



Department
for Education

National Behaviour Survey

Findings from academic year 2024 to
2025

November 2025



Government
Social Research

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Acknowledgements

This report brings together 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 2024/25. 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 parents¹).

The NBS 2024/25 was delivered via multiple survey waves conducted through the Department for Education's omnibus panel surveys (the School and College Voice² and the Parent, Pupil and Learner Voice³) in December 2024, February 2025, March 2025, May 2025 and June 2025.

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
- Behaviour management
- 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.

Survey findings have been compared with the Academic Year 2023/24 (typically the May 2024 timepoint) at a minimum.⁴ Where findings have been shown to be statistically significantly different to previous survey waves, this is commented upon in the text.

¹ Parents include parents, carers and any other person with parental responsibility

² [School and college voice: omnibus surveys for 2024 to 2025 - GOV.UK](#)

³ [Parent, pupil and learner voice: omnibus surveys for 2024 to 2025 - GOV.UK](#)

⁴ If they were not asked in 2023/24, survey questions from academic year 2024/25 have been compared to the previous wave where that question was asked

Findings 1: School behaviour culture and policy

Key findings include:

- In May 2025, 18% of year 7 to 13 pupils thought rules were applied fairly to all pupils 'all of the time'. This is consistent with April 2024 (18%).
- In March 2025, 84% of parents agreed that "I am supportive of the school's behaviour rules". This is consistent with May 2024 (83%).
- Parents of primary school pupils (89%) were statistically significantly more likely than parents of secondary school pupils (79%) and parents of special school pupils (81%) to agree that they were supportive of the school's behaviour rules.
- In February 2025, 62% of teachers agreed that parents are generally supportive of the school's behaviour rules. This is an increase from 58% in May 2023 when this question was last asked to teachers.
- The proportion of primary and secondary school leaders who 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 (53% in May 2025) has increased from 46% in December 2023.
- Secondary school leaders (96%) and secondary teachers (88%) were statistically significantly more likely than year 7 to 13 pupils (63%) to say that pupils followed the rules on mobile phones at least some of the time.

Findings 2: Behaviour management

Key findings include:

- Overall, in May 2025, 95% of teachers said they felt confident managing misbehaviour in their school (of which 32% said they felt 'very confident' and 63% said they felt 'fairly confident'). School leaders were statistically significantly more likely than teachers to report being confident (99% vs. 95%) or 'very confident' (64% vs. 32%) managing misbehaviour.
- Compared with previous survey waves, the proportion of teachers reporting being able to access training and development support for behaviour management (54% in February 2025) has statistically significantly increased from 40% in May 2023.
- Compared with previous survey waves, the proportion of teachers who agreed that the support they receive from senior leaders helps them to effectively manage pupil behaviour (59% in February 2025) has increased from 48% in May 2023.

- In March 2025, 86% of parents said that the school communicates with them about their child's behaviour (of which 34% said they receive regular updates and 52% said the school communicates with them only if there are issues with behaviour).
- Overall, in February 2025, 84% of teachers reported feeling confident communicating with parents about their child's behaviour (of which 31% felt 'very confident and 53% 'fairly confident')

Findings 3: School environment and experience

Key findings include:

- In May 2025, 88% of all school leaders, 63% of all teachers and 57% of all year 7 to 13 pupils said that their school had been calm and orderly 'every day' or 'most days' in the past week.
- In May 2025, secondary school leaders (84%) were statistically significantly more likely than secondary school teachers (60%) or pupils in year 7 to 13 (57%) to say their school had been calm and orderly 'every day' or 'most days' in the past week.
- The proportion of year 7 to 13 pupils who said they felt safe at school 'every day' or 'most days' in the past week (80% in May 2025) has statistically significantly increased from 73% in May 2024.
- The proportion of year 7 to 13 pupils who said they felt they belonged at their school 'every day' or 'most days' (69% in May 2025) has statistically significantly increased from 57% in May 2024.
- In May 2025, 70% of year 7 to 13 pupils said they felt motivated to learn. This has statistically significantly decreased from 75% in April 2024.

Findings 4: Frequency and impact of misbehaviour

Key findings include:

- The proportion of school leaders reporting that pupil behaviour was 'very good' or 'good' in the past week (88% in May 2025) has statistically significantly increased from 72% in May 2024.
- The proportion of teachers reporting that pupil behaviour was 'very good' or 'good' in the past week (65% in May 2025) has statistically significantly increased from 46% in May 2024.

- The number of minutes that teachers reported were lost due to misbehaviour for every 30 minutes of lesson time (7 minutes in May 2025) was consistent with May 2024 (7 minutes).
- The proportion of year 7 to 13 pupils reporting that misbehaviour had interrupted their work in at least some lessons over the past week (62% in May 2025) has statistically significantly decreased from 73% in May 2024.
- The proportion of teachers reporting pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week (73% in May 2025) has decreased from 78% in May 2024.
- In May 2025, 21% of year 7 to 13 pupils said that they had been a victim of bullying for any reason in the past 12 months. This has decreased from 24% in April 2024.

Introduction

This report presents findings from the National Behaviour Survey (NBS) Academic Year 2024/25. 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 (8 in total) conducted across December 2024, February 2025, March 2025, May 2025 and June 2025.⁵

The objective of the NBS

This Government firmly believes that every child and young person should know that success can belong to them and is focusing on high and rising standards in education, so everyone can enjoy the best start in life. 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 parents⁶) 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, teachers and school staff 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
- Behaviour management
- School environment and experience
- Frequency and impact of misbehaviour

⁵ Data from survey waves have previously been published in the omnibus survey reports: [School and college voice: omnibus surveys for 2024 to 2025 - GOV.UK](#) and [Parent, pupil and learner voice: omnibus surveys for 2024 to 2025 - GOV.UK](#)

⁶ 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 2024/25 was delivered via the DfE's omnibus panels, the School and College Voice (SCV) and the Parent, Pupil and Learner Voice (PPLV), in December 2024, February 2025, March 2025, May 2025 and June 2025. Technical reports have been published for both the SCV⁷ and PPLV⁸ 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. Whilst college learners are included in the PPLV, this report only presents data from school pupils. 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 the Academic Year 2023/24.

This NBS report collates data from four SCV survey waves during 2024/25; one in December 2024, one in February 2025, one in March 2025, and one in May 2025. 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 to 4. In addition to questions on behaviour, the surveys covered a range of topics of relevance to the wider department.⁹

⁷ [School and college voice technical report: 2024 to 2025 academic year](#)

⁸ [Parent, pupil and learner voice technical report: 2024 to 2025 academic year](#)

⁹ SCV survey data for 2024/25 is published here: [School and college voice: omnibus surveys for 2024 to 2025 - GOV.UK](#)

Table 1: SCV survey waves – total number of respondents (school leaders)

-	Fieldwork dates	Primary school leaders	Secondary school leaders	Special school leaders	All school leaders
SCV Dec 2024	10 to 23 Dec 2024	485	569	167	1,221
SCV Mar 2025	19 to 26 Mar 2025	452	537	NA	989
SCV May 2025	3 to 11 June 2025	474	551	NA	1,025

Table 2: SCV survey waves – achieved response rates for school leaders

-	Primary school leaders	Secondary school leaders	Special school leaders	All school leaders
SCV Dec 2024	49%	29%	24%	34%
SCV Mar 2025	36%	23%	N/A	27%
SCV May 2025	29%	21%	N/A	24%

Table 3: SCV survey waves – total number of respondents (teachers)

-	Fieldwork dates	Primary school teachers	Secondary school teachers	Special school teachers	All school teachers
SCV Dec 2024	10 to 23 Dec 2024	341	405	344	1,090
SCV Feb 2025	10 to 17 Feb 2025	345	382	NA	727
SCV Mar 2025	19 to 26 Mar 2025	332	379	NA	711
SCV May 2025	3 to 11 June 2025	489	521	NA	1,010

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

-	Primary school teachers	Secondary school teachers	Special school teachers	All school teachers
SCV Dec 2024	41%	44%	39%	41%
SCV Feb 2025	34%	35%	N/A	34%
SCV Mar 2025	33%	35%	N/A	34%
SCV May 2025	31%	33%	N/A	32%

SCV weighting

For both school leaders and teachers, the weighting followed 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. Weighting was applied at survey panel recruitment stage, and then additional stages of weighting were applied to the February, 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.¹⁰

Pupil, Parent and Learner Voice

The PPLV consists of:

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

Four PPLV survey waves were used to deliver the NBS during 2024/25 – one in December 2024, one in March 2025, one in May 2025 and one in June 2025.

¹⁰ [School and college voice technical report: 2024 to 2025 academic year](#)

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.

The NBS reporting only covers pupils and parents from state-funded primary, secondary and special schools; colleges are not included in the reporting.¹¹

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.¹²

Table 5: PPLV survey waves – total number of respondents

-	Fieldwork dates	Secondary school pupils (years 7 to 11)	Secondary school pupils (years 12 to 13) ^{a, b}	Primary school parents	Secondary school parents	Special school parents	All parents
PPLV Dec 2024	11 to 17 Dec 2024	1,348	N/A	761	1,009	489	2,259
PPLV Mar 2025	18 Mar to 8 April 2025	1,493	2,497	793	1,051	503	2,347
PPLV May 2025	21 May to 13 June 2025	2,592	475	1,138	1,694	591	3,423
PPLV June 2025	26 June to 3 July 2025	1,692	413	952	1,266	531	2,749

^a The December 2024 PPLV wave only included pupils in years 7 to 11.

^b College learners were asked the three termly behaviour questions in the March PPLV (behaviour rating, calm/orderly and impact of disruption). Where college learners were included in the sample the number of respondents is 1,059.

¹¹ The exception to this is in March 2025, where questions on behaviour rating, whether the school is calm and orderly and the impact of disruption went to college learners as well.

¹² PPLV survey data for 2024/25 has been previously published here: [Parent, pupil and learner voice: omnibus surveys for 2024 to 2025 - GOV.UK](#)

Table 6: PPLV survey waves - achieved response rates

-	Secondary pupils (years 7 to 11)	Secondary pupils (year 12 to 13) ^{a, b}	Primary school parents	Secondary school parents	Special school parents	All parents
PPLV Dec 2024	40%	N/A	56%	51%	60%	54%
PPLV Mar 2025	37%	28%	50%	46%	54%	49%
PPLV May 2025 ^c	22%	47%	25%	20%	36%	23%
PPLV June 2025	34%	41%	51%	44%	54%	48%

^a The December 2024 PPLV wave only included pupils in years 7 to 11.

^b College learners were asked the three termly behaviour questions in the March PPLV (behaviour rating, calm/orderly and impact of disruption). Where college learners were included in the sample the response rate is 23%.

^c The May 2025 PPLV wave includes the May 2025 wave and the replenishment wave for parents and pupils in year 7 to 11 so response rates are lower than for other waves.

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.¹³

¹³ [Parent, pupil and learner voice technical report: 2024 to 2025 academic year](#)

Margins of error

Confidence intervals are used to reflect the uncertainty that comes from surveying a sample rather than the entire 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 example, if 1,000 people are surveyed and 50% agree with a statement, the 95% confidence interval might be $\pm 3\%$, meaning we can be confident the true proportion lies between 47% and 53%.

Interpreting the findings

For all questions, time point comparisons have been made between February, May or June 2025 data and May 2023, December 2023, April 2024 or May 2024 data (annual comparisons). For survey questions that are asked each term, May 2025 data may additionally be compared with the last time the question was asked (March 2025).

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 percentage points is evident, this is described as 'consistent'.¹⁴ Any differences of >2 percentage points 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 and in December 2024 of academic year 2024/25, potentially affecting the comparison for 'all school leaders' and 'all teachers' between 2023/24 and 2024/25. Testing to understand the impact of this revealed minimal differences to calculated

¹⁴ Based on rounded figures.

figures (a change of 1 percentage point or less when special 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

Aggregated summary tables for 2024/25 SCV and PPLV waves will all be published.¹⁵ 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.

¹⁵ [School and college voice: omnibus surveys for 2024 to 2025 - GOV.UK](#); [Parent, pupil and learner voice: omnibus surveys for 2024 to 2025 - GOV.UK](#)

Findings 1: School behaviour culture and policy

Key findings

- In May 2025, 18% of year 7 to 13 pupils thought rules were applied fairly to all pupils 'all of the time'. This is consistent with April 2024 (18%).
- In March 2025, 84% of parents agreed that "I am supportive of the school's behaviour rules". This is consistent with May 2024 (83%).
- Parents of primary school pupils (89%) were statistically significantly more likely than parents of secondary school pupils (79%) and parents of special school pupils (81%) to agree that they were supportive of the school's behaviour rules.
- In February 2025, 62% of teachers agreed that parents are generally supportive of the school's behaviour rules. This is an increase from 58% in May 2023 when this question was last asked to teachers.
- The proportion of primary and secondary school leaders who 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 (53% in May 2025) has increased from 46% in December 2023.
- Secondary school leaders (96%) and secondary teachers (88%) were statistically significantly more likely than year 7 to 13 pupils (63%) to say that pupils followed the rules on mobile phones at least some of the time.

This chapter presents findings on understanding and application of behaviour policy, parental support for behaviour rules, and school mobile phone policies. These questions were asked in February 2025, March 2025, May 2025 and June 2025.

Understanding of behaviour policy

Parents, pupils and teachers 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 February 2025 (teachers), March 2025 (parents) and May 2025 (pupils).¹⁶

¹⁶ These questions were only asked of primary and secondary teachers. Special school teachers were not included in February 2025.

Shared understanding of what good behaviour means

Teachers were asked about the shared understanding amongst staff of what was meant by “good behaviour”. Overall, 78% of teachers agreed that there was a shared understanding amongst staff in their school of what “good behaviour” means (of which 25% responded ‘strongly agree’ and 54% ‘agree’), while 13% disagreed and 1% responded ‘don’t know’.

Compared with previous survey waves, the proportion of teachers who agreed that there was a shared understanding of what ‘good behaviour’ means (78% in February 2025) is consistent with May 2023 when this question was last asked to teachers (79%).

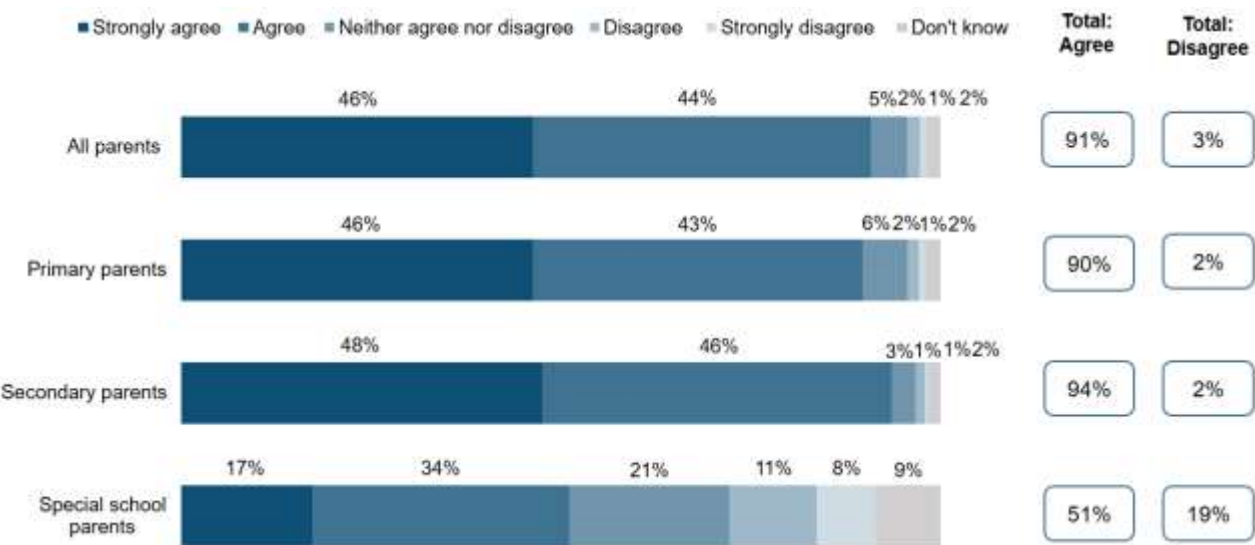
Expectations of behaviour

Parents and teachers 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 46% responded ‘strongly agree’ and 44% ‘agree’), while 3% disagreed, 5% neither agreed nor disagreed and 2% responded ‘don’t know’.

Parents of primary school pupils (90%) and secondary school pupils (94%) were statistically significantly more likely than parents of special school pupils (51%) to agree that their child understands what will happen if they don't meet the expected standards of behaviour (see Figure 1).

Figure 1: Extent to which parents agree that their child understands what will happen if they don't meet the expected standards of behaviour (March 2025)



Unweighted base: All parents (n=2,347), primary school parents (n=793), secondary school parents (n=1,051), special school parents (n=503).

Source: PPLV March 2025. Totals may not match exactly due to rounding. “To what extent do you agree or disagree with the following statement: [YPname] understands what will happen if they don't meet the expected standards of behaviour.”

Compared with previous survey waves, the proportion of parents who agreed that their child understands what will happen if they don't meet the expected standards of behaviour (91% in March 2025) is consistent with May 2024 (91%).

For teachers, 76% agreed that pupils understand what will happen if they don't meet the expected standards of behaviour (of which 24% responded 'strongly agree' and 52% 'agree'), while 13% disagreed, 10% neither agreed nor disagreed and 1% responded 'don't know'.

Compared with previous survey waves, the proportion of teachers who agreed that pupils understand what will happen if they don't meet the expected standards of behaviour (76% in February 2025) is consistent with May 2023 when this question was last asked to teachers (78%).

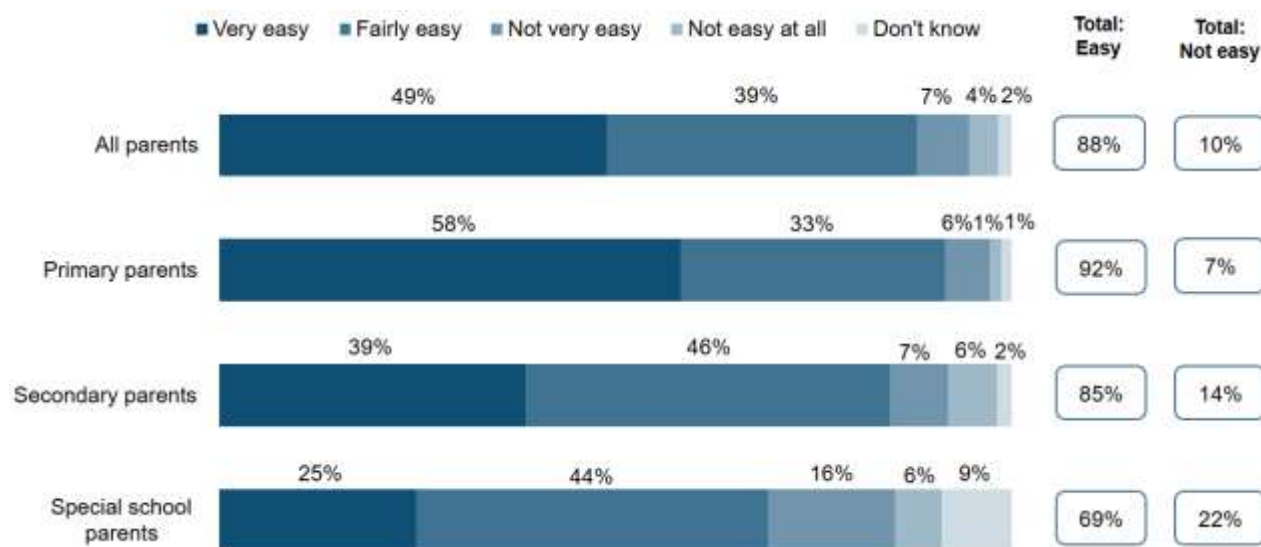
Ease of following rules

Parents and teachers were asked how easy it was for pupils to follow their school's rules on behaviour.

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 (10%) 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 (85%) and parents of special school pupils (69%) 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 (see Figure 2).

Figure 2: Ease of following rules on behaviour (Parent views, March 2025)



Unweighted base: All parents (n=2,347), primary school parents (n=793), secondary school parents (n=1,051), special school parents (n=503).

Source: PPLV March 2025. Totals may not match exactly due to rounding. "How easy does [YPname] find their school's rules on behaviour to follow?"

Compared with previous survey waves, the proportion of parents who said that their child found it easy to follow the school's rules on behaviour (88% in March 2025) is consistent with May 2024 (88%).

For teachers, 92% reported that it is easy for pupils to follow the school's rules on behaviour (of which 43% responded 'very easy' and 49% responded 'easy'), while 7% said it was not easy and 1% didn't know.

Compared with previous survey waves, the proportion of teachers who said that pupils found it easy to follow the school's rules on behaviour (92% in February 2025) has statistically significantly increased from 85% in May 2023 when this question was last asked to teachers.

Consistency of application of behaviour policy

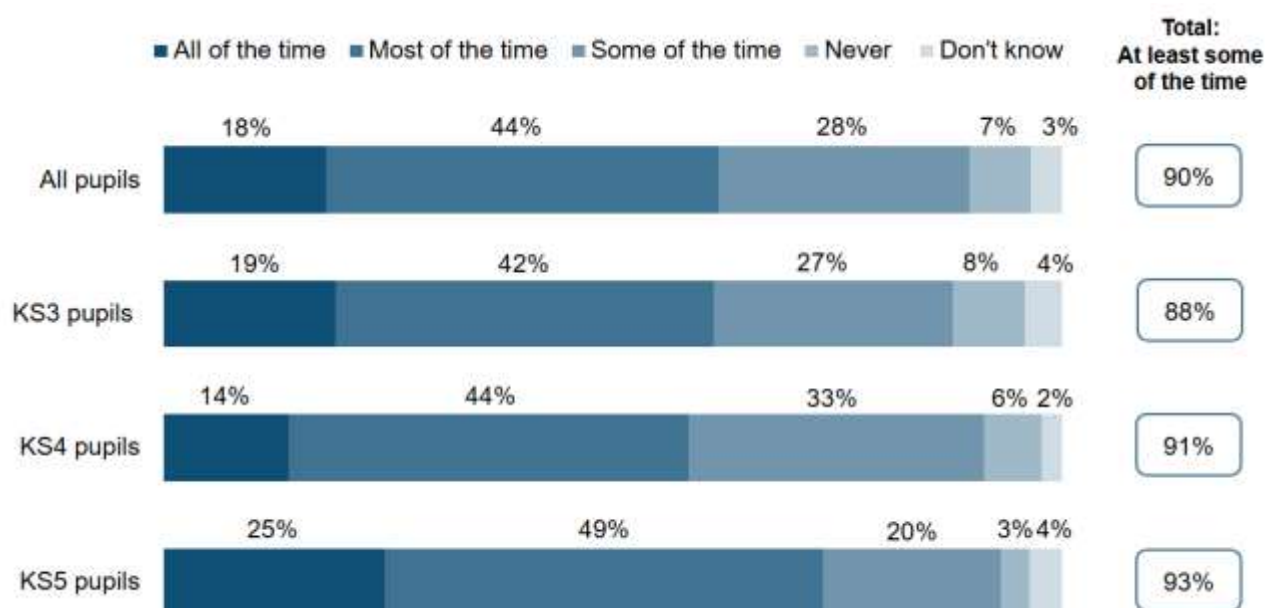
Pupils and teachers were asked how often the school's rules on behaviour are applied fairly to all pupils.

As shown in Figure 3, in May 2025, 18% of year 7 to 13 pupils thought rules were applied fairly to all pupils 'all of the time', 44% said they were applied fairly 'most of the time', and 28% said 'some of the time'. Seven 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 KS5 (25%) were statistically significantly more likely than pupils in KS4 (14%) to say the rules on behaviour were applied fairly 'all of the time'.
- pupils in KS4 (33%) were statistically significantly more likely than pupils in KS5 (20%) to say the rules on behaviour were applied fairly 'some of the time'.

Figure 3: How often school rules on behaviour are applied fairly (Pupil views, May 2025)



Unweighted base: All year 7 to 13 pupils (n=3,067), KS3 pupils (n=1,481), KS4 pupils (n=1,111), KS5 pupils (n=475).

Source: PPLV May 2025. Totals may not match exactly due to rounding. "How often are your school's rules on behaviour applied fairly to all pupils? By fairly we mean treating everyone in a way that is reasonable and appropriate to their circumstances."

Compared with previous survey waves:

- the proportion of year 7 to 13 pupils who thought that the rules were applied fairly to all pupils 'all of the time' (18% in May 2025) is consistent with April 2024 (18%).
- the proportion of year 7 to 13 pupils who thought that the rules were applied fairly to all pupils 'most of the time' (44% in May 2025) has increased from 41% in April 2024.

For teachers, 23% thought that rules were applied fairly to all pupils 'all of the time', 58% 'most of the time', and 17% 'some of the time'. One per cent of teachers said the rules were 'never' applied fairly to all pupils, and 1% responded 'don't know'.

Compared with previous survey waves, the proportion of teachers who thought that the rules were applied fairly to all pupils 'all of the time' (23% in February 2025) has increased from 19% in May 2023 when this question was last asked to teachers.

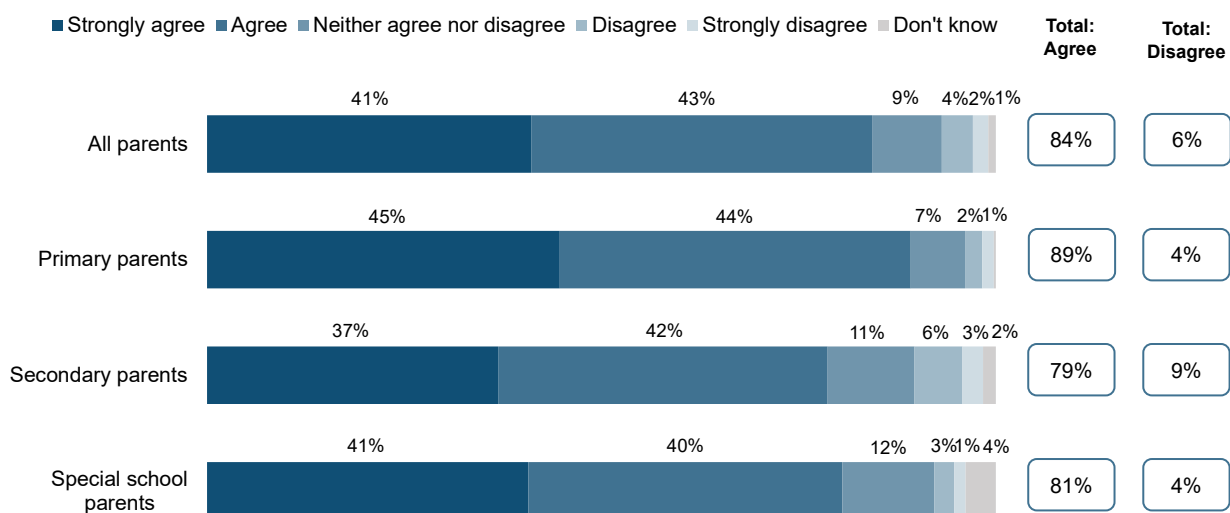
Support for behaviour rules

Parents were asked questions about whether they were supportive of the school's behaviour rules and how they were implemented, and teachers were asked whether parents were generally supportive of the behaviour rules. These questions were asked in February 2025 (teachers) and March 2025 (parents).

As shown in Figure 4, in March 2025, 84% of parents agreed that "I am supportive of the school's behaviour rules" (of which 41% responded 'strongly agree' and 43% 'agree'), while 6% disagreed (4% 'disagree' and 2% 'strongly disagree').

Parents of primary school pupils (89%) were statistically significantly more likely than parents of secondary school pupils (79%) and parents of special school pupils (81%) to agree that they were supportive of the school's behaviour rules.

Figure 4: Extent to which parents agree they are supportive of their school's behaviour rules (March 2025)



Unweighted base: All parents (n=2,347), primary school parents (n=793), secondary school parents (n=1,051), special school parents (n=503).

Source: PPLV March 2025. Totals may not match exactly due to rounding. "To what extent do you agree or disagree with the following statement: I am supportive of the school's behaviour rules."

Compared with previous survey waves, the proportion of parents who agreed they were supportive of the school's behaviour rules (84% in March 2025) is consistent with May 2024 (83%).

When asked whether they supported the implementation of the school's behaviour rules, 76% of parents agreed that "I am supportive of how the school's behaviour rules are implemented" (of which 31% responded 'strongly agree' and 45% 'agree'), while 9% disagreed (7% 'disagree' and 2% 'strongly disagree').

Compared with previous survey waves, the proportion of parents who agreed they were supportive of how the school's behaviour rules were implemented (76% in March 2025) is consistent with May 2024 (74%).

For teachers, 62% agreed that parents are generally supportive of the school's behaviour rules (of which 7% responded 'strongly agree' and 55% 'agree') while 18% disagreed (16% 'disagree' and 2% 'strongly disagree').

Compared with previous survey waves, the proportion of teachers who agreed that parents are generally supportive of the school's behaviour rules (62% in February 2025) has increased from 58% in May 2023 when this question was last asked to teachers.

School mobile phone policy

School leaders, teachers and pupils were asked about their school's policy regarding the use of mobile phones and how often pupils followed the rules on mobile phones. Parents were asked about their awareness of their child's school mobile phone policy. These questions were asked in May 2025 (school leaders and teachers) and June 2025 (pupils and parents).¹⁷

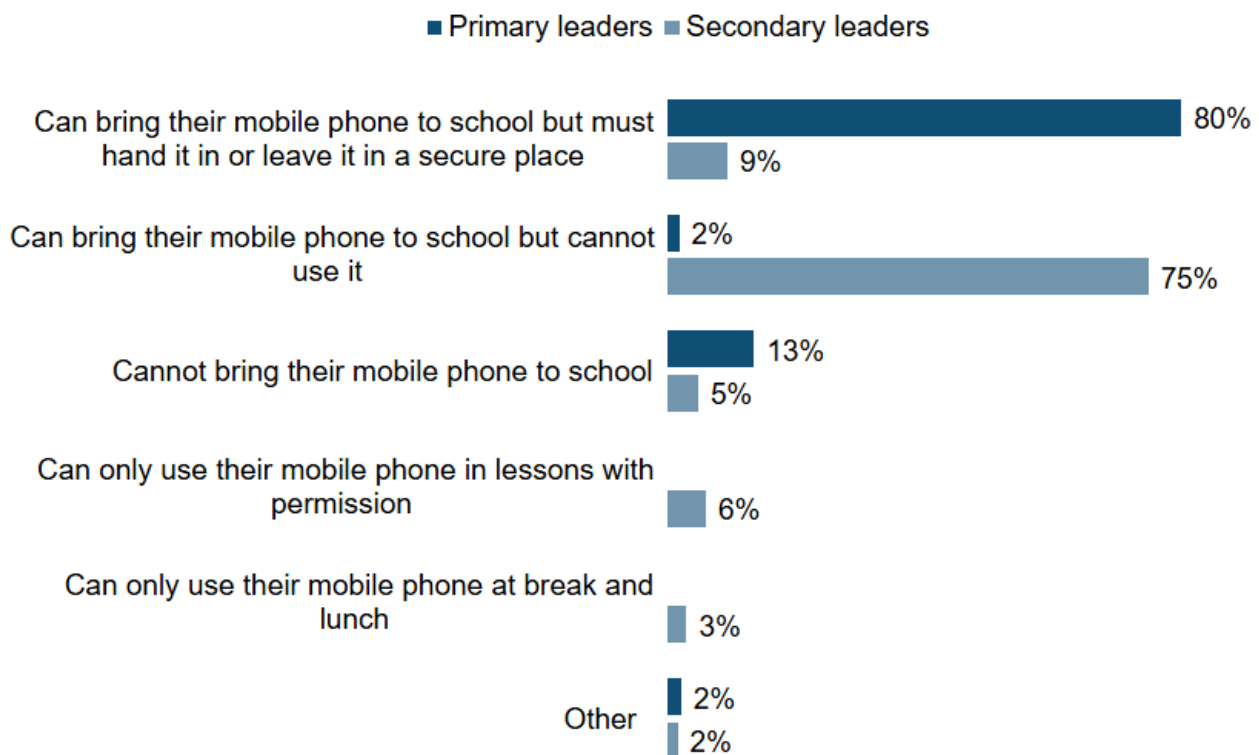
In May 2025, 53% of school leaders said that pupils can bring their mobile phone to school but must hand it in or leave it in a secure place that they cannot access during the school day. Thirty per cent of school leaders said that pupils can bring their mobile phone to school but it must be kept out of sight and they are not allowed to use it, while 10% of school leaders said they are not allowed to bring their mobile phone on to school grounds. A minority of school leaders (2%) said pupils are only allowed to use their mobile phone when a teacher says they can during lessons, and a similar proportion (1%) said pupils are only allowed to use their mobile phone during break and lunch time (2% said 'other'). There were no school leaders that said pupils can use their mobile phone anytime at school.

¹⁷ These questions were only asked of primary and secondary school leaders and teachers. Special school leaders and teachers were not included in May 2025.

Looking at differences by school type (see Figure 5):

- primary school leaders (80%) were statistically significantly more likely than secondary school leaders (9%) 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.
- secondary school leaders (75%) were statistically significantly more likely than primary school leaders (2%) 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.
- primary school leaders (13%) were statistically significantly more likely than secondary school leaders (5%) to say that pupils are not allowed to bring their mobile phone on to school grounds.

Figure 5: School mobile phone policy (Primary and secondary school leaders, May 2025)



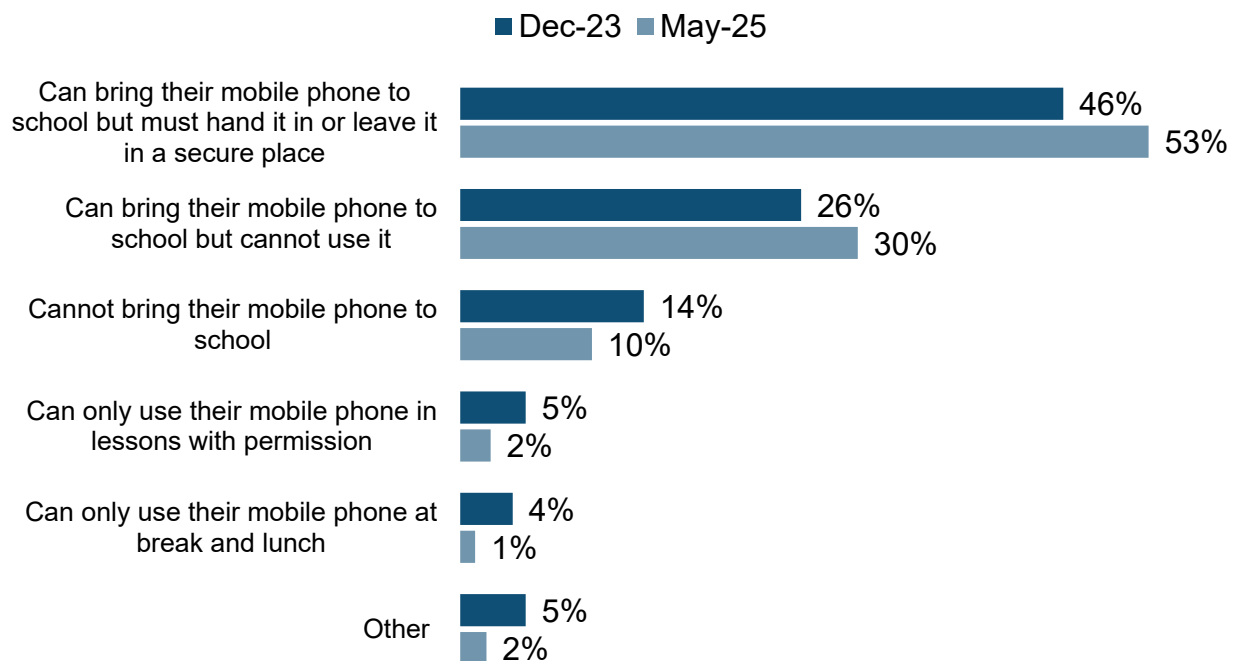
Unweighted base: Primary school leaders (n=474) and secondary school leaders (n=551).

Source: SCV May 2025. Totals may not match exactly due to rounding. No primary school leaders reported that mobile phones can be used in lessons with permission or at break and lunch time only. 'Don't know' and 'Not applicable – we do not have a policy' responses not charted ($\leq 2\%$). "Which of the following best describes how pupils are allowed to use mobile phones whilst at school?"

Compared with previous survey waves:

- The proportion of primary and secondary school leaders who 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 (53% in May 2025) has increased from 46% in December 2023.
- The proportion of primary and secondary school leaders who 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 (30% in May 2025) has increased from 26% in December 2023.
- The proportion of primary and secondary school leaders who said that pupils are not allowed to bring their mobile phone on to school grounds (10% in May 2025) has decreased from 14% in December 2023.
- The proportion of primary and secondary school leaders who said that pupils are only allowed to use their mobile phone when a teacher says they can during lessons (2% in May 2025) has statistically significantly decreased from 5% in December 2023.
- The proportion of primary and secondary school leaders who said that pupils are only allowed to use their mobile phone during break and lunch time (1% in May 2025) has statistically significantly decreased from 4% in December 2023.

Figure 6: School mobile phone policy (Primary and secondary school leaders, May 2025 and December 2023)



Unweighted base: All primary and secondary school leaders – May 2025 (n=1,025) and December 2023 (n=723).

Source: SCV May 2025 and SCV Dec 2023. Totals may not match exactly due to rounding. “Which of the following best describes how pupils are allowed to use mobile phones whilst at school?”

Parents were asked about their awareness of their child’s school mobile phone policy. In June 2025, 85% of parents said they were aware of the school mobile phone policy (including 55% who were familiar with the detail of policy, 22% who said they knew a bit about the policy and 8% who were aware there is a policy but knew nothing else) while 11% had not heard of the policy and 3% responded ‘don’t know’.

Parents of secondary school pupils (98%) were statistically significantly more likely than parents of primary school pupils (76%) to say they were aware of their child’s school mobile phone policy. They were also significantly more likely to be familiar with the detail of the policy (71% vs 41%). Conversely, parents of primary school pupils were statistically significantly more likely than parents of secondary school pupils to say that they had not heard of the school mobile phone policy (19% vs 1%) or that they were aware of the policy but knew nothing else (12% vs 4%).

Parents who knew at least a bit about their child’s school mobile phone policy were also asked about their support for the policy. In June 2025, 86% of parents agreed that they were supportive of their child’s school mobile phone policy, of which 54% strongly agreed

and 32% agreed. Eight percent of parents neither agreed nor disagreed, 4% disagreed and 1% strongly disagreed.

Parents of primary school pupils (92%) were statistically significantly more likely than parents of secondary school pupils (81%) and parents of special school pupils (84%) to agree that they were supportive of their child's school mobile phone policy.

School leaders, teachers and pupils were then asked how often pupils in their school followed the school's policy on mobile phones. In May 2025, 55% of school leaders said that pupils followed the policy 'all of the time', 37% said they followed the policy 'most of the time', and 5% said they followed the policy 'some of the time'. One per cent of school leaders said pupils 'rarely' followed the policy (and no leaders responded that the policy was 'never' followed).

Primary school leaders (82%) were statistically significantly more likely than secondary school leaders (13%) to say that pupils followed the school's policy on mobile phones 'all of the time'. In turn, secondary school leaders were statistically significantly more likely than primary school leaders to say that pupils followed the policy 'most of the time' (69% vs 16%) or 'rarely' (3% vs 0%).

For teachers, 41% said that pupils followed the policy 'all of the time', 32% said they followed the policy 'most of the time', and 12% said they followed the policy 'some of the time'. Six per cent of teachers said pupils 'rarely' followed the school mobile phone policy, while 2% said pupils 'never' followed the policy, and 7% responded 'don't know'.

Primary school teachers (69%) were statistically significantly more likely than secondary school teachers (15%) to say that pupils followed the school's policy on mobile phones 'all of the time'. Secondary school teachers were statistically significantly more likely than primary school teachers to say that pupils followed the policy 'most of the time' (51% vs 12%), 'some of the time' (21% vs 2%), or 'rarely' (11% vs 0%).

For pupils, 9% of year 7 to 13 pupils said pupils followed the policy 'all of the time', 29% said pupils followed the policy 'most of the time' and 25% said pupils followed the policy 'some of the time'. Just under a quarter of year 7 to 13 pupils (23%) said pupils 'rarely' followed the school mobile phone policy, while 11% said pupils 'never' followed the school mobile phone policy (4% responded 'don't know').

Looking at differences by key stage:

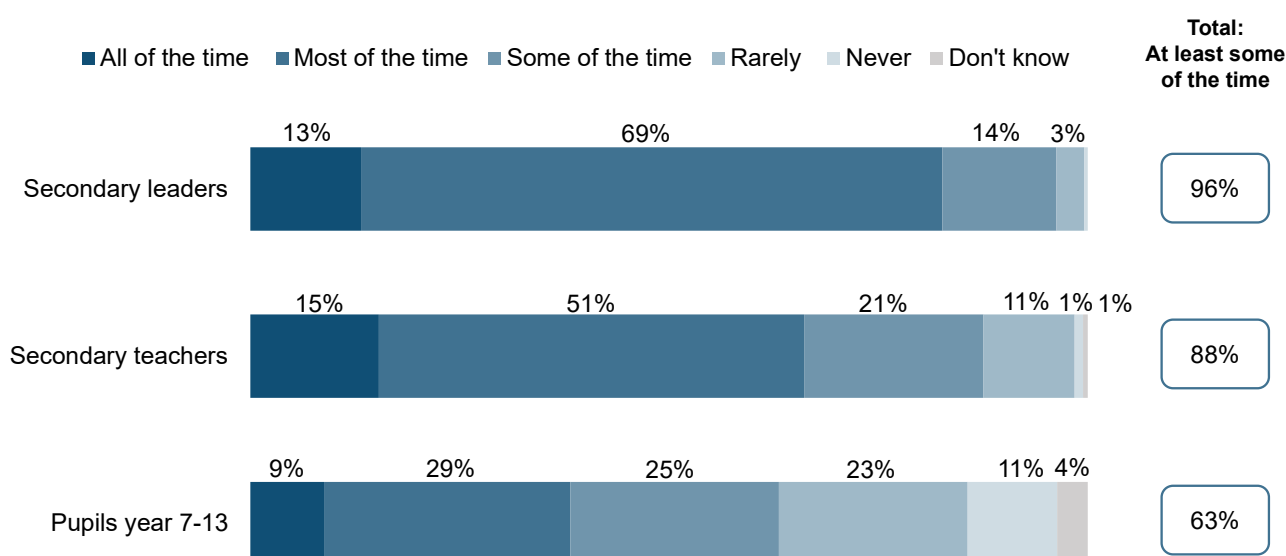
- Pupils in KS5 (78%) were statistically significantly more likely than pupils in KS3 (65%) and KS4 (55%) to say that pupils in their school followed the rules on mobile phones at least some of the time.

- Pupils in KS3 (11%) and KS4 (12%) were statistically significantly more likely than pupils in KS5 (3%) to say that pupils in their school 'never' followed the rules on mobile phones.

When comparing just secondary school leaders and teachers to year 7 to 13 pupils on this question (see Figure 7):

- Secondary school teachers (15%) were statistically significantly more likely than year 7 to 13 pupils (9%) to say that pupils followed the rules on mobile phones 'all of the time'.
- Secondary school leaders (96%) and secondary school teachers (88%) were statistically significantly more likely than year 7 to 13 pupils (63%) to say that pupils followed the rules on mobile phones at least some of the time.

Figure 7: How often pupils follow the school mobile phone policy (Secondary school leader, teacher and year 7 to 13 pupil views, May/June 2025)



Unweighted base: Secondary school leaders whose school had a mobile phone policy (n=549), secondary school teachers whose school had a mobile phone policy (n=521) and all year 7 to 13 pupils (n=2,105).

Source: SCV May 2025 and PPLV June 2025. Totals may not match exactly due to rounding. "Thinking about the past week of term, how often would you say that pupils that you teach followed the school's policy on mobile phones? / Thinking about the past week of term, how often would you say that pupils in your school followed the rules / school's policy on mobile phones?"

Compared with previous survey waves:

- the proportion of pupils who reported that pupils in their school followed the rules on mobile phone 'all of the time' has statistically significantly increased from 5% in December 2023 to 9% in June 2025
- the proportion of pupils who reported that pupils in their school followed the rules on mobile phone at least some of the time has statistically significantly decreased from 75% in December 2023 to 63% in June 2025

Findings 2: Behaviour management

Key findings

- Overall, in May 2025, 95% of teachers said they felt confident managing misbehaviour in their school (of which 32% said they felt 'very confident' and 63% said they felt 'fairly confident'). School leaders were statistically significantly more likely than teachers to report being confident (99% vs. 95%) or 'very confident' (64% vs. 32%) managing misbehaviour.
- Compared with previous survey waves, the proportion of teachers reporting being able to access training and development support for behaviour management (54% in February 2025) has statistically significantly increased from 40% in May 2023.
- Compared with previous survey waves, the proportion of teachers who agreed that the support they receive from senior leaders helps them to effectively manage pupil behaviour (59% in February 2025) has increased from 47% in May 2023.
- In March 2025, 86% of parents said that the school communicates with them about their child's behaviour (of which 34% said they receive regular updates and 52% said the school communicates with them only if there are issues with behaviour).
- Overall, in February 2025, 84% of teachers reported feeling confident communicating with parents about their child's behaviour (of which 31% felt 'very confident' and 53% 'fairly confident')

This chapter presents findings on leader, teacher and parent perceptions relating to behaviour management, including confidence in managing pupil behaviour, access to training and support, and school communication on behaviour. These questions were asked in February 2025, March 2025 and May 2025.

Confidence in managing pupil behaviour

School leaders and teachers were asked about the level of confidence they had personally in managing misbehaviour in their school.¹⁸ This question was asked in February 2025 (teachers only) and May 2025 (teachers and school leaders).

¹⁸ This question was only asked of primary and secondary leaders and teachers. Special school leaders and teachers were not included in February 2025 or May 2025.

In May 2025, 99% of school leaders said they felt confident managing misbehaviour in their school (of which 64% said they felt 'very confident' and 35% said they felt 'fairly confident'). One per cent of school leaders said they were 'not very confident' managing misbehaviour.

Overall, 95% of teachers said they felt confident managing misbehaviour in their school (of which 32% said they felt 'very confident' and 63% said they felt 'fairly confident'). Five per cent of teachers were not confident about managing misbehaviour in their school (of which 4% were 'not very confident' and 1% were 'not at all confident').

School leaders were statistically significantly more likely than teachers to report being confident (99% vs. 95%) or 'very confident' (64% vs. 32%) managing misbehaviour.

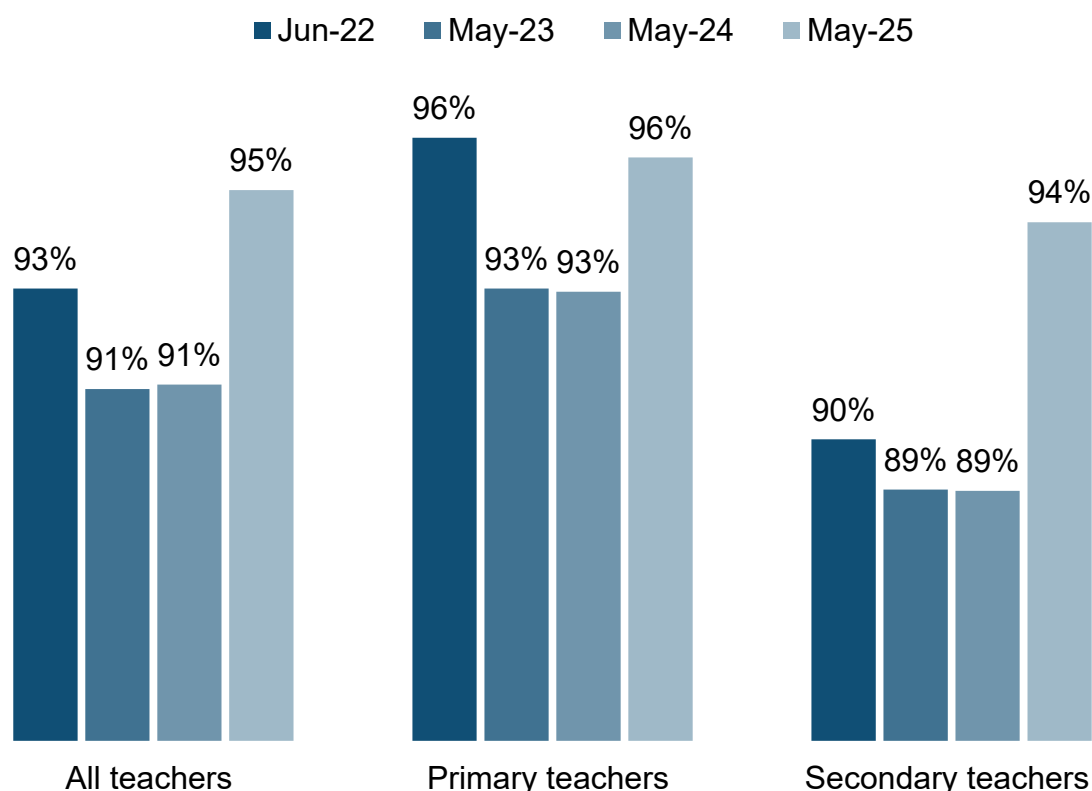
Compared with previous survey waves:

- the proportion of school leaders reporting being 'fairly confident' or 'very confident' in managing misbehaviour (99% in May 2025) is consistent with May 2024 (98%).¹⁹
- the proportion of teachers reporting being 'fairly confident' or 'very confident' in managing misbehaviour (95% in May 2025) has statistically significantly increased from 91% in May 2024.²⁰ (See Figure 8.)

¹⁹ May 2024 data contains special school leaders.

²⁰ May 2024 data contains special school teachers.

Figure 8: Proportion of teachers who are very/fairly confident in managing misbehaviour (June 2022 - May 2025)



Unweighted base: All teachers – May 2025 (n=1,010), May 2024 (n=1,548), May 2023 (n=1,478) and June 2022 (n=1,079). Primary school teachers - May 2025 (n=489), May 2024 (n=633), May 2023 (n=668) and June 2022 (n=528). Secondary school teachers - May 2025 (n=521), May 2024 (n=547), May 2023 (n=810) and June 2022 (n=551). NB. May 2024 all teachers data also includes special school teachers.

Source: SCV May 2025, SCV May 2024, SCP NBS May 2023, SCP NBS June 2022. Totals may not match exactly due to rounding. “How confident, if at all, do you personally feel about managing misbehaviour in your school?”

Training and support

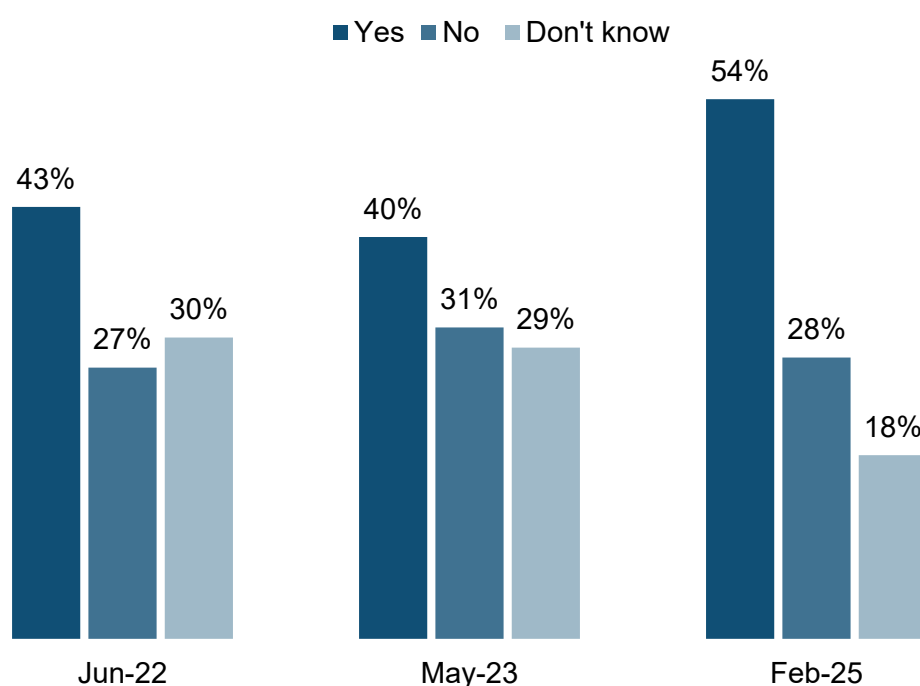
School teachers were asked whether they can personally access training and development support for behaviour management that is relevant to their experience and needs. This question was asked in February 2025.²¹

²¹ This question was only asked of primary and secondary teachers. Special school teachers were not included in February 2025.

Overall, in February 2025, 54% of teachers reported that they could access training and development support for behaviour management, whilst 28% reported that they could not (and 18% responded 'don't know').

Compared with previous survey waves (see Figure 9), the proportion of teachers reporting being able to access training and development support for behaviour management (54% in February 2025) has statistically significantly increased from 40% in May 2023 when this question was last asked to teachers.

Figure 9: Access to training for behaviour management (Primary and secondary school teachers, June 2022, May 2023 and February 2025)



Unweighted base: All primary and secondary teachers – Feb 2025 (n=727), May 2023 (n=1,478) and June 2022 (n=1,079).

Source: SCV Feb 2025, SCP NBS May 2023, SCP NBS June 2022. Totals may not match exactly due to rounding. "Can you personally access training and development support for behaviour management that is relevant to your experience and needs?"

When teachers were asked whether the support they receive from senior leaders helps them to effectively manage pupils with persistently disruptive behaviour effectively, 59% agreed this was the case (of which 18% responded 'strongly agree' and 41% 'agree')

compared to 23% that disagreed (of which 17% responded 'disagree' and 6% 'strongly disagree').

Compared with previous survey waves, the proportion of teachers who agreed that the support they receive helps them to effectively manage pupil behaviour (59% in February 2025) has statistically significantly increased from 47% in May 2023 when this question was last asked to teachers.

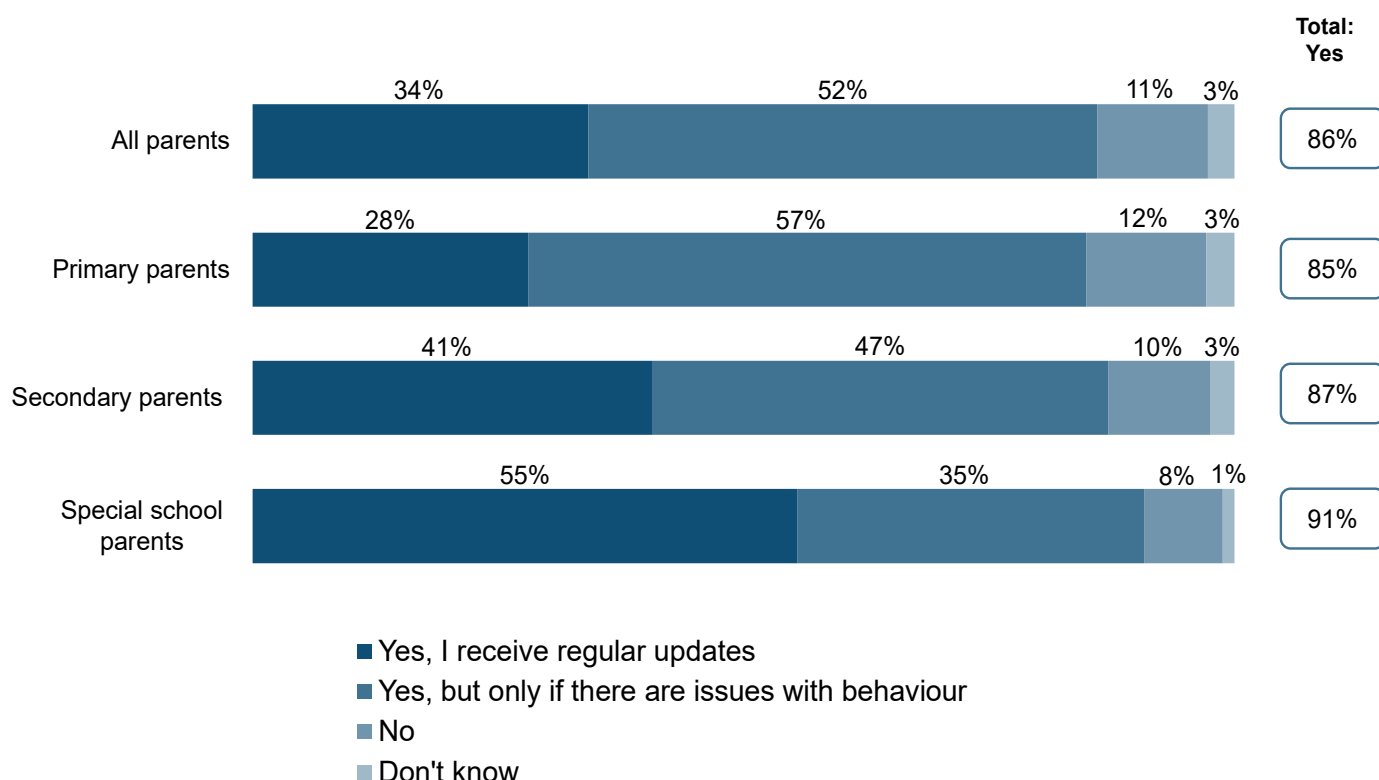
Parental communication

Parents were asked whether their school communicates with them about their child's behaviour, and teachers were asked about their confidence in communicating with parents about behaviour. These questions were asked in February 2025 (teachers) and March 2025 (parents).

Overall, in March 2025, 86% of parents said that the school does communicate with them on this topic (of which 34% said they receive regular updates and 52% said the school communicates with them only if there are issues with behaviour), while 11% reported that the school does not communicate with them about their child's behaviour and 3% responded 'don't know'.

As shown in Figure 10, parents of secondary school pupils (41%) and parents of special school pupils (55%) were statistically significantly more likely than parents of primary school pupils (28%) to say they receive regular updates on their child's behaviour. In turn, parents of special school pupils were significantly more likely than parents of secondary school pupils to say this.

Figure 10: School communication on behaviour (Parents, March 2025)



Unweighted base: All parents (n=2,347), primary school parents (n=793), secondary school parents (n=1,051), special school parents (n=503).

Source: PPLV March 2025. Totals may not match exactly due to rounding. “Does the school communicate with you about [YPname]’s behaviour?”

Compared with previous survey waves, the proportion of parents who said that the school communicates with them about their child’s behaviour (86% in March 2025) has increased from 83% in May 2024.

School teachers were asked how confident they felt communicating with parents/carers about their child's behaviour.²² Overall, in February 2025, 84% of teachers reported feeling confident communicating with parents about their child's behaviour (of which 31% felt ‘very confident and 53% ‘fairly confident’), whilst 15% reported not feeling confident (of which 13% felt ‘not very confident’ and 3% ‘not confident at all’).

Compared with previous survey waves, the proportion of teachers who reported feeling confident communicating with parents about their child’s behaviour (84% in February 2025) has decreased from 87% in May 2023.

²² This question was only asked of primary and secondary teachers. Special school teachers were not included in February 2025.

Findings 3: School environment and experience

Key findings

- In May 2025, 88% of all school leaders, 63% of all teachers and 57% of all year 7 to 13 pupils said that their school had been calm and orderly 'every day' or 'most days' in the past week.
- In May 2025, secondary school leaders (84%) were statistically significantly more likely than secondary school teachers (60%) or pupils in year 7 to 13 (57%) to say their school had been calm and orderly 'every day' or 'most days' in the past week.
- The proportion of year 7 to 13 pupils who said they felt safe at school 'every day' or 'most days' in the past week (80% in May 2025) has statistically significantly increased from 73% in May 2024.
- The proportion of year 7 to 13 pupils who said they felt they belonged at their school 'every day' or 'most days' (69% in May 2025) has statistically significantly increased from 57% in May 2024.
- In May 2025, 70% of year 7 to 13 pupils said they felt motivated to learn. This has statistically significantly decreased from 75% in April 2024.

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. These questions were asked in December 2024, March 2025 and May 2025.

School environment

School leaders, teachers and pupils were asked to what extent they agreed that their school was calm and orderly. This question was asked to all groups in December 2024, March 2025 and May 2025.

In May 2025, 88% of school leaders said that their school had been calm and orderly 'every day' or 'most days' in the past week (of which 45% said 'every day' and 43% 'most days'). Eleven percent of leaders said their school had been calm and orderly 'some days', whilst 1% said it was 'never' calm and orderly.

As shown in

Table 7, 63% of teachers said that their school had been calm and orderly 'every day' or 'most days' in the past week (of which 18% said 'every day' and 46% 'most days'). Just

under a third (30%) of teachers said their school had been calm and orderly ‘some days’, whilst 6% said it was ‘never’ calm and orderly.

Unlike previous years, there were no statistically significant differences between primary and secondary school leaders nor between primary and secondary school teachers.

Comparing across groups, in May 2025:

- school leaders (88%) were statistically significantly more likely than school teachers (63%) to say that their school had been calm and orderly ‘every day’ or ‘most days’ in the past week.
- School teachers (6%) were statistically significantly more likely than school leaders (1%) to say that their school had ‘never’ been calm and orderly in the past week.

In May 2025, 57% of year 7 to 13 pupils said that their school had been calm and orderly ‘every day’ or ‘most days’ in the past week (of which 13% said ‘every day’ and 44% ‘most days’). Around a third (33%) of year 7 to 13 pupils said their school had been calm and orderly ‘some days’, whilst 9% said it was ‘never’ calm and orderly.

Table 7: Proportion of school leaders, teachers and pupils rating their school as calm and orderly (May 2025)

-	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
School leaders	45%	43%	11%	1%	0%	88%
School teachers	18%	46%	30%	6%	0%	63%
Year 7 to 13 pupils	13%	44%	33%	9%	2%	57%

Unweighted base: All primary and secondary leaders (n=1,025), all primary and secondary teachers (n=1,010), all year 7 to 13 pupils (n=3,067). Special school leaders and teachers were not included in the May 2025 SCV wave.

Source: SCV May 2025, PPLV May 2025. 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.”

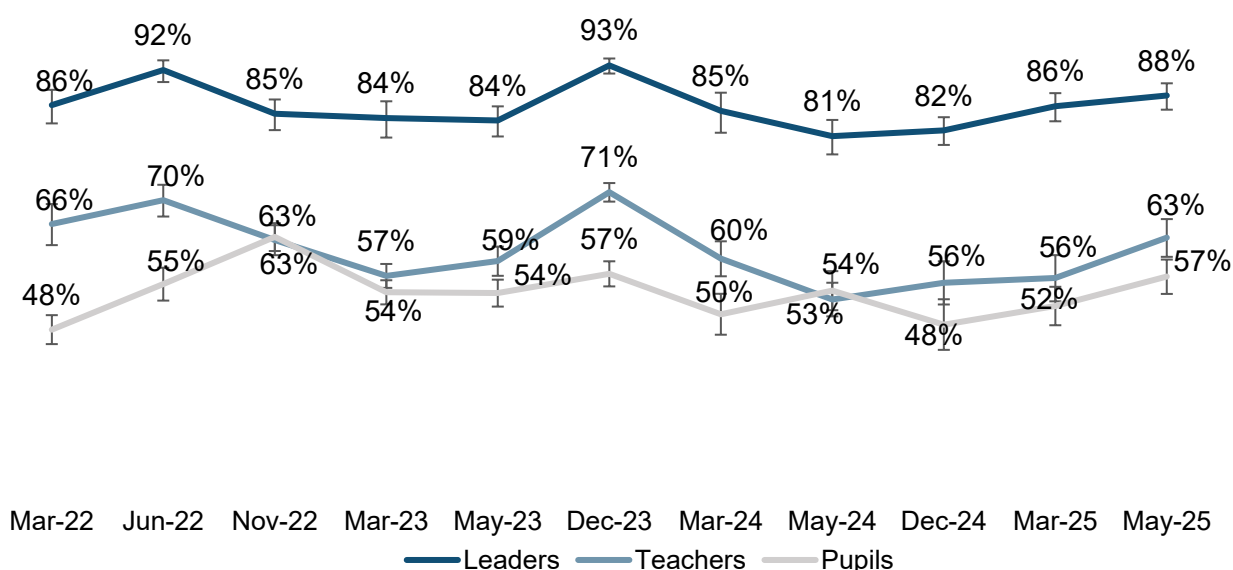
When comparing pupil key stage groups on this question, in May 2025, pupils in KS5 (74%) were statistically significantly more likely than pupils in Key KS3 (53%) and KS4 (56%) to report that their school had been calm and orderly 'every day' or 'most days' in the past week.

When comparing only secondary school leaders and teachers with year 7 to 13 pupils on responses to this question, in May 2025, secondary school leaders (84%) were statistically significantly more likely than secondary school teachers (60%) or year 7 to 13 pupils (57%) to say their school had been calm and orderly 'every day' or 'most days' in the past week.

Compared with previous survey waves (see Figure 11):

- the proportion of school leaders reporting that their school had been calm and orderly 'every day' or 'most days' in the past week (88% in May 2025) has statistically significantly increased from 81% in May 2024.
- the proportion of teachers reporting that their school had been calm and orderly 'every day' or 'most days' in the past week (63% in May 2025) has statistically significantly increased from 53% in May 2024.
- the proportion of year 7 to 13 pupils who reported that their school had been calm and orderly 'every day' or 'most days' in the past week (57% in May 2025) has increased from 54% in May 2024.

Figure 11: Proportion of school leaders, teachers and pupils rating their school as calm and orderly ‘every day’ or ‘most days’ (March 2022 – May 2025)



Unweighted base: School leaders – May 2025 (n=1,025), March 2025 (n=989), December 2024 (n=1,221), May 2024 (n=846), March 2024 (n=507), December 2023 (n=1,790), May 2023 (n=780), March 2023 (n=529), November 2022 (n=717), June 2022 (n=786), March 2022 (n=552). School teachers – May 2025 (n=1,010), March 2025 (n=711), December 2024 (n=1,090), May 2024 (n=1,548), March 2024 (n=1,307), December 2023 (n=3,614), May 2023 (n=1,478), March 2023 (n=2,230), November 2022 (n=1,348), June 2022 (n=1,079), March 2022 (n=695). Year 7 to 13 pupils – May 2025 (n=3,067), March 2025 (n=3,990), May 2024 (n=2,312), March 2024 (n=1,903), May 2023 (n=2,521), June 2022 (n=1,908), March 2022 (n=2,443). Year 7 to 11 pupils – December 2024 (n=1,348), December 2023 (n=3,976), March 2023 (n=2,978), November 2022 (n=2,245). December 2023, May 2024, December 2024 leader and teacher data contains special schools.

Source: SCV May 2025, PPLV May 2025, SCV March 2025, PPLV March 2025, SCV December 2024, PPLV December 2024, SCV May 2024, PPLV May 2024, SCV March 2024, PPLV March 2024, SCV December 2023, PPLV December 2023, SCP NBS May 2023, PPLV NBS May 2023, SCP March 2023, PPLP March 2023, SCP November 2022, PPLP November 2022, SCP NBS June 2022, PPLP NBS June 2022, SCP March 2022, PPLP March 2022. 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.”

Comparing across survey waves by phase of education:

- the proportion of secondary school leaders (84% in May 2025) saying that their school had been calm and orderly ‘every day’ or ‘most days’ has statistically significantly increased from 72% in May 2024.
- the proportion of secondary school teachers (60%) saying that their school had been calm and orderly ‘every day’ or ‘most days’ in May 2025 has statistically significantly increased from 48% respectively in May 2024.

School belonging

Pupils and parents were asked a series of questions relating to school enjoyment, safety and belonging. These questions were asked in December 2024, March 2025 and May 2025.

Pupils were asked how much they had enjoyed coming to school over the past week. As shown in Table 8, in May 2025, 19% of year 7 to 13 pupils said that they had enjoyed coming to school ‘every day’ in the past week, whilst 8% said that they had ‘never’ enjoyed coming to school in the past week. Around two-fifths of year 7 to 13 pupils (40%) said they had enjoyed coming to school on ‘most days’ whilst 32% responded ‘some days’ (1% responded ‘don’t know’).

Table 8: Frequency of pupils enjoying school in the past week (Pupil views, May 2025)

-	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
All pupils	19%	40%	32%	8%	1%	59%
KS3 pupils	20%	41%	30%	7%	2%	61%
KS4 pupils	17%	37%	35%	10%	0%	54%
KS5 pupils	18%	46%	31%	5%	0%	64%

Unweighted base: All year 7 to 13 pupils (n=3,067), KS3 pupils (n=1,481), KS4 pupils (n=1,111), KS5 pupils (n=475).

Source: PPLV May 2025. 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?”

When asked how often they felt safe at school, 47% of year 7 to 13 pupils said that they had felt safe at school ‘every day’ in the past week in May 2025 (see Table 9). A third of year 7 to 13 pupils (33%) said they had felt safe on ‘most days’, while 14% felt safe on ‘some days’ and 3% said that they had ‘never’ felt safe in the past week (2% responded ‘don’t know’).

Table 9: Frequency of pupils feeling safe in school in the past week (Pupil views, May 2025)

-	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
All pupils	47%	33%	14%	3%	2%	80%
KS3 pupils	45%	35%	13%	4%	3%	80%
KS4 pupils	44%	31%	18%	4%	2%	75%
KS5 pupils	60%	29%	8%	1%	1%	90%

Unweighted base: All year 7 to 13 pupils (n=3,067), KS3 pupils (n=1,481), KS4 pupils (n=1,111), KS5 pupils (n=475).

Source: PPLV May 2025. 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?"

Year 7 to 13 pupils were also asked how often they felt they belonged at their school. In May 2025, 35% of year 7 to 13 pupils said they felt they belonged at their school 'every day' in the past week, 34% said they felt they belonged 'most days', 23% said they felt they belonged on 'some days', while 6% said that they had 'never' felt they belonged in the past week (2% responded 'don't know') (see Table 10).

Table 10: Frequency of pupils feeling they belong at school in the past week (Pupil views, May 2025)

-	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
All pupils	35%	34%	23%	6%	2%	69%
KS3 pupils	38%	34%	20%	5%	3%	72%
KS4 pupils	31%	33%	27%	7%	2%	64%
KS5 pupils	30%	40%	23%	6%	1%	71%

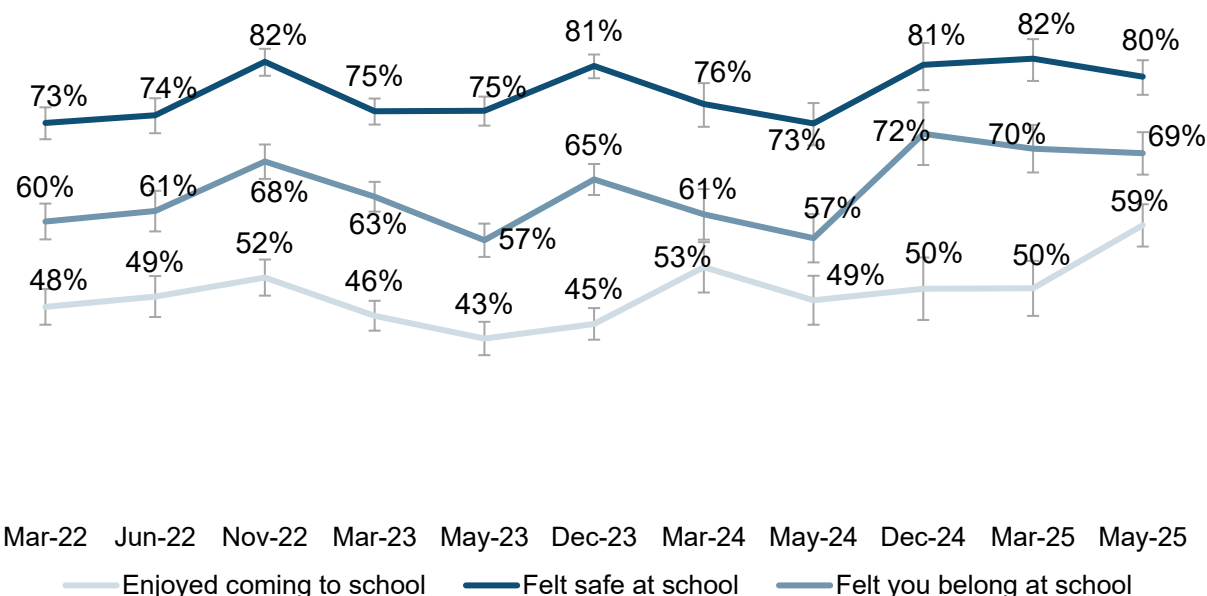
Unweighted base: All year 7 to 13 pupils (n=3,067), KS3 pupils (n=1,481), KS4 pupils (n=1,111), KS5 pupils (n=475).

Source: PPLV May 2025. 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?"

Compared with previous survey waves (Figure 12):

- the proportion of year 7 to 13 pupils who said they had enjoyed coming to school 'every day' or 'most days' in the past week (59% in May 2025) has statistically significantly increased from 49% in May 2024.
- the proportion of year 7 to 13 pupils who said they felt safe at school 'every day' or 'most days' in the past week (80% in May 2025) has statistically significantly increased from 73% in May 2024.
- the proportion of year 7 to 13 pupils who said they felt safe at school 'every day' in the past week (47% in May 2025) has statistically significantly increased from 32% in May 2024.
- the proportion of year 7 to 13 pupils who said they felt they belonged at their school 'every day' or 'most days' (69% in May 2025) has statistically significantly increased from 57% in May 2024.

Figure 12: Pupil perceptions of enjoyment, safety and belonging at school 'every day' or 'most days' in the past week (March 2022 - May 2025)



Unweighted base: Year 7 to 13 pupils – May 2025 (n=3,067), March 2025 (n=2,552), May 2024 (n=2,312), March 2024 (n=1,903), May 2023 (n=2,521), June 2022 (n=1,908), March 2022 (n=2,443). Year 7 to 11 pupils – December 2024 (n=1,348), December 2023 (n=3,976), March 2023 (n=2,978), November 2022 (n=2,245).

Source: PPLV May 2025, PPLV March 2025, PPLV December 2024, PPLV May 2024, PPLV March 2024, PPLV Dec 2023, PPLP NBS May 2023, PPLP March 2023, PPLP November 2022, PPLP NBS June 2022, PPLP March 2022. "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 11, in May 2025, 39% 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 16% reported that their child enjoyed going to school on ‘some days’. Only 4% of parents reported that their child had ‘never’ enjoyed going to school over the past week.

Parents of primary school pupils (85%) were statistically significantly more likely than parents of secondary school pupils (73%) and parents of special school pupils (79%) to say that their child had enjoyed going to school ‘every day’ or ‘most days’ in the past week.

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 (79% in May 2025) has statistically significantly increased from 74% in May 2024.

Comparing across survey waves by phase of education:

- the proportion of parents of secondary school pupils who said their child had enjoyed going to school ‘every day’ or ‘most days’ in the past week (73% in May 2025) has statistically significantly increased from 64% in May 2024.

Table 11: Frequency of pupils enjoying school in the past week (Parent views, May 2025)

-	Every day	Most days	Some days	Never	Don't know	Total: Every day/most days
All parents	39%	40%	16%	4%	0%	79%
Primary parents	46%	40%	13%	2%	0%	85%
Secondary parents	31%	41%	21%	6%	0%	73%
Special school parents	45%	34%	15%	5%	2%	79%

Unweighted base: All parents (n=3,423), primary school parents (n=1,138), secondary school parents (n=1,694), special school parents (n=591).

Source: PPLV May 2025. 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 2025, 66% of parents reported that their child had felt safe at school ‘every day’ over the past week, 25% reported their child had felt safe on ‘most days’, 7% 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 12).

Parents of primary school pupils (73%) were statistically significantly more likely than parents of secondary school pupils (58%) and parents of special school pupils (58%) to say their child had felt safe ‘every day’ in the past week.

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 (91% in May 2025) is consistent with May 2024 (89%).

Table 12: Frequency of pupils feeling safe in school in the past week (Parent views, May 2025)

-	Every day	Most days	Some days	Never	Don’t know	Total: Every day/most days
All parents	66%	25%	7%	1%	1%	91%
Primary parents	73%	21%	5%	0%	1%	94%
Secondary parents	58%	29%	10%	2%	1%	87%
Special school parents	58%	25%	10%	3%	5%	83%

Unweighted base: All parents (n=3,423), primary school parents (n=1,138), secondary school parents (n=1,694), special school parents (n=591).

Source: PPLV May 2025. 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?”

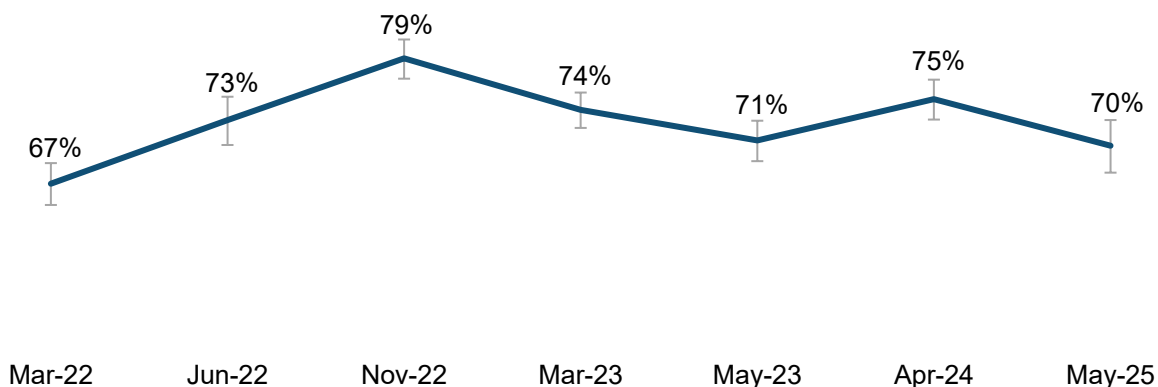
Motivation to learn

Pupils were asked to self-assess their motivation to learn. This question was asked in May 2025.

Overall, 70% of year 7 to 13 pupils said they were motivated to learn, of which 20% said that they were 'very motivated' and 51% 'fairly motivated'. A fifth (20%) said that they were 'not very motivated' and 6% said that they were 'not at all motivated' (3% responded 'don't know').

Compared to last year, the proportion of year 7 to 13 pupils who felt motivated to learn (70% in May 2025) has statistically significantly decreased from 75% in April 2024.

Figure 13: Proportion of pupils who felt 'very' or 'fairly' motivated to learn (March 2022 – May 2025)



Unweighted base: Year 7 to 13 pupils – May 2025 (n=3,067), April 2024 (n=3,706), May 2023 (n=2,521), June 2022 (n=1,908), March 2022 (n=2,443). Year 7 to 11 pupils – March 2023 (n=2,978), November 2022 (n=2,245).

Source: PPLV May 2025, PPLV NBS April 2024, PPLP NBS May 2023, PPLP March 2023, PPLP November 2022, PPLP NBS June 2022, PPLP March 2022. "How motivated, if at all, would you say you are to learn?"

Findings 4: Frequency and impact of misbehaviour

Key findings

- The proportion of school leaders reporting that pupil behaviour was 'very good' or 'good' in the past week (88% in May 2025) has statistically significantly increased from 72% in May 2024.
- The proportion of teachers reporting that pupil behaviour was 'very good' or 'good' in the past week (65% in May 2025) has statistically significantly increased from 46% in May 2024.
- The number of minutes that teachers reported were lost due to misbehaviour for every 30 minutes of lesson time (7 minutes in May 2025) was consistent with May 2024 (7 minutes).
- The proportion of year 7 to 13 pupils reporting that misbehaviour had interrupted their work in at least some lessons over the past week (62% in May 2025) has statistically significantly decreased from 73% in May 2024.
- The proportion of teachers reporting pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week (73% in May 2025) has decreased from 78% in May 2024.
- In May 2025, 21% of year 7 to 13 pupils said that they had been a victim of bullying for any reason in the past 12 months. This has decreased from 24% in April 2024.

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. These questions were asked in December 2024, March 2025, May 2025 and June 2025.

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 to all groups in December 2024, March 2025 and May 2025.

In May 2025, 88% of school leaders reported that pupil behaviour was good (of which 33% said it was 'very good' and 55% said it was 'good') and 5% of school leaders reported that behaviour had been 'poor' or 'very poor' (4% 'poor' and 1% 'very poor').

Primary school leaders (91%) were statistically significantly more likely than secondary school leaders (81%) to report pupils' behaviour as 'very good' or 'good'. Conversely, secondary school leaders (7%) were statistically significantly more likely than primary school leaders (3%) to report pupils' behaviour as 'poor' or 'very poor'.

For teachers, 65% reported that pupil behaviour was good in May 2025 (of which 11% said it was 'very good' and 54% said it was 'good'), whilst 15% of teachers said behaviour was poor (13% 'poor' and 2% 'very poor').

Comparing across groups, in May 2025:

- school teachers (65%) were statistically significantly less likely than school leaders (88%) to report that pupil behaviour was 'very good' or 'good' in the past week.
- School teachers (15%) were statistically significantly more likely than school leaders (5%) to report that pupil behaviour was 'poor' or 'very poor' in the past week.

In May 2025, 44% of year 7 to 13 pupils reported that pupil behaviour had been good in the past week (of which 8% said 'very good' and 36% 'good'), whilst 19% said that behaviour was poor (of which 13% said 'poor' and 6% 'very poor'). Just over a third of year 7 to 13 pupils (34%) said that the behaviour of pupils in their school had been 'neither good nor poor'.

Pupils in KS5 (67%) were statistically significantly more likely than pupils in KS4 (44%) or KS3 (39%) to say that behaviour was 'very good' or 'good' in the past week.

Compared with previous survey waves:

- the proportion of school leaders reporting that pupil behaviour was 'very good' or 'good' in the past week (88% in May 2025) has statistically significantly increased from 72% in May 2024.
- the proportion of teachers reporting that pupil behaviour was 'very good' or 'good' in the past week (65% in May 2025) has statistically significantly increased from 46% in May 2024²³.
- the proportion of year 7 to 13 pupils reporting that pupil behaviour was 'good' or 'very good' in the past week (44% in May 2025) has increased from 40% in May 2024.

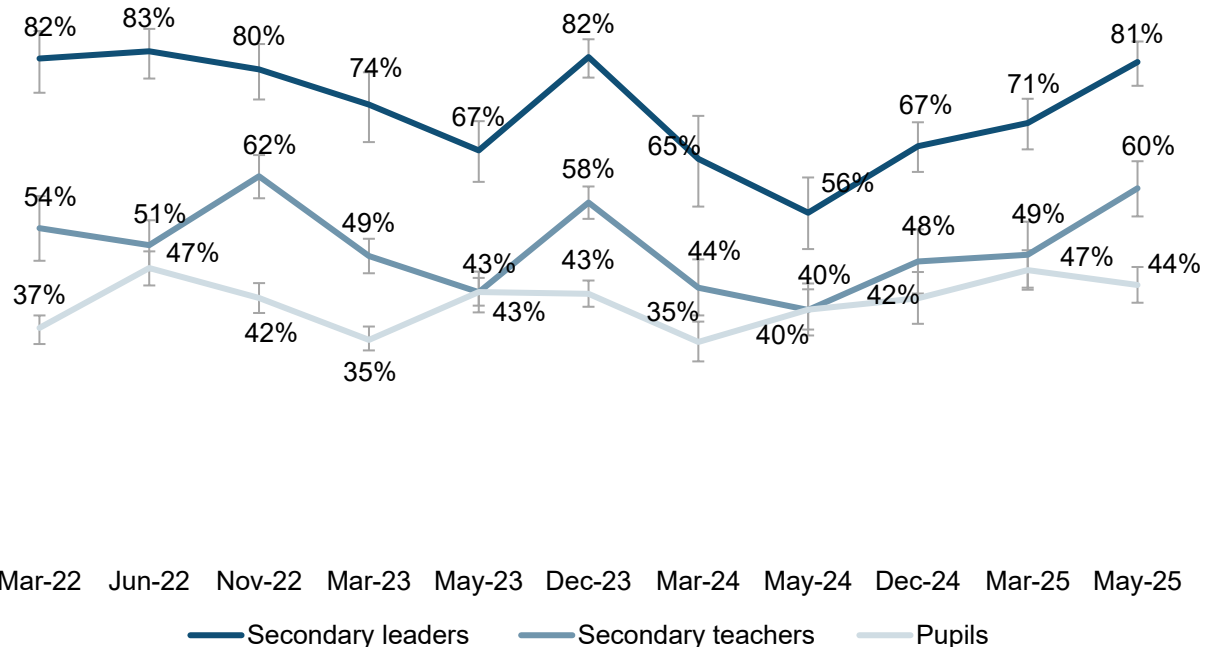
²³ Special school teachers were included in May 2024 but not in May 2025. Removing special school teachers from May 2024 does not change the estimate so figures for all teachers have been presented.

When comparing only secondary school leaders and teachers with year 7 to 13 pupils on responses to this question in May 2025:

- secondary school leaders (81%) were statistically significantly more likely than secondary school teachers (60%) and year 7 to 13 pupils (44%) to say that the behaviour of pupils in their school had been ‘very good’ or ‘good’ in the past week. In turn, secondary school teachers were significantly more likely than year 7 to 13 pupils to rate behaviour as ‘very good’ or ‘good’ in the past week.
- secondary school teachers (16%) and year 7 to 13 pupils (19%) were statistically significantly more likely than secondary school leaders (7%) to say that behaviour had been ‘poor’ or ‘very poor’ in the past week.

Figure 14 shows the proportion of secondary school leaders, secondary school teachers and secondary school pupils who rated behaviour as ‘very good’ or ‘good’ in the past week across all survey waves since March 2022.

Figure 14: Ratings of pupil behaviour as ‘good’ or ‘very good’ across survey waves (Secondary school leader, teacher and pupil views, March 2022 – May 2025)



Unweighted base: Secondary school leaders – May 2025 (n=551), March 2025 (n=537), December 2024 (n=569), May 2024 (n=322), March 2024 (n=187), December 2023 (n=609), May 2023 (n=333), March 2023 (n=218), November 2022 (n=288), June 2022 (n=316), March 2022 (n=217). Secondary school

teachers – May 2025 (n=521), March 2025 (n=379), December 2024 (n=405), May 2024 (n=547), March 2024 (n=482), December 2023 (n=1,326), May 2023 (n=810), March 2023 (n=1,157), November 2022 (n=693), June 2022 (n=551), March 2022 (n=328). Year 7 to 13 pupils – May 2025 (n=3,067), March 2025 (n=3,990), May 2024 (n=2,312), March 2024 (n=1,903), May 2023 (n=2,521), June 2022 (n=1,908), March 2022 (n=2,443). Year 7 to 11 pupils – December 2024 (n=1,348), December 2023 (n=3,976), March 2023 (n=2,978), November 2022 (n=2,245).

Source: SCV May 2025, SCV March 2025, SCV December 2024, SCV May 2024, SCV March 2024, SCV December 2023, SCP NBS May 2023, SCP March 2023, SCP November 2022, SCP NBS June 2022, SCP March 2022, PPLV May 2025, PPLV March 2025, PPLV December 2024, PPLV May 2024, PPLV March 2024, PPLV December 2023, PPLP NBS May 2023, PPLP Mar 2023, PPLP Nov 2022, PPLP NBS June 2022, PPLP March 2022. Question to teachers and leaders: “Thinking about the past week of term, how would you rate the behaviour of pupils at your school?” Question to pupils: “Thinking about the past week of term, would you say that behaviour of pupils at your school was... If you were not in school in the last week, please think about the last week you were in school”.

Comparing across previous survey waves by phase of education:

- the proportion of primary school leaders (91%) and secondary school leaders (81%) reporting that pupil behaviour was ‘very good’ or ‘good’ in May 2025 has statistically significantly increased from 81% and 56% respectively in May 2024.
- the proportion of primary school teachers (69%) and secondary school teachers (60%) reporting that pupil behaviour was ‘very good’ or ‘good’ in May 2025 has statistically significantly increased from 51% and 40% respectively in May 2024.

Frequency and impact of misbehaviour

School leaders, teachers and pupils 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 2024, March 2025, May 2025 and June 2025.

School leaders and teachers were asked how often pupil misbehaviour stopped or interrupted teaching or learning. In May 2025, 36% of school leaders reported that misbehaviour stopped or interrupted teaching in at least some lessons (of which 3% reported this happened in ‘all lessons’, 7% in ‘most lessons’ and 26% in ‘some lessons’).

As shown in Table 13, in May 2025, 74% of teachers reported that misbehaviour stopped or interrupted teaching in at least some lessons (of which 10% reported this happened in ‘all lessons’, 24% in ‘most lessons’ and 39% in ‘some lessons’).

Table 13: Extent to which teachers felt misbehaviour stopped or interrupted teaching or learning in the past week (May 2025)

-	All lessons	Most lessons	Some lessons	Rarely	Never	Total: At least some lessons
All teachers	10%	24%	39%	22%	3%	74%
Primary teachers	14%	27%	34%	20%	3%	76%
Secondary teachers	6%	21%	44%	24%	3%	72%

Unweighted base: All school teachers (1010), primary teachers (489), secondary teachers (521).

Source: SCV May 2025. "Thinking about pupils' behaviour in the lessons you taught during the past week of term, in how many did pupil misbehaviour stop or interrupt teaching or learning?". Teachers could say 'not applicable – I have not taught any lessons' so figures may not add to 100%.

Compared with previous survey waves:

- the proportion of school leaders reporting that misbehaviour had interrupted teaching in the past week in at least some lessons (36% in May 2025) is consistent with March 2025 (35%) and May 2024 (38%).
- the proportion of secondary school leaders reporting that misbehaviour had interrupted teaching in the past week in at least some lessons (30% in May 2025) has decreased from 33% in March 2025 and statistically significantly decreased from 43% in May 2024.
- the proportion of teachers reporting that misbehaviour had interrupted teaching in the past week in at least some lessons (74% in May 2025) has increased from 70% in March 2025 but is consistent with May 2024 (76%).

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 2025, 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.²⁴

²⁴ Rounded to the nearest whole minute

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 in May 2025) was consistent with May 2024 (7 minutes) (see Table 14).

Table 14: Mean estimated minutes lost to misbehaviour (Teachers, June 2022 – May 2025)

-	June 2022	May 2023	May 2024	May 2025
All teachers	6	7	7	7
Primary teachers	6	7	7	7
Secondary teachers	6	7	7	6

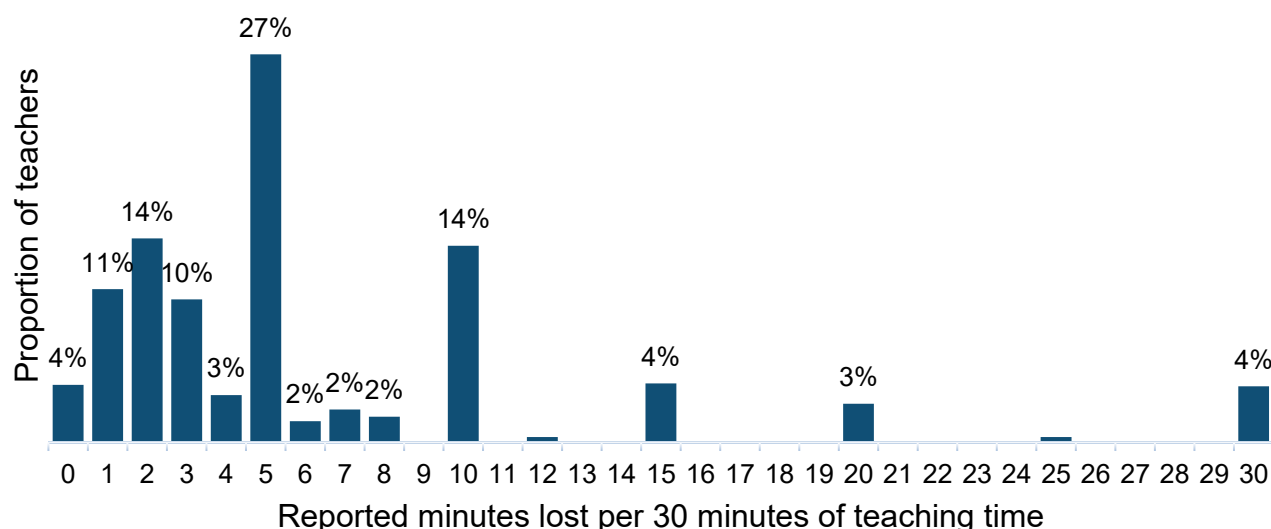
Unweighted base: May 2025 - All school teachers who have taught lessons that have been interrupted in the past week of term (n=958), primary school teachers (n=464), secondary school teachers (n=494). May 2024 - All school teachers who have taught lessons that have been interrupted in the past week of term (n=1466), primary school teachers (n=605), secondary school teachers (n=525). May 2023 - All school teachers who have taught in the past week (n=1444), primary school teachers (n=640), secondary school teachers (n=804). June 2022 - All school teachers who have taught in the past week (n=1064), primary school teachers (n=516), secondary school teachers (n=548).

Source: SCV May 2025, SCV May 2024, SCP NBS May 2023, SCP NBS June 2022. Data rounded to the nearest whole minute. "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 2025, 62% of school leaders reported that between 1 and 10 minutes were lost due to pupil misbehaviour per 30 minutes of teaching time, while 4% reported that more than 10 minutes were lost (28% said they did not know). Five per cent of school leaders reported that no time was lost to misbehaviour in the past week.

Overall, in May 2025, 68% of teachers reported that between 1 and 10 minutes were lost due to pupil misbehaviour per 30 minutes of teaching time, while 9% reported that more than 10 minutes were lost. Only 2% of teachers reported that no time was lost to misbehaviour in the past week. As shown in Figure 15, 14% 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 2025)



Unweighted base: All teachers who taught lessons that had been interrupted in the past week of term (n=958).

Source: SCV May 2025. 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?”

Compared with previous survey waves:

- the proportion of school leaders reporting that between 1 and 10 minutes of teaching time were lost due to misbehaviour (62% in May 2025) is consistent with May 2024 (60%).
- the proportion of school leaders reporting that more than 10 minutes were lost due to pupil misbehaviour per 30 minutes of lesson time (6% in May 2025) has increased from 3% in May 2024.
- the proportion of teachers reporting that between 1 and 10 minutes were lost due to pupil misbehaviour (68% in May 2025) has decreased from 72% 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% in May 2025) is consistent with May 2024 (9%).

Year 7 to 13 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 2025, 62% of year 7 to 13 pupils reported that misbehaviour had interrupted their work in at

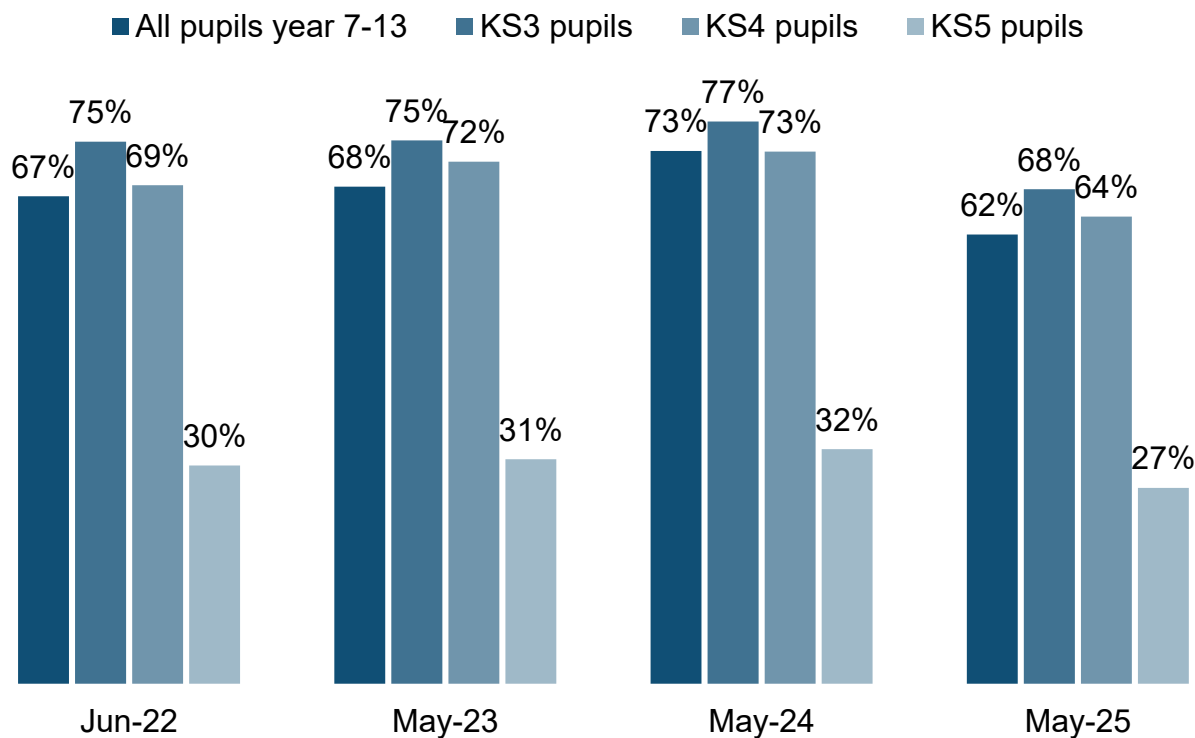
least some lessons (of which 5% reported this happened in ‘all lessons’, 20% in ‘most lessons’ and 37% in ‘some lessons’). Only 8% of year 7 to 13 pupils said that lessons had ‘never’ been interrupted by misbehaviour in the past week (28% said ‘rarely’).

When comparing pupil key stage groups on this question, in May 2025:

- pupils in KS3 (68%) and KS4 (64%) were statistically significantly more likely than pupils in KS5 (27%) to say that misbehaviour had stopped or interrupted their work in at least some lessons in the past week.
- pupils in KS5 (31%) were statistically significantly more likely than pupils in KS3 (5%) and KS4 (6%) to say that misbehaviour never stopped or interrupted their lessons or work in the past week.

Compared with previous survey waves, the proportion of year 7 to 13 pupils reporting that misbehaviour had interrupted their work in at least some lessons over the past week (62% in May 2025) has statistically significantly decreased from 73% in May 2024.

Figure 16: Pupils reporting that misbehaviour of other pupils interrupted at least some lessons, by key stage (May 2025)



Unweighted base: All pupils in years 7 to 13 (n=3067), KS3 pupils (n=1481), KS4 pupils (n=1111), KS5 pupils (n=475).

Source: PPLV May 2025. Percentages may not match exactly due to rounding. “Thinking about the past week of term, how often, if at all, did misbehaviour of other pupils stop or interrupt the lesson or you doing your work?”

Year 7 to 13 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 2025, 70% of year 7 to 13 pupils reported that the misbehaviour had been quickly addressed (of which 14% responded ‘very quickly’ and 56% ‘fairly quickly’) whereas 18% said that the misbehaviour had been addressed ‘not very quickly’ and 5% said that it had been addressed ‘not quickly at all’. The remainder were either unsure (3%) or said that it varied too much to say (4%).

Pupils in KS5 (83%) were statistically significantly more likely than pupils in KS3 (70%) and KS4 (67%) 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 (70% in May 2025) has increased from 65% in May 2024.

Types of disruptive behaviour

Pupils and teachers were asked questions about how frequently specific disruptive behaviours had occurred in lessons in the past week. These questions were asked in May 2025 (teachers) and June 2025 (pupils).

For year 7 to 13 pupils, in June 2025, the types of misbehaviour reported as most likely to occur when they were not supposed to in at least some lessons were talking (90% of year 7 to 13 pupils reported this), arriving to lessons late (76%) and shouting out (74%). Less frequently reported behaviours included answering back or challenging instructions (63% of year 7 to 13 pupils reported this in at least some lessons) and using mobile phones when not supposed to (58%) (See Table 15Table 15).

Table 15: Frequency of types of pupil misbehaviour in the past week (Pupil views, June 2025)

-	All lessons	Most lessons	Some lessons	Rarely	Never	Don't know	Total: At least some lessons
Talking	31%	34%	25%	6%	1%	3%	90%
Arriving to lessons late	13%	25%	39%	18%	2%	3%	76%
Shouting out	18%	24%	31%	18%	4%	3%	74%

-	All lessons	Most lessons	Some lessons	Rarely	Never	Don't know	Total: At least some lessons
Answering back / challenging instructions	12%	18%	34%	25%	8%	3%	63%
Using mobile phones	9%	19%	30%	26%	11%	5%	58%

Unweighted base: All year 7 to 13 pupils (n=2,105).

Source: PPLV June 2025. 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?"

When comparing pupil key stage groups on these questions:

- pupils in KS3 (92%) and KS4 (91%) were statistically significantly more likely than pupils in KS5 (78%) to say that talking occurred in at least some lessons during the past week.
- pupils in KS4 (85%) and KS5 (80%) were statistically significantly more likely than pupils in KS3 (70%) to say that arriving to lessons late occurred in at least some lessons during the past week.
- pupils in KS3 (83%) and KS4 (74%) were statistically significantly more likely than pupils in KS5 (35%) to say that shouting out occurred in at least some lessons during the past week.
- pupils in KS3 (72%) and KS4 (64%) were statistically significantly more likely than pupils in KS5 (24%) to say that answering back or challenging instructions occurred in at least some lessons during the past week.
- pupils in KS4 (65%) were statistically significantly more likely than pupils in KS3 (53%) to say that using mobile phones when not supposed to occurred in at least some lessons during the past week.

Compared with previous survey waves, in June 2025:

- the proportion of pupils reporting talking (90%), shouting out (74%), answering back or challenging instructions (63%) and using mobile phones when they were not supposed to (58%) in at least some lessons was consistent with April 2024 (talking 92%, shouting out 76%, answering back or challenging instructions 62% and using mobile phones when they were not supposed to 56%, in at least some lessons in April 2024).
- the proportion of pupils reporting pupils arriving to lessons late in at least some lessons (76%) has decreased from 79% in April 2024.

For teachers, in May 2025, the types of misbehaviour reported as most likely to occur when they were not supposed to in at least some lessons were talking (87% of teachers reported this), shouting out (71%) and arriving to lessons late (54%). Less frequently reported behaviours included answering back or challenging instructions (49% of teachers reported this in at least some lessons) and using mobile phones when not supposed to (11%).

When comparing across phase:

- secondary school teachers (75%) were statistically significantly more likely than primary school teachers (33%) to say that arriving to lessons late occurred in at least some lessons during the past week.
- secondary school teachers (21%) were statistically significantly more likely than primary school teachers (1%) to say that using mobile phones when not supposed to occurred in at least some lessons during the past week.
- primary school teachers (78%) were statistically significantly more likely than secondary school teachers (64%) to say that shouting out occurred in at least some lessons during the past week.

Compared with previous survey waves, in June 2025:

- the proportion of teachers reporting talking (87%), shouting out (71%), arriving to lessons late (54%), and answering back or challenging instructions (49%) in at least some lessons was consistent with May 2023 (talking 89%, shouting out 70%, arriving to lessons late 52%, answering back or challenging instructions 49%, in at least some lessons in May 2023).
- the proportion of teachers reporting the use of mobile phones when not supposed to in at least some lessons (11%) has statistically significantly decreased from 18% in May 2023.

When comparing only secondary school teachers and pupils on responses to this question in May/June 2025 (see Table 15Table 16 and Table 16Table 15):

- Year 7 to 13 pupils were statistically significantly more likely than secondary school teachers to say that shouting out (74% vs. 64%), answering back / challenging instructions (63% vs. 49%) and using mobile phones when not supposed to (58% vs. 21%) occurred in at least some lessons in the past week.
- Secondary school teachers (42%) were statistically significantly more likely than year 7 to 13 pupils (11%) to say that using mobile phones when not supposed to 'never' happened in the past week.

Table 16: Frequency of types of pupil misbehaviour in the past week (Secondary school teacher views, May 2025)

-	All lessons	Most lessons	Some lessons	Rarely	Never	Total: At least some lessons
Talking	27%	31%	31%	11%	0%	89%
Arriving to lessons late	7%	25%	43%	22%	3%	75%
Shouting out	8%	19%	37%	28%	8%	64%
Answering back / challenging instructions	4%	10%	34%	40%	11%	49%
Using mobile phones	0%	3%	18%	36%	42%	21%

Unweighted base: Secondary school teachers (n=521).

Source: SCV May 2025. Totals may not match exactly due to rounding. "Thinking about the lessons you taught during the past week, how often, if at all, did the following occur when it was not supposed to...Pupils talking/pupils arriving to lessons late/pupils shouting out/pupils answering back or challenging instructions/pupils using mobile phones?"

Impacts on wellbeing

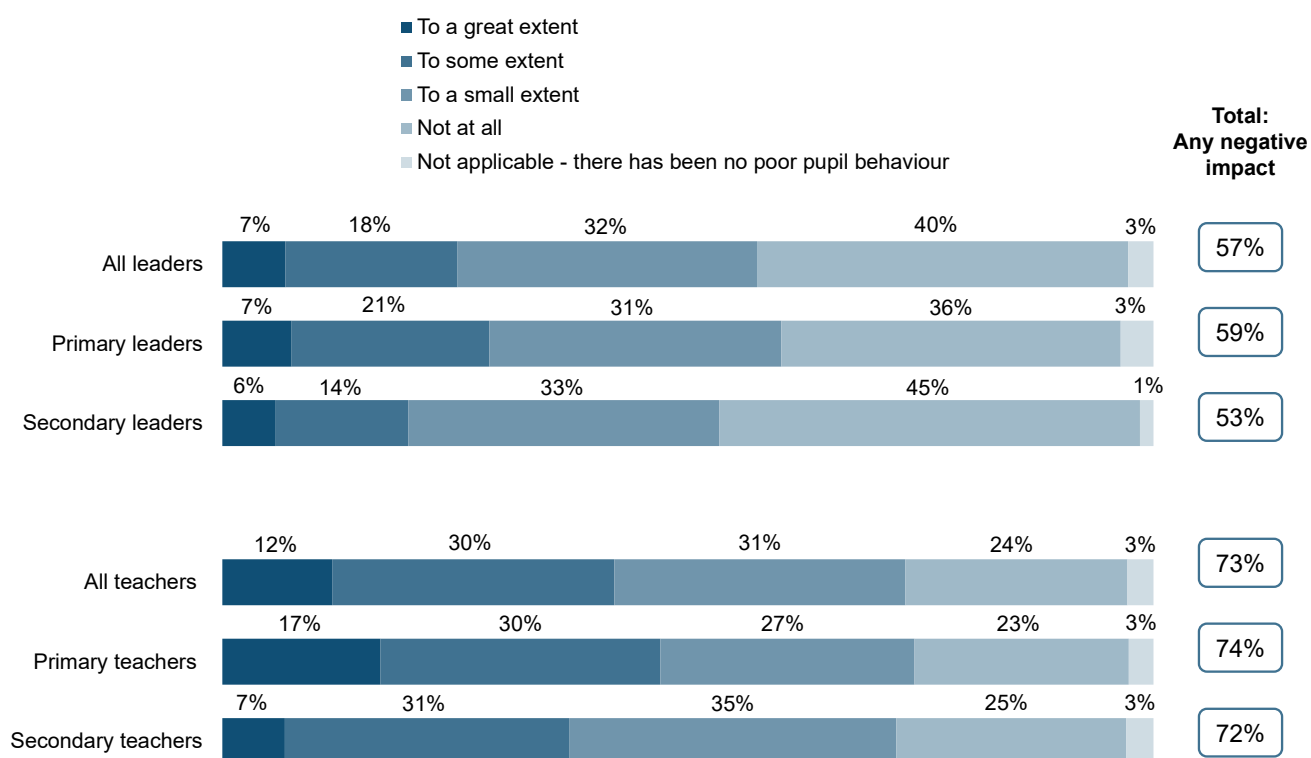
School leaders and teachers were asked about the extent to which pupil misbehaviour had had a negative impact on their health and wellbeing. This question was asked in May 2025.

As shown in Figure 17, in May 2025, 57% 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, 7% reported it 'to a great extent', 18% 'to some extent', and 32% 'to a small extent'. Forty per cent of school leaders reported 'not at all', 3% said 'not applicable – there has been no poor pupil behaviour' and 1% did not know.

For teachers, 73% reported that pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week: of these, 12% reported it 'to a great extent', 30% 'to some extent', and 31% 'to a small extent'. Twenty four per cent of teachers responded 'not at all' and 3% responded 'not applicable – there has been no poor pupil behaviour'.

Primary school teachers (17%) were statistically significantly more likely than secondary school teachers (7%) to say that pupil misbehaviour had had a negative impact on their health and wellbeing 'to a great extent' in the past week (see Figure 17).

Figure 17: Extent to which pupil misbehaviour had a negative impact on health and wellbeing (Leaders and teachers, May 2025)



Unweighted base: All leaders (n=1,025), primary school leaders (n=474), secondary school leaders (n=551), all teachers (n=1010), primary teachers (n=489), secondary teachers (n=521).

Source: SCV May 2025. Totals may not match exactly due to rounding. "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:

- 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 (57% in May 2025) is consistent with May 2024 (58%).
- the proportion of teachers reporting pupil misbehaviour had had a negative impact on their health and wellbeing to any extent in the past week (73% in May 2025) has decreased from 78% in May 2024.

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 May 2025.

As shown in Table 17Table 17Table 17Table 17, in May 2025, 21% of year 7 to 13 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 (19% of pupils reported this), although 4% said that they had been bullied by someone else.²⁵

Compared to last year, the proportion of year 7 to 13 pupils who said they had been a victim of bullying for any reason in the past 12 months (21% in May 2025) has decreased from 24% in April 2024.

Pupils in KS3 (25%) and pupils in KS4 (19%) were statistically significantly more likely than pupils in KS5 (11%) to say that they had been a victim of bullying in the past 12 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.

²⁵ Pupils were able to report multiple experiences of bullying, so may have reported bullying both by pupils at their school and by someone else.

Table 17: Pupils' experience of being a victim of bullying in the past 12 months (May 2025)

Bullied in the past 12 months	Total Year 7 to 13 pupils	KS3 pupils	KS4 pupils	KS5 pupils
Yes	21%	25%	19%	11%
Yes, by pupils at my school	19%	24%	16%	9%
Yes, by someone else	4%	4%	4%	2%
No	73%	67%	77%	86%
Don't know	6%	8%	5%	3%

Unweighted base: Year 7 to 13 pupils who consented to answering questions about bullying (n=2,885). KS3 pupils who consented to answering questions about bullying (n=1,397), KS4 pupils who consented to answering questions about bullying (n=1,036), KS5 pupils who consented to answering questions about bullying (n=452).

Source: PPLV May 2025. Totals may not match exactly due to rounding. "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 year 7 to 13 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 87% said that at least some of it had been in person.

Compared with previous survey waves:

- the proportion of year 7 to 13 pupils who reported that at least some of the bullying had been online (29%) is consistent with 29% in April 2024.
- the proportion of year 7 to 13 pupils who reported that at least some of the bullying had been in person has decreased from 90% in April 2024 to 87% in May 2025.

Year 7 to 13 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 year 7 to 13 pupils who reported that they had been bullied in person, the most common reason, as perceived by pupils, was the way they looked (44%), followed by a disability or special educational need (14%), their sexual orientation (10%) their race or ethnicity (9%), their sex for example boy or girl (8%), their nationality (5%)

and their religion or belief (4%). Just under a quarter (24%) said they did not know the reason for the bullying.

Compared with previous survey waves:

- the proportion of year 7 to 13 pupils who perceived they were bullied in-person because of their nationality (5%) has decreased from 8% in April 2024.
- the proportion of year 7 to 13 pupils who perceived they were bullied for all the remaining reasons is consistent with April 2024.

The perceived reasons for bullying were similar among year 7 to 13 pupils who reported that they had been bullied online.²⁶ The most common reason was the way they looked (37%), followed by a disability or special educational need (12%), their sexual orientation (10%), their sex, for example boy or girl (8%), their race or ethnicity (8%), their religion or belief (5%) and their nationality (4%). Over a quarter (28%) said 'other' and a similar proportion (27%) said they did not know the reason for the bullying.

Compared with previous survey waves:

- the proportion of year 7 to 13 pupils who perceived they were bullied online because of a disability or special educational need (12%) has decreased from 16% in April 2024.
- the proportion of year 7 to 13 pupils who perceived they were bullied online because of their sexual orientation (10%) has increased from 6% in April 2024.
- the proportion of year 7 to 13 pupils who perceived they were bullied for all the remaining reasons is consistent with April 2024.

When responding to these questions in relation to their children, 24% 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 (23% reported this), although 3% said that their child had been bullied by someone else.

Compared with previous survey waves, the proportion of parents who said that their child had been a victim of bullying in the past 12 months (24%) has decreased from 28% in May 2024.

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

²⁶ 267 pupils answered this question in total. Data relating to reasons for online bullying should be interpreted with caution due to low base sizes.

bullying, 94% said that it occurred in person, while 19% 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 (20%), their race or ethnicity (9%), their sex (5%), their nationality (3%), their sexual orientation (3%), and their religion or belief (2%). Just over a third (34%) said 'other' and 24% said they did not know the reason for the bullying.

Compared with previous survey waves:

- the proportion of parents who said their child was bullied in person because of their race or ethnicity (9%) has increased from 6% in May 2024.
- the proportion of parents who said their child was bullied in person for all the remaining reasons is consistent with May 2024.

The most common reason reported by parents for the online bullying²⁷ was the way their child looked (41%), followed by a disability or special educational need (24%), their sex (10%), their sexual orientation (4%), their race or ethnicity (4%), their nationality (3%) and their religion or belief (2%). Two fifths (39%) said 'other' while 19% said they did not know the reason for the bullying.

Compared with previous survey waves:

- the proportion of parents who said their child was bullied online because of a disability or special educational need (24%) has increased from 18% in May 2024.
- the proportion of parents who said their child was bullied online because of their sex (10%) has increased from 3% in May 2024.
- the proportion of parents who said their child was bullied online for all the remaining reasons is consistent with May 2024.

²⁷ 279 parents answered this question in total. Data relating to reasons for online bullying should be interpreted with caution due to low base sizes.



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