



Department  
for Education

# National Behaviour Survey

Findings from academic year 2023 to  
2024

August 2025



Government  
Social Research

# Contents

List of figures	3
List of tables	5
Acknowledgements	6
Executive Summary	7
Findings 1: School behaviour culture and policy	7
Findings 2: Pupil and parent voice	8
Findings 3: School environment and experience	8
Findings 4: Frequency and impact of misbehaviour	9
Introduction	11
The objective of the NBS	11
Topics covered	11
Methodology	12
School and College Voice	12
Pupil, Parent and Learner Voice	14
Margins of error	17
Interpreting the findings	17
Data tables	18
Findings 1: School behaviour culture and policy	19
Understanding of behaviour policy	19
Ease of following rules	21
Consistency of application of behaviour policy	23
Visibility of the school leadership	24
Use of recognition and reward	25
Confidence in managing behaviour	27
School mobile phone policy	28
Findings 2: Pupil and parent voice	31
Pupil voice	31
Working with parents and pupils	32
Findings 3: School environment and experience	35
School environment and relationships	35

School belonging	42
School connectedness	47
Motivation to learn	48
Findings 4: Frequency and impact of misbehaviour	49
Overall perception of pupil behaviour at school	49
Frequency and impact of misbehaviour	52
Types of disruptive behaviour	56
Impacts on wellbeing	58
Bullying	60

## List of figures

Figure 1: Extent to which pupils agree that they understand what will happen if they don't meet the expected standards of behaviour (April 2024 and May 2023).....	21
Figure 2: How often school rules on behaviour are applied fairly (Pupil views, April 2024) .....	24
Figure 3: How often school leadership team are seen around the school (Pupil views, April 2024 and May 2023).....	25
Figure 4: What schools do to recognise and reward good behaviour (Pupil views, April 2024) .....	26
Figure 5: School leader and teacher confidence in managing misbehaviour in school (May 2023 - May 2024).....	28
Figure 6: School mobile phone policy (Primary, Secondary and Special school leaders, December 2023) .....	29
Figure 7: Pupil confidence that their school will listen to or act on behaviour feedback (April 2024) .....	32
Figure 8: Extent to which pupils and parents support the school's behaviour rules (April/May 2024 and May/June 2023) .....	34
Figure 9: Frequency of positive behaviour culture experiences in the past week (School leaders and teachers, May 2023 – May 2024).....	40
Figure 10: Pupil perceptions of enjoyment, safety and belonging at school 'every day' or 'most days' in the past week (May 2023 – May 2024) .....	45
Figure 11: Pupil school connectedness score across survey waves (May 2023 – May 2024) .....	48
Figure 12: Ratings of pupil behaviour as 'good' or 'very good' across survey waves (Leaders, teachers and pupils May 2023 – May 2024) .....	51
Figure 13: Extent to which teachers felt misbehaviour stopped or interrupted teaching or learning in the past week (May 2024) .....	52
Figure 14: Minutes lost due to misbehaviour per 30 minutes of teaching time across survey waves (Teacher and leader views May 2023 – May 2024) .....	54
Figure 15: Frequency of reported minutes lost due to pupil misbehaviour per 30 minutes of teaching time (Teacher views, May 2024) .....	55

Figure 16: Extent to which pupil misbehaviour has had a negative impact on health and wellbeing (Leader and teacher views, May 2024).....59

Figure 17: Pupil misbehaviour having a negative impact on health and wellbeing ‘to any extent’ across survey waves (Leader and teacher views May 2023 – May 2024) .....60

## List of tables

Table 1: SCV survey waves - achieved sample sizes for leaders.....	13
Table 2: SCV survey waves - achieved response rates for leaders.....	13
Table 3: SCV survey waves - achieved sample sizes for teachers.....	13
Table 4: SCV survey waves - achieved response rates for teachers.....	14
Table 5: PPLV survey waves – achieved sample sizes .....	15
Table 6: PPLV survey waves - achieved response rates .....	16
Table 7: Ease of following rules (Pupil views, April 2024).....	22
Table 8: Frequency of positive behaviour culture experiences in the past week (School leader views, May 2024).....	36
Table 9: Frequency of positive behaviour culture experiences in the past week (School teacher views, May 2024).....	38
Table 10: Frequency of positive behaviour culture experiences in the past week (Pupil views, May 2024).....	41
Table 11: Frequency of pupils enjoying school in the past week (Pupil views, May 2024) .....	42
Table 12: Frequency of pupils feeling safe in school in the past week (Pupil views, May 2024) .....	43
Table 13: Frequency of pupils feeling they belong at school in the past week (Pupil views, May 2024).....	44
Table 14: Frequency of pupils enjoying school in the past week (Parent views, May 2024) .....	46
Table 15: Frequency of pupils feeling safe in school in the past week (Parent views, May 2024) .....	47
Table 16: Frequency of types of pupil misbehaviour in the past week (Pupil views, April 2024) .....	57
Table 17: Pupils' experience of being a victim of bullying in the past 12 months (April 2024) .....	61

## Acknowledgements

This report brings together both new data and previously published data from the Department for Education (DfE) omnibus surveys: the School and College Voice and the Parent, Pupil and Learner Voice. The DfE omnibus surveys team and all the participants who took part in the surveys are gratefully acknowledged for their contribution to this report.

## Executive Summary

This report presents the findings from the National Behaviour Survey (NBS) Academic Year 2023/24. The NBS is designed to provide the Department for Education with termly survey data related to pupil behaviour in state-funded primary, secondary and special schools in England collected from multiple respondent groups (school leaders, teachers, pupils and parents/carers).

The NBS 2023/24 was delivered via multiple survey waves conducted through the Department for Education's omnibus panel surveys (the School and College Voice<sup>1</sup> and the Parent, Pupil and Learner Voice<sup>2</sup>) in December 2023, March 2024, April 2024 and May 2024.

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
- Pupil and parent voice
- School environment and experience
- Frequency and impact of misbehaviour

Key findings for each chapter are given below. As in previous years, 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 2022/23 (May or June 2023 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 April 2024, the majority of pupils (86%) agreed that they knew how their school expected them to behave. This is consistent with May 2023 (85%).
- The majority (81%) of pupils said their school's rules on behaviour are easy to follow. Pupils in KS5 (93%) were statistically significantly more likely than pupils in

---

<sup>1</sup> [School and college voice: omnibus surveys for 2023 to 2024 - GOV.UK](#)

<sup>2</sup> [Parent, pupil and learner voice: omnibus surveys for 2023 to 2024 - GOV.UK](#)



KS3 (78%) or KS4 (82%) to say their school's rules on behaviour are easy to follow.

- In April 2024, 18% of pupils thought rules were applied fairly to all pupils 'all of the time', 41% said they were applied fairly 'most of the time' and 32% said 'some of the time'. Pupils in KS4 (15%) were statistically significantly less likely than pupils in KS5 (25%) to say the rules on behaviour were applied fairly 'all of the time'.
- In May 2024, 98% of school leaders said they felt confident managing misbehaviour in their school (of which 66% said they felt 'very confident' and 33% said they felt 'fairly confident'). School leaders were statistically significantly more likely than teachers to report being confident (98% vs. 91%) or 'very confident' (66% vs. 31%) managing misbehaviour.
- Compared with previous survey waves, in May 2024 the proportion of teachers reporting being 'very confident' in managing misbehaviour (31%) has statistically significantly decreased from 41% in March 2024 and has decreased from 35% in May 2023.

## **Findings 2: Pupil and parent voice**

Key findings include:

- In April 2024, 30% of pupils said that their school asks pupils for feedback about behaviour in their school and 44% said they were confident that any feedback they may give regarding behaviour in school would be listened to or acted upon.
- Compared to last year, in April 2024 the proportion of pupils who said that their school asks for feedback about behaviour (30%) has increased from 27% in May 2023.
- Compared to last year, in April 2024 the proportion of pupils who said they were confident their feedback would be listened to or acted upon (44%) has increased from 40% in May 2023.
- In April 2024, the proportion of pupils who agreed they were supportive of their school's behaviour rules (49%) is consistent with May 2023 (49%).
- Compared to last year, the proportion of parents who said they were supportive of the school's behaviour rules (83%) has statistically significantly decreased from 87% in June 2023.

## **Findings 3: School environment and experience**

Key findings include:

- In May 2024, 81% of school leaders reported that their school had been calm and orderly 'every day' or 'most days' in the past week (versus 53% 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, in May 2024 the proportion of school teachers reporting that their school was calm and orderly 'every day' or 'most days' in the past week (53%) has statistically significantly decreased from 60% in March 2024 and 59% in May 2023.
- In May 2024, 14% of pupils said that they had enjoyed coming to school 'every day' in the past week, whilst 13% said that they had 'never' enjoyed coming to school in the past week.
- When asked how often they felt safe at school, 32% of all pupils said that they had felt safe at school 'every day' in the past week in May 2024. This is a statistically significant decrease from 39% in May 2023.
- In May 2024, 26% of pupils said they felt they belonged at their school on 'every day' in the past week, whilst 10% said that they had 'never' felt they belonged in the past week
- In April 2024, 75% of pupils felt they were motivated to learn. This has statistically significantly increased from 71% in May 2023.

## Findings 4: Frequency and impact of misbehaviour

Key findings include:

- In May 2024, 72% of school leaders reported that pupil behaviour was either 'very good' or 'good' in the past week (versus 46% of teachers). For pupils, 40% said that behaviour had been 'very good' or 'good' in the past week. Compared to previous years, this is a statistically significant decrease for school leaders and teachers from May 2023 (from 82% and 55% respectively).
- In May 2024, 76% of teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons in the past week. This is consistent with 74% reporting this in May 2023.
- On average, in May 2024, teachers reported that for every 30 minutes of lesson time, 7 minutes were lost due to misbehaviour. This is consistent with 7 minutes reported lost in May 2023.
- In May 2024, the proportion of teachers reporting that more than 10 minutes were lost due to pupil misbehaviour per 30 minutes of lesson time (9%) is consistent with March 2024 (10%) but has decreased from 12% in May 2023.

- In May 2024, 78% of teachers and 58% of school leaders reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week.
- Overall, 24% 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 (46% for those bullied in person; 39% for those bullied online).

## Introduction

This report presents findings from the National Behaviour Survey (NBS) Academic Year 2023/24. The NBS was delivered via the Department for Education's omnibus surveys: the School and College Voice (SCV) and the Parent, Pupil and Learner Voice (PPLV).

This report presents findings from multiple survey waves (7 in total) conducted across December 2023, March 2024, April 2024 and May 2024.<sup>3</sup>

## The objective of the NBS

This Government firmly believes that every child and young person should know that success can belong to them. Good behaviour in schools is essential to ensure that all pupils can benefit from the opportunities provided by education.

The NBS is designed to provide the Department for Education (DfE) with a tool to monitor pupil behaviour in state-funded primary, secondary and special 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<sup>4</sup>) to allow for triangulation of views and is weighted to be nationally representative of teachers, schools and pupils (for England).

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 school culture.

## Topics covered

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

- School behaviour culture and policy
- Pupil and parent voice
- School environment and experience
- Frequency and impact of misbehaviour

---

<sup>3</sup> Data from the survey waves in December 2023, March 2024, and May 2024 have previously been published in the omnibus survey reports: [School and college voice: omnibus surveys for 2023 to 2024 - GOV.UK](#) and [Parent, pupil and learner voice: omnibus surveys for 2023 to 2024 - GOV.UK](#). Data from April 2024 has not previously been published.

<sup>4</sup> Where the report uses the term 'parents' this is inclusive of parents and carers with parental responsibility.

## Methodology

The National Behaviour Survey for the Academic Year 2023/24 was delivered via the DfE's omnibus panels, the School and College Voice (SCV) and the Parent, Pupil and Learner Voice (PPLV), in December 2023, March 2024, April 2024 and May 2024. Technical reports have been published for both the SCV<sup>5</sup> and PPLV<sup>6</sup> where further detail on methodology can be found.

The SCV is a survey panel of senior leaders and teachers from state-funded primary, secondary and special schools and from colleges. Whilst college senior leaders and teachers are included in the SCV, the behaviour survey questions in this report were asked of school senior leaders and teachers only. The PPLV is a survey panel of parents, pupils and learners. Both panels have been designed to provide rapid feedback to the DfE on topical educational issues.

## School and College Voice

The SCV consists of a group of senior primary, secondary and special school leaders and teachers that have agreed to participate in short regular research surveys on topical education issues. All school leaders and teachers were randomly sampled from School Workforce Census (SWFC) data provided by the DfE. Special school leaders and teachers were added to the panel for the first time in academic year 2023/24.

This NBS report collates data from three SCV survey waves; one in December 2023, one in March 2024 and one in May 2024. The surveys were administered online, with respondents receiving an email invite and two reminder emails, along with a reminder SMS text. Fieldwork dates, achieved sample sizes and response rates are given in Tables 1-4.<sup>7</sup> In addition to questions on behaviour, the surveys covered a range of topics of relevance to the wider department.<sup>8</sup>

---

<sup>5</sup> [School and College Voice \(SCV\) technical report](#)

<sup>6</sup> [Parent, Pupil and Learner Voice technical report](#)

<sup>7</sup> 19% of school leaders and 26% of teachers participated in all 3 survey waves for academic year 2023/24

<sup>8</sup> All SCV survey data for 2023/24 is published here: [School and college voice: omnibus surveys for 2023 to 2024 - GOV.UK](#)

**Table 1: SCV survey waves - achieved sample sizes for leaders**

	<b>Fieldwork dates</b>	<b>Primary school leaders</b>	<b>Secondary school leaders</b>	<b>Special school leaders</b>	<b>All school leaders</b>
<b>SCV Dec 2023</b>	5 <sup>th</sup> Dec2023 – 29 <sup>th</sup> Jan 2024	838	609	343	1790
<b>SCV Mar 2024</b>	19 <sup>th</sup> – 27 <sup>th</sup> Mar 2024	228	187	92	507
<b>SCV May2024</b>	15 <sup>th</sup> – 24 <sup>th</sup> May 2024	399	322	125	846

**Table 2: SCV survey waves - achieved response rates for leaders**

	<b>Primary school leaders</b>	<b>Secondary school leaders</b>	<b>Special school leaders</b>	<b>All school leaders</b>
<b>SCV Dec 2023</b>	10%	9%	10%	10%
<b>SCV Mar 2024</b>	29%	32%	29%	30%
<b>SCV May 2024</b>	34%	33%	29%	33%

**Table 3: SCV survey waves - achieved sample sizes for teachers**

	<b>Fieldwork dates</b>	<b>Primary school teachers</b>	<b>Secondary school teachers</b>	<b>Special school teachers</b>	<b>All school teachers</b>
<b>SCV Dec 2023</b>	5 <sup>th</sup> Dec 2023 – 29 <sup>th</sup> Jan 2024	1,663	1,326	625	3,614
<b>SCV Mar 2024</b>	19 <sup>th</sup> – 27 <sup>th</sup> Mar 2024	573	482	252	1,307
<b>SCV May 2024</b>	16 <sup>th</sup> – 24 <sup>th</sup> May 2024	633	547	368	1,548

**Table 4: SCV survey waves - achieved response rates for teachers**

	<b>Primary school teachers</b>	<b>Secondary school teachers</b>	<b>Special school teachers</b>	<b>All school teachers</b>
<b>SCV Dec 2023</b>	12%	10%	8%	11%
<b>SCV Mar 2024</b>	36%	38%	42%	38%
<b>SCV May 2024</b>	38%	41%	48%	41%

## SCV weighting

School leader and teacher December wave data were weighted using a two-stage process – design weighting, followed by raking. The weighting targets were based on population counts from the SWFC database used to draw the survey sample, and were specified separately for primary, secondary and special leaders and teachers. This ensured that the sample for each group was representative of their respective populations. Additional stages of weighting were applied to the March and May waves to ensure that the responding sample at each wave was representative of the population. For further detail, see the SCV technical report<sup>9</sup>.

## Pupil, Parent and Learner Voice

The PPLV consisted of:

- pupils in years 7-11 in the 2023/24 academic year educated in state schools (sampled from the National Pupil Database (NPD)).
- pupils and learners in years 12-13 in the 2023/24 academic year educated in state schools (sampled from the NPD and Individualised Learner Record (ILR) data).
- parents of pupils in years 1-11 educated in state schools in the 2023/24 academic year (sampled from the NPD).

Four PPLV survey waves were used to deliver the NBS – one in December 2023, one in March 2024, one in April 2024 and one in May 2024.

Table 5 shows the fieldwork dates and the total number of respondents participating in the PPLV survey waves. Table 6 shows the response rates for each PPLV wave<sup>10</sup>. The

<sup>9</sup> [School and College Voice \(SCV\) technical report](#)

<sup>10</sup> 19% of pupils and 32% of parents participated in all 3 or 4 survey waves for academic year 2023/24

NBS reporting only covers pupils and parents from state-funded primary, secondary and special schools; colleges are not included in the reporting.

Parents and pupils on the panel were invited to take part in short 10-15 minute online surveys by letter, email and/or text message. In addition to questions on behaviour, the surveys covered a range of topics of relevance to the wider department.<sup>11</sup>

**Table 5: PPLV survey waves – achieved sample sizes**

	<b>Fieldwork dates</b>	<b>Secondary pupils (years 7-13)</b> a, b	<b>Primary school parents</b>	<b>Secondary school parents</b>	<b>Special school parents</b>	<b>All parents</b>
<b>PPLV Dec 2023</b>	1 <sup>st</sup> Dec 2023 – 22 <sup>nd</sup> Jan 2024	3,976	1,828	1,870	1,104	4,802
<b>PPLV Mar 2024</b>	20 <sup>th</sup> – 27 <sup>th</sup> Mar 2024	1,903	812	747	517	2,076
<b>PPLV NBS Apr 2024</b>	24 <sup>th</sup> Apr – 22 <sup>nd</sup> May 2024	3,706	-	-	-	-
<b>PPLV May 2024</b>	15 <sup>th</sup> – 24 <sup>th</sup> May 2024	2,312	838	927	524	2,289

<sup>a</sup> Although college learners were included in the March and May PPLV waves, the NBS questions in this report were asked of secondary school years 7-13 pupils only.

<sup>b</sup> The December 2023 PPLV wave only included pupils in years 7-11.

<sup>11</sup> With the exception of the PPLV April wave which was a behaviour-specific wave. All other PPLV survey data for 2023/24 has been previously published here: <https://www.gov.uk/government/publications/parent-pupil-and-learner-voice-omnibus-surveys-for-2023-to-2024>



**Table 6: PPLV survey waves - achieved response rates**

	Fieldwork dates	Secondary pupils (years 7-11) <sup>a, b</sup>	Secondary pupils (year 12-13)	Primary school parents	Secondary school parents	Special school parents	All parents
<b>PPLV Dec 2023</b>	1 <sup>st</sup> Dec 2023 – 22 <sup>nd</sup> Jan 2024	15%	N/A	14%	12%	12%	12%
<b>PPLV Mar 2024</b>	20 <sup>th</sup> – 27 <sup>th</sup> Mar 2024	33%	52%	47%	43%	49%	46%
<b>PPLV NBS Apr 2024</b>	24 <sup>th</sup> Apr – 22 <sup>nd</sup> May 2024	32%	42%	N/A	N/A	N/A	N/A
<b>PPLV May 2024</b>	15 <sup>th</sup> – 24 <sup>th</sup> May 2024	35%	39%	44%	42%	45%	44%

<sup>a</sup> Although college learners were included in the March and May PPLV waves, the NBS questions in this report were asked of secondary school years 7-13 pupils only.

<sup>b</sup> The December 2023 PPLV wave only included pupils in years 7-11.

## PPLV weighting

The pupil and parent sample were weighted to be representative of pupils within in-scope 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. Separate weights were calculated for parent and pupil samples and the weighting was conducted in two stages – design weighting, followed by raking. For further detail, see the PPLV technical report.<sup>12</sup>

<sup>12</sup> [Parent, Pupil and Learner Voice technical report](#)

## Margins of error

'Confidence Intervals' have been calculated to account for the fact that the survey is based on a subset of the population. A 95% Confidence Interval is a margin of error around an estimate, which gives a range of values within which you can be 95% confident that the true mean will lie. For instance, if 1,000 people are interviewed, and 500 (50%) of them say that they agree with a statement, then you can be 95% confident that the true proportion of people who agree with the statement is between 50% +/- 3% (47%, 53%).

## Interpreting the findings

For all questions, time point comparisons have been made between April or May 2024 data and May 2023 or June 2023 data (annual comparisons). For survey questions that are asked each term, May 2024 data is additionally compared with the last time the question was asked (March 2024).

Confidence interval data has been used to estimate statistical significance. Where non-overlapping intervals occur, this has been used as evidence for statistically significant differences between time points or between respondent groups. All statistically significant differences between time points and respondent groups have been noted in the report text.

For comparisons between time points, if a difference of between 0-2% is evident, this is described as 'consistent'.<sup>13</sup> Any differences of >2% are described as a decrease or an increase. Where apparent differences are reported in the text and are not indicated as 'statistically significantly' different this means confidence interval data is overlapping and there has not been any further statistical testing of the data. Where any differences have been reported but are not noted to be 'statistically significant', readers are encouraged to exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

For comparisons between respondent groups, differences between groups are only commented upon in the text if they are statistically significant.

Comparisons over time are helpful to understand how trends may be changing. However, the survey methodology changes over academic years and so comparisons to previous academic years are not as reliable as survey findings within each academic year. For example, special school leaders and teachers were added to the SCV panel in academic year 2023/24, potentially affecting the comparison for 'all leaders' and 'all teachers' between 2022/23 and 2023/24. Testing to understand the impact of this revealed minimal differences to calculated figures (a change of 1 percentage point or less when special

---

<sup>13</sup> Based on rounded figures.

school leaders and teachers were removed from May 2024 data) and no difference to statistical significance. The same comparison statements can therefore be made.

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 for the PPLV April wave has been published alongside this report. Aggregated summary tables for all other SCV and PPLV waves have previously been published.<sup>14</sup> Data tables include confidence intervals, total responses and responses by key subgroups for each data set. For further guidance on how to interpret these tables, please see the covering pages of the data tables.

---

<sup>14</sup> [School and college voice: omnibus surveys for 2023 to 2024 - GOV.UK](#); [Parent, pupil and learner voice: omnibus surveys for 2023 to 2024 - GOV.UK](#)

## Findings 1: School behaviour culture and policy

### Key findings

- In April 2024, the majority of pupils (86%) agreed that they knew how their school expected them to behave. This is consistent with May 2023 (85%).
- The majority (81%) of pupils said their school's rules on behaviour are easy to follow. Pupils in KS5 (93%) were statistically significantly more likely than pupils in KS3 (78%) or KS4 (82%) to say their school's rules on behaviour are easy to follow.
- In April 2024, 18% of pupils thought rules were applied fairly to all pupils 'all of the time', 41% said they were applied fairly 'most of the time' and 32% said 'some of the time'. Pupils in KS4 (15%) were statistically significantly less likely than pupils in KS5 (25%) to say the rules on behaviour were applied fairly 'all of the time'.
- In May 2024, 98% of school leaders said they felt confident managing misbehaviour in their school (of which 66% said they felt 'very confident' and 33% said they felt 'fairly confident'). School leaders were statistically significantly more likely than teachers to report being confident (98% vs. 91%) or 'very confident' (66% vs. 31%) managing misbehaviour.
- Compared with previous survey waves, in May 2024 the proportion of teachers reporting being 'very confident' in managing misbehaviour (31%) has statistically significantly decreased from 41% in March 2024 and has decreased from 35% in May 2023.

### Understanding of behaviour policy

Pupils and parents 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 April 2024 (pupils) and May 2024 (parents).

### Explanation of school rules

Pupils were asked how well their school explained the rules on behaviour at the start of the academic year. In April 2024, 81% of pupils said that the school had explained the rules well, of which 32% said the rules were explained 'very well' and 49% said they were explained 'fairly well'. Conversely, 10% of pupils said that the school had explained the rules 'not very well' and 3% said the school had explained the rules 'not well at all' (3% said that the rules had not been explained to them at all and 2% responded 'don't know').

Compared to last year, the proportion of pupils who said that their school explained the rules on behaviour well (81%) has statistically significantly increased from 77% in May 2023.

## **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 (86%) agreed with this statement, of which 38% responded 'strongly agree' and 49% 'agree'. Just 2% of pupils disagreed with this statement, while 11% responded 'neither agree nor disagree' and 1% 'don't know'.

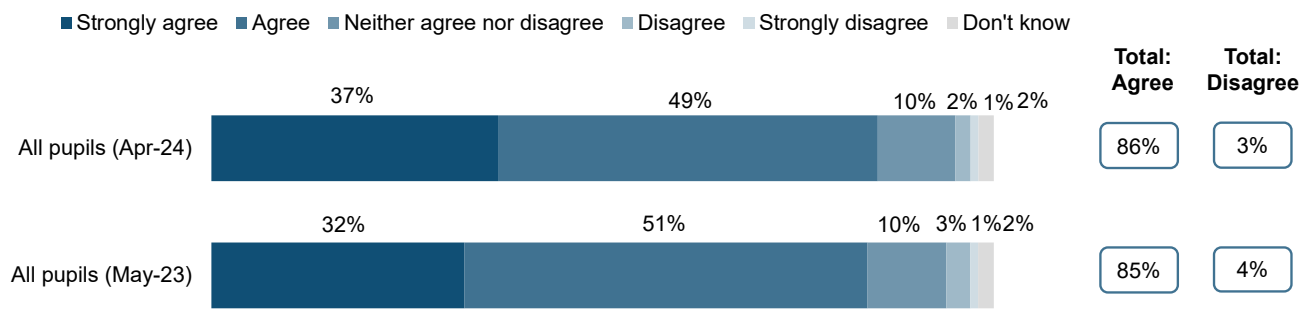
Pupils in KS5 (93%) were statistically significantly more likely than pupils in KS3 (85%) or KS4 (86%) to agree that they knew how their school expects them to behave.

Compared to last year, the proportion of pupils who agreed they knew how their school expected them to behave (86%) is consistent with May 2023 (85%).

Pupils were also asked about their understanding of what would happen if they didn't meet the expected standards of behaviour. As shown in Figure 1, the majority of pupils (86%) agreed that "I understand what will happen if I don't meet the expected standards of behaviour" (37% responded 'strongly agree' and 49% 'agree'). Just 3% of pupils disagreed with this statement (2% 'disagree' and 1% 'strongly disagree'), while 10% responded 'neither agree nor disagree' and 2% 'don't know'.

Compared to last year, the proportion of pupils who agreed that they understand what will happen if they don't meet the expected standards of behaviour (86%) has increased from 83% in May 2023.

**Figure 1: Extent to which pupils agree that they understand what will happen if they don't meet the expected standards of behaviour (April 2024 and May 2023)**



**Unweighted base:** April 2024 – all pupils year 7-13 (n=3,706). May 2023 - all pupils year 7-13 (n=2,521)  
**Source:** PPLV NBS April 2024, PPLP NBS May 2023. ‘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, 91% of parents agreed that their child understands what will happen if they don't meet the expected standards of behaviour (of which 48% responded ‘strongly agree’ and 43% ‘agree’), while 2% disagreed and 1% responded ‘don't know’.

Parents of primary school pupils (90%) and secondary school pupils (93%) were statistically significantly more likely than parents of special school pupils (48%) to agree that their child understands what will happen if they don't meet the expected standards of behaviour.

Compared to last year, the proportion of parents who agreed that their child understands what will happen if they don't meet the expected standards of behaviour (91%) is consistent with June 2023 (92%).<sup>15</sup>

### Ease of following rules

Pupils and parents were asked how easy it was for pupils to follow their school's rules on behaviour. The questions were asked in April 2024 (pupils) and May 2024 (parents).

The majority (81%) of pupils said their school's rules on behaviour are easy to follow, of which 25% said they are ‘very easy’ to follow and 56% said they are ‘fairly easy’ to follow. As shown in Table 7, 18% of all pupils said that the school's rules are not easy to follow (13% ‘not very easy’ and 4% ‘not easy at all’).

<sup>15</sup> The parent data for June 2023 includes only primary and secondary parents – special school parents were not included.

Pupils in KS5 (93%) were statistically significantly more likely than pupils in KS3 (78%) or KS4 (82%) to say their school's rules on behaviour are easy to follow.

Compared to last year, the proportion of pupils who said their school's rules on behaviour are easy to follow (81%) is consistent with May 2023 (82%).

**Table 7: Ease of following rules (Pupil views, April 2024)**

	<b>Very easy</b>	<b>Fairly easy</b>	<b>Not very easy</b>	<b>Not easy at all</b>	<b>Don't know</b>	<b>Total: 'Easy'</b>	<b>Total: 'Not easy'</b>
<b>All pupils</b>	25%	56%	13%	4%	1%	81%	18%
<b>KS3 pupils</b>	24%	54%	15%	5%	2%	78%	20%
<b>KS4 pupils</b>	21%	61%	13%	4%	1%	82%	17%
<b>KS5 pupils</b>	43%	50%	5%	1%	1%	93%	7%

**Unweighted base:** All pupils year 7-13 (n=3,706), KS3 pupils (n=1,882), KS4 pupils (n=1,244), KS5 pupils (n=580).

**Source:** PPLV NBS April 2024. "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, 88% of parents said that their child found it easy to follow the school's rules on behaviour, including 49% who said their child found it 'very easy' to follow the rules and 39% who said they found it 'fairly easy'. Around one in ten parents (11%) said their child did not find it easy to follow the school's rules (7% 'not very easy' and 4% 'not easy at all').

Parents of primary school pupils (92%) were statistically significantly more likely than both parents of secondary school pupils (84%) and parents of special school pupils (66%) to say that their child found it easy to follow the school's rules on behaviour. In turn, parents of secondary school pupils were statistically significantly more likely to say this than special school parents.

Compared to last year, the proportion of parents who said that their child found it easy to follow the school's rules on behaviour (88%) is consistent with May 2023 (89%).<sup>16</sup>

## Consistency of application of behaviour policy

Pupils were asked how often the school's rules on behaviour are applied fairly to all pupils. This question was asked in April 2024.

As shown in Figure 2, 18% of pupils thought rules were applied fairly to all pupils 'all of the time', 41% said they were applied fairly 'most of the time', and 32% said 'some of the time'. Six per cent of pupils said the school's rules on behaviour were 'never' applied fairly to all pupils, and 3% responded 'don't know'.

When comparing pupil key stage groups on this question:

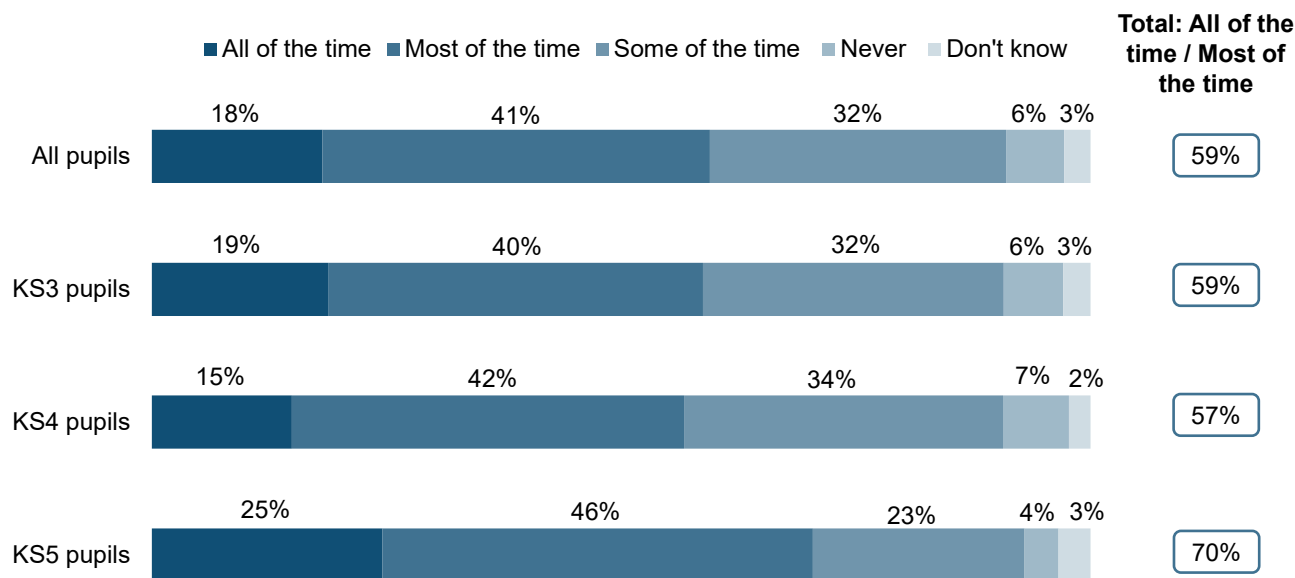
- pupils in KS4 (15%) were statistically significantly less likely than pupils in KS5 (25%) to say the rules on behaviour were applied fairly 'all of the time'.
- pupils in KS3 (32%) and pupils in KS4 (34%) were statistically significantly more likely than pupils in KS5 (23%) to say the rules on behaviour were applied fairly 'some of the time'.

---

<sup>16</sup> The parent data for May 2023 includes only primary and secondary parents – special school parents were not included.



**Figure 2: How often school rules on behaviour are applied fairly (Pupil views, April 2024)**



**Unweighted base:** All pupils year 7-13 (n=3,706), KS3 pupils (n=1,882), KS4 pupils (n=1,244), KS5 pupils (n=580).

**Source:** PPLV NBS April 2024. "How often are your school's rules on behaviour applied fairly to all pupils?"

Compared to last year, the proportion of pupils who said their school's rules on behaviour were applied fairly to all pupils 'all of the time' or 'most of the time' (59%) has decreased from 63% in May 2023.

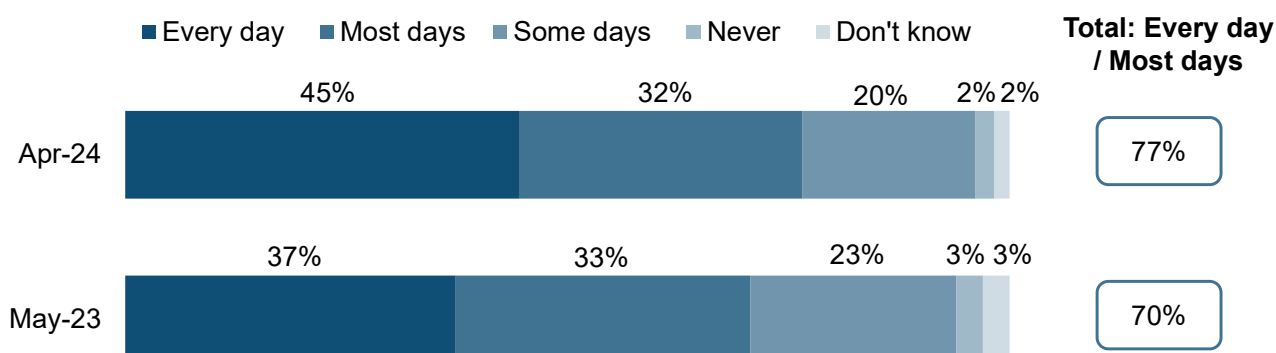
### Visibility of the school leadership

Pupils were asked how often they typically see members of the school leadership team around the school. This question was asked in April 2024.

As shown in Figure 3, 45% of pupils reported seeing members of the school leadership team around the school 'every day', 32% said they see them 'most days' and 20% said they see them 'some days'. Just 2% of pupils said they 'never' see the school leadership team around school.

Compared to last year, the proportion of pupils who said they typically see members of the school leadership team around the school 'every day' or most days' (77%) has statistically significantly increased from 70% in May 2023.

**Figure 3: How often school leadership team are seen around the school (Pupil views, April 2024 and May 2023)**



**Unweighted base:** April 2024 – all pupils year 7-13 (n=3,706). May 2023 - all pupils year 7-13 (n=2,521)

**Source:** PPLV NBS Apr 2024, PPLP NBS May 2023. “How often, if at all, do you typically see members of the school leadership team around the school?”

## Use of recognition and reward

Pupils were asked what their school does to recognise or reward good behaviour, answering from a list presenting six options.<sup>17</sup> This question was asked in April 2024.

As shown in Figure 4, 77% of pupils said that their school uses a behavioural points system (for example, house points, merits or stickers), 64% said that the school uses certificates, prize ceremonies or special assemblies, while 61% selected verbal praise. Just under half of pupils (45%) 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 (28%) and positions of responsibility, such as being a prefect (24%). A small proportion of pupils (2%) said that their school does not recognise or reward pupils for good behaviour, while 3% said they did not know what their school did.

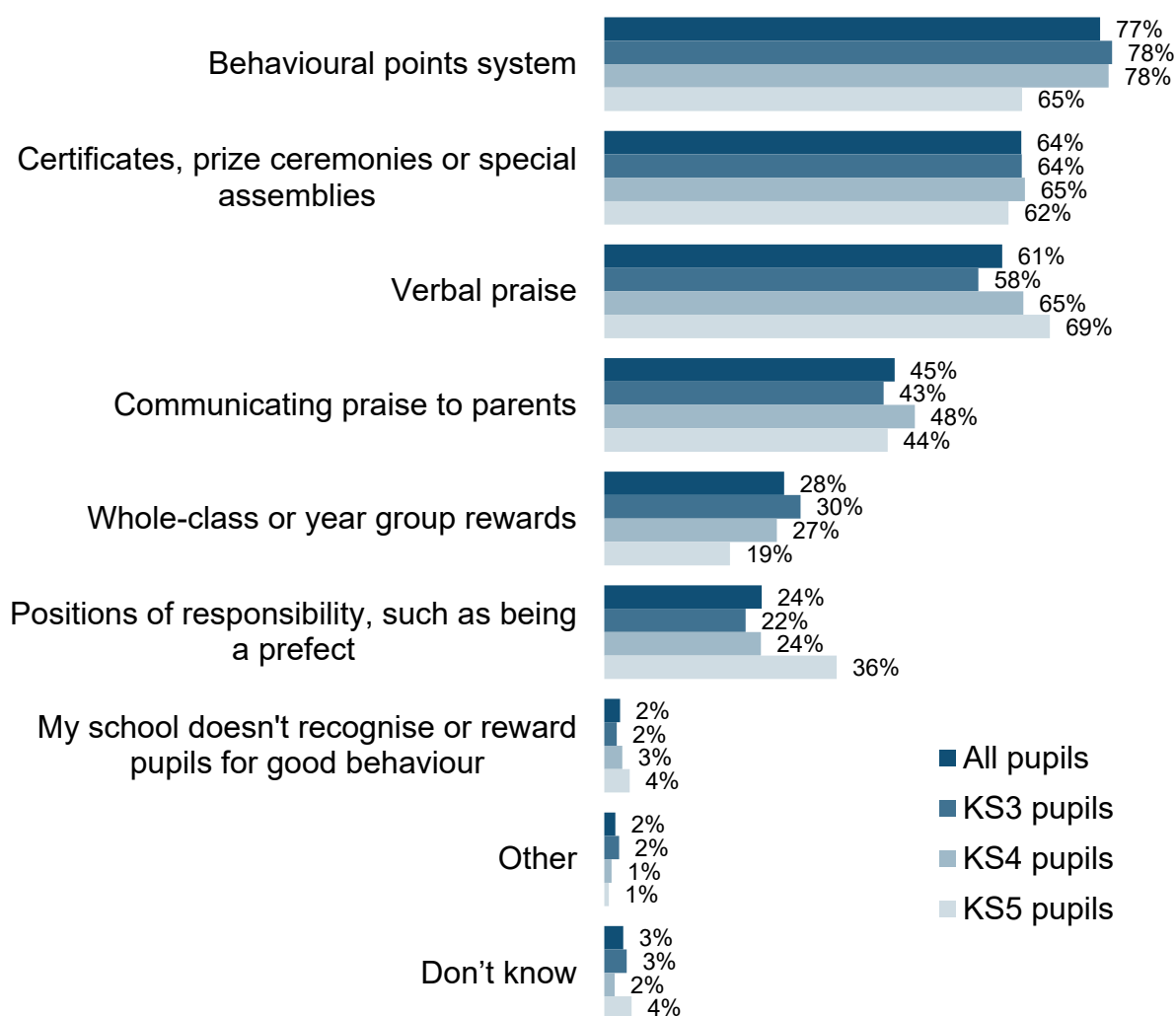
When comparing pupil key stage groups on this question:

- pupils in KS3 (78%) and pupils in KS4 (78%) were statistically significantly more likely than pupils in KS5 (65%) to report that their school uses a behavioural points system.
- pupils in KS3 (30%) were statistically significantly more likely than pupils in KS5 (19%) to report that their school uses whole-class or year group rewards.
- pupils in KS5 (69%) were statistically significantly more likely than pupils in KS3 (58%) to report that their school uses verbal praise.

<sup>17</sup> Pupils could select multiple response options to this question.

- pupils in KS5 (36%) were statistically significantly more likely than pupils in KS3 (22%) or pupils in KS4 (24%) to report that their school uses positions of responsibility, such as being a prefect.

**Figure 4: What schools do to recognise and reward good behaviour (Pupil views, April 2024)**



**Unweighted base:** All pupils year 7-13 (n=3,706), KS3 pupils (n=1,882), KS4 pupils (n=1,244), KS5 pupils (n=580).

**Source:** PPLV NBS Apr 2024. "Some schools recognise and reward pupils for good behaviour. Which of the following, if any, does your school use to recognise/reward good behaviour at the school?"

Compared to last year, the proportion of pupils in April 2024 who said:

- their school uses a behavioural points system (77%) has statistically significantly increased from 72% in May 2023.

- their school uses certificates, prize ceremonies or special assemblies (64%) has statistically significantly increased from 56% in May 2023.
- their school uses verbal praise (61%) has statistically significantly increased from 54% in May 2023.
- their school uses whole-class or year group rewards (28%) has statistically significantly increased from 23% in May 2023.

## Confidence in managing behaviour

All school leaders and teachers were asked about the level of confidence they had personally in managing misbehaviour in their school. These questions were asked in December 2023, March 2024 and May 2024.

As shown in Figure 5, in May 2024, 98% of school leaders said they felt confident managing misbehaviour in their school (of which 66% said they felt 'very confident' and 33% said they felt 'fairly confident'). School leaders were statistically significantly more likely than teachers to report being confident (98% vs. 91%) or 'very confident' (66% vs. 31%) managing misbehaviour. Overall, 8% 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'<sup>18</sup>).

Special school teachers (44%) were statistically significantly more likely than primary school teachers (32%) or secondary school teachers (28%) to say they felt 'very confident' in managing misbehaviour in their school.

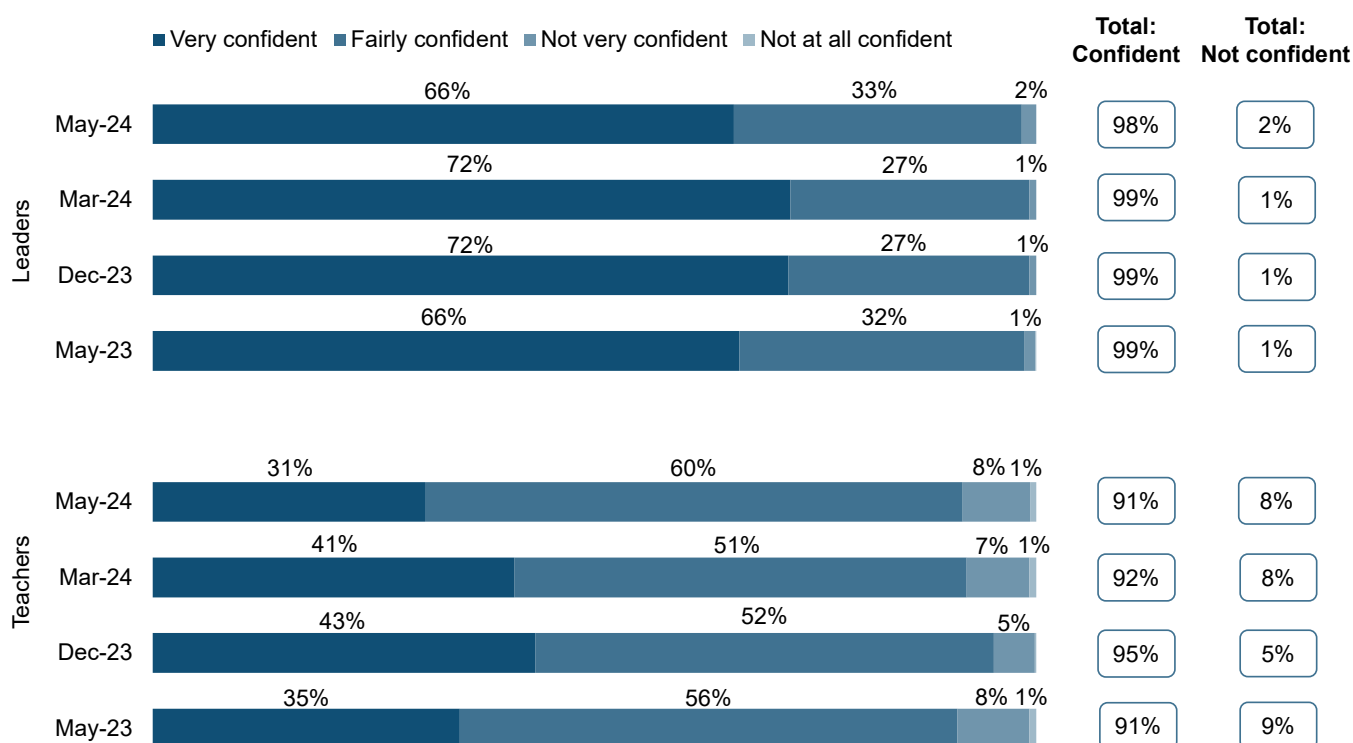
Compared with previous survey waves, in May 2024:

- the proportion of school leaders reporting being 'very confident' in managing misbehaviour (66%) has decreased from 72% in March 2024 but is consistent with May 2023 (66%).
- the proportion of teachers reporting being 'very confident' in managing misbehaviour (31%) has statistically significantly decreased from 41% in March 2024 and has decreased from 35% in May 2023.

---

<sup>18</sup> Does not sum to total due to rounding.

**Figure 5: School leader and teacher confidence in managing misbehaviour in school (May 2023 - May 2024)**



**Unweighted base:** All leaders - May 2024 (n=846), Mar 2024 (n=507), Dec 2023 (n=1,790), May 2023 (n=780). All teachers - May 2024 (n=1,548), Mar 2024 (n=1,307), Dec 2023 (n=3,614), May 2023 (n=1,478).

**Source:** SCV May 2024, SCV Mar 2024, SCV Dec 2023, SCP NBS May 2023. "Don't know" response ( $\leq 1\%$ ) not charted. Special school leaders and teachers not included in May 2023 data. "How confident, if at all, do you personally feel about managing misbehaviour in your school?"

## School mobile phone policy

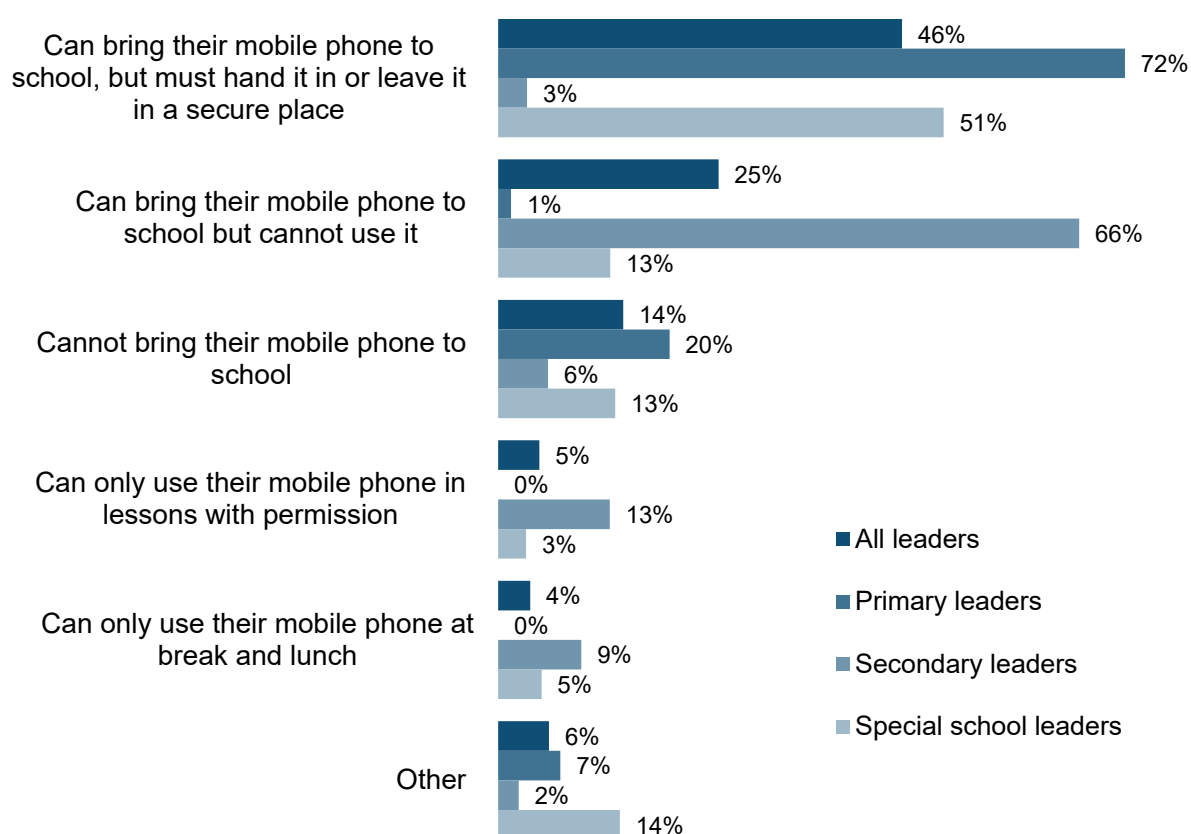
School leaders and pupils in year 7-11 were asked about their school's policy regarding the use of mobile phones. This question was asked in December 2023.

As shown in Figure 6, in December 2023, 46% of school leaders said that pupils can bring their mobile phone to school but must hand it in or leave it in a secure place that they cannot access during the school day. A quarter (25%) said that pupils can bring their mobile phone to school but it must be kept out of sight and they are not allowed to use it, while 14% said they are not allowed to bring their mobile phone on to school grounds. A minority of school leaders (5%) said pupils are only allowed to use their mobile phone when a teacher says they can during lessons, and a similar proportion (4%) said pupils are only allowed to use their mobile phone during break and lunch time (6% said 'other'). There were no school leaders that said pupils can use their mobile phone anytime at school.

Looking at differences by school type:

- primary school leaders (72%) were statistically significantly more likely than secondary (3%) or special school leaders (51%) to say that pupils must hand in their mobile phone or leave it in a secure place that they cannot access during the school day.
- primary school leaders (20%) were statistically significantly more likely than secondary school leaders (6%) to say that pupils are not allowed to bring their mobile phone on to school grounds.
- secondary school leaders (66%) were statistically significantly more likely than primary (1%) or special school leaders (13%) to say that pupils can bring their mobile phone to school but it must be kept out of sight, and they are not allowed to use it.

**Figure 6: School mobile phone policy (Primary, Secondary and Special school leaders, December 2023)**



**Unweighted base:** All leaders (n=894), primary school leaders (n=419), secondary school leaders (n=304), special school leaders (n=171).

**Source:** SCV Dec 2023. No primary school leaders reported that mobile phones can be used in lessons with permission or at break and lunch time only. "Which of the following best describes how pupils are allowed to use mobile phones whilst at school?".

Pupils in year 7-11 were asked the same questions as school leaders about their school's policy on the use of mobile phones and a follow up question about how often pupils follow the rules on mobile phones. In December 2023, 62% of pupils said that they can bring their mobile phone to school but it must be kept out of sight and they are not allowed to use it, while 16% said they are only allowed to use their mobile phone when a teacher says they can during lessons. One in ten (9%) said they are only allowed to use their mobile phone during break and lunch time and 6% said they are not allowed to bring their mobile phone on to school grounds. One in twenty (5%) said they must hand it in or leave it in a secure place that they cannot access during the school day and 1% said they could use their mobile phone at any time in school.

When asked about how often pupils follow the rules on mobile phones, 5% of pupils said pupils in their school follow the rules 'all of the time', 37% said 'most of the time' and 33% said 'some of the time'. One in twenty (19%) said pupils in their school 'rarely' follow the mobile phone rules, while 4% said they 'never' follow the rules, and 2% said 'don't know'.

Looking at differences by key stage:

- pupils in KS3 (41%) were statistically significantly more likely than pupils in KS4 (31%) to say that pupils in their school followed the rules on mobile phones 'most of the time'.
- pupils in KS4 (24%) were statistically significantly more likely than pupils in KS3 (15%) to say that pupils in their school 'rarely' followed the rules on mobile phones.

## Findings 2: Pupil and parent voice

### Key findings

- In April 2024, 30% of pupils said that their school asks pupils for feedback about behaviour in their school and 44% said they were confident that any feedback they may give regarding behaviour in school would be listened to or acted upon.
- Compared to last year, in April 2024 the proportion of pupils who said that their school asks for feedback about behaviour (30%) has increased from 27% in May 2023.
- Compared to last year, in April 2024 the proportion of pupils who said they were confident their feedback would be listened to or acted upon (44%) has increased from 40% in May 2023.
- In April 2024, the proportion of pupils who agreed they were supportive of their school's behaviour rules (49%) is consistent with May 2023 (49%).
- Compared to last year, the proportion of parents who said they were supportive of the school's behaviour rules (83%) has statistically significantly decreased from 87% in June 2023.

This chapter presents findings on pupil and parental perceptions relating to feedback and communication around behaviour and support for their school's behaviour rules. These questions were asked in April 2024 (pupils) and May 2024 (parents).

### Pupil voice

Pupils were asked questions about the seeking of feedback on behaviour, and confidence that any feedback would be utilised. These questions were asked in April 2024.

Overall, 30% of pupils said that their school asks pupils for feedback about behaviour in their school, whilst 40% said that their school does not do this and 29% did not know. Compared to last year, the proportion of pupils who said their school asks for feedback about behaviour (30%) has increased from 27% in May 2023.

When asked about their confidence in the school acting on any feedback about behaviour, 44% 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 8% felt 'very confident' and 36% felt 'fairly confident') (see Figure 7). Almost half of pupils (47%) said they were not confident that any feedback would be listened to or acted upon (of which

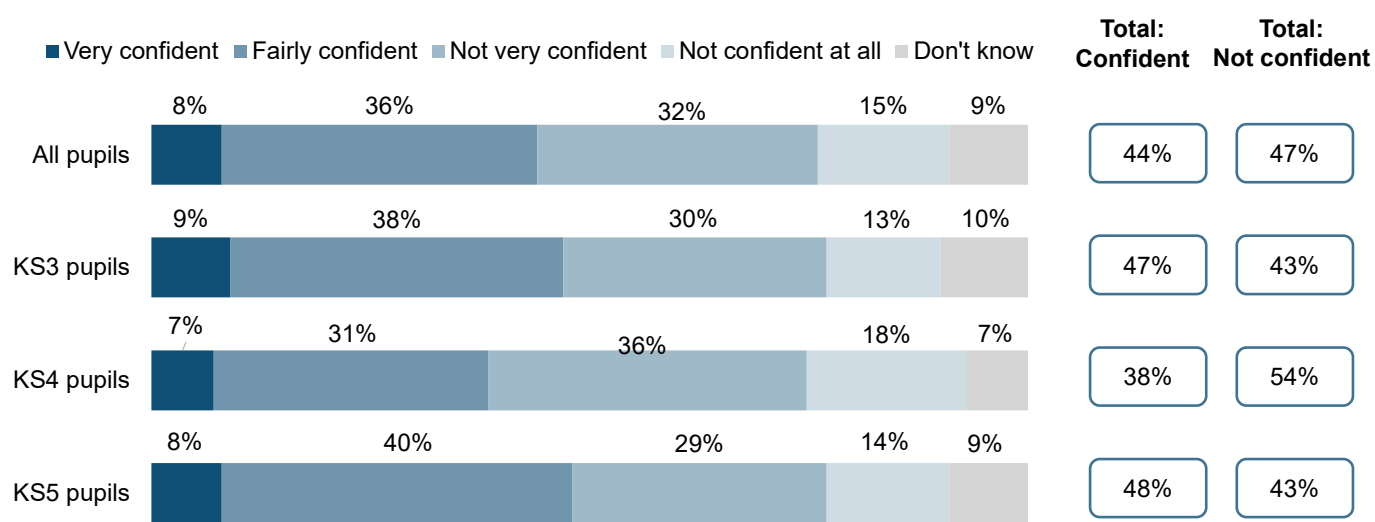


32% felt ‘not very confident’ and 15% ‘not confident at all’) and 9% of pupils responded ‘don’t know’.

Pupils in KS4 (54%) were statistically significantly more likely than pupils in KS3 (43%) or KS5 (43%) to say they were not confident that their school would act on any feedback on behaviour.

Compared to last year, the proportion of pupils who were confident that their feedback about behaviour would be listened to or acted upon (44%) has increased from 40% in May 2023.

**Figure 7: Pupil confidence that their school will listen to or act on behaviour feedback (April 2024)**



**Unweighted base:** All pupils (n=3,706), KS3 pupils (n=1,882), KS4 pupils (n=1,244), KS5 pupils (n=580).  
**Source:** PPLV NBS Apr 2024. Totals may not match exactly due to rounding. “How confident are you that any feedback you may give about behaviour in your school will be listened to / acted upon?”

## Working with parents and pupils

Pupils and parents were asked about communication related to behaviour and pupil/parental support of behaviour rules. These questions were asked in April 2024 (pupils) and May 2024 (parents).

### School communication about pupil behaviour

Parents were asked whether their school communicates with them about their child’s behaviour. Overall, 83% of parents said that the school does communicate with them on

this topic (of which 32% said they receive regular updates and 51% said the school communicates with them only if there are issues with behaviour), while 14% reported that the school does not communicate with them about their child's behaviour and 2% responded 'don't know'.

Parents of secondary school pupils (43%) and parents of special school pupils (50%) were statistically significantly more likely than parents of primary school pupils (23%) to say they receive regular updates on their child's behaviour.

Compared to last year, the proportion of parents who said that the school communicates with them about their child's behaviour (83%) is consistent with June 2023 (81%).

## **Pupil and parent support of the behaviour rules**

Pupils and parents were asked whether they were supportive of the school's behaviour rules. As shown in Figure 8, in April 2024, 49% of pupils agreed that "I am supportive of my school's behaviour rules" (of which 14% responded 'strongly agree' and 35% 'agree'), while 29% neither agreed nor disagreed and 19% disagreed (of which 14% responded 'disagree' and 6% 'strongly disagree'). Pupils in KS5 (61%) were statistically significantly more likely than pupils in KS3 (50%) or KS4 (42%) to agree they were supportive of the school's behaviour rules.

Compared to last year, the proportion of pupils who agreed they were supportive of their school's behaviour rules (49%) is consistent with May 2023 (49%).

When asked whether they were supportive of how their school's behaviour rules were implemented, in April 2024, 46% of pupils agreed that they were supportive, while 20% disagreed and 29% neither agreed nor disagreed. Pupils in KS5 (53%) and pupils in KS3 (49%) were statistically significantly more likely than pupils in KS4 (40%) to agree they were supportive of how the school's behaviour rules were implemented.

Compared to last year, the proportion of pupils who agreed they were supportive of how their school's behaviour rules were implemented (46%) is consistent with May 2023 (47%).

Parents were asked the same questions as pupils about their support for the behaviour rules their child's school had adopted and whether they supported how they were implemented. In May 2024, 83% of parents agreed that "I am supportive of the school's behaviour rules" (of which 44% responded 'strongly agree' and 39% 'agree'), while 7% disagreed (5% 'disagree' and 1% 'strongly disagree') (see Figure 8).

Parents of primary school pupils (88%) were statistically significantly more likely than parents of secondary school pupils (77%) and parents of special school pupils (80%) to agree that they were supportive of the school's behaviour rules.

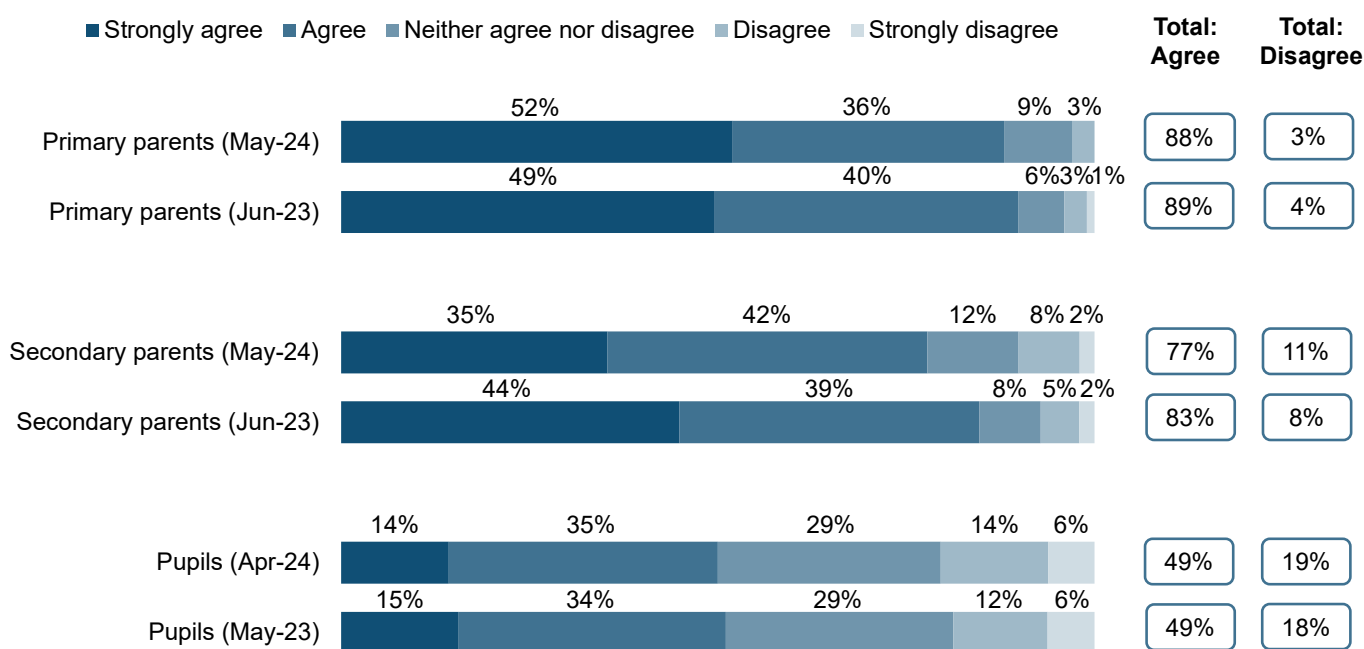
Compared to last year, the proportion of parents who agreed they were supportive of the school's behaviour rules (83%) has statistically significantly decreased from 87% in June 2023.

When asked whether they supported the implementation of the school's behaviour rules, 74% of parents agreed that "I am supportive of how the school's behaviour rules are implemented" (of which 34% responded 'strongly agree' and 40% 'agree'), while 10% disagreed (7% 'disagree' and 3% 'strongly disagree').

Parents of primary school pupils (79%) were statistically significantly more likely than parents of secondary school pupils (67%) to agree that they were supportive of how the school's behaviour rules were implemented.

Compared to last year, the proportion of parents who agreed they were supportive of how the school's behaviour rules were implemented (74%) has decreased from 78% in June 2023.

**Figure 8: Extent to which pupils and parents support the school's behaviour rules (April/May 2024 and May/June 2023)**



**Unweighted base:** Primary parents - May 2024 (n=838) and June 2023 (n=1,678). Secondary parents - May 2024 (n=927) and June 2023 (n=1,616). All pupils year 7-13 - April 2024 (n=3,706) and May 2023 (n=2,521).

**Source:** PPLV May 2024, PPLV NBS Apr 2024, PPLP June 2023, PPLP NBS May 2023). Totals may not match exactly due to rounding. Special school parents are not included because they were not surveyed in academic year 2022/23. "To what extent do you agree or disagree with the following statement: I am supportive of the/my school's behaviour rules".

## Findings 3: School environment and experience

### Key findings

- In May 2024, 81% of school leaders reported that their school had been calm and orderly 'every day' or 'most days' in the past week (versus 53% 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, in May 2024 the proportion of school teachers reporting that their school was calm and orderly 'every day' or 'most days' in the past week (53%) has statistically significantly decreased from 60% in March 2024 and 59% in May 2023.
- In May 2024, 14% of pupils said that they had enjoyed coming to school 'every day' in the past week, whilst 13% said that they had 'never' enjoyed coming to school in the past week.
- When asked how often they felt safe at school, 32% of all pupils said that they had felt safe at school 'every day' in the past week in May 2024. This is a statistically significant decrease from 39% in May 2023.
- In May 2024, 26% of pupils said they felt they belonged at their school on 'every day' in the past week, whilst 10% said that they had 'never' felt they belonged in the past week.
- In April 2024, 75% of pupils felt they were motivated to learn. This has statistically significantly increased from 71% in May 2023.

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.

### 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 December 2023, March 2024, and May 2024.

For school leaders in May 2024 (see Table 8):

- 81% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.

- 96% reported that their school was a safe environment for pupils ‘every day’ or ‘most days’ in the past week.
- 95% 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.

**Table 8: Frequency of positive behaviour culture experiences in the past week  
(School leader views, May 2024)**

	<b>Every day</b>	<b>Most days</b>	<b>Some days</b>	<b>Never</b>	<b>Total: Every day/most days</b>
<b>My school has been calm and orderly</b>	35%	46%	17%	2%	81%
<b>My school has been a safe environment for pupils</b>	72%	25%	4%	0%	96%
<b>School staff have been respectful to each other</b>	60%	35%	5%	0%	95%
<b>Pupils have been respectful to each other</b>	34%	54%	11%	0%	88%

**Unweighted base:** All leaders (n=846).

**Source:** SCV May 2024. Totals may not match exactly due to rounding. “Thinking about the past week of term, how often would you say...My school has been calm and orderly/My school has been a safe environment for pupils/School staff have been respectful to each other/Pupils have been respectful to each other.”

Looking at differences by school type:

- primary school leaders (87%) were statistically significantly more likely than secondary school leaders (72%) or special school leaders (74%) to report that their school had been calm and orderly ‘every day’ or ‘most days’ in the past week.
- primary school leaders (91%) were statistically significantly more likely than secondary school leaders (83%) to report that pupils had been respectful to each other ‘every day’ or ‘most days’ in the past week.

Compared with previous survey waves, in May 2024:

- the proportion of school leaders reporting that their school had been calm and orderly 'every day' or 'most days' (81%) has decreased from 85% in March 2024 and 84% in May 2023.
- the proportion of school leaders who responded 'every day' or 'most days' to the remaining questions on staff respect, pupil respect and safety were consistent with May 2023 and March 2024.

For school teachers in May 2024 (see Table 9):

- 53% reported that their school had been calm and orderly 'every day' or 'most days' in the past week.
- 85% reported that their school was a safe environment for pupils 'every day' or 'most days' in the past week.
- 89% reported that school staff had been respectful to each other 'every day' or 'most days' in the past week.
- 67% reported that pupils had been respectful to each other 'every day' or 'most days' in the past week.

**Table 9: Frequency of positive behaviour culture experiences in the past week  
(School teacher views, May 2024)**

	<b>Every day</b>	<b>Most days</b>	<b>Some days</b>	<b>Never</b>	<b>Don't know</b>	<b>Total: Every day/most days</b>
<b>My school has been calm and orderly</b>	10%	42%	39%	8%	1%	53%
<b>My school has been a safe environment for pupils</b>	49%	35%	14%	1%	1%	85%
<b>School staff have been respectful to each other</b>	47%	41%	10%	0%	1%	89%
<b>Pupils have been respectful to each other</b>	12%	54%	31%	2%	1%	67%

**Unweighted base:** All teachers (n=1,548).

**Source:** SCV May 2024. Totals may not match exactly due to rounding. "Thinking about the past week of term, how often would you say...My school has been calm and orderly/My school has been a safe environment for pupils/School staff have been respectful to each other/Pupils have been respectful to each other."

Looking at differences by school type:

- primary school teachers (58%) were statistically significantly more likely than secondary school teachers (48%) or special school teachers (47%) to report that their school had been calm and orderly 'every day' or 'most days'.
- primary school teachers (88%) were statistically significantly more likely than secondary school teachers (81%) to report that their school had been a safe environment for pupils 'every day' or 'most days' in the past week.
- secondary school teachers (90%) were statistically significantly more likely than special school teachers (82%) to report that school staff had been respectful to each other 'every day' or 'most days'.

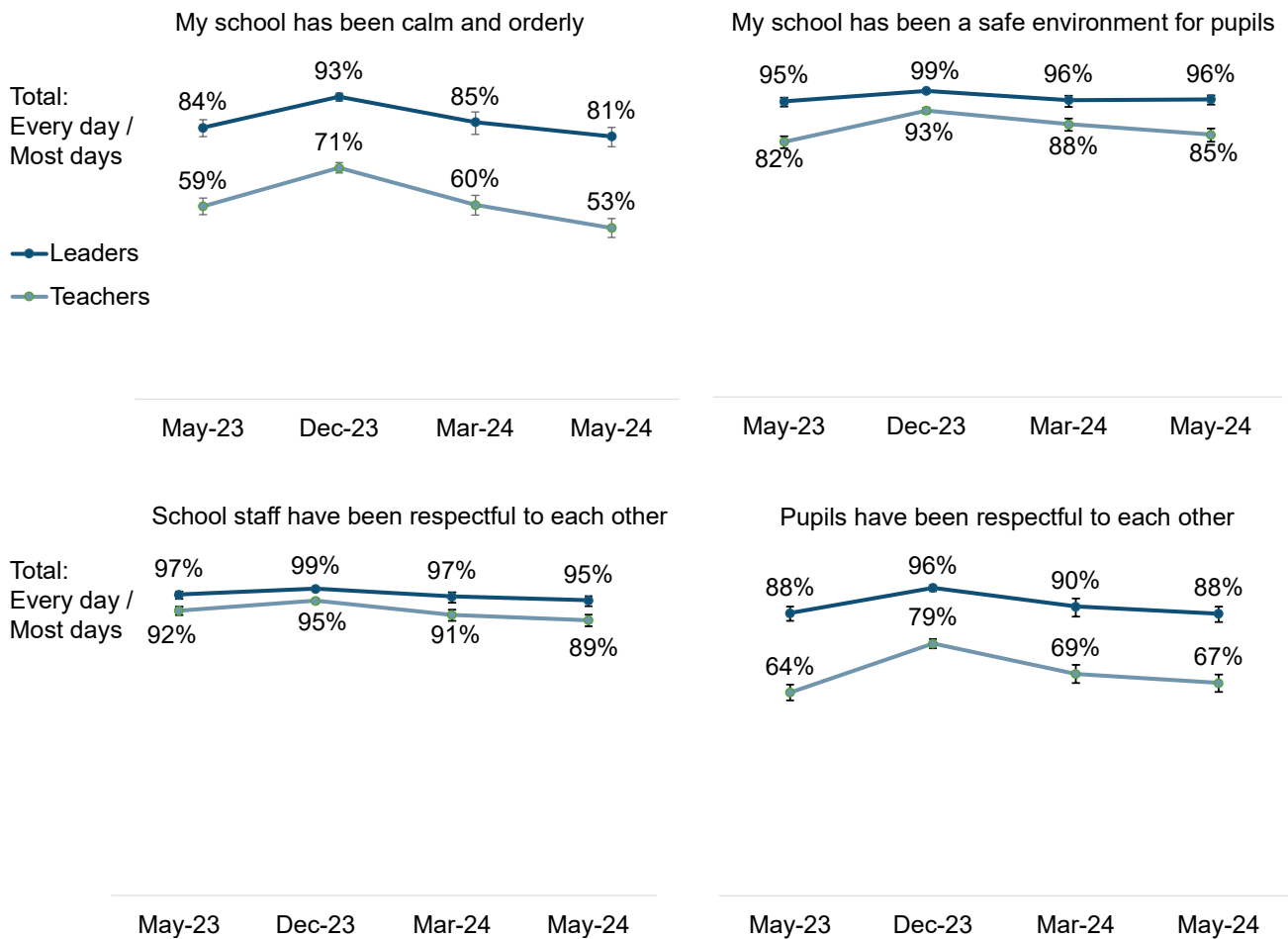
Compared with previous survey waves, in May 2024:

- the proportion of school teachers reporting that their school was calm and orderly 'every day' or 'most days' in the past week (53%) has statistically significantly decreased from 60% in March 2024 and 59% in May 2023.
- the proportion of school teachers reporting that their school was a safe environment for pupils (85%) has decreased from 88% in March 2024 but has increased from 82% in May 2023.
- the proportion of school teachers reporting that school staff had been respectful to each other 'every day' or 'most days' in the past week (89%) is consistent with March 2024 (91%) but has decreased from 92% in May 2023.
- the proportion of school teachers reporting that pupils were respectful to each other 'every day' or 'most days' in the past week (67%) is consistent with March 2024 (69%) but has increased from 64% in May 2023.

School teacher views on the behaviour culture statements were less positive than school leader views. For every statement, school leaders were statistically significantly more likely than teachers to say that these positive behaviours happened 'every day' or 'most days' in their school in the past week (see Figure 9).



**Figure 9: Frequency of positive behaviour culture experiences in the past week  
(School leader and teacher views, May 2023 – May 2024)**



**Unweighted base:** May 2024 – all leaders (n=846) and all teachers (n=1,548). March 2024 – all leaders (n=507) and all teachers (n=1,307). December 2023 – all leaders (n=1,790) and all teachers (n=3,614). May 2023 – all leaders (n=780) and all teachers (n=1,478).

**Source:** SCV May 2024, SCV Mar 2024, SCV Dec 2023, SCP NBS May 2023. Special school leaders and teachers not included in May 2023 data. “Thinking about the past week, how often would you say.... My school has been calm and orderly/My school has been a safe environment/School staff have been respectful to each other/Pupils have been respectful to each other?”

For pupils in May 2024 (see Table 10):

- 54% reported that their school had been calm and orderly ‘every day’ or ‘most days’ in the past week.
- 84% reported that school staff had been respectful to each other ‘every day’ or ‘most days’ in the past week.
- 43% reported that pupils had been respectful to each other ‘every day’ or ‘most days’ in the past week.

**Table 10: Frequency of positive behaviour culture experiences in the past week  
(Pupil views, May 2024)**

	<b>Every day</b>	<b>Most days</b>	<b>Some days</b>	<b>Never</b>	<b>Don't know</b>	<b>Total: Every day/most days</b>
<b>My school has been calm and orderly</b>	11%	43%	34%	10%	2%	54%
<b>School staff have been respectful to each other</b>	50%	34%	10%	1%	6%	84%
<b>Pupils have been respectful to each other</b>	7%	37%	46%	10%	2%	43%

**Unweighted base:** All pupils in year 7-13 (n=2,312).

**Source:** PPLV May 2024. Totals may not match exactly due to rounding. "Thinking about the past week of term, how often would you say...My school has been calm and orderly/You have felt safe at school/School staff have been respectful to each other/Pupils have been respectful to each other."

When comparing pupil key stage groups on these questions:

- pupils in KS5 (65%) were statistically significantly more likely than pupils in Key KS3 (54%) and KS4 (52%) to report that their school had been calm and orderly 'every day' or 'most days' in the past week.
- pupils in KS5 (68%) were statistically significantly more likely than pupils in Key KS3 (44%) and KS4 (38%) to report that pupils had been respectful to each other 'every day' or 'most days' in the past week.

Compared with previous survey waves:

- the proportion of pupils who reported that their school had been calm and orderly 'every day' or 'most days' in the past week (54%) has increased from 50% in March 2024 but is consistent with May 2023 (54%).
- the proportion of pupils who said that school staff had been respectful to each other 'every day' or 'most days' in the past week (84%) is consistent with March 2024 (82%) and May 2023 (86%).
- the proportion of pupils who said that pupils had been respectful to each other 'every day' or 'most days' in the past week (43%) is consistent with March 2024 (45%) but has statistically significantly decreased from 49% in May 2023.

When comparing just secondary school leaders and teachers with year 7-13 pupils on responses to the 4 behaviour culture statements in May 2024:

- secondary school leaders (72%) were statistically significantly more likely than secondary school teachers (48%) or pupils in year 7-13 (54%) to say their school had been calm and orderly 'every day' or 'most days' in the past week.
- secondary school leaders (96%) and secondary teachers (90%) were statistically significantly more likely than pupils in year 7-13 (84%) to say that school staff had been respectful to each other 'every day' or 'most days' in the past week.
- secondary school leaders (83%) were statistically significantly more likely than secondary school teachers (64%) and pupils in year 7-13 (43%) to say that pupils had been respectful to each other 'every day' or 'most days' in the past week. In turn, secondary teachers were statistically significantly more likely to report this than pupils.

## School belonging

Pupils and parents were asked a series of questions relating to school enjoyment, safety and belonging. These questions were asked in December 2023, March 2024, and May 2024.

As shown in Table 11, pupils were asked how much they had enjoyed coming to school over the past week. Overall, in May 2024, 14% of pupils said that they had enjoyed coming to school 'every day' in the past week, whilst 13% said that they had 'never' enjoyed coming to school in the past week. Around a third of pupils (35%) said they had enjoyed coming to school on 'most days' whilst 37% responded 'some days' (1% responded 'don't know').

**Table 11: Frequency of pupils enjoying school in the past week (Pupil views, May 2024)**

	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
<b>All pupils</b>	14%	35%	37%	13%	1%	49%
<b>KS3 pupils</b>	14%	35%	39%	12%	1%	49%
<b>KS4 pupils</b>	14%	34%	35%	16%	1%	48%
<b>KS5 pupils</b>	13%	41%	37%	8%	1%	54%

**Unweighted base:** All pupils in year 7-13 (n=2,312).

**Source:** PPLV May 2024. Totals may not match exactly due to rounding. "Thinking about the past week of term, how often would you say you have enjoyed coming to school?"

Pupils in KS4 (16%) were statistically significantly more likely than pupils in KS5 (8%) to say they had ‘never’ enjoyed coming to school in the past week.

Compared with previous survey waves, the proportion of pupils who said they had enjoyed coming to school ‘every day’ or ‘most days’ in the past week (49%) has decreased from 53% in March 2024 but increased from 43% in May 2023 (see Figure 10).

When asked how often they felt safe at school, 32% of all pupils said that they had felt safe at school ‘every day’ in the past week in May 2024 (see Table 12). Forty-one per cent said they had felt safe on ‘most days’, while 21% felt safe on ‘some days’ and 4% said that they had ‘never’ felt safe in the past week (1% responded ‘don’t know’).

Pupils in KS5 (50%) were statistically significantly more likely than pupils in KS3 (33%) and KS4 (28%) to say they felt safe ‘every day’ in the past week.

Compared with previous survey waves, the proportion of pupils who said they felt safe at school ‘every day’ in the past week (32%) has decreased from 35% in March 2024 and statistically significantly decreased from 39% in May 2023.

**Table 12: Frequency of pupils feeling safe in school in the past week (Pupil views, May 2024)**

	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
<b>All pupils</b>	32%	41%	21%	4%	1%	73%
<b>KS3 pupils</b>	33%	39%	22%	5%	1%	72%
<b>KS4 pupils</b>	28%	45%	22%	3%	2%	73%
<b>KS5 pupils</b>	50%	38%	8%	3%	1%	88%

**Unweighted base:** All pupils in year 7-13 (n=2,312).

**Source:** PPLV May 2024. Totals may not match exactly due to rounding. “Thinking about the past week of term, how often would you say you have felt safe at school?”

Pupils were also asked how often they felt they belonged at their school. In May 2024, 26% of pupils said they felt they belonged at their school ‘every day’ in the past week, 31% said they felt they belonged ‘most days’, 30% said they felt they belonged on ‘some days’, while 10% said that they had ‘never’ felt they belonged in the past week (2% responded ‘don’t know’) (see Table 13).

**Table 13: Frequency of pupils feeling they belong at school in the past week (Pupil views, May 2024)**

	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
<b>All pupils</b>	26%	31%	30%	10%	2%	57%
<b>KS3 pupils</b>	29%	29%	32%	8%	2%	58%
<b>KS4 pupils</b>	22%	33%	28%	14%	2%	55%
<b>KS5 pupils</b>	25%	41%	24%	7%	3%	66%

**Unweighted base:** All pupils in year 7-13 (n=2,312).

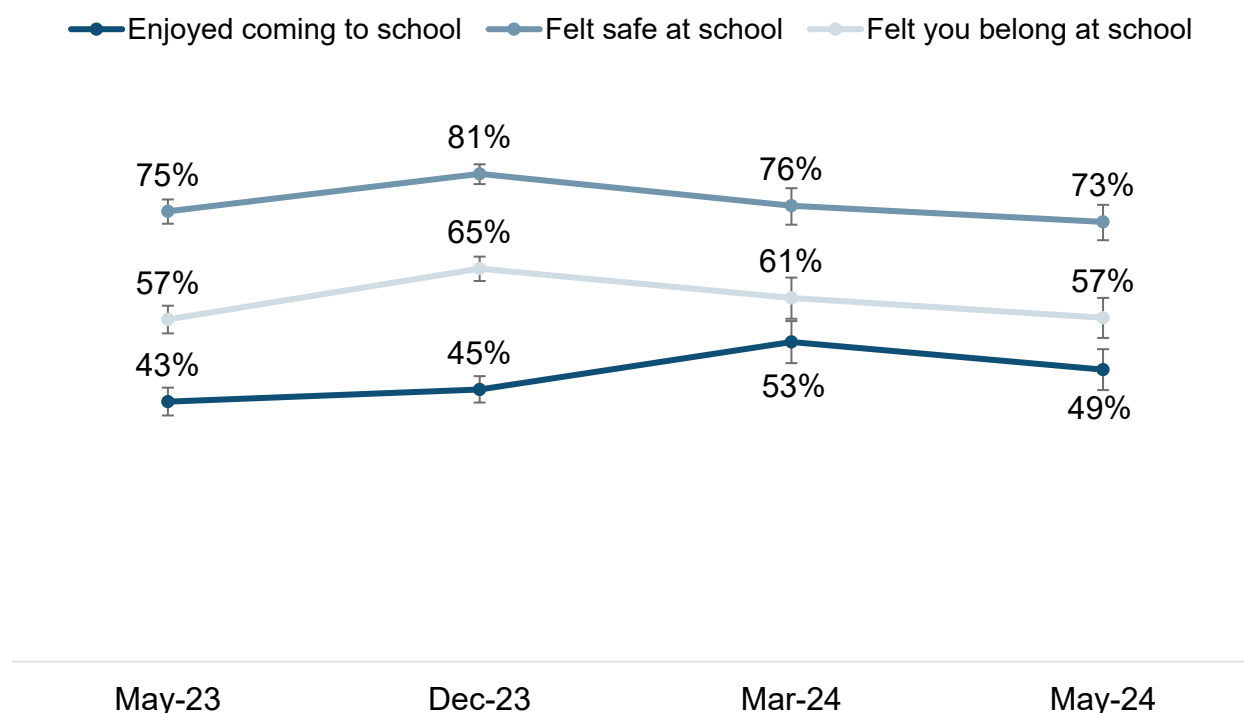
**Source:** PPLV May 2024. Totals may not match exactly due to rounding. "Thinking about the past week of term, how often would you say you have felt you belong at your school?"

When comparing pupil key stage groups on these questions:

- pupils in KS5 (66%) were statistically significantly more likely than pupils in KS4 (55%) to say they felt they belonged at their school 'every day' or 'most days' in the past week.
- pupils in KS4 (14%) were statistically significantly more likely than pupils in KS3 (8%) or KS5 (7%) to say they felt they 'never' belonged at their school in the past week.

Compared with previous survey waves, the proportion of pupils who said they felt they belonged at their school 'every day' or 'most days' (57%) has decreased from 61% in March 2024 but is consistent with May 2023 (57%) (see Figure 10).

**Figure 10: Pupil perceptions of enjoyment, safety and belonging at school ‘every day’ or ‘most days’ in the past week (May 2023 – May 2024)**



**Unweighted base:** All pupils in year 7-13 (May 2024 (n=2,312), March 2024 (n=1,903), May 2023 (n=2,521)). All pupils in year 7-11 (December 2023 (n=3,976)).

**Source:** PPLV May 2024, PPLV Mar 2024, PPLV Dec 2023, PPLP NBS May 2023. “Thinking about the past week of term, how often would you say you have...Enjoyed coming to school/Felt safe at school/Felt you belong at school?”

Parents were also asked how often their child had enjoyed going to school and felt safe at school over the past week. As shown in Table 14, in May 2024, 34% of parents reported that their child had enjoyed going to school ‘every day’ in the past week, 40% reported that their child enjoyed going to school on ‘most days’, and 20% reported that their child enjoyed going to school on ‘some days’. Only 5% of parents reported that their child had ‘never’ enjoyed going to school over the past week (1% responded ‘don’t know’).

Parents of secondary school pupils (64%) were statistically significantly less likely than parents of primary school pupils (83%) and parents of special school pupils (74%) to say that their child had enjoyed going to school ‘every day’ or ‘most days’ in the past week. In turn, parents of special school pupils were statistically significantly less likely than parents of primary school pupils to say this.

Compared with previous survey waves, the proportion of parents who said their child had enjoyed going to school ‘every day’ or ‘most days’ in the past week (74%) has decreased from 78% in March 2024 and 79% in June 2023.

**Table 14: Frequency of pupils enjoying school in the past week (Parent views, May 2024)**

	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
<b>All parents</b>	34%	40%	20%	5%	1%	74%
<b>Primary parents</b>	43%	40%	14%	3%	0%	83%
<b>Secondary parents</b>	23%	41%	28%	7%	1%	64%
<b>Special school parents</b>	48%	26%	18%	7%	1%	74%

**Unweighted base:** All parents (n=2,289), primary parents (n=838), secondary parents (n=927), special school parents (n=524).

**Source:** PPLV May 2024. Totals may not match exactly due to rounding. "Thinking about the past week of term, how often would you say [pupil name] has enjoyed going to school?"

In May 2024, 59% of parents reported that their child had felt safe at school 'every day' over the past week, 30% reported their child had felt safe on 'most days', 8% reported their child had felt safe on 'some days' and 1% said their child had 'never' felt safe at school over the past week (1% responded 'don't know') (see Table 15).

Parents of primary school pupils (71%) were statistically significantly more likely than parents of secondary school pupils (45%) and parents of special school pupils (56%) to say their child had felt safe 'every day' in the past week. In turn, parents of special school pupils were statistically significantly more likely to say this than parents of secondary school pupils.

Compared with previous survey waves, the proportion of parents who said their child had felt safe at school 'every day' or 'most days' in the past week (89%) is consistent with March 2024 (88%) and June 2023 (89%)

**Table 15: Frequency of pupils feeling safe in school in the past week (Parent views, May 2024)**

	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
<b>All parents</b>	59%	30%	8%	1%	1%	89%
<b>Primary parents</b>	71%	22%	5%	1%	1%	93%
<b>Secondary parents</b>	45%	40%	12%	2%	1%	85%
<b>Special school parents</b>	56%	26%	8%	4%	6%	82%

**Unweighted base:** All parents (n=2,289), primary parents (n=838), secondary parents (n=927), special school parents (n=524).

**Source:** PPLV May 2024. Totals may not match exactly due to rounding. "Thinking about the past week of term, how often would you say [pupil name] has felt safe at school?"

## School connectedness

Pupils were asked (in December 2023, March 2024 and May 2024) to what extent - on a scale of 1 (never) to 5 (always) - they felt they had an adult at school who:

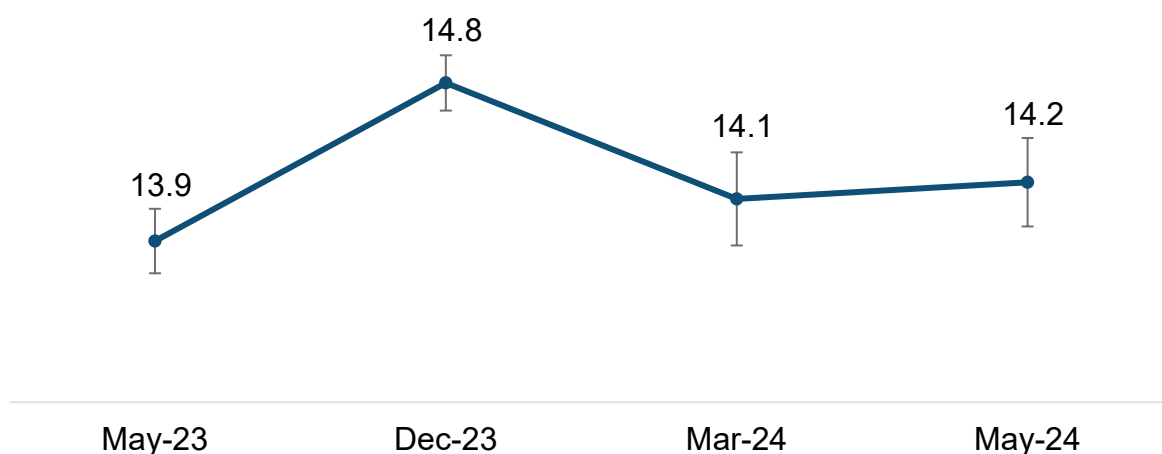
- ...really cares about me
- ...tells me when I do a good job
- ...listens to me when I have something to say
- ...believes that I will be a success

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 2024, year 7-13 pupils had a mean score of 14.2.

Compared with previous survey waves (see Figure 11), the overall pupil school connectedness mean score is consistent with March 2024 (14.1) and May 2023 (13.9).



**Figure 11: Pupil school connectedness score across survey waves (May 2023 – May 2024)**



**Unweighted base:** All pupils in year 7-13 (May 2024 (n=2,312), March 2024 (n=1,903), May 2,023 (n=2,521)). All pupils in year 7-11 (December 2023 (n=3,976)).

**Source:** PPLV May 2024, PPLV Mar 2024, PPLV Dec 2023, PPLP NBS May 2023. “At school/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 April 2024, 75% of pupils said they were motivated to learn, of which 18% said that they were ‘very motivated’ and 58% ‘fairly motivated’. Around a fifth (19%) said that they were ‘not very motivated’ and 5% said that they were ‘not at all motivated’ (1% responded ‘don’t know’).

Pupils in KS5 (25%) were statistically significantly more likely than pupils in KS3 (15%) to say that they were ‘very motivated’ to learn.

Compared to last year, the proportion of pupils who felt motivated to learn (75%) has statistically significantly increased from 71% in May 2023.

## Findings 4: Frequency and impact of misbehaviour

### Key findings

- In May 2024, 72% of school leaders reported that pupil behaviour was either 'very good' or 'good' in the past week (versus 46% of teachers). For pupils, 40% said that behaviour had been 'very good' or 'good' in the past week. Compared to previous years, this is a statistically significant decrease for school leaders and teachers from May 2023 (from 82% and 55% respectively).
- In May 2024, 76% of teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons in the past week. This is consistent with 74% reporting this in May 2023.
- On average, in May 2024, teachers reported that for every 30 minutes of lesson time, 7 minutes were lost due to misbehaviour. This is consistent with 7 minutes reported lost in May 2023.
- In May 2024, the proportion of teachers reporting that more than 10 minutes were lost due to pupil misbehaviour per 30 minutes of lesson time (9%) is consistent with March 2024 (10%) but has decreased from 12% in May 2023.
- In May 2024, 78% of teachers and 58% of school leaders reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week.
- Overall, 24% 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 (46% for those bullied in person; 39% 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 December 2023, March 2024 and May 2024.

In May 2024, 72% of school leaders reported that pupil behaviour was either 'very good' or 'good' and 11% of school leaders reported that behaviour had been 'poor' or 'very poor'. Primary school leaders (81%) and special school leaders (77%) were statistically significantly more likely than secondary school leaders (56%) to report pupils' behaviour

as 'very good' or 'good'. Conversely, secondary school leaders (18%) were statistically significantly more likely than primary school leaders (7%) and special school leaders (5%) to report pupils' behaviour as 'poor' or 'very poor'.

For teachers, 46% reported that pupil behaviour was 'very good' or 'good' in May 2024, whilst 33% said it was 'poor' or 'very poor'. Primary school teachers (51%) were statistically significantly more likely than secondary school teachers (40%) to report pupils' behaviour as 'very good' or 'good', whilst secondary school teachers (39%) were statistically significantly more likely than primary school teachers (28%) to report pupils' behaviour as 'poor' or 'very poor'.

Teachers (46%) were statistically significantly less likely than school leaders (72%) to report that pupil behaviour was 'very good' or 'good' in the past week in May 2024 and statistically significantly more likely (33%) than school leaders (11%) to report that pupil behaviour was 'poor' or 'very poor'.

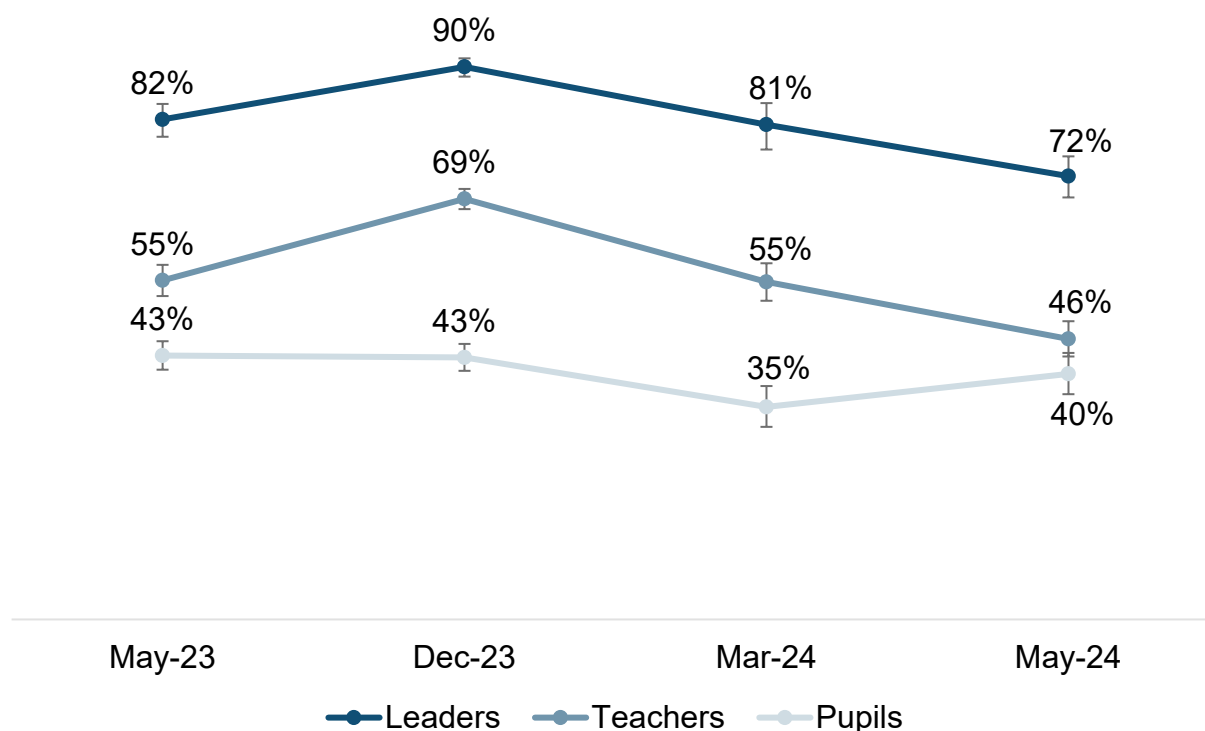
In May 2024, 40% of pupils reported that pupil behaviour had been 'very good' or 'good' in the past week, whilst 22% said that behaviour was 'poor' or 'very poor' (35% said that the behaviour of pupils in their school had been 'neither good nor poor'). Pupils in KS5 (64%) were statistically significantly more likely than pupils in KS4 (40%) or KS3 (38%) 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 2024:

- secondary school leaders (56%) were statistically significantly more likely than secondary school teachers (40%) and pupils (40%) to say that the behaviour of pupils in their school had been 'very good' or 'good' in the past week.
- secondary school teachers (39%) were statistically significantly more likely than secondary school leaders (18%) and pupils (22%) to say that behaviour had been 'poor' or 'very poor' in the past week.

Figure 12 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 May 2023.

**Figure 12: Ratings of pupil behaviour as ‘good’ or ‘very good’ across survey waves (Leader, teacher and pupil views, May 2023 – May 2024)**



**Unweighted base:** May 2024 – all leaders (n=846), all teachers (n=1,548) and all pupils in year 7-13 (n=2,312). March 2024 – all leaders (n=507), all teachers (n=1,307) and all pupils in year 7-13 (n=1,903). December 2023 – all leaders (n=1,790), all teachers (n=3,614) and all pupils in year 7-11 (n=3,976). May 2023 – all leaders (n=780), all teachers (n=1,478) and all pupils in year 7-13 (n=2,521).

**Source:** SCV and PPLV May 2024, SCV and PPLV Mar 2024, SCV and PPLV Dec 2023, SCP and PPLP NBS May 2023. Special school leaders and teachers not included in May 2023 data. “Thinking about the past week of term, or the last week you were in school, would you say that behaviour of pupils at your school was...?”

Compared with previous survey waves, in May 2024:

- the proportion of school leaders reporting that pupil behaviour was ‘very good’ or ‘good’ (72%) has statistically significantly decreased from 82% in May 2023.
- the proportion of teachers reporting that pupil behaviour was ‘very good’ or ‘good’ (46%) has statistically significantly decreased from 55% in May 2023.
- the proportion of teachers reporting that pupil behaviour was ‘poor’ or ‘very poor’ (33%) has statistically significantly increased from 23% in May 2023.

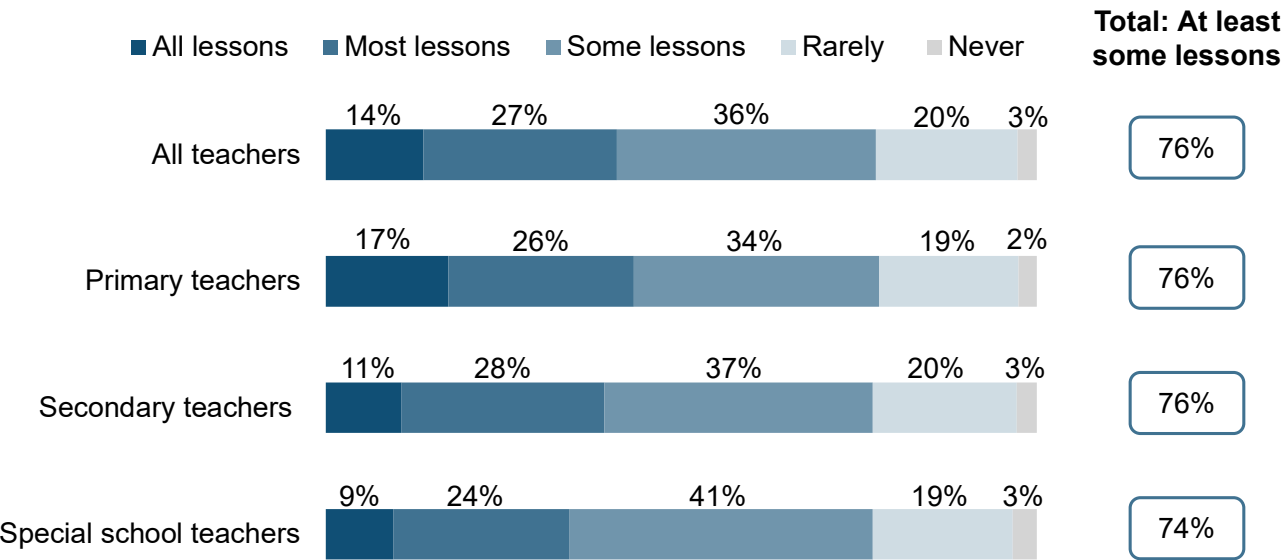
# Frequency and impact of misbehaviour

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 December 2023, March 2024 and May 2024.

School leaders and teachers were asked how often pupil misbehaviour stopped or interrupted teaching or learning. In May 2024, 38% of school leaders reported that misbehaviour stopped or interrupted teaching in at least some lessons (of which 2% reported this happened in ‘all lessons’, 10% in ‘most lessons’ and 26% in ‘some lessons’).

As shown in Figure 13, in May 2024, 76% of teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons (of which 14% reported this happened in ‘all lessons’, 27% in ‘most lessons’ and 36% in ‘some lessons’).

**Figure 13: Extent to which teachers felt misbehaviour stopped or interrupted teaching or learning in the past week (May 2024)**



**Unweighted base:** All teachers (n=1,548), primary teachers (n=633), secondary teachers (n=547) and special school teachers (n=368).

**Source:** SCV May 2024. Totals may not match exactly due to rounding. “Now we want you to think about the lessons you taught during the past week of term. Thinking about pupils’ behaviour in these lessons, in how many did pupil misbehaviour stop or interrupt teaching or learning?”

Compared with previous survey waves:

- the proportion of leaders reporting that misbehaviour had interrupted teaching in the past week in at least some lessons (38%) is consistent with March 2024 (40%).<sup>19</sup>
- the proportion of teachers reporting that misbehaviour had interrupted teaching in the past week in at least some lessons (76%) is consistent with March 2024 (76%) and May 2023 (74%).

School leaders and teachers that had taught lessons that had been interrupted in the past week were asked how many minutes they thought were lost due to misbehaviour for every 30 minutes of teaching/lesson time. On average, in May 2024, school leaders reported that 5 minutes were lost for every 30 minutes of lesson time and teachers reported that 7 minutes were lost for every 30 minutes of lesson time<sup>20</sup>.

Special school teachers reported that statistically significantly more minutes were lost due to misbehaviour than primary school teachers or secondary school teachers (10 minutes vs 7 minutes).

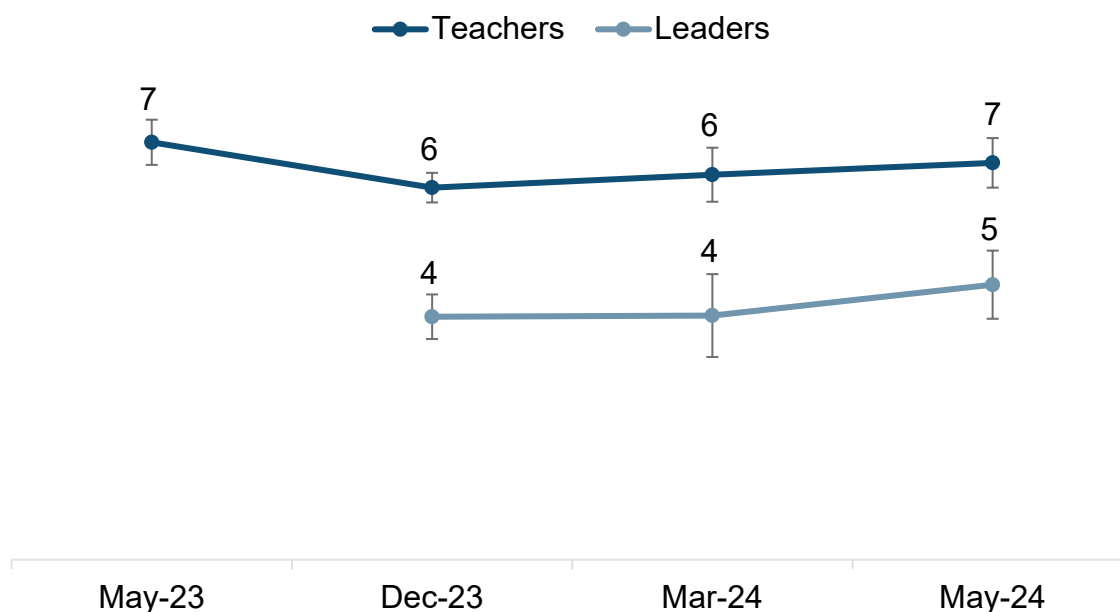
Compared with previous survey waves, the number of minutes that teachers reported were lost due to misbehaviour for every 30 minutes of lesson time (7 minutes) was consistent with March 2024 (6 minutes) and May 2023 (7 minutes) (see Figure 14).

---

<sup>19</sup> Leaders were not asked this question in May 2023 and therefore no annual comparison has been made.

<sup>20</sup> Rounded to the nearest whole minute

**Figure 14: Minutes lost due to misbehaviour per 30 minutes of teaching time across survey waves (Teacher and leader views, May 2023 – May 2024)**



**Unweighted base:** All leaders who have taught lessons that have been interrupted in the past week - May 2024 (n=586) and Dec 2023 (n=1,241). All leaders who taught lessons in the past week – Mar 2024 (n=412). All teachers who have taught lessons that have been interrupted in the past week - May 2024 (n=1,466) and Dec 2023 (n=3,391). All teachers who taught lessons in the past week – Mar 2024 (n=1,280) and May 2023 (n=1,444).

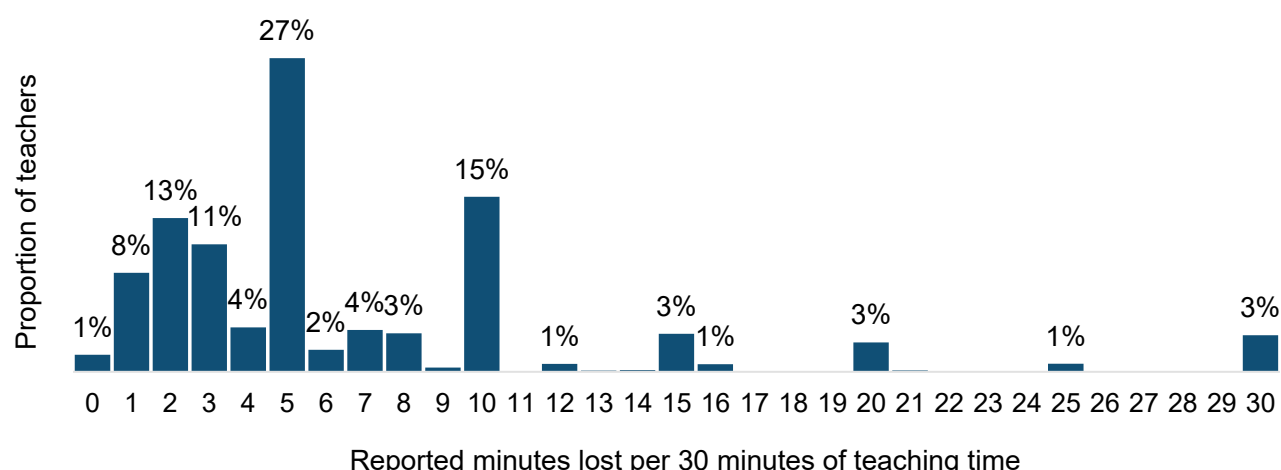
**Source:** SCV May 2024, SCV Mar 2024, SCV Dec 2023, SCP NBS May 2023. Special school leaders and teachers not included in May 2023 data. “Thinking about the lessons you taught during the past week of term, how many minutes do you think were lost due to misbehaviour per 30 minutes of teaching/lesson time?”

Overall, in May 2024, 60% of school leaders reported that between 1 and 10 minutes were lost per 30 minutes of teaching time, while 3% reported that more than 10 minutes were lost due to pupil misbehaviour. Six per cent of school leaders reported that no time was lost to misbehaviour in the past week.

Secondary school leaders (70%) were statistically significantly more likely than primary school leaders (55%) or special school leaders (42%) to report that between 1 and 10 minutes of teaching time were lost due to misbehaviour in the past week.

Overall, in May 2024, 72% of teachers reported that between 1 and 10 minutes were lost per 30 minutes of teaching time, while 9% reported that more than 10 minutes were lost due to pupil misbehaviour. Only 1% of teachers reported that no time was lost to misbehaviour in the past week. As shown in Figure 15, 15% of teachers reported that 10 minutes were lost due to pupil misbehaviour.

**Figure 15: Frequency of reported minutes lost due to pupil misbehaviour per 30 minutes of teaching time (Teacher views, May 2024)**



**Unweighted base:** All teachers who taught lessons that had been interrupted in the past week of term (n=1,466).

**Source:** SCV May 2024. Percentages may not match exactly due to rounding. "Thinking about the lessons you taught during the past week of term, how many minutes do you think were lost due to misbehaviour per 30 minutes of teaching/lesson time?"

Secondary school teachers (79%) were statistically significantly more likely than primary (67%) or special school teachers (45%) to report that between 1 and 10 minutes of teaching time were lost due to misbehaviour in the past week. Special school teachers (18%) were statistically significantly more likely than primary school teachers (9%) or secondary school teachers (9%) to say that more than 10 minutes were lost per 30 minutes of teaching time.

Compared with previous survey waves, in May 2024:

- the proportion of leaders reporting that between 1 and 10 minutes of teaching time were lost due to misbehaviour (60%) is consistent with March 2024 (60%).<sup>21</sup>
- the proportion of leaders reporting that more than 10 minutes were lost due to pupil misbehaviour per 30 minutes of lesson time (3%) is consistent with March 2024 (5%).<sup>22</sup>
- the proportion of teachers reporting that between 1 and 10 minutes were lost due to pupil misbehaviour (72%) is consistent with March 2024 (70%) and with May 2023 (72%).
- the proportion of teachers reporting that more than 10 minutes were lost due to pupil misbehaviour per 30 minutes of lesson time (9%) is consistent with March 2024 (10%) but has decreased from 12% in May 2023.

<sup>21</sup> Leaders were not asked this question in May 2023 and therefore no annual comparison has been made.

<sup>22</sup> Leaders were not asked this question in May 2023 and therefore no annual comparison has been made.



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 2024, 73% of pupils reported that misbehaviour had interrupted their work in at least some lessons (of which 7% reported this happened in 'all lessons', 27% in 'most lessons' and 39% in 'some lessons'). Only 4% of pupils said that lessons had 'never' been interrupted by misbehaviour in the past week (20% said 'rarely').

When comparing pupil key stage groups on this question:

- pupils in KS3 (77%) and KS4 (73%) were statistically significantly more likely than pupils in KS5 (32%) to say that misbehaviour had stopped or interrupted their work in at least some lessons in the past week.
- pupils in KS3 (8%) were statistically significantly more likely than pupils in KS5 (3%) to say that misbehaviour stopped or interrupted all of their lessons or work in the past week.

Compared with previous survey waves, the proportion of pupils reporting that misbehaviour had interrupted their work in at least some lessons over the past week (73%) has increased from 67% in March 2024 and 69% in May 2023.

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 2024, 65% of pupils reported that the misbehaviour had been quickly addressed (of which 12% responded 'very quickly' and 53% 'fairly quickly') whereas 22% said that the misbehaviour had been addressed 'not very quickly' and 6% said that it had been addressed 'not quickly at all'. The remainder were either unsure (2%) or said that it varied too much to say (5%).

Pupils in KS5 (75%) were statistically significantly more likely than pupils in KS4 (63%) to say that the misbehaviour had been quickly addressed.

Compared with previous survey waves, the proportion of pupils who said that the misbehaviour had been quickly addressed (65%) has increased from 61% in March 2024 but is consistent with May 2023 (67%).

## Types of disruptive behaviour

Pupils were asked an additional question about how frequently specific disruptive behaviours had occurred in lessons in the past week. As shown in Table 16, in April 2024, pupils were most likely to report talking (92%), arriving to lessons late (79%) and shouting out (76%) as behaviours that occurred when they were not supposed to in at least some lessons. Less frequently reported behaviours included answering back or

challenging instructions (62% of pupils reported this in at least some lessons), using mobile phones when not supposed to (56%) and throwing things non-aggressively (47%).

**Table 16: Frequency of types of pupil misbehaviour in the past week (Pupil views, April 2024)**

	All lessons	Most lessons	Some lessons	Rarely	Never	Total: At least some lessons
<b>Talking</b>	31%	37%	24%	5%	1%	92%
<b>Arriving to lessons late</b>	14%	27%	38%	17%	2%	79%
<b>Shouting out</b>	16%	28%	32%	17%	5%	76%
<b>Answering back / challenging instructions</b>	8%	20%	35%	26%	9%	62%
<b>Using mobile phones</b>	11%	17%	29%	25%	15%	56%
<b>Throwing things (non-aggressively)</b>	5%	12%	30%	33%	18%	47%

**Unweighted base:** All pupils in year 7-13 (n=3,706).

**Source:** PPLV NBS Apr 2024. Totals may not match exactly due to rounding. "Thinking about the lessons/classes you attended during the past week of term, how often, if at all, did the following occur when it was not supposed to...Pupils talking/pupils arriving to lessons late/pupils shouting out/pupils answering back or challenging instructions/pupils using mobile phones/pupils throwing things (non-aggressively)?"

When comparing pupil key stage groups on these questions:

- for talking, pupils in KS3 (94%) and KS4 (92%) were statistically significantly more likely than pupils in KS5 (78%) to report this happening in at least some lessons.
- for shouting out, pupils in KS3 (83%) and KS4 (77%) were statistically significantly more likely than pupils in KS5 (40%) to report this happening in at least some lessons.

- for answering back or challenging instructions, pupils in KS3 (68%) and KS4 (65%) were statistically significantly more likely than pupils in KS5 (25%) to report this happening in at least some lessons.
- for using mobile phones, pupils in KS5 (73%) were statistically significantly more likely than pupils in KS4 (64%) and KS3 (47%) to report this happening in at least some lessons. In turn, pupils in KS4 were statistically significantly more likely than pupils in KS3 to report this in at least some lessons.
- for throwing things, pupils in KS3 (50%) and KS4 (54%) were statistically significantly more likely than pupils in KS5 (14%) to report this happening in at least some lessons.

Compared with previous survey waves, in April 2024:

- the proportion of pupils reporting the frequency of talking (92%), arriving to lessons late (79%), shouting out (76%) and answering back or challenging instructions (62%) in at least some lessons was consistent with May 2023 (talking 90%, arriving to lessons late 79%, shouting out 74% and answering back or challenging instructions 64% in at least some lessons in May 2023).
- the proportion of pupils reporting pupils using mobile phones when they were not supposed to in at least some lessons (56%) decreased from 59% in May 2023.
- the proportion of pupils reporting pupils throwing things in at least some lessons (47%) decreased from 50% in May 2023.

## 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 December 2023, March 2024 and May 2024.

As shown in Figure 16, in May 2024, 58% of school leaders reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week: of these, 5% reported it 'to a great extent', 21% 'to some extent', and 32% 'to a small extent'. Thirty-nine per cent of leaders reported 'not at all' and 2% said 'Not applicable – there has been no poor pupil behaviour'.

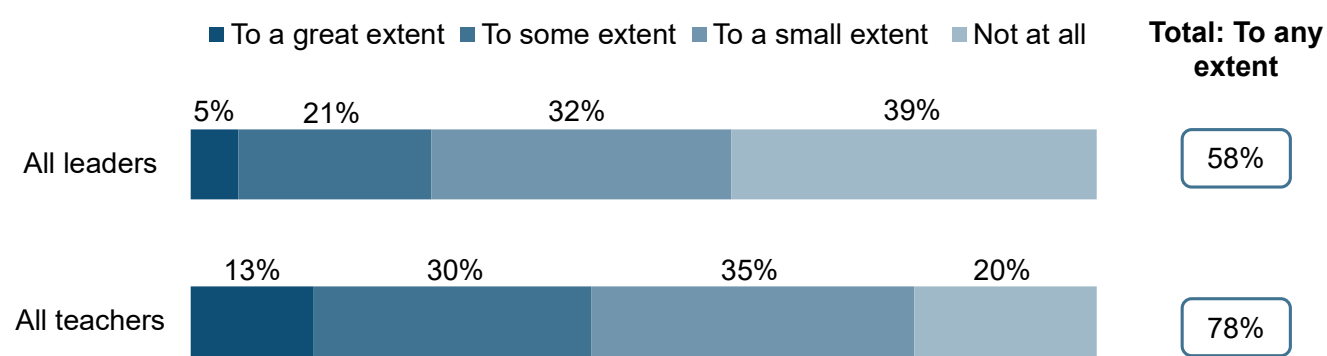
Secondary school leaders (62%) were statistically significantly more likely than special school leaders (42%) to say that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week.

For teachers, 78% reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week: of these, 13% reported it 'to a great extent', 30% 'to some extent', and 35% 'to a small extent'. Twenty per cent of teachers

responded ‘not at all’ and 2% responded ‘Not applicable – there has been no poor pupil behaviour’ (1% said ‘don’t know’) (see Figure 16).

Secondary school teachers (79%) were statistically significantly more likely than special school teachers (69%) to say that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week.

**Figure 16: Extent to which pupil misbehaviour has had a negative impact on health and wellbeing (Leader and teacher views, May 2024)**



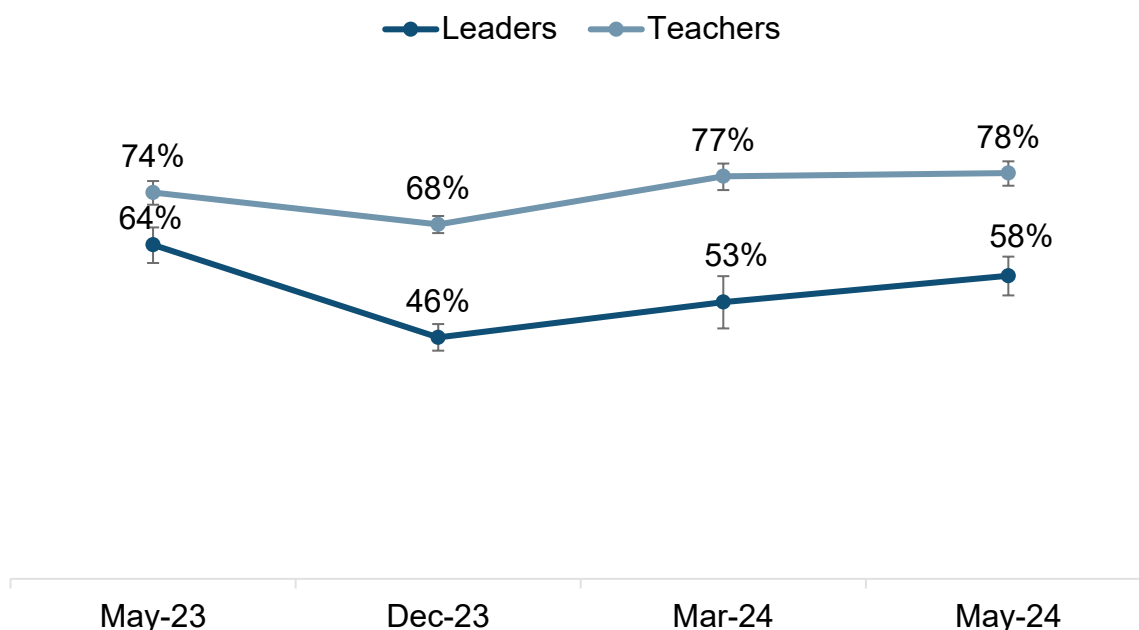
**Unweighted base:** All teachers (n=1,548), all leaders (n=846).

**Source:** SCV May 2024. ‘Don’t know’ ( $\leq 1\%$  of the total) and ‘Not applicable’ ( $\leq 2\%$  of the total) not charted.  
“Thinking about the past week of term, to what extent, if at all, has pupil misbehaviour had a negative impact on your health and wellbeing?”

Compared with previous survey waves (see Figure 17), in May 2024:

- the proportion of school leaders reporting pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week (58%) has increased from 53% in March 2024 but decreased from 64% in May 2023.
- the proportion of school teachers reporting pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week (78%) is consistent with 77% in March 2024 but has increased from 74% in May 2023.

**Figure 17: Pupil misbehaviour having a negative impact on health and wellbeing ‘to any extent’ across survey waves (Leader and teacher views, May 2023 – May 2024)**



**Unweighted base:** May 2024 – all leaders (n=846) and all teachers (n=1,548). March 2024 – all leaders (n=507) and all teachers (n=1,307). December 2023 – all leaders (n=1,790) and all teachers (n=3,614). May 2023 – all leaders (n=780) and all teachers (n=1,478).

**Source:** SCV May 2024, SCV Mar 2024, SCV Dec 2023, SCP NBS May 2023. Special school leaders and teachers not included in May 2023 data. “Thinking about the past week of term, to what extent, if at all, has pupil misbehaviour had a negative impact on your health and wellbeing?”

## Bullying

Pupils were asked whether they had been a victim of bullying in the past 12 months, either by other pupils at their school or someone else 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 April 2024 (pupils) and May 2024 (parents).

As shown in Table 17, in April 2024, 24% of pupils said that they had been a victim of bullying for any reason in the past 12 months. In most cases, they were bullied by pupils at their school (23% of pupils reported this), although 3% said that they had been bullied by someone else.<sup>23</sup>

Compared to last year, the proportion of pupils who said they had been a victim of bullying for any reason in the past 12 months (24%) is consistent with May 2023 (26%).

Pupils in KS3 (28%) and pupils in KS4 (23%) were statistically significantly more likely than pupils in KS5 (9%) to say that they had been a victim of bullying in the past 12

<sup>23</sup> Pupils were able to report multiple experiences of bullying, so may have reported bullying both by pupils at their school and by someone else.

months. This was mainly driven by a decrease in the proportion of pupils in KS5 who reported being a victim of bullying by someone at their school.

**Table 17: Pupils' experience of being a victim of bullying in the past 12 months (April 2024)**

Bullied in the past 12 months	All pupils	KS3 pupils	KS4 pupils	KS5 pupils
Yes	24%	28%	23%	9%
Yes, by pupils at my school	23%	27%	22%	7%
Yes, by someone else	3%	4%	3%	2%
No	70%	65%	72%	87%
Don't know	6%	7%	5%	5%

**Unweighted base:** All pupils in year 7-13 (n=3,706), KS3 pupils (n=1,882), KS4 pupils (n=1,244), KS5 pupils (n=580).

**Source:** PPLV NBS April 2024. 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, 29% said that at least some of it had been online bullying and 90% said that at least some of it had been in person.

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 reason, as perceived by pupils, was the way they looked (46%), followed by a disability or special educational need (12%), their race or ethnicity (10%), their sexual orientation (9%), their nationality (8%), their sex, for example boy or girl (7%), and their religion or beliefs (5%). Just over a quarter (27%) said they did not know the reason for the bullying.

Compared to last year:

- the proportion of pupils who perceived they were bullied in-person because of the way they looked (46%) has increased from 40% in May 2023.

- the proportion of pupils who perceived they were bullied in-person because of their race or ethnicity (10%) has increased from 5% in May 2023.
- the proportion of pupils who perceived they were bullied for all the remaining reasons is consistent with May 2023.

The perceived reasons for bullying were similar among pupils who reported that they had been bullied online<sup>24</sup>. The most common reason was the way they looked (39%), followed by a disability or special educational need (16%), their sex, for example boy or girl (8%), their race or ethnicity (7%), their nationality (6%), their sexual orientation (6%), and their religion or beliefs (3%). Over a third (37%) said they did not know the reason for the bullying.

Compared to last year:

- the proportion of pupils who perceived they were bullied online because of the way they looked (39%) has increased from 32% in May 2023.
- the proportion of pupils who perceived they were bullied online because of their race or ethnicity (7%) has increased from 2% in May 2023.
- the proportion of pupils who perceived they were bullied online because of their sexual orientation (6%) has statistically significantly decreased from 14% in May 2023.
- the proportion of pupils who perceived they were bullied for all the remaining reasons is consistent with May 2023.

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 past 12 months. They reported that the bullying typically stemmed from pupils at their child's school (26% reported this), although 3% said that their child had been bullied by someone else.

Compared to last year, the proportion of parents who said that their child had been a victim of bullying in the past 12 months (28%) is consistent with May 2023 (28%).

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, 91% said that it occurred in person, while 21% said that their child had been bullied online.

The most common reason reported by parents for the in-person bullying was the way their child looked (34%), followed by a disability or special educational need (18%), their race or ethnicity (6%), their sex (3%), their sexual orientation (3%), their nationality (3%),

---

<sup>24</sup> 386 pupils answered this question in total. Data relating to reasons for online bullying should be interpreted with caution due to low base sizes.

and their religion or belief (2%). Just under a third (31%) said they did not know the reason for the bullying.<sup>25</sup>

The most common reason reported by parents for the online bullying<sup>26</sup> was the way their child looked (40%), followed by a disability or special educational need (18%), their sexual orientation (4%), their sex (3%), their race or ethnicity (3%) and their nationality (1%). Just over a quarter (26%) said they did not know the reason for the bullying.

---

<sup>25</sup> In May 2023 parents were only asked about reasons for bullying once (covering both in-person and online bullying). As such, parental reasons data from May 2024 have not been directly compared to parental reasons data from May 2023.

<sup>26</sup> 199 parents answered this question in total. Data relating to reasons for online bullying should be interpreted with caution due to low base sizes.





Department  
for Education

© Department for Education copyright 2025

This publication is licensed under the terms of the Open Government Licence v3.0, except where otherwise stated. To view this licence, visit [nationalarchives.gov.uk/doc/open-government-licence/version/3](https://nationalarchives.gov.uk/doc/open-government-licence/version/3).

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.

**Reference:** RR1519

**ISBN:** 978-1-83870-657-9

For any enquiries regarding this publication, contact [www.gov.uk/contact-dfe](https://www.gov.uk/contact-dfe).

This document is available for download at [www.gov.uk/government/publications](https://www.gov.uk/government/publications).