that their school had been calm and orderly 'every day' has decreased from 16% in June 2022 to 12% in May 2023.

- The proportion of pupils who said that school staff have been respectful to each other 'every day' or 'most days' has increased from 82% in June 2022 to 86% in May 2023.

---

[13] Comparison does not include 'Pupils have been respectful to school staff' or 'School staff have been respectful to pupils' which were not included in the NBS June 2022 survey.

Figure 15: Frequency of positive behaviour culture experiences in the past week across survey waves

My school has been a safe environment for pupils

My school has been calm and orderly

School staff have been respectful to each other

Pupils have been respectful to each other
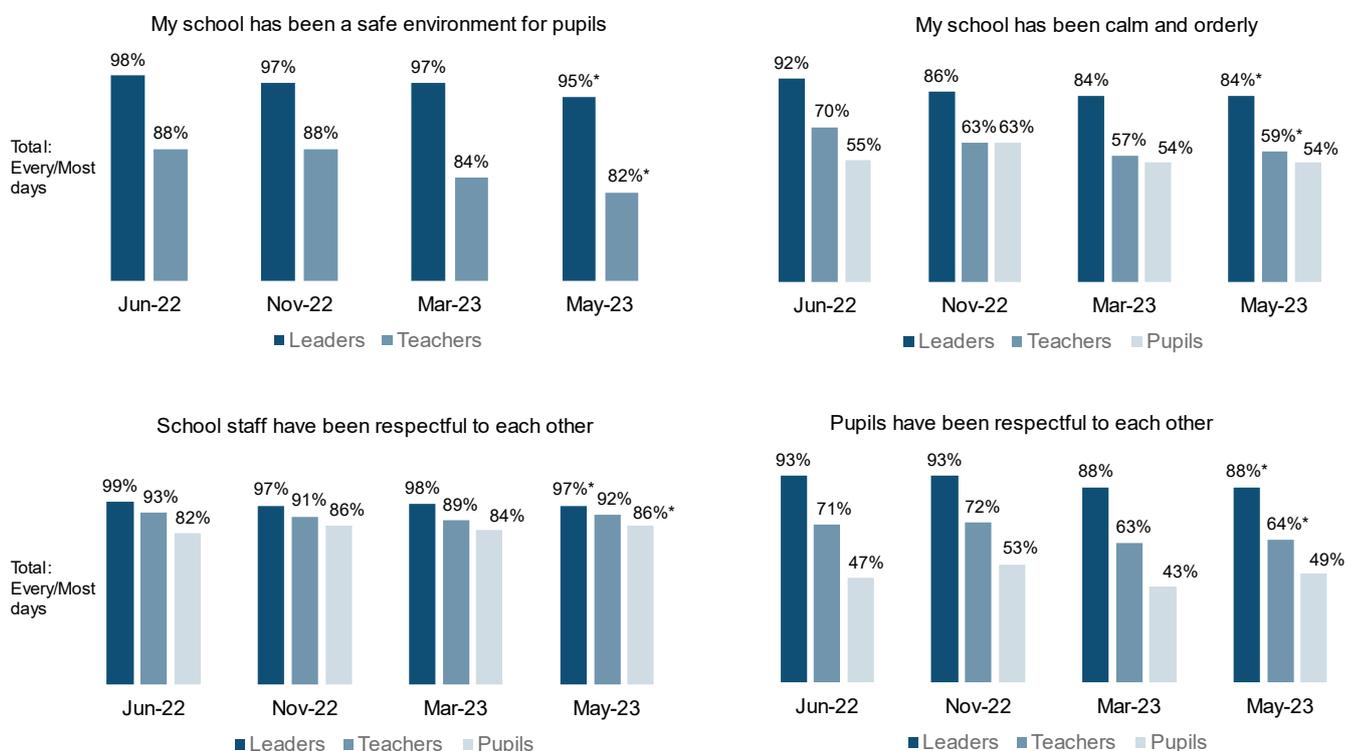
Base: May 2023 - all leaders (n=780), all teachers (n=1,478) and all year 7-13 pupils (n=2,521). March 2023 - all leaders (n=529), all teachers (n=2,230) and all year 7-11 pupils (n=2,978). November 2022 - all leaders (n=717), all teachers (n=1,348) and all year 7-11 pupils (n=2,245). June 2022 – all leaders (n=786), all teachers (n=1,079) and all year 7-13 pupils (n=1,908).

Source: SCP NBS May 2023, SCP March 2023, SCP November 2022, SCP NBS June 2022, PPLP NBS May 2023, PPLP March 2023, PPLP November 2022 and PPLP NBS June 2022. Individual weighting. * Indicates a significant difference to June 2022 within 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 May 2023:

- Secondary school leaders (35%) were more likely than secondary school teachers (16%) or pupils (12%) to say their school had been calm and orderly 'every day' in the past week.

- Secondary school teachers (35%) and pupils (36%) were more likely than secondary school leaders (20%) to say the school had been calm and orderly on 'some days' in the past week.

- Secondary school teachers (14%) were more likely than secondary school leaders (3%) or pupils (9%) to say that their school had 'never' been calm and orderly in the past week.

When comparing just secondary school leaders and teachers with pupils on responses to 'school staff have been respectful to each other' in May 2023:

- Secondary school leaders (70%) and secondary school teachers (62%) were more likely than pupils (57%) to say that school staff had been respectful to each other 'every day' in the past week.

When comparing just secondary school leaders and teachers with pupils on responses to 'pupils have been respectful to each other' in May 2023:

- Secondary school leaders (27%) were more likely than both secondary school teachers (11%) or pupils (10%) to say that pupils had been respectful to each other 'every day' in the past week.

- Secondary school teachers (38%) and pupils (40%) were more likely than secondary school leaders (16%) to say that pupils had been respectful to each other on 'some days' in the past week.

- Pupils (9%) were more likely than either secondary school leaders (2%) or secondary school teachers (6%) to say that pupils had 'never' been respectful to each other in the past week.

School belonging

Pupils and parents were asked a series of questions relating to school enjoyment, safety and belonging. These questions were asked in November 2022, March 2023, May 2023 (pupils only) and June 2023 (parents only).

Pupils were asked how much they had enjoyed coming to school over the past week. Overall, in May 2023, 11% of pupils said that they had enjoyed coming to school 'every day in the past week', whilst 17% said that they had 'never' enjoyed coming to school in the past week. Around a third of pupils (33%) said they had enjoyed coming to school on 'most days' whilst 38% responded 'some days' (1% responded 'don't know').

Pupils in year 7 (49%) were more likely than pupils in year 9 (39%) and year 10 (39%) to say that they enjoyed coming to school 'every day' or 'most days'.

Compared with June 2022, the proportion of pupils who said they enjoyed coming to school 'every day' decreased from 15% in June 2022 to 11% in May 2023 (see Figure 16).

When asked how often they felt safe at school, 39% of all pupils said that they had felt safe at school 'every day' in the past week in May 2023. Just over a third of pupils (36%) said they had felt safe on 'most days', while 18% felt safe on 'some days' and 5% said that they had 'never' felt safe in the past week (2% responded 'don't know'). Pupils in years 12-13 (47%) were more likely than pupils in years 7-9 (38%) and years 10-11 (38%) to say they felt safe 'every day'.

Parents were also asked how often their child had enjoyed going to school and felt safe at school over the past week. In June 2023, 41% of parents reported that their child had enjoyed going to school 'every day' in the past week, 37% 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 6% of parents reported that their child had 'never' enjoyed going to school over the past week.

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 (49% vs. 31%). Conversely, 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 (9% vs. 3%).

In May 2023, 64% of parents reported that their child had felt safe at school 'every day' over the past week, 26% reported their child had felt safe on 'most days', 8% reported their child had felt safe on 'some days' and 2% said their child had 'never' felt safe at school over the past week (1% responded 'don't know'). Parents of primary-aged pupils were more likely than parents of secondary-aged pupils to say their child had felt safe 'every day' (71% vs. 55%).

Finally, pupils were also asked how often they felt they belonged at their school. In May 2023, 25% of pupils said they felt they belonged at their school on 'every day' in the past week, 32% said they felt they belonged 'most days', 26% said they felt they belonged on 'some days', while 12% said that they had 'never' felt they belonged in the past week (5% responded 'don't know').

Pupils in year 7 (31%) were more likely than pupils in year 9 (22%) and year 10 (19%) to say they felt they belonged at their school on 'every day' in the past week.

Compared with June 2022, the proportion of pupils who said they felt they belonged at their school 'every day' decreased from 30% in June 2022 to 25% in May 2023 (see Figure 16).

Figure 16: Frequency of feelings of enjoyment, safety and belonging at school in the past week across survey waves (Pupils' views)

Legend: Every day, Most days, Some days, Never, Don't know

Total Every/Most days

Enjoyed coming to school

	Every day	Most days	Some days	Never	Don't know	Total Every/Most days
May-23	11%*	33%	38%	17%	1%	43%
Mar-23	14%	32%	35%	17%	1%	46%
Nov-22	16%	36%	35%	12%	1%	52%
Jun-22	15%	34%	34%	15%	1%	49%

Felt safe at school

	Every day	Most days	Some days	Never	Don't know	Total Every/Most days
May-23	39%	36%	18%	5%	2%	75%
Mar-23	42%	33%	17%	6%	3%	75%
Nov-22	49%	33%	13%	4%	2%	82%
Jun-22	41%	34%	19%	5%	2%	75%

Felt belonged at school

	Every day	Most days	Some days	Never	Don't know	Total Every/Most days
May-23	25%*	32%	26%	12%	5%	57%
Mar-23	33%	30%	22%	12%	4%	63%
Nov-22	38%	30%	21%	8%	3%	68%
Jun-22	30%	31%	24%	12%	3%	61%

Base: May 2023 - year 7-13 pupils (n=2,521). March 2023 - year 7-11 pupils (n=2,978). November 2022 - year 7-11 pupils (n=2,245). June 2022 – year 7-13 pupils (n=1,908).

Source: PPLP NBS May 2023, PPLP March 2023, PPLP November 2022 and PPLP NBS June 2022. * Indicates a significant difference to June 2022. Totals do not match chart exactly due to rounding. "Thinking about the past week of term, how often would you say you have….?".
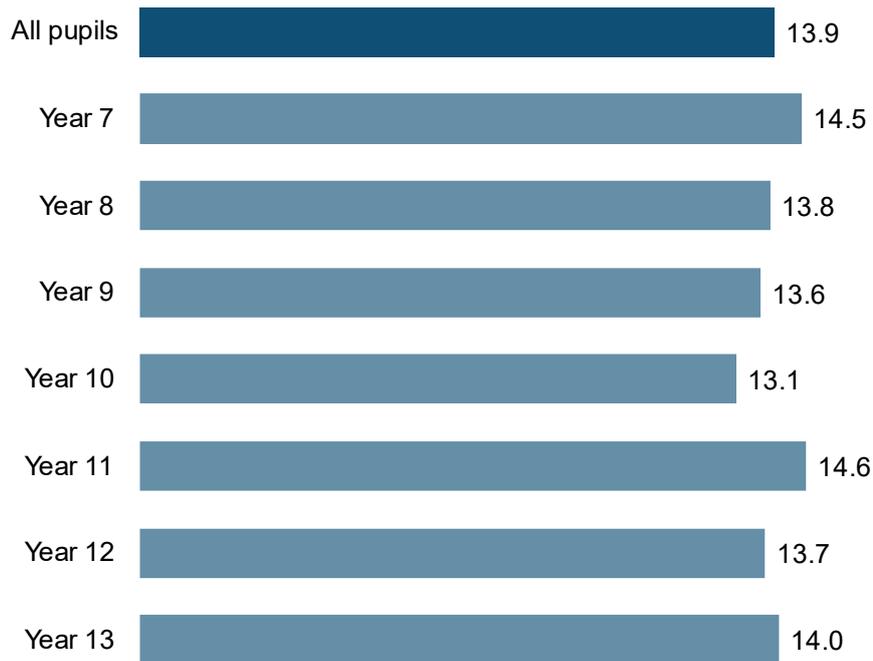
School connectedness

Pupils were asked (in November 2022, March 2023 and May 2023) 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 May 2023, pupils had a mean score of 13.9. As shown in Figure 17, pupils in year 7 and year 11 had the highest mean scores (14.5 and 14.6 respectively). Pupils in year 10 had the lowest sense of school connectedness with a mean score of 13.1.

Figure 17: Pupils' mean score for school connectedness (May 2023)

Category	Score
All pupils	13.9
Year 7	14.5
Year 8	13.8
Year 9	13.6
Year 10	13.1
Year 11	14.6
Year 12	13.7
Year 13	14.0

Base: All pupils (2,521), year 7 pupils (412), year 8 pupils (414), year 9 pupils (433), year 10 pupils (423), year 11 pupils (444), year 12 pupils (227), year 13 pupils (168).

Source: PPLP NBS May 2023. School connectedness scores (created from "Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always' - At school or college, there is an adult 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."

Motivation to learn

Pupils were asked to self-assess their motivation to learn. In May 2023, 71% of pupils felt they were motivated to learn, with 17% who said that they were 'very motivated' and 54% who said they were 'fairly motivated'. Around a fifth (21%) said that they were 'not very motivated' and 7% said that they were 'not at all motivated' (1% responded 'don't know').

Wellbeing

Pupils were asked a series of Office for National Statistics (ONS) validated questions about personal wellbeing. These questions are known as the 'ONS-4' measures[14] and were asked in November 2022, March 2023 and May 2023. Responses have been reported as mean scores.

Pupils were asked to indicate a score between 0 and 10 for:

- how happy they felt yesterday ('happiness') (where 0 is 'not at all happy' and 10 is 'completely happy').

- how satisfied they are with their life nowadays ('satisfaction') (where 0 is 'not at all satisfied' and 10 is 'completely satisfied').

- to what extent they feel that the things they do in their life are worthwhile ('worthwhileness') (where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile').

- how anxious they felt yesterday ('anxiousness') (where 0 is 'not at all anxious' and 10 is 'completely anxious').

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.

Overall, in May 2023 (see Table 5):

- pupils had a mean score of 6.2 for happiness. Mean happiness scores tended to decrease in older year groups. As shown in Table 5, pupils in year 7 had a mean happiness score of 6.6, while pupils in year 13 reported a lower mean score of 5.4.

- pupils had a mean score of 6.5 for life satisfaction. As was the case with happiness scores, mean life satisfaction scores tended to decrease in older year groups. Pupils in year 7 had a mean satisfaction score of 7.2, while pupils in year 13 had a lower mean satisfaction score of 5.5.

- pupils had a mean score of 6.5 for worthwhileness pupils. Pupils in year 7 had a mean worthwhileness score of 7.2, falling to 5.7 for pupils in year 13.

- pupils had a mean score of 4.7 for anxiousness. Mean scores tended to be higher in pupils in older year groups, varying from 4.0 for pupils in year 7 to 6.0 for pupils in year 13.

---

[14]https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4officefornationalstatisticspersonalwellbeingquestions

Table 5: Pupil wellbeing measures (May 2023)

	Mean happiness score	Mean life satisfaction score	Mean worthwhileness score	Mean anxiousness score
All pupils	6.2	6.5	6.5	4.7
Year 7	6.6	7.2	7.2	4.0
Year 8	6.3	7.0	6.9	4.3
Year 9	6.4	6.6	6.8	4.3
Year 10	5.9	6.0	6.0	4.8
Year 11	6.0	6.1	6.3	5.9
Year 12	5.8	5.8	5.8	4.7
Year 13	5.4	5.5	5.7	6.0

Base: All pupils (2,521), Year 7 pupils (412), Year 8 pupils (414), Year 9 pupils (433), Year 10 pupils (423), year 11 pupils (444), year 12 pupils (227), year 13 pupils (168).

Source: PPLP NBS May 2023. It is important to note that for happiness, life satisfaction and worthwhileness, a higher mean score indicates greater wellbeing. Higher anxiousness scores indicate lower wellbeing for this measure.

Additionally, pupils were asked how often they felt lonely. In May 2023, 20% of pupils said they felt lonely 'often', 39% said they felt lonely 'some of the time' and 36% said that they 'hardly ever or never' felt lonely (5% responded 'prefer not to say').

Pupils in years 7-9 (40%) were more likely than pupils in years 10-11 (34%) and 12-13 (23%) to report feeling lonely 'hardly ever or never'. In comparison, pupils in years 12-13 (73%) were more likely than pupils in years 10-11 (63%) and years 7-9 (54%) to report feeling lonely 'some of the time' or 'often'.

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 (selected from a prompted list). In May 2023, the most common causes of concern for pupils were getting good grades in their exams (52%), their school work (39%), their mental health (29%) and making and maintaining friendships (27%). Other frequently mentioned concerns included applying for the next stage of their education (24%) and other pupils' behaviour at school (16%).

Less frequent concerns included: bullying (12%), problems at home (10%), coping with learning difficulties or Special Educational Needs and/or Disability (9%), climate change (5%) and not being able to access period products (2%). Overall, 13% of pupils said that nothing had made them feel worried, anxious, or depressed in the past two weeks.

The most common causes of feeling worried, anxious, or depressed remained consistent with those identified in June 2022.

Focusing on the most common causes of worry, anxiety and depression, in May 2023:

- Pupils in years 12-13 (84%) were more likely than pupils in years 10-11 (71%) and years 7-9 (32%) to report concerns about getting good grades in exams

- Pupils in years 12-13 (52%) were more likely than pupils in years 10-11 (40%) and years 7-9 (35%) to report concerns about school work.

- Pupils in years 12-13 (41%) were more likely than pupils in years 10-11 (34%) and years 7-9 (24%) to report concerns about mental health.

- Pupils in years 12-13 (33%) were more likely than pupils in years 10-11 (24%) to report concerns about making and maintaining friendships.

- Pupils in years 12-13 (57%) were more likely than pupils in years 10-11 (31%) and years 7-9 (12%) to report concerns about applying for the next stage of education.

- Pupils in years 12-13 (18%) were more likely than pupils in years 10-11 (11%) and years 7-9 (7%) to report concerns about problems at home.

- Pupils in years 7-9 (22%) were more likely than pupils in years 10-11 (12%) and years 12-13 (5%) to report concerns about other pupils' behaviour

- Pupils in years 7-9 (17%) were more likely than pupils in years 10-11 (9%) and years 12-13 (2%) to report concerns about bullying.

Findings 3: Frequency and impact of misbehaviour

Key findings:

- In May 2023, 82% of school leaders reported that pupil behaviour was either 'very good' or 'good' in the past week (versus 55% of teachers). For pupils, 43% said that behaviour had been 'very good' or 'good' in the past week. Comparing across survey waves, this is a decrease for all groups compared to June 2022.

- In May 2023, 76% of teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons in the past week. Comparing across survey waves, this is an increase from 64% in June 2022.

- On average, in May 2023, teachers reported that for every 30 minutes of lesson time, 7 minutes were lost due to misbehaviour. This is an increase of 1.5 minutes from March 2023, when teachers reported that 5.5 minutes were lost per 30 minutes, but is similar to June 2022 when 6.3 minutes were reported to be lost.

- In May 2023, 58% of teachers reported that between 1 to 10 minutes of time were lost due to misbehaviour per 30 minutes of teaching time. Comparing across survey waves, the proportion of teachers reporting that more than 10 minutes of teaching time was lost due to pupil misbehaviour per 30 minutes of lesson time increased from 10% in June 2022 and March 2023 to 25% in May 2023.

- In May 2023, 73% 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, 12% reported it 'to a great extent', 31% 'to some extent', and 30% '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 (40% for those bullied in person; 32% 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 November 2022, March 2023 and May 2023.

In May 2023, 82% of school leaders reported that pupil behaviour was either 'very good' or 'good' and 7% 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' or 'good' (90% vs. 67%), whilst secondary school leaders were more likely than primary school leaders to report pupils' behaviour as 'poor' or 'very poor' (13% vs. 4%).

For teachers, 55% reported that pupil behaviour was 'very good' or 'good' in May 2023, whilst 23% said it was 'poor' or 'very poor'. Primary school teachers were more likely than secondary school teachers to report pupils' behaviour as 'very good' or 'good' (67% vs. 43%), whilst secondary school teachers were more likely than primary school teachers to report pupils' behaviour as 'poor' or 'very poor' (30% vs. 16%).

Teachers were more likely than school leaders to report that pupil behaviour was 'poor' or 'very poor' in the past week in May 2023 (23% vs. 7%) and less likely than school leaders to report that it was 'very good' or 'good' (55% vs. 82%).

In May 2023, 43% of pupils reported that pupil behaviour had been 'very good' or 'good' over the past week, whilst 21% said that behaviour was 'poor' or 'very poor' (32% said that the behaviour of pupils in their school had been 'neither good nor poor'). Pupils in years 12-13 (62%) were more likely than pupils in years 7-11 (40%) to say that behaviour was 'very good' or 'good' in the past week.

When comparing only secondary school leaders and teachers with pupils on responses to this question in May 2023:

- Secondary school leaders (20%) were more likely than secondary school teachers (9%) and pupils (6%) to say that the behaviour of pupils in their school had been 'very good' in the past week.

- Secondary school leaders (47%) were more likely than secondary school teachers (34%) to say that the behaviour of pupils in their school had been 'good' in the past week.

- Secondary school teachers (22%) were more likely than secondary school leaders (10%) and pupils (15%) to say that behaviour had been 'poor' in the past week.

Figure 18 shows the proportion of school leaders, teachers and pupils who rated behaviour as 'very good' or 'good' in the past week across all survey waves since June 2022.

Figure 18: Ratings of pupil behaviour across survey waves

Compared with June 2022:

- The proportion of school leaders reporting that pupil behaviour was 'very good' or 'good' has decreased from 90% in June 2022 to 82% in May 2023.

- The proportion of teachers reporting that pupil behaviour was 'very good' or 'good' has decreased from 64% in June 2022 to 55% in May 2023.

- The proportion of pupils reporting that pupil behaviour was 'very good' or 'good' has decreased from 47% in June 2022 to 43% in May 2023.

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 November 2022, March 2023 and May 2023.

School teachers that had taught lessons in the past week were asked how often pupil misbehaviour stopped or interrupted teaching or learning. As shown in Figure 19, in May 2023, 76% of teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons (of which 13% reported this happened in 'all lessons', 24% in 'most lessons' and 39% in 'some lessons). Secondary school teachers were more likely than primary school teachers to report that misbehaviour had interrupted teaching in the past week in at least some lessons (79% vs 73%).

Figure 19: Extent to which teachers felt misbehaviour stopped or interrupted teaching or learning in the past week (May 2023)
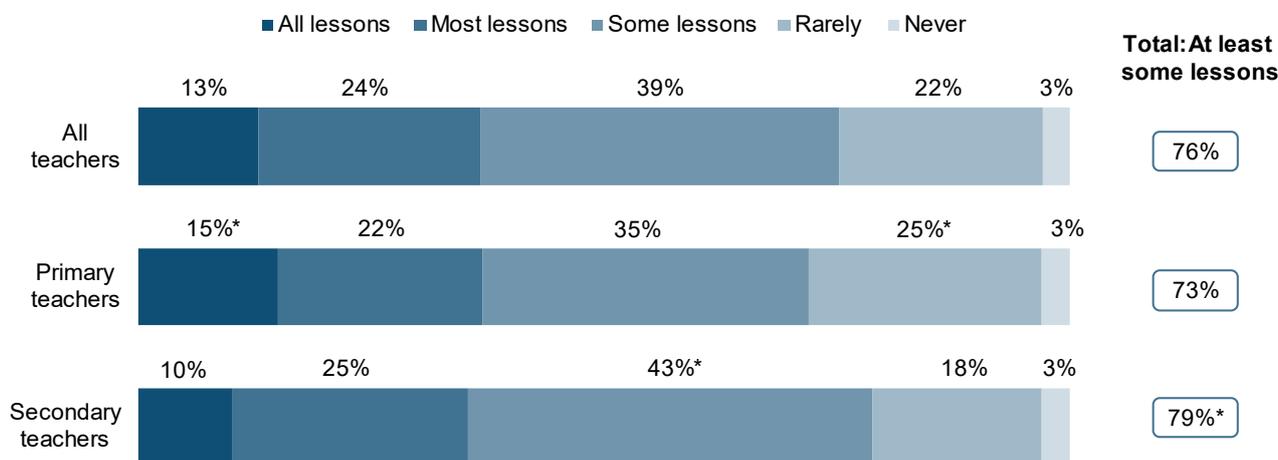
Base: Teachers that had taught in the past week – all (n=1,444), primary (n=640) and secondary (n=804).

Source: SCP NBS May 2023. Individual weighting. * Indicates a significant difference between primary and secondary school teachers. 'Don't know' (<1%) not charted. NETs do not match chart exactly due to rounding. "Thinking about lessons you taught during the past week, in how many did pupil misbehaviour stop or interrupt teaching or learning?"

Compared with previous survey waves, the proportion of teachers reporting that misbehaviour had interrupted teaching in the past week in at least some lessons increased (from 65% in June 2022 and 71% in March 2023 to 76% in May 2023).

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 May 2023, school teachers reported that 7 minutes were lost for every 30 minutes of lesson time. This is an increase of 1.5 minutes from March 2023, when teachers reported that 5.5 minutes were lost per 30 minutes, but is similar to June 2022 when 6.3 minutes were reported to be lost.

Overall, in May 2023, 58% of school teachers reported that between 1 to 10 minutes of time were lost per 30 minutes of teaching time (similar between primary and secondary school teachers) while 25% reported that more than 10 minutes were lost due to pupil misbehaviour (secondary school teachers were more likely than primary school teachers to report this; 28% vs. 23%). Only 3% of teachers reported that no time was lost to misbehaviour in the past week.

Compared with previous survey waves, the proportion of teachers reporting that more than 10 minutes of teaching time was lost due to pupil misbehaviour per 30 minutes of lesson time increased from 10% in June 2022 and March 2023 to 25% in May 2023.

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. In May 2023, 69% of pupils reported that misbehaviour had interrupted their work in at least some lessons (of which 7% reported this happened in 'all lessons', 23% in 'most lessons' and 39% in 'some lessons'). Fewer than one in ten (6%) said that lessons had 'never' been affected. Pupils in years 7-9 (36%) and in years 10-11 (26%) were more likely than pupils in years 12-13 (11%) to say that 'all lessons' or 'most lessons' had been interrupted by misbehaviour in the past week.

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. In May 2023, 67% of pupils reported that the misbehaviour had been quickly addressed (14% 'very quickly' and 53% 'fairly quickly') whereas 21% said that the misbehaviour had been addressed 'not very quickly' and 4% 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%).

Types of disruptive behaviour

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 May 2023, school teachers were most likely to report talking (89%) and shouting out (70%) as behaviours that occurred when they were not supposed to in at least some lessons. Less frequently reported behaviours included arriving to lessons late (52% of teachers reported this in at least some lessons) and answering back or challenging instructions (49% reported this in at least some lessons). The behaviours least likely to be reported in at least some lessons included throwing things non-aggressively (27%) and using mobile phones when not supposed to (18%).

With the exception of shouting out, secondary school teachers were more likely than primary school teachers to report these behaviours occurring when not supposed to in at least some lessons:

- Talking (92% for secondary vs. 86% for primary)

- Arriving to lessons late (80% for secondary vs. 23% for primary)

- Answering back or challenging instructions (58% for secondary vs. 40% for primary)

- Using mobile phones (35% for secondary vs. 1% for primary)

- Throwing things non-aggressively (32% for secondary vs. 23% for primary)

Compared with March 2023, school teachers reported higher frequencies of pupils arriving to lessons late (21% vs. 17% in March 2023) and throwing things non-aggressively (6% vs. 4% in March 2023) in all or most lessons.

For pupils, in May 2023, the types of misbehaviour reported as most likely to occur when they were not supposed to in at least some lessons were talking (90% of pupils reported this), arriving to lessons late (79%) and shouting out (74%). The least frequently reported behaviour was throwing things non-aggressively (although 50% of pupils reported this happening in at least some lessons).

Looking across pupil year groups in May 2023, there were some significant differences in the frequency of these behaviours being reported:

- For talking, pupils in years 7-9 (70%) and pupils in years 10-11 (71%) were more likely than pupils in years 12-13 (49%) to report this happening in all or most lessons.

- For arriving to lessons late, pupils in years 10-11 (50%) were more likely than pupils in years 7-9 (35%) and years 12-13 (36%) to report this happening in all or most lessons.

- For shouting out, pupils in years 7-9 (51%) and pupils in years 10-11 (44%) were more likely than pupils in years 12-13 (15%) to report this happening in all or most lessons.

- For answering back or challenging instructions, pupils in years 7-9 (33%) and years 10-11 (30%) were more likely than pupils in years 12-13 (7%) to report this happening in all or most lessons.

- For using mobile phones when not supposed to, pupils in years 10-11 (46%) and years 12-13 (45%) were more likely than pupils in years 7-9 (23%) to report this happening in all or most lessons.

- For throwing things non-aggressively, pupils in years 7-9 (23%) and years 10-11 (20%) were more likely than pupils in years 12-13 (4%) to report this happening in all or most lessons.

When comparing only secondary school teachers and pupils on responses to this question in May 2023 (see Table 6 and Table 7):

- For all of the behaviours asked about, pupils were more likely to say these occurred in 'all lessons' or 'most lessons' than did secondary school teachers.

- For shouting out, answering back, using mobile phones and throwing things non-aggressively, secondary school teachers were more likely to report that these behaviours happened 'rarely' or 'never' than did pupils.

Table 6: Frequency of types of pupil misbehaviour in the past week (secondary school teacher views, May 2023)

	All lessons	Most lessons	Some lessons	Rarely	Never
Talking	25%	35%	32%*	7%	-
Arriving to lessons late	10%	29%	41%	18%	2%
Shouting out	9%	21%	41%*	23%*	7%
Answering back / challenging instructions	4%	16%	38%	28%*	14%*
Using mobile phones	3%	8%	25%	35%*	29%*
Throwing things (non-aggressively)	1%	5%	26%	38%*	30%*

Base: Secondary school teachers who had taught in the past week (n=804).

Source: SCP NBS May 2023. 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 7: Frequency of types of pupil misbehaviour in the past week (pupil views, May 2023)

	All lessons	Most lessons	Some lessons	Rarely	Never
Talking	34%*	34%	22%	6%	1%
Arriving to lessons late	13%*	27%	39%	16%	2%
Shouting out	18%*	26%*	30%	17%	5%
Answering back / challenging instructions	9%*	20%*	35%	23%	9%
Using mobile phones	13%*	20%*	26%	25%	13%
Throwing things (non-aggressively)	6%*	14%*	30%	31%	16%

Base: All pupils (n=2,521).

Source: PPLP NBS May 2023. * 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 November 2022, March 2023 and May 2023.

Overall, in May 2023, 73% 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, 12% reported it 'to a great extent', 31% 'to some extent', and 30% 'to a small extent'. A quarter (25%) responded 'not at all' and 1% responded 'don't know'. As shown in Figure 20, teachers were more likely than school leaders to report that misbehaviour had impacted their health and wellbeing to any extent (74% vs 64%).

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 (76% vs. 69%).

Compared with previous survey waves:

- The proportion of school leaders reporting that pupil misbehaviour has had a negative impact on their health and wellbeing to any extent in the past week has increased from 47% in June 2022 to 64% in May 2023.

- The proportion of school teachers reporting that pupil misbehaviour has had a negative impact on their health and wellbeing to any extent in the past week has increased from 62% in June 2022 to 74% in May 2023.

Figure 20: Extent to which pupil misbehaviour has had a negative impact on health and wellbeing across survey waves (Leaders and teachers)
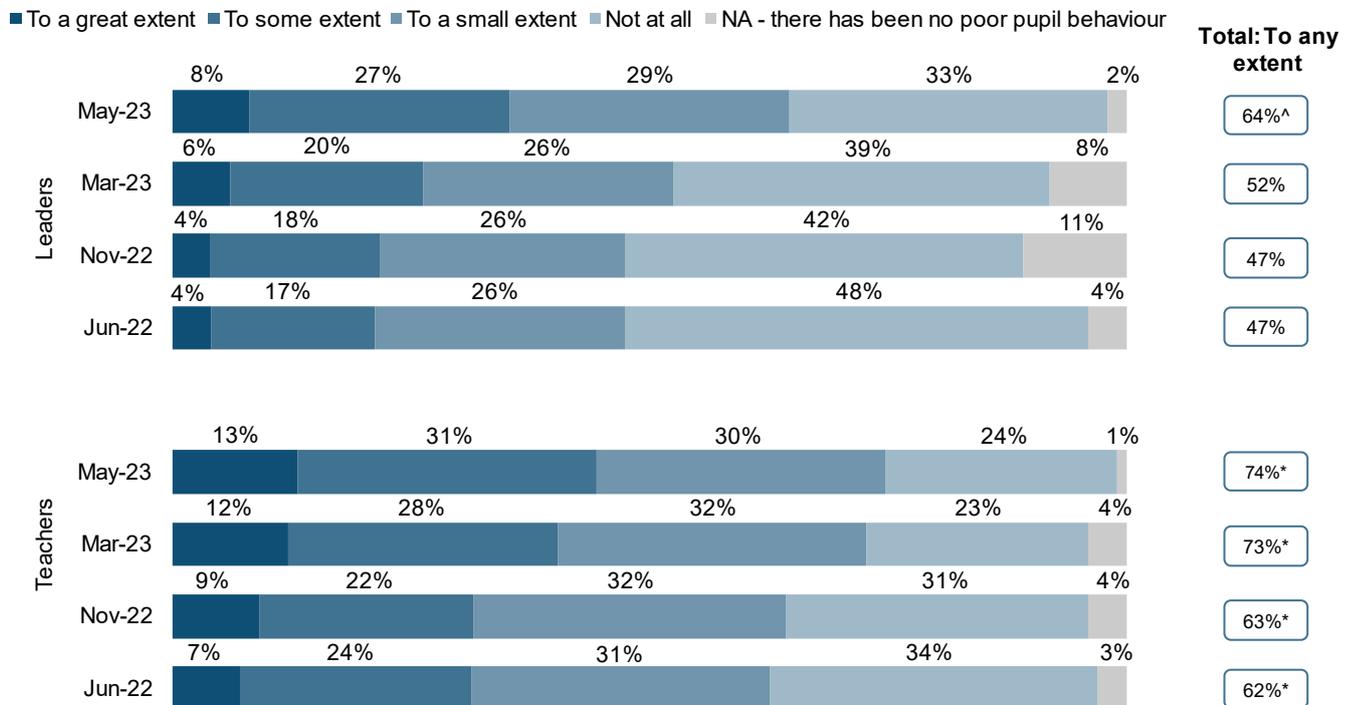
Legend: ■ To a great extent ■ To some extent ■ To a small extent ■ Not at all ■ NA - there has been no poor pupil behaviour

Total: To any extent

Leaders:

	To a great extent	To some extent	To a small extent	Not at all	NA	Total
May-23	8%	27%	29%	33%	2%	64%^
Mar-23	6%	20%	26%	39%	8%	52%
Nov-22	4%	18%	26%	42%	11%	47%
Jun-22	4%	17%	26%	48%	4%	47%

Teachers:

	To a great extent	To some extent	To a small extent	Not at all	NA	Total
May-23	13%	31%	30%	24%	1%	74%*
Mar-23	12%	28%	32%	23%	4%	73%*
Nov-22	9%	22%	32%	31%	4%	63%*
Jun-22	7%	24%	31%	34%	3%	62%*

Base: May 2023 - all leaders (n=780) and all teachers (n=1,478). March 2023 - all leaders (n=529) and all teachers (n=2,230). Nov 2022 - all leaders (n=717) and all teachers (n=1,348). June 2022 – all leaders (n=786) and all teachers (n=1,079).

Source: SCP NBS May 2023, SCP March 2023, SCP November 2022 and SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers within the same time period. ^ Indicates a significant difference to June 2022 within the same respondent group. Totals do not match chart exactly due to rounding. "How confident, if at all, do you personally feel about managing misbehaviour in your school?"

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 May 2023.

Overall, 26% of pupils said that they had been a victim of bullying for any reason in the past 12 months (this is an increase from 22% in June 2022). In most cases, they were

bullied by pupils at their school (23%), although 5% said that they had been bullied by someone else.[15]

As summarised in Table 8, the incidence of pupils reporting being a victim of bullying in the past 12 months decreased with age, from 36% for those in year 7 to 13% for those in year 12 and 6% 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.

Table 8: Pupils' experience of being a victim of bullying in the past 12 months (May 2023)

Bullied in the past 12 months	All pupils	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Yes	26%	36%	35%	29%	25%	15%	13%	6%
Yes, by pupils at my school	23%	32%	33%	27%	21%	14%	9%	3%
Yes, by someone else	5%	6%	4%	3%	10%	3%	5%	3%
No	66%	55%	55%	61%	66%	80%	82%	89%
Don't know	8%	9%	11%	11%	8%	5%	5%	5%

Base: All pupils (n=2,521), Year 7 pupils (n=412), Year 8 pupils (n=414), Year 9 pupils (n=433), Year 10 pupils (n=423), year 11 pupils (n=444), year 12 pupils (n=227), year 13 pupils (n=168).

Source: PPLP NBS May 2023. 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, 30% said that at least some of it had been online bullying and 90% said that at least some of it had been in person. Specifically, 23% said they had experienced bullying both in person and online, while 67% had experienced bullying only in person, and 7% only online.

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 reasons for the bullying. Among pupils who reported that they had been bullied in person, the most common

---

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

reason, as perceived by pupils, was the way they looked (40%), followed by a disability or special educational need (11%), their sexual orientation (11%), their sex, for example boy or girl (7%), their nationality (6%), their race or ethnicity (5%), or their religion or beliefs (4%). A third (33%) said they did not know the reason for the bullying.

The perceived reasons for bullying were similar among pupils who reported that they had been bullied online.[16] The most common reason was the way they looked (32%), followed by their sexual orientation (14%), a disability or special educational need (14%), their sex, for example boy or girl (10%), their nationality (5%), their religion or beliefs (4%) or their race or ethnicity (2%). Over a third (36%) said they did not know the reason for the bullying.

When responding to these questions in relation to their children, 28% 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 (27% reported this), although 2% said that their child had been bullied by someone else.

Within secondary schools, parents of pupils in years 7-9 (32%) were more likely than parents of pupils in years 10-11 (19%) to report that their child had been a victim of bullying in the past year.

Parents who reported that their child had experienced any type of bullying in the past 12 months were asked where the bullying occurred. Of those whose child had experienced bullying, 94% said that it occurred in person, while 20% said that their child had been bullied online. Parents of secondary-aged pupils (31%) were more likely than parents of primary-aged pupils (12%) to report that the bullying had happened online.

The most common reason for the bullying reported by parents was the way their child looked (32%), followed by a disability or special educational need (15%), their race or ethnicity (7%), their sex (5%), their sexual orientation (3%) or their religion or belief (3%) and their nationality (2%). Just under a third (30%) 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 say the reason for the bullying was because of the way their child looks (41%% vs. 26%%) or their sexual orientation (5% vs. 1%).

---

[16] 217 pupils answered this question.

Findings 4: Responding to behaviour

Key findings:

- In May 2023, 92% of school leaders and teachers felt at least fairly confident in personally managing misbehaviour in their school, with 39% feeling 'very confident'. School leaders were more likely than teachers to report being 'very confident' in managing misbehaviour (66% vs. 35%). Compared with March 2023, the proportion of school leaders and teachers reporting being 'very confident' has decreased (from 80% to 66% for leaders; from 47% to 35% for teachers).

- Just under a third of school teachers (31%) and just over a fifth of school leaders (22%) felt they could not personally access training and development support for behaviour management relevant to their experience and needs.

- In May 2023, the interventions most commonly used by schools to manage behaviour were referrals to specialist services (89%) and targeted interventions such as mentoring and social/emotional learning (88%). These were followed by removal from the classroom as a restorative measure (80%) and by the involvement of specialised pastoral support staff (76%).

- In May 2023, 18% of school leaders and teachers reported that any external specialist support provided to manage behaviour was timely (3% 'very timely' and 16% 'fairly timely') while 52% reported it was not timely (26% 'not very timely' and 27% '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 only in May 2023 - with the exception of 2 confidence questions which were asked in November 2022, March 2023 and May 2023.

Confidence in managing pupil misbehaviour

All school leaders and teachers were asked about the level of confidence they had personally in managing misbehaviour in their school.

In May 2023, 92% of school leaders and teachers felt at least fairly confident, with 39% feeling 'very confident'. School leaders were more likely than teachers to report being confident (99% vs. 91%) or being 'very confident' (66% vs. 35%) managing misbehaviour in their schools. Overall, 9% of teachers were not confident about managing

misbehaviour in their school (of which 8% were 'not very confident' and 1% were 'not at all confident).

Primary school leaders and teachers were more likely than secondary school leaders and teachers to report confidence in managing misbehaviour (94% vs. 90%).

Compared with previous survey waves, the proportion of school leaders and teachers reporting being 'very confident' in managing misbehaviour has decreased (from 80% in March 2023 to 66% in May 2023 for leaders; and from 47% in March 2023 to 35% in May 2023 for teachers).

Figure 21: School leader and teacher confidence in managing misbehaviour in school across survey waves
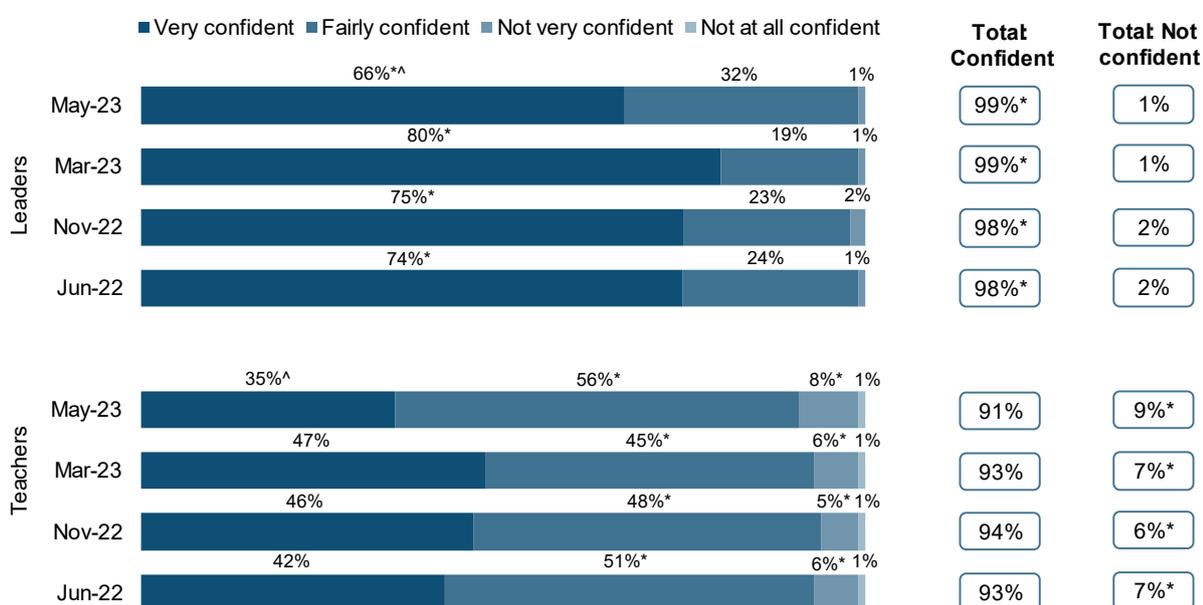
Base: May 2023 - all leaders (n=780) and all teachers (n=1,478). March 2023 - all leaders (n=529) and all teachers (n=2,230). Nov 2022 - all leaders (n=717) and all teachers (n=1,348). June 2022 – all leaders (n=786) and all teachers (n=1,079).

Source: SCP NBS May 2023, SCP March 2023, SCP November 2022 and SCP NBS June 2022. Individual weighting. * Indicates a significant difference between leaders and teachers within the same time period. ^ Indicates a significant difference to June 2022 within the same respondent group. Totals do not match chart exactly due to rounding. "How confident, if at all, do you personally feel about managing misbehaviour in your school?"

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 May 2023, 93% of

school leaders and teachers felt at least fairly confident supporting pupils to understand how to behave well, with 41% feeling 'very confident'. School leaders were more likely than teachers to report feeling confident (98% vs. 92%) or feeling 'very confident' (68% vs. 37%). Overall, 6% of teachers were 'not very confident' about supporting pupils to understand how to behave well.
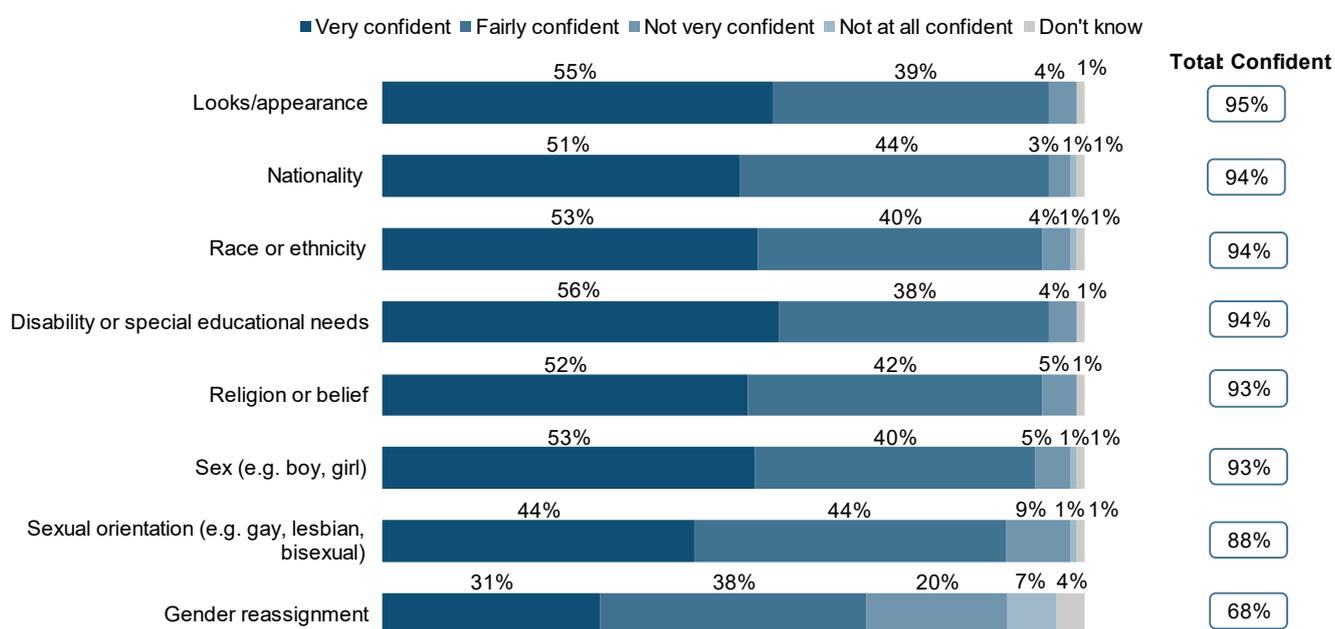
Primary school leaders and teachers were more likely than secondary school leaders and teachers to report feeling confident in supporting pupils to understand how to behave well (97% vs. 89%).

Compared to November 2022, when this question was last asked, the proportion of teachers reporting feeling confident in supporting pupils to understand how to behave well decreased from 96% in November 2022 to 92% in May 2023. This was due to a decrease in the proportion of teachers feeling 'very confident', falling from 53% in November 2022 to 37% in May 2023.

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 in May 2023. The types of bullying school leaders and teachers were most confident in addressing were those based on looks/appearance, nationality, race or ethnicity, disability or special educational needs, religion or belief, and sex. As shown in Figure 22, for each of these types of bullying between 95% and 93% 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 sexual orientation (88% felt confident) or gender reassignment (68% felt confident). School leaders reported being more confident than teachers in addressing all the types of bullying.

Figure 22: School leader and teacher confidence in addressing different types of bullying at their school (May 2023)

Very confident ■ Fairly confident ■ Not very confident ■ Not at all confident ■ Don't know

	Very confident	Fairly confident	Not very confident	Not at all confident	Don't know	Total Confident
Looks/appearance	55%	39%	4%	1%		95%
Nationality	51%	44%	3%	1%	1%	94%
Race or ethnicity	53%	40%	4%	1%	1%	94%
Disability or special educational needs	56%	38%	4%	1%		94%
Religion or belief	52%	42%	5%	1%		93%
Sex (e.g. boy, girl)	53%	40%	5%	1%	1%	93%
Sexual orientation (e.g. gay, lesbian, bisexual)	44%	44%	9%	1%	1%	88%
Gender reassignment	31%	38%	20%	7%	4%	68%

Base: All leaders (n=780) and all teachers (n=1,478).

Source: SCP NBS May 2023. Individual weighting. Totals do not match chart exactly due to rounding. "Do you feel or would you feel confident in addressing bullying at your school based on a pupil's ……?"

Primary school leaders and teachers were more likely than secondary school leaders and teachers to report feeling confident in addressing bullying based on a pupil's looks/appearance (96% vs. 93%), disability or special educational needs (96% vs. 92%), religion or belief (95% vs. 92%) and nationality (96% vs. 93%). In turn, secondary school leaders and teachers were more likely than primary school leaders and teachers to report feeling confident in addressing bullying based on a pupil's sexual orientation (89% vs. 86%) and gender reassignment (72% vs. 65%).

Support and training

Several questions were asked to school teachers only about support from senior leaders. These questions were asked annually in May 2023.

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.

In May 2023, 62% of teachers agreed that senior leaders in their school fostered a culture where they were confident to ask for support in managing pupils with persistently disruptive behaviour (of which 23% responded 'strongly agree' and 39% 'agree'), whilst 26% disagreed (of which 18% responded 'disagree' and 7% 'strongly disagree').
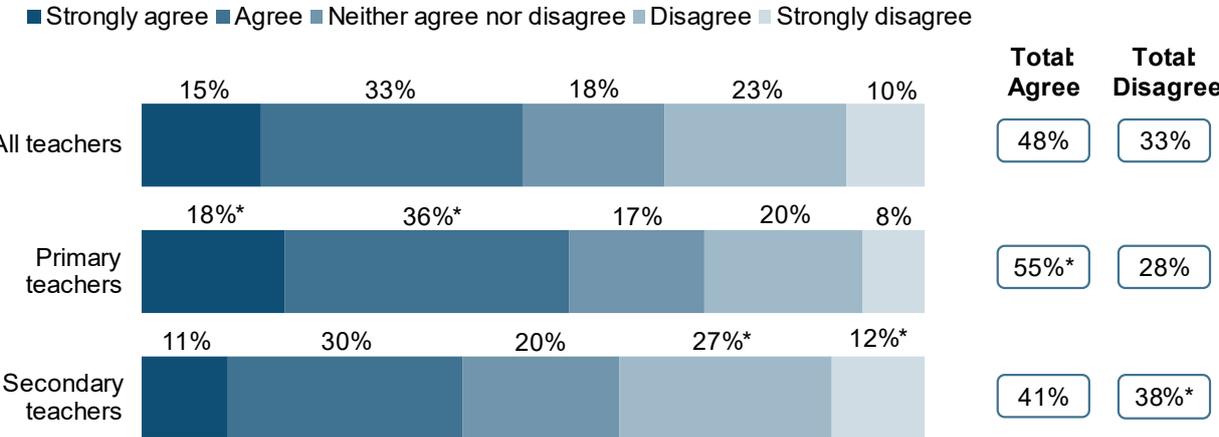
Primary school teachers were more likely than secondary school teachers to agree this culture existed (68% vs. 56%), whilst secondary school teachers were more likely than primary school teachers to disagree (31% vs. 21%).

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, 48% agreed this was the case (of which 15% responded 'strongly agree' and 33% 'agree') compared to 33% that disagreed (of which 23% responded 'disagree' and 10% 'strongly disagree').

As shown in Figure 23, 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 (55% vs. 41%), whilst secondary school teachers were more likely than primary school teachers to disagree (38% vs. 28%).

Figure 23: Extent to which school teachers agree that the support they receive from senior leaders helps them to effectively manage pupils with persistently disruptive behaviour (May 2023)

Legend: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Agree	Total Disagree
All teachers	15%	33%	18%	23%	10%	48%	33%
Primary teachers	18%*	36%*	17%	20%	8%	55%*	28%
Secondary teachers	11%	30%	20%	27%*	12%*	41%	38%*

Base: All teachers excluding not applicable responses (n=1,450), all primary teachers excluding not applicable responses (n=655) and all secondary teachers excluding not applicable responses (n=795).

Source: SCP NBS May 2023. Individual weighting. * Indicates a significant difference between primary and secondary school teachers. 'Don't know' responses (≤1%) not charted. Totals do not match chart exactly due to rounding. "The support I receive from senior leaders helps me to effectively manage pupils with persistently disruptive behaviour."

Compared with June 2022, the proportion of school teachers who agreed that the support they receive helps them to effectively manage pupil behaviour has decreased from 52% in June 2022 to 48% in May 2023.

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, 80% 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 (82% vs. 77% respectively).

Of the 8 types of bullying, 12% of teachers felt there was at least one type of bullying behaviour that they would not be supported in dealing with. Bullying based on sexual orientation (6%), looks/appearance (6%), and gender reassignment (6%) were the types

of bullying for which the largest proportion of teachers did not think they were or would be supported in dealing with.

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 (8% secondary vs. 3% primary)

- Sexual orientation (7% vs. 4%)

- Sex (6% vs. 4%)

- Disability or special educational needs (5% vs. 2%)

- Nationality (4% vs. 2%)

- Race or ethnicity (6% vs 3%)

- Religion or belief (5% vs 2%).

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, 44% of school leaders and teachers reported that they could access training and development support for behaviour management that was relevant to their needs, whilst 29% reported that they could not (and 27% responded 'don't know').

School leaders were more likely than teachers to report that they could access such training and development (67% vs. 40%); school teachers were more likely than school leaders to report that they could not access such training (31% vs. 22%).

Compared with June 2022, the proportion of teachers reporting being unable to access training and development support for behaviour management has increased from 27% in June 2022 to 31% in May 2023.

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. These questions were asked in May 2023.

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, in May 2023, 68% of school leaders and teachers responded that their school does have a clear system, whilst 20% did not feel this was the case (12% responded don't know).
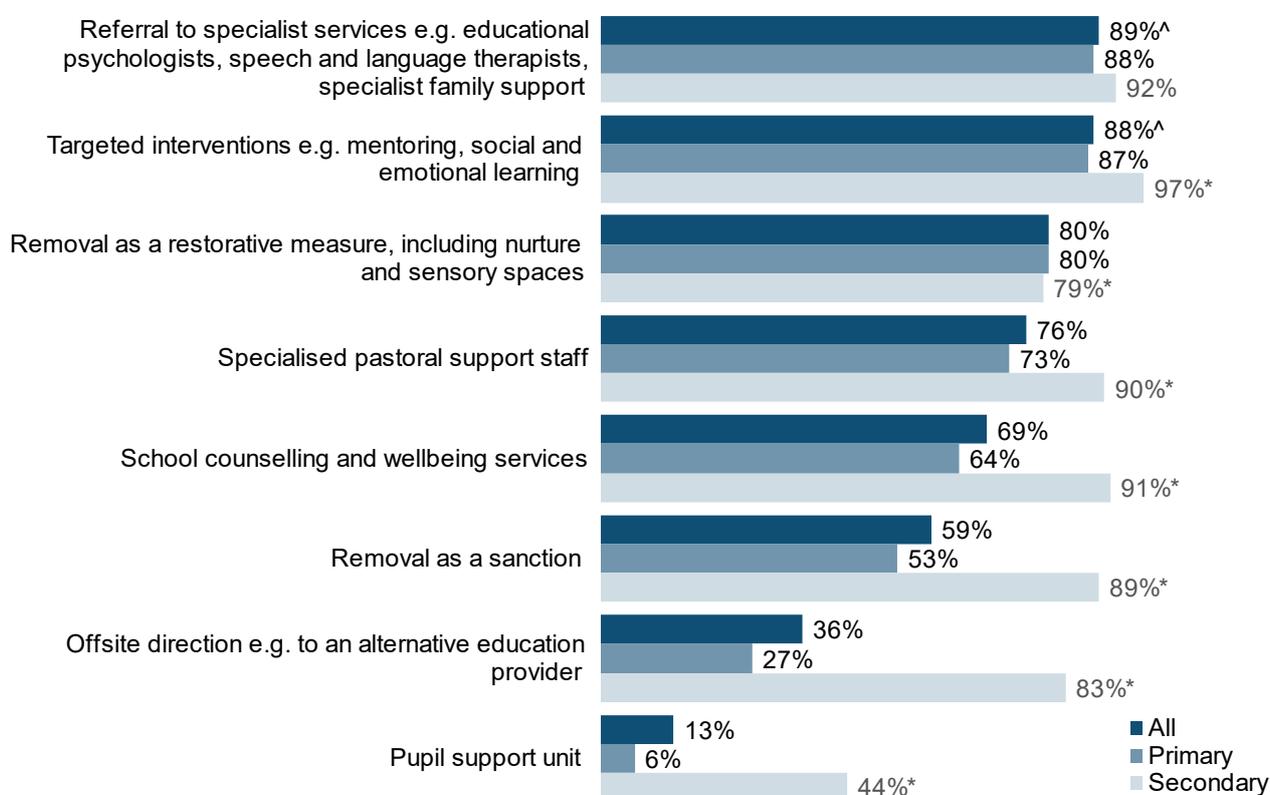
School leaders were more likely than teachers to state that a clear response system was in place (89% vs. 64%). In comparison, school teachers were more likely than school leaders to indicate that they did not believe a clear system was in place (22% vs. 10%) or to not know (14% vs. 2%).

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. 83%). Similarly, primary school teachers were more likely to report this than secondary school teachers (68% vs. 61).

Types of interventions offered by schools

School leaders were asked, from a prompted list, which interventions their school provided where necessary to manage behaviour. As shown in Figure 24, in May 2023, the interventions most commonly used by schools were referrals to specialist services (89%) and targeted interventions such as mentoring and social/emotional learning (88%). These were followed by removal from the classroom as a restorative measure (80%) and by the involvement of specialised pastoral support staff (76%).

Figure 24: Interventions, if any, that the school provides where necessary to manage behaviour (May 2023)

Referral to specialist services e.g. educational psychologists, speech and language therapists, specialist family support: 89%^ / 88% / 92%

Targeted interventions e.g. mentoring, social and emotional learning: 88%^ / 87% / 97%*

Removal as a restorative measure, including nurture and sensory spaces: 80% / 80% / 79%*

Specialised pastoral support staff: 76% / 73% / 90%*

School counselling and wellbeing services: 69% / 64% / 91%*

Removal as a sanction: 59% / 53% / 89%*

Offsite direction e.g. to an alternative education provider: 36% / 27% / 83%*

Pupil support unit: 13% / 6% / 44%*

All / Primary / Secondary

Base: All leaders (n=780), all primary leaders (n=447) and all secondary leaders (n=333).

Source: SCP NBS May 2023. Schools weighting. 'Other' (2%) and 'None of these' (<1%) not charted. * Indicates a significant difference between primary and secondary schools. ^ Indicates a significant difference to June 2022. "Which of the following interventions, if any, does your school provide where necessary to manage behaviour?"

Secondary schools were more likely than primary schools to use targeted interventions such as mentoring and social/emotional learning (97% vs 87%), specialised pastoral support staff (90% vs 73%), school counselling and wellbeing services (91% vs 64%), removal as a sanction (89% vs 53%), off-site direction e.g. to an alternative education provider (83% vs 27%) or a pupil support unit (44% vs 6%).

Compared with June 2022, the proportion of schools reporting referral to specialist services and targeted interventions decreased - from 92% in June 2022 to 89% in May 2023 and 92% in June 2022 to 88% in May 2023 respectively.

Timeliness of external specialist support

School leaders and teachers were asked about the timeliness, on average, of any external specialist support. In May 2023, 18% of school leaders and teachers reported that this support was timely (3% 'very timely' and 16% 'fairly timely') while 52% reported it was not timely (of which 26% responded 'not very timely' and 27% not timely at all).[17] As shown in Figure 25, 12% of school leaders and teachers reported that support was not provided despite being required.

Figure 25: School leaders' and teachers' views on timeliness of external specialist support services (May 2023)
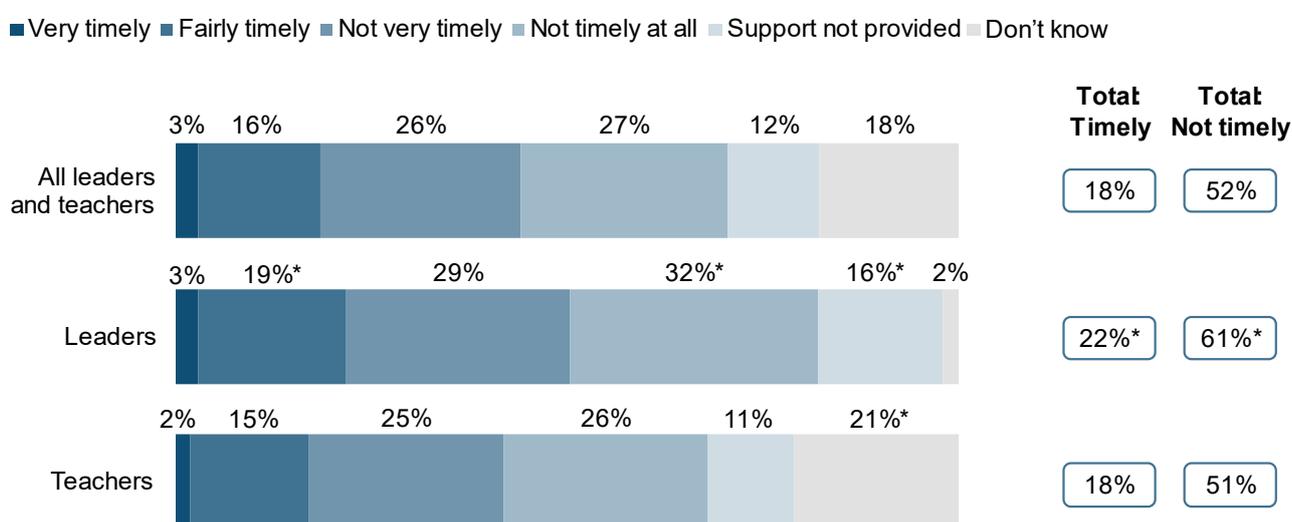
Base: All leaders (n=753) and all teachers (n=1,378) aware of school need to use external support.

Source: SCP NBS May 2023. * Indicates a significant difference between leaders and teachers. Totals do not match chart exactly due to rounding. "How timely, on average, is the external specialist support provided?"

Primary school leaders were more likely than secondary school leaders to report that the external support was provided on a timely basis (24% vs. 17%). Secondary school

---

[17] Findings from May 2023 cannot be directly compared to June 2022 as question response options differed between the surveys (May 2023 survey included the response option "Support not provided despite being required".

leaders were more likely than primary school leaders to say that the support had not been provided despite being required (20% vs. 13%).

Appropriateness of external specialist support

School leaders and teachers who were aware of external specialist support being needed, and able to give an answer about its timeliness, were also asked about the appropriateness of the external specialist support services provided.[18] In May 2023, 53% of school leaders and teachers felt the support was appropriate (of which 7% responded 'very appropriate' and 47% 'fairly appropriate') compared to 30% who felt it was not appropriate (23% 'not very appropriate' and 7% 'not appropriate at all') (16% responded 'don't know').

Primary school leaders and teachers were more likely than secondary school leaders and teachers to report that support from external specialist support was not appropriate (33% vs. 25%), and secondary school leaders and teachers were more likely than primary school leaders and teachers to not know (23% vs. 11%).
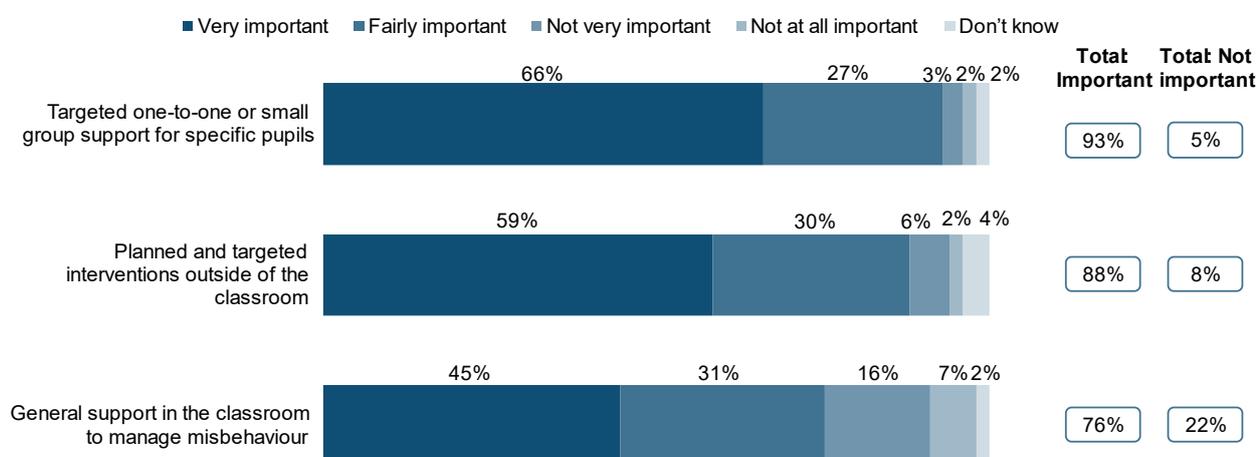
Teaching assistants

In May 2023, school leaders and teachers were asked for their views on the importance of teaching assistants in managing and supporting pupil behaviour in 3 areas: general support in the classroom, targeted support for specific pupils, and planned interventions outside of the classroom.[19] As shown in Figure 26, 93% of school leaders and teachers reported that teaching assistants were important for targeted one-to-one or small group support for specific pupils, 88% reported that teaching assistants were important for planned interventions outside of the classroom, and 76% reported they were important for general support in the classroom.

---

[18] Results therefore not directly comparable to June 2022 reported findings which includes those who were unable to answer about the timeliness of support.
[19] This is the first time these questions have been asked.

Figure 26: School leader and teacher views on the importance of teaching assistants in managing and supporting pupil behaviour (May 2023)

Base: All leaders (n=780) and all teachers (n=1,478).

Source: SCP NBS May 2023. Individual weighting. Totals do not match chart exactly due to rounding. "How would you rate the importance of teaching assistants for…. targeted one-to-one or small group support for specific pupils in the classroom to improve the engagement of pupils with behavioural issues / planned and targeted interventions outside of the classroom for pupils with behavioural issues / general support in the classroom to manage behaviour."

Responses on the importance of teaching assistants in terms of the above three roles were consistent between school leaders and teachers. Within phase, however, primary school leaders and teachers were more likely than secondary school leaders and teachers to consider teaching assistants important to each of the roles:

- General support in the classroom (92% vs. 57% for secondary)

- Planned and targeted interventions outside of the classroom (94% vs. 82%)

- Targeted one-to-one or small group support (98% vs. 88%)

When asked whether the number of teaching assistants at their school was sufficient to help manage pupil behaviour, 19% of school leaders and teachers felt this was the case whilst 77% felt the numbers were not sufficient (3% responded 'don't know). Teachers were more likely than school leaders to report that the numbers of teaching assistants were not sufficient (79% vs. 70%). Secondary school leaders and teachers were more likely than primary school leaders and teachers to say that the number of teaching assistants at their school was not sufficient to help manage pupil behaviour (81% vs. 74%).

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 9 shows the sampling error for the SCP May 2023 wave, based on survey findings of 50% and 20% or 80%. For example, if all school teachers had answered a question (rather than 1,478 of them), we can be 95% confident that the 'true' value would lie within a +/- 2.5% range of a 50% response figure (i.e. 47.5% - 52.5%). 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 reports.[20]

---

[20] School and College Panel Technical Report 2022 to 2023 academic year (publishing.service.gov.uk) and Parent, Pupil and Learner Panel Technical Report (publishing.service.gov.uk)

Table 9: Sampling error in the SCP NBS May 2023 wave

Group	Base size	Sampling error for survey findings of 50%	Sampling error for survey findings of 20% or 80%
All schools / all leaders	780	± 3.5%	± 2.8%
All teachers	1,478	± 2.5%	± 2.0%
All primary schools / all primary school leaders	447	± 4.6%	± 3.7%
All secondary schools / all secondary school leaders	333	± 5.4%	± 4.3%
All primary teachers	668	± 3.8%	± 3.0%
All secondary teachers	810	± 3.4%	± 2.8%